



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

Regular Meeting

Monday, April 26, 2021 at 6:00 PM

**Spectrum Health Building, 1405 Progress Parkway, Virginia, MN
55792**

AGENDA

Due to the declared health pandemic 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 12:00 P.M. on April 26, 2021.

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors and visitor input.
4. Consent Agenda:
 1. Approval of April 12, 2021 regular meeting minutes. 4
 2. Payment of the bills. 7
 3. Approval of hire of Alicia Schroeder for the K-12 Curriculum Coordinator effective beginning the 2021-2022 school year.
 4. Approval of hire of Chris Ismil for the Co-Head Cross Country Coach position effective August 1, 2021.
 5. Approval of extra-curricular assignment for Aimee Krebs as Junior Class Advisor for the 2020-2021 school year.
 6. Acceptance of resignation of Tonya Constantine from the Assistant Principal position effective at the completion of her 2020-2021 contract.
 7. Acceptance of resignation from Craig Honkola from the Secondary Teacher position effective at the completion of the 2020-2021 school year.
 8. Acceptance of resignation of JoJo Scott from the Activities and Community Education Director position effective at the conclusion of her 2020-2021 contract.

9. Acceptance of donation from the Minnesota State High School League in the amount of \$1,200.00 in recognition of the Rock Ridge student-lead broadcast production of the three-day state ski meet.	
10. Acceptance of donation to the #RockRidgeRising Campaign - Steve Kerzie Legacy Fund from Valentina (Gruden) Selleck in the amount of \$100.00.	
11. Acceptance of donation to the #RockRidgeRising Campaign from Mike and Mary Madden in memory of Joe Sklasz in the amount of \$1,000.00.	
5. Administration Items:	
1. Acceptance of Positive Community Norms Grant in the amount of \$1 million over 5 years.	19
6. Construction - CM Quarterly Presentation.	
1. Rock Ridge High School.	158
2. Eveleth-Gilbert Elementary School.	198
3. Demolition Projects.	233
4. Virginia Elementary School.	249
5. Cover Slide.	274
7. Reports:	
1. Franklin Elementary and EGHS Principal's Report.	
2. #RockRidgeRising Campaign update with acknowledgement of a \$54,000 donation commitment from Allison Kreibich-State Farm Insurance Agency for the purchase of the Varsity Baseball Field scoreboard.	
3. Elementary school attendance boundaries final report.	275
4. Superintendent.	
8. Administration Items, Cont.:	
1. Consider approval of Perkins Grant Statement of Assurances.	332
2. Consider approval of space in-kind the Rock Ridge School District provides to the Head Start program.	334
3. Consider Resolution (#21-032) Accepting Monetary, Property, Goods, or Services Donation - Minnesota Power Foundation (\$35,000).	335
4. Consider Resolution (#21-033) Accepting Monetary, Property, Goods, or Services Donation - Frandsen Bank & Trust (\$100,000).	336
5. Consider approval of Resolution Declaring Property As Surplus and Authorizing Its Sale.	337
6. Consider acceptance of Purchase Agreement between Rock Ridge Public Schools and David Johnson for property listed at 504 4th St S, Virginia, MN.	339
7. Consider approval of new elementary school names: Laurentian Elementary, North Star Elementary and Parkview Elementary.	347
9. Closed Session pursuant to Minnesota Statutes section 122A.33, subdivision 3, and Minnesota Statutes section 13D.05, subdivision 3(b), to meet with and allow a coach to respond to the reasons for non-renewal.	
10. Unfinished Business.	
11. Meeting Announcements:	
1. The next regular board meeting is Monday, May 10, 2021 at 6:00 P.M. at the Spectrum Health Building.	
12. Adjournment.	

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, APRIL 12, 2021, 6:00 P.M.
SPECTRUM HEALTH BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN
MINUTES OF THE REGULAR SCHOOL BOARD MEETING**

Members Present:

Billy Addy
Brandi Lautigar
Tim Riordan

Matt Sjoberg
Pollyann Sorcan
Tom Tammaro

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Sheena Stefanich, Parkview Principal
Willie Spelts, Human Resources/Fundraising & Grants

Members Absent:

Murray Anderson
Stacey Sundquist

John Uhan

- I. VICE CHAIR ADDY called the regular meeting to order at 6:00 P.M. and the Pledge of Allegiance was recited and roll call was taken.
- II. **ADDITIONS/DELETIONS TO THE AGENDA:** None.
- III. **APPROVE AGENDA:**
Motion to **approve agenda** made by RIORDAN, seconded by TAMMARO. Motion passed.
- IV. **RECOGNITION OF VISITORS AND VISITOR INPUT:** Mark Krmpotich - parent, David Lang – parent, Carter Orent – EGHS student, AJ Roen – EGHS student. Each discussed the merging of athletics plan.
- V. **CONSENT AGENDA:**
Motion to **approve the Consent Agenda** made by TAMMARO, seconded by SJOBERG. Motion passed. ADDY clarified that the donation in Item 4.25 of the Consent Agenda was from the Gordy *Rodby* Scholarship Fund, not Gordy *Robby*.
 - A. Approval of March 22, 2021 regular meeting minutes.
 - B. Approval of the payment of the bills.
 - C. Approval of unpaid leave of absence for Julie Lindeman effective April 1, 2021 through April 8, 2021.
 - D. Approval of unpaid leave of absence for Tracie Birchem effective approximately April 21, 2021 through the end of the 2020-2021 school year.
 - E. Approval of request to rescind the leave of absence for Maxine Perko effective March 22, 2021.
 - F. Acceptance of resignation of Dean Edstrom from the Head Boys’ Tennis Coach position effective March 18, 2021.
 - G. Acceptance of resignation of Dan Berry from the Assistant Boys’ Tennis Coach position effective March 22, 2021.
 - H. Acceptance of resignation of Mark Heitzman from the Custodian/Bus Driver position effective April 9, 2021.
 - I. Acceptance of resignation for the purpose of retirement of Kathleen Pernu from the Para Educator position effective June 3, 2021.
 - J. Acceptance of resignation for the purpose of retirement of Mary Peterson from the Para Educator position effective June 3, 2021.
 - K. Acceptance of resignation for the purpose of retirement of Rick Wilson from the Secondary Teacher position effective January 31, 2022.
 - L. Approval of hire of Orion Dagen-Goodsy for the Elementary Academic Advisor – Indian Education position effective April 13, 2021.

- M. Approval of hire of David Fyre for the Industrial Technology Teacher position for the 2021-2022 school year (effective date to be determined with the approval of the 2021-2022 school calendar).
- N. Approval of hire of Jessica Kralich for the Assistant Boys' Tennis Coach position for the 2020-2021 season.
- O. Approval of hire of Riley Dishneau-Jacobson for the Assistant Girls' Track Coach position for the 2020-2021 season
- P. Approval of hire of Dave Taus for the Junior High Track Coach position for the 2020-2021 season.
- Q. Approval of hire of Robert Niemi for the 7th Grade Softball coach position for the 2020-2021 season.
- R. Approval of hire of Jason Teragawa for the Junior High Boys' Golf Coach position for the 2020-2021 season.
- S. Approval of hire of Sean Streier for the Rock Ridge Head Football Co-Coach position for the 2021-2022 season effective August 16, 2021.
- T. Approval of 2020-2021 spring coaches for VHS.
- U. Approval of extra work assignment, "Teacher Leaders", for the following teachers: Ann Tieberg, Anita Tyminski, Nichole Reid, Tammy Erven, and Dawn Koski for 2020-2021.
- V. Approval of extra work assignment for Natalie Belt as the Nelle Shean Track and Field Day Advisor for 2020-2021.
- W. Approval of lane change for Bryan Carey from BA to BA+20.
- X. Acceptance of grant provided by Michelle and Bill Welch Charitable Fund to the Robotics Program in the amount of \$1,000.00.
- Y. Acknowledgement of correction to donation accepted at the March 22, 2021 regular meeting - \$250 donation to the swimming scoreboard project in memory of Gordy Rodby from the Gordy Rodby Scholarship Fund.
- Z. Acceptance of donation to the #RockRidgeRising Campaign – Steve Kerzie Legacy Fund from Stan and Anna Rae Zaletel in the amount of \$200.00.
- AA. Acceptance of donation to the #RockRidgeRising Campaign – Steve Kerzie Legacy Fund from Dr. Luke and Megan Hafdahl in the amount of \$500.00.
- BB. Acceptance of donation to the #RockRidgeRising Campaign – Steve Kerzie Legacy Fund from Mark and Jodee Wirtanen in the amount of \$1,000.00.
- CC. Acceptance of donation to the #RockRidgeRising Campaign from Bob Intihar in the amount of \$5,000.00 to be used toward the indoor playground project in memory of Patty (Krog) Intihar.
- DD. Acceptance of donation to the #RockRidgeRising Campaign – Steve Kerzie Legacy Fund from James Milanovich in the amount of \$100.00.
- EE. Acceptance of donation to the #RockRidgeRising Campaign from John and Pat Gunderson in the amount of \$100.00 to be used for the Fabish Locker Room in honor of former Virginia educator and coach, Frank Fabish.
- FF. Acceptance of donation to the #RockRidgeRising Campaign from Amy Lupich in the amount of \$500.00 to be used for the purchase of a swimming scoreboard in honor of the 1987 Virginia Swim Team.
- GG. Acceptance of donation to the #RockRidgeRising Campaign from Tom Hafdahl and Deanna Kerzie in the amount of \$500.00 to be used for the purchase of a swimming scoreboard in the Rock Ridge High School Aquatic Center.
- HH. Acceptance of donation to the #RockRidgeRising Campaign from Kraig Goodman in the amount of \$50.00 to be used for the purchase of a swimming scoreboard in the Rock Ridge High School Aquatic Center.
- II. Acceptance of donation to the #RockRidgeRising Campaign from Allison Kreibich in the amount of \$4,500.00 to be used for the purchase of the varsity baseball scoreboard at Rock Ridge High School.

VI. REPORTS:

- A. The Eveleth-Gilbert Boys' Basketball Team was recognized as the Minnesota Basketball Coaches Association Team Academic State Champions.
- B. Sheena Stefanich reported on the latest activities and happenings at Parkview.
- C. Willie Spelts recognized the generous \$30,000 donation made by Phil and Mary Troutwine to the #RockRidgeRising Campaign – Steve Kerzie Legacy Fund in honor of their three sons.
- D. John Jenson presented the names with the most voter approval for the new elementary schools and potential artwork/logos to compliment the names. Top vote for the new Virginia elementary was *North Star Elementary* and the top vote for the new Eveleth elementary was *Laurentian Elementary*. With several absent board members, the board agreed to discuss when all board members had a chance to see the names and designs.
- E. Supt. Schmidt discussed the status of the activities plan, the elementary attendance boundaries survey, and upcoming summer school.

VII. **ADMINISTRATION:**

- A. Motion to **approve Resolution (#21-031) Accepting Monetary, Property, Goods, or Services Donation – Phil and Mary Troutwine (\$30,000)** made by SJOBERG, seconded LAUTIGAR. Roll call vote: Addy (Yes), Lautigar (Yes), Riordan (Yes), Sjoberg (Yes), Sorcan (Yes), Tammaro (Yes). Motion passed 6-0.
- B. Motion to **accept the Purchase Agreement between Rock Ridge Public Schools and David Johnson for property listed at 504 4th St S, Virginia, MN** made by RIORDAN, seconded ADDY. Following discussion, a roll call vote was taken. Sjoberg (No), Sorcan (No), Lautigar (No), Riordan (Yes), Addy (Yes), Tammaro (Yes). Motion failed 3-3. Item will be placed on the next board agenda.
- C. **Closed Session for preliminary consideration of allegations against an individual who is subject to the Board's Authority pursuant to Minn. Stat. 13D.05, subd. 2(b).**
 - 1. Pursuant to Minnesota Statutes section 13D.05, subdivision 2(b), motion to **go into closed session for preliminary consideration of allegations against an individual who is subject to the Board's Authority** made by ADDY, seconded by LAUTIGAR. Roll call vote: Addy (Yes), Lautigar (Yes), Riordan (Yes), Sjoberg (Yes), Sorcan (Yes), Tammaro (Yes). Motion passed 6-0. Board entered into closed session at 7:06 P.M.
- D. Board returned to the regular meeting at 7:29 P.M.
- E. Motion to **non-renew the coaching contract of Virginia Head Hockey Coach, Cale Finseth**, made by SORCAN, seconded RIORDAN. Roll call vote: Addy (Yes), Lautigar (Yes), Riordan (Yes), Sjoberg (Yes), Sorcan (Yes), Tammaro (Yes). Motion passed 6-0.

VIII. **UNFINISHED BUSINESS:** None.

IX. **MEETING ANNOUNCEMENTS** were made.

X. **ADJOURNMENT:** Moved by RIORDAN, seconded by ADDY, to **adjourn meeting**. Motion passed. Meeting adjourned at 7:34 P.M.

CHAIR – Stacey Sundquist

CLERK – Brandi Lautigar

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	3364	1294	E 01	HALL ERIC		
					302 298 000 000 319	JUDGE	
PO#:		Voucher #:		5390	Invoice	Invoice No: SPCH31321	4/13/2021
							\$80.00
							Paid Amt: \$80.00
							Check Amount: \$80.00
2909	1	3365	10800	E 03	MN ENERGY RESOURCES CORP		
					005 760 000 720 440	UTILITIES	
PO#:		Voucher #:		5385	Invoice	Invoice No: 21MARCH	4/13/2021
							\$309.48
							Paid Amt: \$309.48
							Check Amount: \$309.48
2909	1	3366	11150	E 01	MUHIGH MARK		
					302 298 000 000 319	TIMER	
PO#:		Voucher #:		5384	Invoice	Invoice No: SPCH41621	4/13/2021
							\$80.00
							Paid Amt: \$80.00
							Check Amount: \$80.00
2909	1	3367	11480	E 01	NEXTERA COMMUNICATIONS		
					005 105 000 000 320	PHONE	
PO#:		Voucher #:		5376	Invoice	Invoice No: 21MARCH	4/13/2021
							\$692.63
							Paid Amt: \$692.63
							Check Amount: \$692.63
2909	1	3368	1269	E 01	REGION 7A MSHSL		
					302 298 000 000 369	ENTRY	
PO#:		Voucher #:		5383	Invoice	Invoice No: SPCH41621	4/13/2021
							\$475.00
							Paid Amt: \$475.00
							Check Amount: \$475.00

Report Total: \$107,281.85

Rock Ridge Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	3473	1920		ARROWHEAD LIBRARY SYSTEM		Check
				E 01	101 605 000 000 434	2020-2021 Automation Cost	\$0.01
				E 01	101 605 000 000 434	2020-2021 Automation Cost	\$162.20
				E 01	100 605 000 000 434	2020-2021 Automation Cost	\$76.59
				E 01	301 605 000 000 434	2020-2021 Automation Cost	\$76.59
				E 01	302 605 000 000 434	2020-2021 Automation Cost	\$135.16
							Paid Amt: \$450.55
							Check Amount: \$450.55
2909	1	3474	2010		AT & T MOBILITY		Check
				E 01	005 105 000 000 320	CELL PHONE	\$75.47
							Paid Amt: \$75.47
							Check Amount: \$75.47
2909	1	3475	2190		BARTOVICH TONY		Check
				E 01	302 296 716 000 305	OFFICIAL	\$80.00
							Paid Amt: \$80.00
							Check Amount: \$80.00
2909	1	3476	3280		CHRISTENSEN PARTS		Check
				E 03	005 760 000 720 401	ATF fluid	\$44.28
				E 03	005 760 000 720 401	Hose clamp	\$3.78
							Paid Amt: \$48.06
							Check Amount: \$48.06
2909	1	3477	1236		CLEMENT DAVID		Check
				E 01	302 296 709 000 305	OFFICIAL	\$55.00
							Paid Amt: \$55.00
							Check Amount: \$80.00
2909	1	3478	3990		CW TECHNOLOGY		Check
				E 01	005 605 000 000 434	CW Cloud AntiVirus for 250 computers In April	\$250.00
							Paid Amt: \$250.00
							Check Amount: \$250.00
2909	1	3479	4810		EDUCATION INNOVATION PARTNERS		Check
				E 01	302 211 000 000 394	EIP	\$209.67
							Paid Amt: \$209.67
							Check Amount: \$209.67

Rock Ridge Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	Amount
2909	1	3480	4820	E 01	005 110 000 000 305	403B Admin & Compliance Monthly Fee	Check	\$234.03
		PO#: 1190	Voucher #: 5671	Invoice	Invoice No: 18284	4/22/2021	Paid Amt:	\$234.03
							Check Amount:	\$234.03
2909	1	3481	5470	E 03	005 760 000 720 401	nuts and screws	Check	\$9.24
		PO#: 2174	Voucher #: 5639	Invoice	Invoice No: 90453209	4/22/2021	Paid Amt:	\$9.24
							Check Amount:	\$9.24
2909	1	3482	5930	E 01	302 296 716 000 305	OFFICIAL	Check	\$112.48
		PO#: 2178	Voucher #: 5705	Invoice	Invoice No: S0FT40821	4/22/2021	Paid Amt:	\$112.48
							Check Amount:	\$112.42
							Paid Amt:	\$55.00
							Check Amount:	\$112.42
2909	1	3483	6090	E 03	005 760 000 720 401	Chamois for buses	Check	\$13.49
								\$5.84
								\$15.99
							Paid Amt:	\$35.32
							Check Amount:	\$279.90
2909	1	3484	6310	E 01	302 294 713 000 305	OFFICIAL	Check	\$90.80
								\$85.80
							Paid Amt:	\$90.80
							Check Amount:	\$176.60

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
2909	1	3485	6320	E 01	302 294 713 000 305	OFFICIAL	Check	\$85.00
		PO#:	Voucher #:		5620 Invoice	Invoice No: BASE41621	Paid Amt:	\$85.00
		PO#:	Voucher #:		E 01 302 296 716 000 305	OFFICIAL	Paid Amt:	\$80.00
					5626 Invoice	Invoice No: SB42021	Paid Amt:	\$80.00
							Check Amount:	\$165.00
2909	1	3486	6350	E 06	100 870 000 000 520	NEW EG ELEMENTARY	Check	\$1,555.00
		PO#:	Voucher #:		5685 Invoice	Invoice No: 27334	Paid Amt:	\$1,555.00
							Check Amount:	\$1,555.00
2909	1	3487	1103	E 03	005 760 000 720 366	MARCH MILEAGE	Check	\$49.39
		PO#:	Voucher #:		5684 Invoice	Invoice No: 33121	Paid Amt:	\$49.39
							Check Amount:	\$49.39
2909	1	3488	6550	E 01	302 810 000 000 401	Boiler work	Check	\$1,840.00
		PO#:	Voucher #:		5644 Invoice	Invoice No: 33121	Paid Amt:	\$1,840.00
							Check Amount:	\$1,840.00
2909	1	3489	6750	E 03	005 760 000 720 401	parts bus #22	Check	\$245.75
		PO#:	Voucher #:		5636 Invoice	Invoice No: 906244	Paid Amt:	\$245.75
							Check Amount:	\$245.75
2909	1	3490	6770	E 03	005 760 000 720 442	gas for snowblower Eveleth	Check	\$3.47
		PO#:	Voucher #:		5670 Invoice	Invoice No: 112653002	Paid Amt:	\$3.47
							Check Amount:	\$3.47
2909	1	3491	8310	E 01	302 294 713 000 305	OFFICIAL	Check	\$117.48
		PO#:	Voucher #:		5624 Invoice	Invoice No: BASE42021	Paid Amt:	\$117.48
		PO#:	Voucher #:		E 01 302 294 713 000 305	OFFICIAL	Paid Amt:	\$75.00
					5625 Invoice	Invoice No: JVBASE42021	Paid Amt:	\$75.00
							Check Amount:	\$192.48
2909	1	3492	8840	E 01	100 405 000 740 399	INTERPRETING SERVICES	Check	\$10,480.00
		PO#:	Voucher #:		5691 Invoice	Invoice No: 2474	Paid Amt:	\$10,480.00
							Check Amount:	\$10,480.00

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	3499	10350		METRO SALES INC		Check
				E 01	100 203 000 000 370 #118611 C326RB00747		
						4/22/2021	Paid Amt: \$72.96
				E 01	302 211 000 000 370 #92104 E174M161509		
						4/22/2021	Paid Amt: \$102.96
				E 01	005 105 000 000 370 #R1883 W422L300120		
						4/22/2021	Paid Amt: \$147.77
				E 01	005 105 000 000 370 #105156 W865L200411		
						4/22/2021	Paid Amt: \$57.06
				E 01	005 105 000 000 370 #105156 W865L200411		
						4/22/2021	Paid Amt: \$57.06
							Check Amount: \$1,108.29
2909	1	3500	10790		MN DEPT OF LABOR & INDUSTRY		Check
				E 05	301 865 000 369 350 Jr high elevator		
						4/22/2021	Paid Amt: \$100.00
				E 05	301 865 000 369 350 Manual training		
						4/22/2021	Paid Amt: \$100.00
				E 05	100 865 000 369 350 Nalle Shean		
						4/22/2021	Paid Amt: \$100.00
				E 05	101 865 000 369 350 operator license		
						4/22/2021	Paid Amt: \$100.00
				E 05	302 865 000 369 350 2 Elevators in High School		
						4/22/2021	Paid Amt: \$200.00
							Check Amount: \$600.00
2909	1	3501	10800		MN ENERGY RESOURCES CORP		Check
				E 01	302 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$18.27
				E 01	005 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$72.89
				E 01	302 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$72.89
				E 01	302 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$36.92
				E 01	302 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$36.92
				E 01	302 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$159.78
				E 01	101 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$159.78
				E 01	100 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$9,374.32
				E 01	302 810 000 000 440 UTILITIES		
						4/22/2021	Paid Amt: \$13,467.14
							Check Amount: \$38,518.13

Rock Ridge Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	3502	10820	B 01	215 001		
						MEDICAL INSURANCE	
PO#:		Voucher #:		5686	Invoice	Invoice No: 1081181	4/22/2021
							\$72,554.64
							Paid Amt: \$72,554.64
							Check Amount: \$72,554.64
2909	1	3503	10900	E 01	005 605 000 311 320	TECH	
PO#:		Voucher #:		5689	Invoice	Invoice No: 7259	4/22/2021
							\$742.50
							Paid Amt: \$742.50
							Check Amount: \$742.50
2909	1	3504	11080	E 05	302 865 000 369 350	v belts compressor	
PO#:		Voucher #:		5649	Invoice	Invoice No: MN13-344859	4/22/2021
							\$41.96
							Paid Amt: \$41.96
							Check Amount: \$41.96
2909	1	3505	11290	B 01	215 004	LTD INSURANCE	
PO#:		Voucher #:		5680	Invoice	Invoice No: 1438368	4/22/2021
							\$940.83
							Paid Amt: \$940.83
							Check Amount: \$940.83
2909	1	3506	11600	E 01	005 105 000 000 401	Gamma Green Paper	
PO#:		Voucher #:		5663	Invoice	Invoice No: 575840-0	4/22/2021
							\$23.98
							Paid Amt: \$25.97
							Check Amount: \$251.04
2909	1	3506	11600	E 01	005 105 000 000 401	Calculator Ribbon	
PO#:		Voucher #:		5663	Invoice	Invoice No: 575840-0	4/22/2021
							\$16.99
							Paid Amt: \$16.99
							Check Amount: \$251.04
2909	1	3506	11600	E 01	302 211 000 000 401	POP UP PADS 12/PI	
PO#:		Voucher #:		5665	Invoice	Invoice No: 575180-1	4/22/2021
							\$38.32
							Paid Amt: \$38.32
							Check Amount: \$38.32
2909	1	3506	11600	E 01	302 211 000 000 401	CORRECTION TA	
PO#:		Voucher #:		5666	Invoice	Invoice No: 575202-0	4/22/2021
							\$17.09
							Paid Amt: \$17.09
							Check Amount: \$17.09
2909	1	3506	11600	E 01	302 211 000 000 401	PACKING TAPE W/I	
PO#:		Voucher #:		5667	Invoice	Invoice No: 572134-0	4/22/2021
							\$17.09
							Paid Amt: \$17.09
							Check Amount: \$17.09
2909	1	3506	11600	E 01	302 211 000 000 401	SGH 015110 90LB CARD STOCK WHITE LEI	
PO#:		Voucher #:		5664	Invoice	Invoice No: 575180-0	4/22/2021
							\$26.99
							Paid Amt: \$26.99
							Check Amount: \$26.99
2909	1	3506	11600	E 01	302 211 000 000 401	SGH 015101 90LB CARD STOCK WHITE LE	
PO#:		Voucher #:		5664	Invoice	Invoice No: 575180-0	4/22/2021
							\$26.99
							Paid Amt: \$26.99
							Check Amount: \$26.99
2909	1	3506	11600	E 01	302 211 000 000 401	LEGAL CARD STOCK PAPER 500 SHEETS :	
PO#:		Voucher #:		5665	Invoice	Invoice No: 575180-1	4/22/2021
							\$38.32
							Paid Amt: \$38.32
							Check Amount: \$38.32
2909	1	3506	11600	E 01	005 105 000 000 401	1 box of Blue Portfolio Folders	
PO#:		Voucher #:		5666	Invoice	Invoice No: 575202-0	4/22/2021
							\$17.09
							Paid Amt: \$17.09
							Check Amount: \$17.09

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
2909	1	3512	12940	E 03	005 760 000 720 401	Handle	Check	\$3.19
		PO#: 2150	Voucher #:	5645	Invoice	Invoice No: 30361	Paid Amt:	\$55.93
							Check Amount:	\$310.25
2909	1	3513	13670	E 05	301 865 000 366 350	24 x 24 special filter	Check	\$212.53
				E 05	301 865 000 366 350	freight		\$20.46
		PO#: 2149	Voucher #:	5646	Invoice	Invoice No: 151986	Paid Amt:	\$232.99
							Check Amount:	\$232.99
2909	1	3514	13840	E 01	302 211 000 000 401	9-216000-689 oil pastels	Check	\$32.70
		PO#: 1714	Voucher #:	5661	Invoice	Invoice No: 208127015229	Paid Amt:	\$32.70
				E 01	302 211 000 000 401	9-1373056-689 drawing sets		\$144.00
		PO#: 1714	Voucher #:	5662	Invoice	Invoice No: 208127099438	Paid Amt:	\$144.00
				E 01	301 211 000 000 401	9-1373056-689 drawing sets		\$144.00
				E 01	301 211 000 000 401	9-405963-689 watercolor set		\$0.00
		PO#: 1715	Voucher #:	5656	Invoice	Invoice No: 208127098891	Paid Amt:	\$144.00
							Check Amount:	\$320.70
2909	1	3515	1307	E 01	302 294 709 000 305	OFFICIAL	Check	\$55.00
		PO#: 1714	Voucher #:	5700	Invoice	Invoice No: JVB21121	Paid Amt:	\$55.00
				E 01	302 294 709 000 305	OFFICIAL		\$80.00
		PO#: 1715	Voucher #:	5701	Invoice	Invoice No: BBB21121	Paid Amt:	\$80.00
							Check Amount:	\$135.00
2909	1	3516	14720	E 01	302 294 713 000 305	OFFICIAL	Check	\$85.00
		PO#: 1715	Voucher #:	5702	Invoice	Invoice No: BASE40821	Paid Amt:	\$85.00
							Check Amount:	\$85.00
2909	1	3517	15040	E 01	005 110 000 000 401	WATER FOR BOARDROOM	Check	\$8.98
		PO#: 1715	Voucher #:	5651	Invoice	Invoice No: 00140253	Paid Amt:	\$8.98
							Check Amount:	\$8.98
2909	1	3518	15740	E 05	101 865 000 369 350	Franklin Elevator	Check	\$565.81
				E 05	100 865 000 369 350	Nelle Shean Elevator		\$565.81
				E 05	301 865 000 369 350	JR high Gilbert		\$565.81
				E 05	301 865 000 369 350	Manual training		\$565.81
				E 05	302 865 000 369 350	High School Eveleth		\$565.81

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	3518	15740	E 05	THYSSENKRUPP ELEVATOR CORP		Check
					302 865 000 369 350	Fine Arts	
							\$565.81
							Paid Amt: \$3,394.86
							Check Amount: \$3,394.86
2909	1	3519	16300	E 03	UNITED TRUCK BODY		Check
					005 760 000 720 401	Window	
					03 005 760 000 720 401	freight	\$159.90
							\$10.00
							Paid Amt: \$169.90
							Check Amount: \$169.90
2909	1	3520	16390	E 01	USI INC		Check
					301 211 000 000 401	Misc1701 27" roll, 1" core optclear laminating	\$273.60
					01 301 211 000 000 401	Shipping/Handling	\$29.82
					01 301 211 000 000 401	Misc	\$0.00
							Paid Amt: \$303.42
							Check Amount: \$303.42
2909	1	3521	16410	E 01	VAKE TRAVIS		Check
					302 296 709 000 305	OFFICIAL	\$55.00
							Paid Amt: \$55.00
							Check Amount: \$80.00
2909	1	3522	17020	E 01	WILLIAMS ANGIE		Check
					005 020 000 000 820	BOSA FEE	\$102.49
							Paid Amt: \$102.49
							Check Amount: \$102.49

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
2909	1	3523	1164	E 01	WILLIAMS ELLEN		Check	
				005	105 000 000 366	MILEAGE	\$63.62	
PO#:	Voucher #:	5690	Invoice	Invoice No:	40121	4/22/2021	Paid Amt: \$63.62	
							Check Amount:	\$63.62
							Report Total:	\$147,504.44



MN Department of Human Services
Behavioral Health Division
Positive Community Norms (PCN) Grant
Award: \$1 million over 5 years

PURPOSE

Utilize a collective impact model (multiple agencies and sectors of a community working together toward a common goal) to implement comprehensive, integrated, evidence-based prevention programs and strategies in local communities to reduce youth alcohol, nicotine and marijuana use using the [Science of the Positive](#) framework.

BACKGROUND

In 2005, the MN Department of Health issued the first RFP for Planning & Implementation grants with the primary goal of reducing youth alcohol use. This is the fourth round of grants, with the third cohort wrapping up in June 2021. The first two cohorts demonstrated a significant reduction in youth substance use. From 2004 to 2013, 9th grade alcohol use in the previous 30 days went from 28.6% above the Minnesota state average to 4.8% below the Minnesota state average in communities in which the PCN project was implemented.

Grants fund projects that include school-based strategies as well as family, community, and policy efforts to develop community norms that promote behavior change at the individual, family, school and community level. PCN focuses on relationships and communication, which include multiple forms of media and activities. The intent of the media is to close the gap between the actual and perceived norms of both behaviors and attitudes using the Science of the Positive methodology.

BASIC GRANT REQUIREMENTS

1. Strengthen and expand an existing or newly formed Alcohol, Tobacco, and other Drug (ATOD) community prevention coalition.
2. Utilize a strategic planning framework to develop a long-range strategic plan.
 - *Assessment*: Identify local youth substance use problems and the community conditions that contribute to specific drug use issues identified.
 - *Capacity*: Mobilize/build capacity to change the conditions and address youth substance use problems.
 - *Planning*: Develop a comprehensive environmental work plan and strategic plan to be updated annually.
 - *Implementation*: Implement the plan with multiple activities, practices, strategies, or interventions.
 - *Evaluation*: Monitor, sustain, improve or replace prevention activities, efforts, and strategies.
 - *Sustain* outcomes after the grant.
 - Ensure *inclusivity* of all groups within the community in the planning and subsequent work.
3. Hire a full-time staff person to coordinate and oversee grant activities by September (cost covered by grant).
4. Contract with a media consultant for 25 hours per month by September (cost covered by grant).
5. Conduct a series of periodic community interviews and surveys (processes provided by DHS).
6. Work with a school-based youth group to work on annual environmental strategies.
7. Implement prevention curriculum in grades 6 – 8 and two of grades 9 – 12 within each school, starting year 2.
8. Work with local law enforcement to ensure alcohol compliance checks are done at local establishments at least annually.
9. Implement the Positive Community Norms student survey in years 2, 3, and 5; administer the MN Student Survey in years 1 and 4.



April 20, 2021

Michelle Ufford
801 Jones St.
Eveleth, MN 55734

Re: Notification of Intent to enter into contract negotiations

Dear Michelle Ufford:

We are pleased to inform you that the Minnesota Department of Human Services (DHS) has determined Rock Ridge Public Schools' proposal meets the state's needs as set forth in the Request for Proposal (RFP) to Provide Comprehensive, Integrated, Evidence-Based Prevention Programs & Strategies in Local Communities to Reduce Youth Alcohol, Nicotine, and Other Drug Use Through Community-Based Positive Community Norms (PCN) Grants. We would like to begin contract negotiations with you immediately.

Please be advised, this notification letter does not obligate DHS to execute a contract with your organization, and does not give you the authority to rely upon entering into a contractual relationship with DHS. DHS continues to reserve all of its rights indicated in the RFP.

Please reply with a statement accepting this notice, as soon as possible. Once you accept this notice we will contact you to discuss scheduling negotiation sessions with you.

DHS looks forward to successfully concluding contract negotiations and developing a mutually beneficial relationship with your organization.

Sincerely,

Phyllis L. Bengtson, NPN
Minnesota Department of Human Services
Behavioral Health Division

PART I: COVER PAGE & TABLE OF CONTENTS



Rock Ridge Public Schools, ISD 2909

Name of Applicant Organization

Rock Ridge/CAPE Community Coalition to Reduce Youth ATOD Use & Abuse

Title of Proposed Project

An Application in response to the Minnesota Department of Human Services, Behavioral Health Division's Request for Proposals to utilize the Science of the Positive framework to implement comprehensive, integrated, evidence-based prevention programs & strategies in communities to reduce youth alcohol, nicotine, and other drug use through community-based Positive Community Norms (PCN) grants.

Respectfully Submitted on Friday, March 26, 2021

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- C. Leveraged Funding Work Plans**
- D. CAPE Coalition Information**
- E. Letters of Support**

PART II: ORGANIZATIONAL DATA AND CERTIFICATIONS

State of Minnesota – Behavioral Health Division (BHD)

Date Received (BHD USE ONLY):

ORGANIZATIONAL DATA AND CERTIFICATIONS

1. Organizational data:

Name: Rock Ridge Public Schools
Address: 411 South 5th Avenue
City: Virginia
State: MN
Zip: 55792
Telephone: (218) 749-5437
Fax: (218) 741-8522
E-mail address: info@rrps.org
Board Chairperson or President: School Board Chairperson: Stacey Sundquist

2. Title of Project: Rock Ridge Community Coalition to Reduce Youth ATOD Use & Abuse

3. Fund category:

- X Establishment of a new project
Expansion of an existing project
Continuation of an existing project which is expiring

4. Contractor's/grantee's fiscal year:

From: July 1 To: June 30

5. Total amount requested: \$ 1,000,000

Year 1—July 1, 2021- June 30, 2022 \$ 194,686
Year 2—July 1, 2022-June 30, 2023 \$ 202,404
Year 3— July 1, 2023-June 30, 2024 \$ 197,001
Year 4— July 1, 2024-June 30, 2025 \$ 207,947
Year 5 = July 1, 2025-June 30, 2026 \$ 197,962

6. Organizational status of applicant - The applicant organization is a:

- Unit of local government
- Tax-exempt IRS code 501 (C) (3) non-profit corporation*
- Other (specify) Public School

District _____

*Tax exempt 501 (C) (3) non-profit organizations which have not previously received funding from the Behavioral Health Division must provide a copy of their IRS certification letter with this application.

7. Organization/grantee's identification number (required):

Federal I.D. number (9 digits): 85-1299384

State tax I.D. number (7 digits): 6840682

8. Organization/grantee's Data Universal Numbering System (DUNS) number (9 digits): 117693823

9. Contact person:

Name: Michelle Ufford
Address: 801 Jones St.
City: Eveleth
State: MN
Zip: 55734
Telephone: (218) 780-5345
E-mail address: michelle.ufford@rrps.org

10. Organization Director/CEO/Tribal Chair:

Name: Superintendent Dr. Noel Schmidt
Address: 411 South 5th Avenue
City: Virginia
State: MN
Zip: 55792
Telephone: (218) 742-3901
Fax: (218) 741-8522
E-mail address: noel.schmidt@rrps.org

11. Financial management official:

Name: Spencer Aune
Address: 411 South 5th Avenue
City: Virginia
State: MN

Zip: 55792

Telephone: (218) 742-3941

Fax: (218) 741-8522

E-mail address: spencer.aune@rrps.org

12. Mailing address for checks:

Name: Spencer Aune

Address: 411 S 5th Avenue

City: Virginia

State: MN

Zip: 55792

Telephone: (218) 742-3941

13. Attorney for applicant:

Name: Colosimo, Patchin, Kearney, & Brunfelt LTD

Address: 301 Chestnut St.

City: Virginia

State: MN

Zip: 55792

Telephone: (218) 741-4500

14. Project location and contact:

Contact Name: Michelle Ufford

Site Addresses:

1) Virginia Secondary: 411 North 5th Avenue West; Virginia, MN 55792; Phone: (218) 749-5437; Fax: (218) 741-8522

2) Eveleth-Gilbert Junior High: 1 Summit Street South; Gilbert, MN 55741; Phone: (218) 744-7770; Fax: (218)744-438

3) Eveleth-Gilbert Senior High: 801 Jones Street; Eveleth, MN 55734; Phone: (218) 744-2211; Fax: (218) 744-4381

Email for each: info@rrps.org

15. Geographic scope of the project:

Statewide: Specify:

Regional: Specify:

County: Specify:

Reservation: Specify:

Independent School District: Specify: 4 buildings: Roosevelt Elementary (6th grade), Virginia Secondary, Eveleth-Gilbert Junior High, Eveleth-Gilbert Senior High

Other: Specify:

16. Organization size:

How many employees does your organization currently employ within or outside of Minnesota?

487

Has your organization employed more than 40 full-time employees within or outside of Minnesota, on a single day during the previous 12 months? NO _____ YES X

17. Applicant Assurance of Compliance with Communities funded by MN DHS BHD under its Prevention Planning and Implementation Initiatives (P&I) between 7/1/2006 and 6/30/2021 are ineligible for applying under this Request for Proposals

a.) I attest that the applicant organization's proposal does not include any of the geographic area covered by one of the prevention Planning and Implementation grants funded by MN-DHS-BHD between 7/1/2006 and 6/30/2021. See Appendix C for list of geographic areas covered by Cohort-1, 2 & 3 P&I grantees.

Signature of authorized official: 		Date: 3/24/21
Name (typed): Dr. Noel Schmidt		Title (typed): Superintendent
Organization: Rock Ridge Public Schools		

b.) I attest that the applying organization, if awarded this grant, will be in receipt of only one P&I grant through this grant program.

Signature of authorized official: 		Date: 3/24/21
Name (typed): Dr. Noel Schmidt		Title (typed): Superintendent
Organization: Rock Ridge Public Schools		

18. FEDERAL BLOCK GRANT REQUIREMENTS

As a recipient of Federal Substance Abuse Prevention and Treatment Block Grant funds, your organization is required to observe the following Health and Human Services Code of Federal Regulations (CFR) Title 45, Part 96 requirements:

The GRANTEE, in acceptance of Federal Substance Abuse Prevention and Treatment Block Grant funds assures that:

I. Continuing education will be provided to employees of any funded entity providing prevention activities or treatment services, and will coordinate prevention activities and treatment services with the provision of other appropriate services as provided by 96.132; [Sec. 1928(a)(b)(c)]

Any facility for treatment services or prevention activities that is receiving amounts from a Block Grant, must make continuing education available to employees of the facility who provide the services or activities. [Sec. 1928(b)]

II. Comply with the restrictions on the expenditure of Federal Block Grant funds as provided by 45 C.F.R. § 96.135; [Sec. 1931(a)(b)]

Block Grant funds **may not** be expended on the following activities:

1. To provide inpatient hospital services, except as provided in subsection (c);
2. To make cash payments to intended recipients of health services;
3. To purchase or improve land, purchase, construct, or permanently improve (other than minor remodeling) any building or other facility, or purchase major medical equipment;
4. To satisfy any requirement for the expenditure of non-Federal funds as a condition for the receipt of Federal funds;
5. To provide financial assistance to any entity other than a public or nonprofit private entity; or
6. To provide individuals with hypodermic needles or syringes so that such individuals may use illegal drugs, unless the Surgeon General of the Public Health Service determines that a demonstration needle exchange program would be effective in reducing drug abuse and the risk that the public will become infected with the etiologic agent for AIDS.

III. Protect Clients/patients from inappropriate disclosure of all client/patient records maintained by your organization in connection with the grant; [Sec. 1943(b)]

IV. Abide by all applicable Federal Laws and regulations, including those relating to lobbying (45 C.F.R. Part 93), drug-free workplace (45 C.F.R. § 76.600), discrimination (PHS Act 1947), false statements or failure to disclose certain events (PHS Act 1946).

V. Consistent with Chapter 75 of Title 31, United States Code, pertaining to audits: and [Sec. 1942(b)], recipients of federal block grant funds must observe Single Audit Act requirements. Authorized

Signature:



Date 3/24/21

PART III: EXECUTIVE SUMMARY AND NARRATIVE

1. *Executive Summary:*

In response to the PCN Grant RFP released by the Minnesota Department of Human Services Behavioral Health Division on February 1, 2021, Rock Ridge ISD 2909 submits the following proposal. With a working title of “Rock Ridge/CAPE Community Coalition,” the proposed five-year project has a target period of July 1, 2021, to June 30, 2026. If awarded, the requested grant will enable Rock Ridge to address the problem of youth substance use and abuse within its boundaries. Rock Ridge is a newly consolidated district combining the previous Virginia and Eveleth-Gilbert districts on the Iron Range as of July 1, 2020. In 2019, these communities passed a historic referendum to build two new elementary schools and a new state-of-the-art career academy high school. The new high school will be built on the twin foundations of applied curriculum and real-world learning experiences in order to better prepare our graduates for the world of work. One of the things that local employers struggle with in our area is the high level of applicants who are unable to pass a drug test. Combining the vision of the new high school of work readiness and career exploration with resources afforded through this PCN grant will not only serve our student population but by extension, employers and the community at large.

This rural district is home to almost 14,000 people and exhibits high rates of poverty, low educational attainment, and substance use/abuse. These factors combine to create a culture where youth learn that substance use/abuse is the “norm.” Sometimes, their substance use/abuse is even endorsed or encouraged by older friends or family members.

As evidenced by the responses in this application, there are a lot of good people with lots of resources trying to address chemical dependency in our community, but the one critical piece that is missing is concerted and deliberate involvement with schools. This grant would provide a sorely needed resource to fill in this significant gap. To address the identified problem of youth substance use, Rock Ridge will utilize grant funds to plan and implement community-level interventions that are comprehensive, integrated, and evidence-based in nature. These programs and strategies would include both classroom-based prevention efforts as well as family, community, and policy initiatives to bring about change within the community as a whole.

The proposed project will utilize Positive Community Norms (PCN) as a community-based strategy to develop community norms that promote behavior change at individual, family, school, and community levels. PCN will include media placement of key messages that will work to close the gap between the actual and perceived norms of both behaviors and attitudes (i.e. how many youth actually drink alcohol monthly versus how many youth believe their peers drink alcohol monthly; how many want their parents to discuss alcohol use with them versus how many parents have discussed alcohol use with their children, etc). Media use will be followed by conversations among both youth and adult

community members including teachers; parents; elected officials; substance abuse, public health and mental health professionals; law enforcement; business leaders, and others. These conversations will lead to better education, communication, monitoring, enforcement, and policies to achieve the overall goal of reducing underage drinking and substance use in ISD 2909.

To achieve the overall goal of the proposed project, Rock Ridge will establish core objectives in accordance with the Substance Abuse and Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework. These objectives focus on assessment, capacity, planning, implementation, and evaluation. Assessment will focus on identifying local prevention needs based on data, in part supplied by the MSS but also the forthcoming community conversations and PCN surveys should this grant be awarded. Capacity refers to building local resources and readiness to address prevention needs, an area in which we are particularly fortunate as described below. The planning phase will afford us the opportunity to identify what works to address prevention needs and how to do it well in our community. Implementation will entail delivering evidence-based programs and practices as intended and finally, we will conduct evaluation in partnership with DHS to examine outcomes of our efforts. In addition, we will address and plan for the sustainability of our efforts past the end of the grant and ensure that all groups within the community are included in all phases of this project, including planning and implementation.

In terms of capacity, Rock Ridge is fortunate to have an existing coalition with whom we will join forces to accomplish our goals, called the CAPE (Chemical Abuse Prevention and Education) Coalition. CAPE has been operating in the Quad Cities area since 2017, which includes the towns of Virginia, Eveleth, Gilbert and Mt. Iron, three of which are part of the Rock Ridge district. The expertise offered by CAPE is described in greater detail in the response to question 5(a), Agency Qualifications and Experience. This existing coalition will work in partnership with Rock Ridge under the PCN grant to accelerate and concentrate efforts to address youth substance use and abuse in the Rock Ridge school district.

2. Description of Geographic Area to be Served

This project will serve the area within the recently consolidated independent school district known as Rock Ridge Public School (RRPS), ISD 2909. RRPS is the consolidation of the two previous districts of Virginia and Eveleth-Gilbert and encompasses the communities of Virginia, Eveleth, and Gilbert. These three communities are concentrated in an area known as the Iron Range and are situated within 6 miles of each other. This project will serve two high schools, Virginia Secondary School and Eveleth-Gilbert Senior High, and the Eveleth-Gilbert Junior High. Note that by fall of 2023, Year 3 of this grant proposal, these schools will be consolidated into one building.

Rock Ridge schools serves a total of 2,315 students with the following numbers by building:

Roosevelt Elementary (grades 3-6): 511

Parkview Elementary (grades K-2): 355

Franklin Elementary (grades K-4): 280

Virginia Secondary (grades 7-12): 765

Gilbert Junior High (grades 5-8): 146

Eveleth-Gilbert High School (grades 9-12): 258

Rock Ridge is located in the northern part of St. Louis County, the largest geographic county in Minnesota. About 6.8% of the county's population is non-white, with 2.9% of citizens reporting to be two or more races, 1.9% American Indian, 1.5% African American and 1.6% of Hispanic or Latino origin. About 33% of the county's population has a high school education or less compared to 28% statewide and only 62.2% of county residents participate in the labor force compared to 71.1% statewide. According to census estimates for 2019, the total population of the three communities that make up Rock Ridge ISD 2909 is 13,722.

3. *Description of Population to be Served:*

While not the most racially diverse area in the state, 2.7% of 2019 MSS respondents indicated they were American Indian, 1.6% indicated Asian, 2.4% indicated Black/African American, and 1% indicated Hispanic origins (3.8% of students chose not to answer this question). Of note is the percentage of students of color in the Rock Ridge district is higher compared to the race distribution in the overall St. Louis county population, at 1.9% for American Indian, 1.1% Asian, and 1.5% Black/African American (Hispanic populations account for 1.6% of the overall county population, slightly higher than the MSS data). Using cultural sensitivity when designing messaging, engaging with the community, and creating PCN-based events will be critical. Fortunately, cultural competence is a cross-cutting principle in the SAMHSA Strategic Prevention Framework and describes the ability of an individual or organization to understand and interact effectively with people who have different values, lifestyles, and traditions based on their distinctive heritage and social relationships. Following these cues, we will be vigilant throughout this work to ensure cultural sensitivity in delivering PCN messaging and engaging with target populations.

General demographics reveal that 21.5% of the total households in the communities that are part of Rock Ridge have children under the age of 18, and 12.9% of our total population are children aged 5-18. The Rock Ridge district includes 1,264 students in grades K-6 and 1,167 in grades 7-12. As for educational attainment in our communities, we have a higher percentage of the population with a high school degree or equivalent than the state as a whole (31.1% locally vs. 24.4% statewide), those with some college (24.1% locally vs. 20.4% statewide), and those with an associate's degree (17.3% locally vs. 11.5% statewide). We have significantly lower rates of those with a Bachelor's degree (14.3% locally vs. 24.5% statewide) and those with a graduate or professional degree (4.2% locally vs. 12.7% statewide).

According to 2013-2017 census data as reported by the Minnesota Department of Health, 17.2% of children under the age of 18 in St. Louis County live in poverty, significantly higher than the state as a whole. Low income families are prevalent in the Rock Ridge District, with 580 families (16.6% of all families) making less than \$25,000 annually compared to 7.7% of families statewide. In each of the communities included in district borders, overall poverty rates are much higher than the state as a whole (9.0%), with 25.5% of the population of Virginia, 14.8% of Eveleth, and 12.8% of Gilbert citizens living in poverty (data from ACS 2019 5-year estimates). Although there is no evidence that demonstrates cause and effect between poverty and addiction, studies have shown that substance abuse is more common among individuals of lower economic status. Poverty is measured by comparing a person's or a family's income to a minimum amount of income needed to cover basic needs. People who cannot cover their basic needs or struggle to make ends meet may be considered to be living in a low-income household or in poverty. Financial struggles among low-income people also often result from substance abuse when a person spends their money trying to maintain their addiction.

Though there may be no direct cause and effect between poverty and addiction, one of the most devastating problems when considering poverty and drug addiction is the lack of access to treatment and recovery. If there are no financial resources, there is no access to a rehab center, which can put a person at risk of dying from an overdose or spiraling out of control and becoming lost in their addiction forever. This fact supports the need for a local PCN project to help all youth, but particularly those in low-income families, avoid a fate of addiction in the first place, a powerful potential impact of a locally-implemented PCN project.

To address outreach to and engagement of low-income populations, Rock Ridge has established connections with St Louis County Public Health and Human Services that operates public assistance programs (such as cash and food assistance and medical assistance), public health services (such as WIC, home visiting programs, and health disparity prevention and intervention) and children and family service programs (family support services, foster care, and children's mental health, etc.) which will be a great avenue through which we can directly deliver PCN messaging. These connections also ensure professional expertise in outreach and providing services to low-income populations that will be used to accomplish project goals. In addition, a close partner of Rock Ridge is the Northeast Minnesota Office of Job Training (NEMOJT), the regional administrator of state and federal workforce programs for adults and youth. NEMOJT offers direct access to local low-income adults and youth who are enrolled in workforce programs to engage in the coalition, project design and implementation. This relationship also represents a mode of access to an identified population of low-income adults and youth to whom PCN messaging may be directed.

In addition, a population that may require special attention in developing and delivering PCN messaging is the LGBTQ community. According to the 2019 MSS, 14% of 9th graders and 22% of 11th graders describe themselves as other than heterosexual. SAMHSA studies indicate that substance abuse is 20 to 30 percent higher among LGBTQ youth than the general population with transgender youth having the highest risk for developing substance abuse. These studies have found LGBTQ youth have 1.3 times the odds of heavy alcohol use, 1.6 times the odds of marijuana use, 2.9 the odds of injection drug use, and 3.3 times the odds of cocaine use. These statistics indicate that developing intervention strategies specific to reaching our LGBTQ students should be an important component of this project. Fortunately, Rock Ridge has experience implementing Gay-Straight Alliances (GSA) in both high schools, though both efforts were put on hiatus during distance learning caused by COVID-19. Resurrecting these groups to include them in PCN efforts would be a great strategy to engage this population and provide a venue to provide specific interventions deemed appropriate to address their particular risk factors. Staff advisors to GSAs have undergone training on supporting the LGBTQ population and have solid relationships with local GSA experts from which to draw additional expertise in integrating prevention activities for this population under this grant.

4. *Demonstration of Need:*

- a. **Need Based on Youth Indicator Data - ISD 2909** (NOTE: Rock Ridge Public Schools (RRPS) is a newly consolidated district combining the Virginia and Eveleth-Gilbert districts as of July 1, 2020. The previous Eveleth-Gilbert district has not participated in the MSS, thus the below data reflects only the previous Virginia district. Also note that should this grant be awarded, all Rock Ridge students in grades 5-12 would take the MSS and the PCN survey.)

Table A: Past 30-day Alcohol Use

MSS*	Alcohol use in the last 30 days (% used - males & females combined)				
	8 th Grade	9 th Grade	11 th Grade	8-9-11 combined	9 & 11 combined
2013	6%	18.9%	32.3%	18.9%	25.7%
2016	11.6%	14.3%	25.6%	16.6%	19.1%
2019	8.5%	20.2%	28%	19%	24.1%

Table B: Past 30-day Vaping/e-cig Use

MSS*	Vape/e-cig use in the last 30 days (% used - males & females combined)				
	8 th Grade	9 th Grade	11 th Grade	8-9-11 combined	9 & 11 combined
2016	7.4%	15%	12.2%	11.7%	13.8%
2019	9.8%	28.6%	32.9%	23.8%	30.7%

Table C: Past 30-day Marijuana Use

MSS*	Marijuana use in the last 30 days (% used - males & females combined)				
	8 th Grade	9 th Grade	11 th Grade	8-9-11 combined	9 & 11 combined
2013	4%	4.3%	10.5%	6.2%	7.4%
2016	12.6%	11.6%	18.3%	13.8%	14.4%
2019	3.7%	21%	18.3%	14.3%	19.6%

Applicant Response (if alternative sources of Student Survey Data are being included): N/A

b. Additional Evidence of Community Need:

The need to address youth substance abuse is not a new idea on the Iron Range, located in northern St. Louis County, a region of Minnesota known for its high rates of substance use and abuse. Communities have long been aware of the higher than average rates of chemical dependency and substance use. Case in point: from 2011-2015, heroin- and opioid-related overdose deaths rose 108% in St. Louis County alone. In 2015, the county accounted for 10.5% of the state's heroin overdose deaths and 85.7% of deaths in the seven counties that make up northeastern Minnesota, which includes Carlton and Itasca counties. When combining heroin and opioid deaths, St. Louis County had the third

highest death total in the state in 2015, trailing only Ramsey and Hennepin Counties. These are staggering statistics for a county that accounts for only 4% of the state's total population.

Further compelling evidence for the need for this project can be found by comparing the percentage of local students with four or more ACES scores to students statewide. According to the MSS, 16% of 8th grade students, 13% of 9th grade students, and 8% of 11th grade students indicated four or more ACES, compared with students statewide who scored 4 or more, at 7%, 8% and 7% by grade respectively. These elevated levels of ACES are alarming as they have been linked to increased risk for not only alcohol and substance use disorders, but also suicide, mental health conditions, heart disease, other chronic illnesses, and health risk behaviors throughout life, according to the CDC. Of all local students who took the 2019 MSS in grades 8, 9 and 11, 15% indicated they live with someone who drinks too much alcohol and 9% indicated they live with someone who uses illegal drugs or abuses prescription medication. Both of these figures are higher than statewide responses, at 11% of students in Minnesota reporting they live with someone who drinks too much alcohol and 6% of students indicating they live with someone who uses illegal drugs or abuses prescription medication.

According to an article published in January 2021 by local media outlet Hometown Focus about local needs related to alcohol and substance use, Dave Archambault with Range Treatment Center, a division of Range Mental Health Center, said, "We need to do a better job of getting that message [that alcoholism is a disease] across and into our schools. I don't see that happening, at least not right now." Archambault went on to agree that such discussion should take place with students, adding that it needs to be done in a way that they will engage with and retain the message. The Range Treatment Center, located in Virginia, provides a multi-disciplinary approach toward the treatment of individuals with Substance Use Disorders (SUD), their families, and their significant others.

Perhaps the most eye-opening evidence of our communities' need for this work is the stark contrast between all of the metrics from the MSS noted above compared to statewide data. It is alarming to see in such detail how much higher use is here in our community than elsewhere in the state, in many cases 2-3 times the rates of use compared to the state as a whole. Based on data alone, increasing our capacity to address youth substance use and abuse in our schools through a PCN grant is critical to reducing these startling statistics and as a result, increasing the overall health and wellbeing of our community.

5. *Description of Local Capacity:*

a. **Agency Qualifications and Experience:**

Rock Ridge Public Schools represents the best of the best in student engagement via the incredible amount of experience represented by the over 80 junior high and high school teachers throughout the district. In addition to the traditional coursework found in any public school, Rock Ridge has implemented the REACH program in both high schools for the last 4 years. REACH is a voluntary program that aims to serve all students who need support by helping them to attain their place in life through academic and interpersonal success. Students who participate in this program need additional support to succeed academically, often because they are struggling with personal issues that overshadow performing adequately in school, which could include personal substance use or chemical dependency of parents or guardians. In REACH classes, they discuss things like what happens when students get into compromising situations related to alcohol and other chemical use and what boundaries should exist around use for themselves and the adults in their lives.

One of the trainings that local REACH teachers participated in as part of the program was from the Center for Mind-Body Medicine. This evidence-based, transformational training gave teachers the science and tools they need to make mind-body medicine an integral, foundational part of their teaching practice. Studies suggest that mindfulness-based therapies may help improve health-related quality of life in people with substance use disorders and may also help reduce cravings. For people who want to quit smoking, mindfulness training used along with conventional medicine has been shown to help maintain abstinence (Center for Mind-Body Medicine).

The most important aspect of REACH is the development of trusting relationships within the school community and the creation of a safe environment to discuss uncomfortable or typically taboo topics. REACH is evidence that Rock Ridge takes the success of all students seriously, particularly those who struggle for a variety of reasons, including substance use. However, what we need to enhance this program are more resources and training on prevention, which would be provided through this grant.

Another skills-based training that staff have undergone that demonstrates the qualifications and experience necessary to successfully operate this PCN project was on Dialectical Behavior Therapy (DBT) through Amber Wing Center for Youth and Family Well Being in Duluth. This training offered tools for teachers to use with students to identify alternate coping mechanisms. DBT skills have been demonstrated to be effective in helping adolescents manage difficult emotional situations, cope with stress, and make better decisions, certainly relevant to decisions related to substance use. Staff have also participated in trauma-informed training to help change the way teachers interact with students in regard to disciplinary issues and supporting better coping with general problems.

The eCheckup to Go program is also available in the district, which is a diversion program for kids who were caught using alcohol, tobacco and drugs. However, staff who operate this program attest they need more training to fully maximize the benefits offered by this resource.

Rock Ridge staff are also advisors for the Youth in Action (YIA) program, a county-based initiative that promotes leadership by getting students in grades 7-12 involved in school and community projects that make a positive impact. YIA works to promote public service values to better engage young adults with their communities. Their goal is to bring positive change to St. Louis County through partnerships between students, schools, community organizations, businesses and in-school advisors, a goal very much aligned with the goals of the PCN project and evidence of Rock Ridge's commitment to enacting community change. In fact, one of the annual activities of students in this program is a 'Day at the Capitol' to advocate for stricter regulations around access to tobacco. Should this project be awarded, YIA advisors have agreed to YIA functioning as the youth group component of the project as their goals align with the goals of this project very well.

The DARE program has also been a part of the district for years through the Virginia, Eveleth and Gilbert Police Departments. The vision of DARE is a world in which students everywhere are empowered to respect others and choose to lead lives free from violence, substance use, and other dangerous behaviors - certainly in alignment with the goals of this PCN project.

Over the years there have been numerous speakers brought in to address students and faculty about the dangers of substance use, including the 'Don't Worry, I Got This' presentation made by the family of a Virginia High School student who died of a drug overdose; the 'Save a Life' presentation given by the MN State Patrol; an anti-vaping presentation; and motivational speaker Reggie Dabbs who speaks to choices each of them has when faced with drugs, alcohol, and suicide. While these events are great, they have not been consistent offerings accessible to students on a regular basis, something that would be remedied should this grant be awarded.

In addition, over the last year Rock Ridge rose to the challenges presented by COVID-19 by developing and effectively implementing creative ways of engaging students and parents through electronic means. Though by no means an easy feat, the district has become accustomed to engaging with students in unique and different ways using methods that could be employed to the advantage of this project. This might include the development of engagement strategies such as PCN-based videos, virtual meetings and events, and regular use of the district's social media channels to push out PCN messaging.

From a coalition standpoint, we could not ask for a more qualified group of professionals with whom to work under a PCN grant. The CAPE coalition represents deep expertise in addressing youth substance use/abuse and includes the following members:

- Range Mental Health/Range Treatment Center: Inpatient Treatment Counselors

- Essentia Health: Doctor of Medical Toxicology, Community Health Specialist, and Community Health Director
- St. Louis County Public Health & Human Services: Several staff from this department serve on CAPE, including Public Health Educators, the Sexual Assault Program, Social Service Supervisors, the Public Health Division Director, Social Work Coordinators, Substance Abuse Prevention & Intervention Initiative (SAPII) Social Worker and other Social Workers, a Community Health Outreach Coordinator working with Fairview Range (another large health system in our region), the Division Director of Adult Programs, a Public Health Nurse, a Disease Intervention Specialist, a CD Intake Coordinator, representative from the Planning, Resource, and Organizational Development (PROD) Unit, and Assistant County Attorney.
- Bois Forte Band of Ojibwe: The Chemical Dependency Coordinator for Bois Forte, one of seven Anishinaabe reservations in Minnesota and the nearest tribal government to the Rock Ridge district.
- The Minnesota Judicial Branch: Treatment Court Coordinator
- Lakeview Behavioral Health: Chief Operating Officer who is also a Licensed Alcohol and Drug Counselor
- Arrowhead Center: Licensed Alcohol and Drug Abuse Counselor, Treatment Director, and Operations Director
- Virginia Police Department: Chief and Deputy Chief
- Fairview Range Medical Center: Chronic Pain RN Coordinator and Manager of Emergency Services
- Political Representative: Senator Klobuchar’s Outreach Director
- Arrowhead Regional Corrections: Juvenile and Adult Probation Officers
- American Lung Association: Specialist in Advocacy and Public Policy
- DHS Regional Prevention Initiative: Northeast Regional Prevention Coordinator

Although CAPE collaborates with law enforcement and treatment centers, the coalition does not provide these services itself. Examples of events CAPE has offered includes the Community Solutions Series on topics such as Meth and Mental Health, Alcohol and Mental Health, Vaping and Mental Health, and Marijuana and Mental Health. Combining the qualifications and experience represented by both CAPE Coalition members and the staff of Rock Ridge would be a powerful force for positive change in addressing youth substance use in our district.

b. Qualifications of Project Staff:

Ms. Lisa Perkovich, Principal at the Virginia High School, has previous experience administering a PCN project during her time as Principal in Deer River in Itasca county. She spearheaded the application for the PCN grant which has transformed the Deer River community and she is excited to bring this resource to this side of the region at Rock Ridge. The most significant impact of PCN in her experience at Deer River was how it changed the way that administrators and teachers looked at data, causing a

widespread sea change in how they viewed school and community assets. As a result of their PCN experience, local citizens also felt they were part of something bigger than themselves which created a spirit of community previously unknown. Her experience was that PCN also changed student culture and created greater awareness in the community of what's happening in the school community. In Itasca county, the Deer River PCN project was able to support the implementation of a social host ordinance which changed the consequences for individuals providing a place or knowingly allowing a place for underage drinking to occur, the kind of impact we'd like to see here in our Rock Ridge communities.

See Appendix A for Ms. Perkovich's resume.

In conjunction with the regional prevention coordinator, a member of the CAPE Coalition, and others DHS deems appropriate, we will publicly post and interview for a PCN Coordinator. At a minimum, candidates must possess:

- Demonstrated community organizing and leadership experience;
- Two years of experience in counseling, social work, psychology, public health, sociology, education, or other health related field;
- A valid driver's license and reliable vehicle;
- Working knowledge of substance abuse prevention and prevention science; community development, organizing and mobilization practices with awareness of other cultures; youth development principles; pertinent local, state, federal regulations/legislation; local community, county and regional institutions, prevention organizations and projects & resources; and the importance of program fidelity and program innovation.

Additionally, candidates will be screened based on the following criteria:

- Organizational skills;
- Excellent oral and written communication skills;
- Excellent public speaking skills & training experience ;
- Group and meeting facilitation skills and experience;
- Advocacy and public relations experience;
- Ability to build consensus, resolve conflict, coach & motivate others;
- A good sense of humor;
- Ability to learn new concepts quickly;
- Self-motivation with the ability to work independently; and
- Ability to interpret process and outcome evaluation data and apply to programmatic planning.

In addition, the candidate selected for this position must be willing to:

- Obtain SAPS certification within the first year of employment
- Provide written authorization for the State to conduct a criminal background check.

c. ISD Tables:

TABLE A: COMMUNITY ISD INFORMATION

Name & # of ISD	Superintendent's Name	# of schools in this ISD
Rock Ridge Public Schools, ISD 2909	Dr. Noel Schmidt	5

TABLE B: SCHOOLS WITHIN EACH ISD INFORMATION

ISD #	School Building Name	Principal's Name	Grades
2909	Park View Elementary	Sheena Stefanich	PK-2
2909	Roosevelt Elementary	Dan Johnson	3-6
2909	Virginia Secondary	Lisa Perkovich	7-12
2909	Eveleth-Gilbert Junior High	Todd Griepentrog	5-8
2909	Eveleth-Gilbert Senior High	Angie Williams	9-12
2909	Franklin Elementary	Angie Williams	K-4

TABLE C: NUMBER OF STUDENTS WITHIN EACH ISD

Name & # of ISD	Number of Students in:						
	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
2909: 1,356 total students	179	240	199	211	188	161	168

See Appendix B for Superintendent and Building Principals letters of support.

d. Demonstration of Community Readiness

This application is supported by much good work happening in the area of youth substance use/abuse prevention that demonstrates the readiness of our communities to implement the activities of the PCN grant. Most notably, a high level of readiness for this initiative is best demonstrated by the existence of the CAPE Coalition, which focuses on chemical abuse prevention and education in the Quad Cities area of which Rock Ridge district communities are a part. CAPE, which has been working in our community for over four years, would serve as the primary coalition to oversee the work proposed in this application. The goals of CAPE are in great alignment with the goals of the PCN project, including increasing awareness of chemical dependency abuse in our area, increasing

community awareness and knowledge to reduce the stigma associated with chemical dependency, and increasing multi-system collaboration among community agencies.

In addition to CAPE, we are also fortunate to have an active Substance Abuse Prevention and Intervention Initiative (SAPII) through St. Louis County which uses Positive Community Norms to change the narrative on substance use throughout the whole county. SAPII was established by the St. Louis County Board of Commissioners in 2014 and is composed of Social Workers and Public Health Educators who also serve as members of CAPE. However, specific connections with and engagement of the students at Rock Ridge is a significant missing piece to this effort.

Lastly, Essentia Health, the largest healthcare system in our community, has identified youth substance abuse as a priority in their FY2020-2022 Community Health Needs Assessment. This study was completed through a collaborative process that included CAPE members in addition to others such as the Mesabi YMCA, the City of Virginia, the Arrowhead Economic Opportunity Agency (the regional Community Action Program entity), and the Virginia Public Library, among others. Strategies identified to achieve the goal of drug-free area youth include: 1) expand programming for families affected by substance abuse that will work to build resiliency and understanding by working with local partners to help with recruitment and expansion of programming that gives families skills to handle stress that may lead to relapse; 2) educate the community about adverse childhood experiences (ACES) by encouraging and supporting K-12 schools to implement trauma-specific interventions with cultural integration; and, 3) support local policy, system, and environment changes to restrict youth access to tobacco products by working with the American Lung Association, the Range Municipalities of Schools, and local substance abuse prevention coalitions on messaging to the community. Should a PCN grant be awarded under this application, the Rock Ridge district will engage with this collaborative via CAPE to identify additional members of our PCN coalition and work to align efforts around the reduction of youth substance abuse.

e. Ability to Leverage Resources:

The region has received some funding for substance abuse prevention but nothing specific to working with students or the schools, see below table. In addition to these sources there are several other resources that will be leveraged as part of this project. First and foremost are the programs and resources represented by CAPE Coalition members. Additional resources to be leveraged include:

- Mesabi Community College's Addiction Studies and Human Services Program which offers both a 2-year AAS credential and 1-year certificate. This program is active in the Rock Ridge community and has sponsored a community class on addiction and prevention strategies.
- In-kind support of the St. Louis County public health educator, community health worker, and program coordinator designated to help us address substance abuse prevention;

- The St. Louis County Human Services SUD (Substance Use Disorder) Unit and Opioid Technician based with the local police department who work together to share real-time information on issues impacting our community and the environment youth are growing up in.
- Mental health providers from Range Mental Health Center, Arrowhead Center, and Lakeview Behavioral Health (members of CAPE) who can help us develop authentic strategies to meet community needs through the lens of mental health.
- Prior experience delivering the Community Solutions Series events from CAPE which could be adapted with a youth lens for RRPS students and parent engagement around youth substance use/abuse.
- Free meeting space in many locations including video conferencing from multiple entities to hold community meetings and events.
- Support from St. Louis County Commissioners who have supported the work of CAPE

f. Current & Last 10 Years Prevention Funding

Organization funding was from (SAMHSA, U.S. Dept. of Ed, United Way, etc.)	Type of Funding (DFC, STOP Act, Foundation, Local Source, etc.)	Dates of Funding	What the funding was for (Reduce youth tobacco use, reduce youth substance use, improve school climate, violence prevention, etc.)	Geographic area served by the funding
MHS	SHIP	2015-current	Tobacco use prevention	St. Louis County
DARE, county, local restaurants, etc.	Local Sources	2018-2020	Community Solutions Events	Iron Range
U of M Extension	Federal/SAMHSA	2017-current	Opioid Prevention	St. Louis County

The funding noted above represents relatively small amounts of dollars for community awareness campaigns in our community. To date, these events have been aimed at the community at large, but not necessarily specific to parents, and not to youth exclusively.

DARE curricula is effective, impactful and developmentally age-specific for all grades pre-K and all the way through high school and is a program that has been offered at RRPS schools for many years. Along with drug abuse education and awareness, DARE focuses on prescription and over the counter drug abuse, internet safety, bullying and uses peer role models to drive the information home. DARE is paid for by Rock Ridge ISD2909 Safe Schools funding.

The Community Solutions event was based on small donations from St. Louis County and local businesses. These events drew participation of 50 people to the Alcohol and Mental Health event, 80 people for the Meth and Mental Health event, 30 people to the eCigarettes and Mental Health event, and 120 people to the Marijuana and Mental Health event. As a result of these sessions, the community has increased awareness of how these substances impact mental health. Sustained services are planned including ongoing Naloxone training for the community, events during National Prevention week each May, a possible 'mock crash zone' at schools before prom (all dependent on loosened restrictions on public gatherings).

Tobacco Use Prevention efforts entail ongoing collaboration between St. Louis County Public Health, the American Lung Association, Essentia Health, and other organizations to provide e-cigarette education and to promote the Tobacco 21 Policy. The CAPE Coalition planned and supported a related E-cigarette and Mental Health educational opportunity as mentioned above for the communities of Eveleth and Hibbing.

Through the HRSA Opioid Prevention grant, St. Louis County has partnered with the U of M Extension, U of M College of Pharmacy, and other organizations to provide professional development opportunities throughout Northern St. Louis County. This includes promoting recovery through celebrating recovery events, engaging with and providing training for families of wellness court participants, and helping grow the foundation and capacity of the CAPE Coalition.

See Appendix C for the work plans for the SHIP and SAMHSA initiatives.

g. Experience Working with Cultural and High-Need Populations:

Rock Ridge staff have experience in culturally-specific programming for Native American students around substance abuse. In Virginia High School's Indigenous Education resource room and also in their after-school Anishinaabe Club, they talk a lot about substance abuse. A Lot of our families struggle with different types of addictions, and even though our students see the impact it can have on people they love and their families, both physically and emotionally, they still have a hard time not falling into those patterns themselves. They have talking circles, videos, guest speakers and one-on-one conversations about how to help students make good life choices, and also help with coping with things that may be happening at home with substance abuse. Traditional tobacco is an important priority. Tobacco is a sacred medicine to the Ojibwe people and it is used in ceremonies, offerings, and prayers to the Creator. We stress the importance of keeping it sacred and only using it for those purposes. Cigarettes or chewing tobacco are not using tobacco in the way it was meant for Native people. They focus on healthy lifestyles, good eating habits, and staying away from alcohol, drugs, cigarettes, vapes, etc., and make a practice of asking these kinds of questions when making choices: "would your ancestors approve of your behavior and lifestyle choices?"

and "what kind of ancestor will you be and what will you leave behind to teach the next generation?" This department works really hard to create a safe place for kids to speak freely about struggles and also use other outside resources and county programs available to help their families or themselves if they are struggling with any type of substance abuse, physical or mental abuse, or other traumas.

As for LGBTQ populations, as mentioned previously both high schools have implemented Gay-Straight Alliances (GSAs) which provide a good avenue for direct access of this population. GSAs are student-led, school based clubs open to all members of the student body regardless of sexual orientation. GSAs often advocate for improved school climate, educate the larger school community about LGBTQ issues, and support LGBTQ students and their allies. Through these efforts, both schools have implemented designated 'safe spaces' for LGBTQ students by posting signs outside of classrooms of teachers who agree to advise and support LGBTQ students. Part of the PCN project at Rock Ridge would be to equip these teachers (and others) about substance use issues and challenges unique to the LGBTQ population.

The growth of the REACH program is further evidence of Rock Ridge staff's capacity to work with high need populations, as described in the response to question 5(a), agency qualifications and experience. This program has sustained its place in the district over 4 years of operation because the instructors of those programs have demonstrated a great ability to address a variety of issues these high-need students face, including challenges related to substance use. REACH instructors are in full support of this grant application because they know first-hand the positive impact it could have on the students they serve.

A rather new but very real angle that demonstrates the district's capacity to support high need populations can be seen in our response to the challenges of COVID over the past year. The district went above and beyond to assist families in need during this difficult time, particularly families in poverty. Bus drivers delivered breakfast and lunch to students all over the community including the most rural locations on a daily basis. They provided hotspots to families unable to afford access to reliable internet service and regularly checked in with families that needed additional help. If nothing else, this demonstrates the district's desire to support families and students in poverty - these students were and are not forgotten amidst the chaos of COVID, but remained a top priority of the district that desires to ensure equitable access to resources required to succeed in school.

It's easy to call out these specific programs and efforts as examples of the district's capacity to work with cultural and high need populations, but the fact is given our demographics around poverty and substance use as evidenced in the MSS data, ALL teachers in the district work with high need populations every day. Teachers in all grade levels often must go outside the boundaries of merely teaching to support, guide, and advise their students on a variety of challenges unrelated to school. Many teachers

have expressed enthusiastic support for this project, citing the fact that they don't have the resources or knowledge to address many of the issues with which they help students outside the classroom, including conflicts or challenges around substance use. Gaining resources, tools, and increased knowledge of substance use issues through the support of a coordinator and funded by a PCN grant would give them badly needed additional resources to better support all students.

From a coalition standpoint, we could not ask for better partners with experience serving cultural and high need populations, as evidenced by the current membership of CAPE. A subset of CAPE members are currently engaged in identifying culturally-specific intervention and prevention resources for youth, including a member from the Bois Forte Band of Ojibwe's Health and Human Services Division. This effort will nicely compliment the planned activities under this PCN grant as strategies they develop can be deployed at Rock Ridge.

CAPE members represent a variety of organizations with many types of expertise related to different aspects of substance use and abuse, including:

- Range Mental Health/Range Treatment Center: Provides a multi-disciplinary approach toward the treatment of individuals with Substance Use Disorders, their families, and their significant others. These services are available on a residential or outpatient basis.
- Essentia Health: The largest health system in our region, Essentia's Community Health Specialist is an active partner in CAPE and was the lead staff person for the Community Health Needs Assessment that outlined reducing youth substance use as one of their three priority areas;
- St. Louis County Public Health & Human Services: Representing a myriad of expertise, representatives who serve on CAPE are the experts in everything from working with low-income and at-risk individuals in a variety of ways to addressing substance abuse and chemical dependency, public health, disease intervention, and the legal system;
- Bois Forte Band of Ojibwe: Deep knowledge and experience addressing substance use in local Native American communities;
- The Minnesota Judicial Branch: Knowledge of the role substance use and abuse plays in our communities from the legal perspective through experience operating Drug Court.
- Lakeview Behavioral Health: Experienced in providing adolescent in-patient treatment for substance abuse and detox resources.
- Arrowhead Center: Provides services for mental health care, addictive behaviors, and compulsive behaviors and offers services for chemical dependency and substance abuse. The Arrowhead Center is licensed by the State of Minnesota and has several staff licensed and certified to provide mental health therapy and chemical abuse services.

- Community Police Departments: These critical partners have much experience working with individuals who struggle with substance abuse and chemical dependency that get caught up in the legal system.
- Political Representatives: Ability to create awareness among policy-makers to emphasize the importance of regulations and policies that are important to reducing youth substance use and abuse.
- Arrowhead Regional Corrections: As our regional corrections system, this agency provides knowledge on the consequences and incidence rates of substance use and abuse for both youth and adults from a variety of backgrounds and cultures.
- American Lung Association: As pioneers in lifesaving research, this organization offers a wealth of expertise on effective health education and advocacy around reducing youth tobacco and nicotine use.

Total Population = 13,943	Number	% of total Population
Youth under 18	2,440	17.5%
Families with income below poverty level (family of 4)	580	16.6% of all families (compared to 7.7% in MN)
White	13,477	96.7%
Black or African American	185	1.3%
American Indian	465	3.3%
Asian	81	0.6%
Hispanic/Latino	181	1.3%

6. *Partnerships and Collaborations:*

a. Coalition Mission Statement

This application will build upon the good work of the CAPE Coalition, an existing group already focused on addressing youth chemical dependency, established on February 23, 2017 (*see informational flyer in Appendix D*). In fact, CAPE will function as our PCN coalition with additional members to be added related to Rock Ridge schools specifically as required. The mission of CAPE is to *promote awareness around chemical abuse issues through prevention, intervention, education, and recovery aimed at building healthy and safe individuals/families within the Quad Cities community*. CAPE's vision is that *the Quad Cities community will be a place where people embrace a healthy lifestyle free from chemical abuse*. Note the Quad Cities area covered by CAPE includes the towns of Virginia, Eveleth, Gilbert, and Mt. Iron; all but one of these communities (Mt. Iron) is part of the Rock Ridge Public School district. CAPE does not currently have by-laws but the minutes of their last two meetings are attached to this application, *see Appendix D*. By-laws will be developed in accordance with the grant requirements.

b. Coalition Sector Support (*See Appendix E for Letters of Support*)

Sector	Organization Name	Signed Letter of Collaboration from this Organization?
<i>Youth (an individual 18 or younger)</i>	<i>If not a member of an organization ,write "N/A"</i>	
<i>Parent</i>	RRPS Parent	Yes
<i>Underserved/High-risk sub-populations</i>	Northeast Minnesota Office of Job Training	Yes
<i>Underserved/High-risk sub-populations</i>	Indian Education Coordinator	Yes
<i>Business</i>	Laurentian Chamber of Commerce	Yes
<i>Business</i>	NorthRidge Community Credit Union	Yes
<i>Media</i>	Hometown Focus	Yes
<i>School</i>	RRPS School Counselor, Eveleth-Gilbert High School	Yes
<i>School</i>	RRPS School Counselor, Virginia High School	Yes
<i>Youth-serving Organization</i>	Youth in Action Advisor	Yes
<i>Youth-serving Organization</i>	YMCA	Yes
<i>Law Enforcement</i>	Virginia Police Department	Yes
<i>Law Enforcement</i>	Gilbert Police Department	Yes
<i>Law Enforcement</i>	Eveleth Police Department	Yes
<i>Justice/Corrections</i>	St. Louis County Juvenile Probation	Yes

<i>Religious or Fraternal Organization</i>	Youth for Christ	Yes
<i>Civic/Volunteer Group</i>	Virginia Community Foundation	Yes
<i>Civic/Volunteer Group</i>	Revive Virginia	Yes
<i>Healthcare Professional</i>	Essentia Health	Yes
<i>State/Local/Tribal Government Agency</i>	Bois Forte Band of Ojibwe	Yes
<i>State/Local/Tribal Government Agency</i>	St. Louis County Public Health & Human Services	Yes
<i>State/Local/Tribal Government Agency</i>	City of Virginia, City Council	Yes
<i>State/Local/Tribal Government Agency</i>	Chief Allen Lewis, Virginia Fire Department	Yes
<i>Other Organization involved in reducing substance abuse</i>	Arrowhead Center	Ys

7. Project Goals and Objectives

The primary goal of the Rock Ridge/CAPE Community Coalition is to reduce youth substance use with a focus on alcohol and tobacco in the student population at Rock Ridge Public Schools.

In order to achieve this goal, the project team will implement comprehensive, integrated, evidence-based programs and strategies within the school and community. These programs and strategies will be planned and implemented in accordance with the following objectives.

- Objective 1 - Identify and assess local youth substance use problems and the community conditions that contribute to the specific drug use issues identified.
- Objective 2 - Mobilize/build capacity to change the conditions and address the youth substance use problems.
- Objective 3 - Develop a comprehensive environmental work plan and multi-year strategic plan.
- Objective 4 - Implement the plan with multiple activities, practices, strategies, and interventions.
- Objective 5 - Monitor, sustain, improve, or replace prevention activities, efforts, and strategies.

Key Outcomes and Milestones include:

- Establish representation on the existing CAPE Coalition in month 1
- Hire one full-time PCN coordinator by month 3
- Develop a long-range strategic plan by the end of year 1
- Conduct 50 community conversations in years 1 and 5
- Implement a universal evidence-based alcohol prevention curriculum by year 2
- Develop an Environmental Action Plan By the end of year 1
- Submit a Sustainability Plan in Year 3 and Year 5
- Integrate and broadcast PCN messages in Years 2 through 5
- Conduct annual MSS student surveys in grades 7-12
- Provide a variety of training opportunities to the PCN Coordinator,, CAPE coalition members and others involved throughout the life of the grant.

8. *Project Activities and Work Plan*

This project will be designed based on the SAMHSA Strategic Prevention Framework (SPF) centered around addressing five core objectives that follow a logical sequence. Following a detailed timeline based on the below work plan, we will approach this work methodically and in an organized way, with a constant eye on achieving key milestones.

The coalition will utilize the steps outlined in the SPF addressing assessment, capacity, planning, implementation, and evaluation, with continual inclusion of diverse and at-risk intergenerational populations and an eye on how our efforts might be evaluated and sustained over time. Inclusion of cultural and high need subpopulations reflected in this application is represented by the professional expertise of our diverse coalition. Direct inclusion of representatives from cultural and high need populations will be prioritized in each step of project planning and implementation.

Project objectives include:

- 1) **Assess local youth substance use problems** and the community conditions that contribute to the specific drug use issues identified, both initially and on an ongoing basis.
- 2) **Mobilize and build capacity** to change the conditions of and address youth substance use problems in our community.
- 3) **Develop a comprehensive environmental work plan** and multi-year strategic plan.
- 4) **Implement the plan** with multiple prevention activities, practices, and strategies.
- 5) **Monitor, sustain, improve, or replace** prevention activities, efforts, and strategies.

Objective 1: *Initially and continually assess local youth substance use problems and the community conditions that contribute to the specific drug use issues identified.*

Activity	Organization/Person Responsible	Resources Required	Time
Conduct assessment of the community to determine why youth ATOD use is an issue	PCN Coordinator, CAPE Coalition	Salaries/Fringe Communications	Year 1, by June 30, 2022
Identify any activities, practices, strategies, and/or interventions that affect individuals as opposed to whole community	PCN Coordinator, CAPE	Salaries/Fringe	Year 1, by June 30, 2022
Conduct 50 1:1 interviews with community members using a format supplied by DHS	PCN Coordinator, CAPE	Salaries/Fringe Communications	Year 1, by June 30, 2022

Conduct at least 25 1:1 interviews with community members using a format supplied by DHS	PCN Coordinator, CAPE	Salaries/Fringe Communications	Each of Years 2, 3, and 4
Conduct 50 1:1 interviews with community members using a format supplied by DHS	PCN Coordinator, CAPE	Salaries/Fringe Communications	Year 5, by January 30, 2026
Implement the PCN student survey for all students in grades 7-12 in RRPS	PCN Coordinator, Project Director	Salaries/Fringe Supplies Communications	Years 2, 3, & 5 SFYs 2023, 2024, and 2026
Conduct MSS survey of all RRPS students in grades 5-12	RRPS Administration, Project Director	Salaries/Fringe	Year 1 by June 30, 2022 and Year 4, by June 30, 2025
Conduct a parent and PCN survey within RRPS ISD2909 including a pre-survey awareness campaign	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe Communications	Year 2, by April 30, 2023
Present findings of the parent survey to the coalition	PCN Coordinator	Salaries/Fringe	Year 2, by June 30, 2023
Conduct a Community PCN Survey prefaced by a pre-survey awareness campaign; present results to coalition and community (ongoing)	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe Communications	Year 4, by June 30, 2025

Objective 2: Mobilize/build capacity to change the conditions of and address youth substance use problems.

Activity	Organization/Person Responsible	Resources Required	Timeframe
Join CAPE Coalition	Project Director or designated staff; PCN Coordinator	Salaries/Fringe	Month 1, by July 30, 2021
Attend Grantee Orientation	PCN Coordinator, Project Director, Financial Staff Person	Salaries/Fringe Travel	Year 1, by Month 3, September 30, 2021

Advertise for PCN Coordinator	Project Director & Support Staff	Salaries/Fringe	Month 1, by August 1, 2021
Interview candidates for PCN Coordinator in conjunction with DHS	Project Director, DHS, Regional Prevention Coordinator	Salaries/Fringe	Months 2-3, August-Sept. 2021
Hire PCN Coordinator with approval of DHS	Project Director, Regional Prevention Coordinator	Salaries/Fringe	Month 3, September 2021
Sub-contract with a media consultant	PCN Coordinator, CAPE	Contracted Svcs.	Year 1, by Month 3, September 30, 2021
Develop coalition by-laws	PCN Coordinator, CAPE, Regional Prevention Coordinator	Salaries/Fringe	Months 4-6, Oct. - Nov., 2021
Ensure representation of all required sectors on CAPE coalition	PCN Coordinator, CAPE	Salaries/Fringe	By month 6, December 30, 2021
Develop and disseminate a coalition brochure to include the mission statement, when and where the coalition meets, and who to contact if interested in attending or volunteering	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe Communications Program Costs Contracted Svcs.	Year 1, by Month 6, December 30, 2021
Develop materials to bring new stakeholders and coalition members up to speed	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe Contracted Svcs.	Year 1, by Month 6, December 30, 2021
Recruit, train and retain volunteers for various positions related to the coalition and provide recognition of volunteers	PCN Coordinator, CAPE, Regional Prevention Coordinator	Salaries/Fringe Communications	Years 1-5, ongoing
Meet individually with community leaders to share information and foster	PCN Coordinator	Salaries/Fringe	Years 1-5, ongoing

prevention champions			
Obtain and continue membership in the Community Anti-Drug Coalition (CADCA)	Project Director, PCN Coordinator	Program Costs	Year 1, obtain by Month 3, September 30, 2021 and maintain for duration of grant
Engage existing RRPS-based Youth in Action groups as the PCN project youth group	PCN Coordinator, Regional Prevention Coordinator	Salaries/Fringe Program Costs	Months 4, October 2021
Hold regular youth group meetings to assist with assessment, planning, implementation, and evaluation	PCN Coordinator, Youth Group Advisor(s)	Salaries/Fringe Program Costs	Beginning months 6-9, Dec. 2021 - March 2022 & through duration of grant
Engage parents in the assessment, planning, implementation and evaluation process identified through coalition contacts.	PCN Coordinator, CAPE, Youth Group	Salaries/Fringe Communications Program Costs	Duration of grant
Work closely with RRPS Principals and staff to build support for the PCN project by educating them about issues, resources and how supporting the project will positively impact them.	Project Director, PCN Coordinator	Salaries/Fringe	Year 1, by June 30, 2022
Meet with RPCs and state staff to learn prevention fundamentals	PCN Coordinator	Salaries/Fringe Travel	Quarterly, Year 1
Attend PCN training to learn the five steps of the Strategic Prevention Process	PCN Coordinator, Media Consultant, 3 CAPE members	Salaries/Fringe Travel Contracted Svcs.	Annual through duration of grant
Provide a minimum of 16 hours of training for coalition members on topics such as	PCN Coordinator, CAPE	Salaries/Fringe Contracted Svcs. Program Costs	Years 1-5, ongoing

cultural competency, sustainability, capacity building, strategic planning, environmental strategies, etc.			
Ensure PCN Coordinator and additional community members attend Substance Abuse Prevention Skills Training to become certified as level 1 CPP	PCN Coordinator, CAPE	Salaries/Fringe Travel Program Cost	By end of Year 2, June 30, 2023
Purchase required resources for PCN Coordinator	Project Director (or designated staff)	Program Cost	Year 1, by Month 3, September 30, 2021

Objective 3: *Develop a comprehensive environmental work plan and multi-year strategic plan.*

Activity	Organization/Person Responsible	Resources Required	Timeframe
Utilize the Strategic Planning Framework to develop long-range strategic plan	PCN Coordinator, CAPE, parents, youth, representatives from target populations	Salaries/Fringe, Supplies	Year 1, by June 30, 2022
Address cultural issues within the early planning process, long-range strategic plan, and organizational structure.	PCN Coordinator, CAPE, Regional Prevention Coordinator	Salaries/Fringe	Year 1, by June 30, 2022
Develop PCN media plan and corresponding logo	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe	Year 1, by June 30, 2022
Plan environmental strategies	PCN Coordinator, CAPE, Youth Group, Regional Prevention Coordinator	Salaries/Fringe	Year 1, by June 30, 2022
Submit Strategic Prevention plan to the state	PCN Coordinator	Salaries/Fringe	By end of Year 1, June 30, 2022
Develop a plan for holding PCN	PCN Coordinator,	Salaries/Fringe	Year 1, by

Community Conversations	CAPE, Media Consultant, Regional Prevention Coordinator		June 30, 2022
Educate teachers about advantages of the PCN Project to obtain teacher support.	Project Director, PCN Coordinator, CAPE	Salaries/Fringe Communications	Year 1, by June 30, 2022
Develop a plan for sustaining grant activities long-term	PCN Coordinator, CAPE, Youth Group Advisor(s), Regional Prevention Coordinator	Salaries/Fringe	By end of Year 2, June 30, 2023

Objective 4: *Implement the plan with multiple prevention activities, practices, and strategies.*

Activity	Organization/Person Responsible	Resources Required	Timeframe
Implement a comprehensive community-based prevention plan which will include evidence-based programs and environmental strategies to reduce ATOD in ISD 2909	PCN Coordinator, CAPE, Youth Group, Media Consultant	Salaries/Fringe, Communications, Program Costs, Contracted Svcs.	Years 2-5, starting July 1, 2022 - June 30, 2026
Educate policy-makers, local program providers, coalition members and others within the community about effective prevention strategies to change cultural and social norms towards less acceptance of ATOD use by youth and inappropriate alcohol use by adults	PCN Coordinator, CAPE, Media Consultant, Youth Group/ Advisor(s)	Salaries/Fringe, Travel, Communications, Contracted Svcs.	Years 2-5, starting July 1, 2022 - June 30, 2026
Report to ISD2909 school board, the City Councils of Eveleth, Gilbert and Virginia, and county commissioners on strategies being implemented in the community	PCN Coordinator, CAPE, Youth Group/Advisor(s)	Salaries/Fringe, Travel	Years 2-5, starting July 1, 2022 - June 30, 2026

Work with local media outlets to broadcast positive community ATOD norms	PCN Coordinator, CAPE, Media Consultant, Youth Group/Advisors	Salaries/Fringe, Communications, Program Costs Contracted Services	Years 2-5, starting July 1, 2022 - June 30, 2026
Conduct a coalition survey, including surveying of other interested community members	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe, Communications, Contracted Services	Years 2-5, annually
Select an appropriate evidence-based curriculum suitable for 6th, 7th, 8th, and two of 9-12th grades	PCN Coordinator, CAPE, RRPS Administration	Salaries/Fringe,	Year 1, by January 30, 2022
Train teachers to implement an evidence-based programming that supports the PCN project	Project Director, Building Principals, PCN Coordinator	Salaries/Fringe, Communications, Program Costs	By end of Year 1, June 30, 2022
Implement evidence-based prevention curriculum in at least 6th, 7th, 8th and two grades of 9-12 at RRPS	RRPS Administration & Faculty with support from the PCN Coordinator and CAPE	Salaries/Fringe, Program costs	No later than the 2022-23 school year
Evaluate coalition membership	PCN Coordinator, CAPE	Salaries/Fringe	Semi-annually
Work with local law enforcement for alcohol compliance checks at establishments that serve alcohol	PCN Coordinator, CAPE	Salaries/Fringe, Contracted Svcs.	Years 1-5, starting July 1, 2021 - June 30, 2026
Communicate a consistent message toward changing norms within the community	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe, Communications, Contracted Svcs	Years 2-5, starting July 1, 2022 through June 30, 2023 and beyond
Work with a vendor selected by DHS to integrate PCN messaging within RRPS and community	PCN Coordinator, CAPE, Media Consultant	Salaries/Fringe, Contracted Svcs., Communications	Year 2, by June 30, 2022
Hold monthly coalition meetings to identify and assess	PCN Coordinator, CAPE, Youth Group	Salaries/Fringe, Program Costs	Monthly through

the scope of substance abuse and related problems within ISD2909, analyze why these problems exist, and act upon identified issues.	Advisor(s)		duration of grant
Participate in statewide networking meetings to discuss coalition, programmatic, and/or strategic concerns and successes	PCN Coordinator	Salaries/Fringe, Travel	Years 2,3,4 and 5, ongoing
Assess how often students are seeing a PCN message through use of protocol and format provided by TMI	PCN Coordinator, CAPE	Salaries/Fringe, Program costs	Years 2-5, ongoing
Attend CADCA's mid-year training institute	PCN Coordinator, at least 1 community member	Salaries/Fringe, Travel	Years 2-5, annually
Review and update Community Needs Assessment Data	PCN Coordinator, CAPE,	Salaries/Fringe	Annually
Attend PCN training through the Montana Institute	PCN Coordinator, CAPE,	Salaries/Fringe, Travel, Program Costs	Years 2-5, annually
Attend Program Sharing Prevention Conference and other required annual training	PCN Coordinator, CAPE	Salaries/Fringe, Travel, Program Costs	Years 1-5, ongoing
Youth Group members to participate in required trainings	PCN Coordinator, Youth Group Advisor(s)	Salaries/Fringe, Travel, Program Costs	Years 2-5, ongoing
Youth Group to work on environmental strategies through a Photo Voice project	PCN Coordinator, CAPE, Media Consultant, Youth Group Advisor(s)	Salaries/Fringe, Program Costs, Contracted Svcs.	Years 1-5, annually
Some Youth Group members to attend annual Youth Leadership Academy	PCN Coordinator, Youth Group Advisor(s)	Salaries/Fringe, Travel, Program Costs	Years 1-5, annually

Objective 5: Monitor, sustain, improve, or replace prevention activities, efforts, and strategies.

Activity	Organization/Person Responsible	Resources Required	Timeframe
Report process data through the State’s web-based Prevention Data system	PCN Coordinator	Salaries/Fringe	Monthly for duration of grant
Submit a Sustainability Plan	PCN Coordinator, CAPE	Salaries/Fringe	Years 3 (by June 30, 2024) and 5 (by June 30, 2026)
Work with evaluation team hired by the State to provide technical assistance and training on evaluation	PCN Coordinator	Salaries/Fringe	Year 5, July 1, 2025-June 30, 2026
Conduct Ripple Effect Mapping with assistance from the RPC and evaluation team	PCN Coordinator, CAPE, Regional Prevention Coordinator	Salaries/Fringe	Years 3 (2023-2024) and 5 (2025-2026)
Submit Reflections & Coalition Report	PCN Coordinator	Salaries/Fringe	Monthly for duration of grant
Conduct process and outcome evaluation of grant programs and strategies to reduce youth ATOD in ISD2909	PCN Coordinator, CAPE	Salaries/Fringe	Year 5, July 1, 2025 - June 30, 2026

9. Evaluation Plan

Rock Ridge Public Schools will administer the PCN and MSS surveys as required to evaluate effectiveness of grant activities on an ongoing basis. The project team will also work with the evaluation entity chosen by DHS to develop process indicators to measure program effectiveness and will conduct Ripple Effect Mapping with assistance from the Regional Prevention Coordinator and evaluation team.

PART IV: BUDGET SUMMARY AND JUSTIFICATION

1. Budget Summaries, Years 1 - 5

Please note: budget estimates are based on in-person travel to required events and training. We recognize that unknown COVID restrictions may impact actual expenses.

BUDGET SUMMARY FORM Year 1 .				
Grant Year (Dates): From: July 1, 2021 To: June 30, 2022.				
<u>CATEGORY</u> (A)	<u>TOTAL BUDGET</u> (B)	<u>OTHER SOURCES</u> (C)	<u>IN-KIND CONTRIBUTIONS</u> (D)	<u>REQUESTED FROM BHD</u> (E)
Salaries	\$72,000	\$	\$	\$72,000
Fringe Benefits	\$23,760	\$	\$	\$23,760
Contracted Services	\$20,400	\$	\$	\$20,400
Space Cost (Including utilities)	\$300	\$	\$300	\$0
Equipment	\$3500	\$	\$3500	\$0
Bonds & Insurance	\$300	\$	\$300	\$0
Copying	\$500	\$	\$500	\$0
Data Processing	\$0	\$	\$	\$0
Communications	\$2015	\$	\$	\$2015
Instate Travel	\$14,359	\$	\$	\$14,359
Out-of-State-Travel	\$14,925	\$	\$	\$14,925
Program Costs	\$47,227	\$	\$	\$47,227
Evaluation	\$0	\$	\$	\$0
Audit	\$1000	\$	\$1000	\$0
TOTAL DIRECT COSTS	\$200,286	\$	\$5600	\$194,686
21. Indirect Cost (Attach copy of indirect cost detail)	\$0	\$	\$0	\$0
TOTAL DHS REQUEST				\$194,686

BUDGET SUMMARY FORM Year 2 .

Grant Year (Dates): From: July 1, 2022 To: June 30, 2023.

<u>CATEGORY</u> (A)	<u>TOTAL BUDGET</u> (B)	<u>OTHER SOURCES</u> (C)	<u>IN-KIND CONTRIBUTIONS</u> (D)	<u>REQUESTED FROM BHD</u> (E)
Salaries	\$ 73,160	\$	\$	\$73,160
Fringe Benefits	\$24,143	\$	\$	\$24,143
Contracted Services	\$20,400	\$	\$	\$20,400
Space Cost (Including utilities)	\$300	\$	\$300	\$0
Equipment	\$0	\$	\$	\$0
Bonds & Insurance	\$300	\$	\$300	\$0
Copying	\$1000	\$	\$1000	\$0
Data Processing	\$0	\$	\$	\$0
Communications	\$1365			\$1365
Instate Travel	\$13,283	\$	\$	\$13,283
Out-of-State-Travel	\$16,369	\$	\$	\$16,353
Program Costs	\$53,700	\$	\$	\$53,700
Evaluation	\$0	\$	\$	\$0
Audit	\$1000	\$	\$1000	\$0
TOTAL DIRECT COSTS	\$205,020	\$	\$2600	\$202,420
21. Indirect Cost (Attach copy of indirect cost detail)	\$	\$	\$	\$0
TOTAL DHS REQUEST				\$202,420

BUDGET SUMMARY FORM Year 3 .

Grant Year (Dates): From: July 1, 2023 To: June 30, 2024.

<u>CATEGORY</u> (A)	<u>TOTAL BUDGET</u> (B)	<u>OTHER SOURCES</u> (C)	<u>IN-KIND CONTRIBUTIONS</u> (D)	<u>REQUESTED FROM BHD</u> (E)
Salaries/Fringe	\$74,343	\$	\$	\$74,343
Fringe Benefits	\$24,533	\$	\$	\$24,533
Contracted Services	\$20,400	\$	\$	\$20,400
Space Cost (Including utilities)	\$300	\$	\$300	\$0
Equipment	\$2000	\$	\$2000	\$0
Bonds & Insurance	\$300	\$	\$300	\$0
Copying	\$1000	\$	\$1000	\$0
Data Processing	\$0	\$	\$	\$0
Communications	\$2015	\$	\$	\$2015
Instate Travel	\$11,387	\$	\$	\$11,387
Out-of-State-Travel	\$15,172	\$	\$	\$15,172
Program Costs	\$49,151	\$	\$	\$49,151
Evaluation	\$0	\$	\$	\$0
Audit	\$1000	\$	\$1000	\$0
TOTAL DIRECT COSTS	\$201,601	\$	\$4600	\$197,001
21. Indirect Cost (Attach copy of indirect cost detail)	\$	\$	\$	\$0
TOTAL DHS REQUEST				\$197,001

BUDGET SUMMARY FORM Year 4 .				
Grant Year (Dates): From: July 1, 2024 To: June 30, 2025.				
<u>CATEGORY</u> (A)	<u>TOTAL BUDGET</u> (B)	<u>OTHER SOURCES</u> (C)	<u>IN-KIND CONTRIBUTIONS</u> (D)	<u>REQUESTED FROM BHD</u> (E)
Salaries/Fringe	\$ 77,550	\$	\$	\$77,550
Fringe Benefits	\$25,592	\$	\$	\$25,592
Contracted Services	\$20,400	\$	\$	\$20,400
Space Cost (Including utilities)	\$300	\$	\$300	\$0
Equipment	\$0	\$	\$	\$0
Bonds & Insurance	\$300	\$	\$300	\$0
Copying	\$1000	\$	\$1000	\$0
Data Processing	\$0	\$	\$	\$0
Communications	\$1365	\$	\$	\$1365
Instate Travel	\$11,387	\$	\$	\$11,387
Out-of-State-Travel	\$15,172	\$	\$	\$15,172
Program Costs	\$56,481	\$	\$	\$56,481
Evaluation	\$0	\$	\$	\$0
Audit	\$1000	\$	\$1000	\$0
TOTAL DIRECT COSTS	\$210,547	\$	\$2600	\$207,947
21. Indirect Cost (Attach copy of indirect cost detail)	\$0	\$	\$	\$0
TOTAL DHS REQUEST				\$207,947

BUDGET SUMMARY FORM Year 5 .				
Grant Year (Dates): From: July 1, 2025 To: June 30, 2026.				
<u>CATEGORY</u> (A)	<u>TOTAL BUDGET</u> (B)	<u>OTHER SOURCES</u> (C)	<u>IN-KIND CONTRIBUTIONS</u> (D)	<u>REQUESTED FROM BHD</u> (E)
Salaries/Fringe	\$ 78,821	\$	\$	\$78,821
Fringe Benefits	\$26,011	\$	\$	\$26,011
Contracted Services	\$20,400	\$	\$	\$20,400
Space Cost (Including utilities)	\$300	\$	\$300	\$0
Equipment	\$0	\$	\$	\$0
Bonds & Insurance	\$300	\$	\$300	\$0
Copying	\$1000	\$	\$1000	\$0
Data Processing	\$0	\$	\$	\$0
Communications	\$1365	\$	\$	\$1365
Instate Travel	\$11,673	\$	\$	\$11,673
Out-of-State-Travel	\$4,972	\$	\$	\$4,972
Program Costs	\$53,720	\$	\$	\$53,720
Evaluation	\$1000	\$	\$	\$1000
Audit	\$1000	\$	\$1000	\$0
TOTAL DIRECT COSTS	\$200,562	\$	\$2600	\$197,962
21. Indirect Cost (Attach copy of indirect cost detail)	\$	\$	\$	\$
TOTAL DHS REQUEST				\$197,962

NOTE: Indirect Cost Rate: Any indirect costs related to this grant will be borne by the district as in-kind funding.

2. Budget Justification, Years 1 - 5

BUDGET JUSTIFICATION FORM	
July 1, 2021 - June 30, 2022 - Year of grant 1	
Category	Requested from BHD
Salaries: <ul style="list-style-type: none"> ● 1 FTE PCN Coordinator: \$58,000 ● .1 Program Director, Principal Lisa Perkovich: \$11,000 ● Fiscal staff time: \$3,000 (9.5 hrs/month x \$26.35/hr x 12 months) 	\$72,000
Fringe Benefits: <ul style="list-style-type: none"> ● .33 times salaries for FICA, healthcare benefits, & worker's comp 	\$23,760
Contracted Services: <ul style="list-style-type: none"> ● YIA Youth Group Advisor stipends; 2 x \$1200/year = \$2400 ● Media Consultant: \$50/hour x 25 hrs/month = \$15,000 ● Alcohol Compliance Checks: \$1,000 to each of three police departments (Eveleth, Gilbert, and Virginia) = \$3,000 	\$20,400
Communications: <ul style="list-style-type: none"> ● Smart phone for PCN Coordinator = \$650 ● Data plan = \$540 ● Postage: estimated 1500 mailings @ .55 = \$825 	\$2,015
Instate Travel: <ul style="list-style-type: none"> ● <u>PCN Coordinator training, four 2-day sessions:</u> Per trip: .56/mile for ~388 miles (\$217) + lodging @ \$200/night x 2 nights (\$400) + 2 days of meals (\$72) = \$689 x 4 meetings = <u>\$2,756</u> ● <u>PCN Coordinator + 3 coalition members, two 3-day TA meetings</u> Per trip: lodging for 3 nights (\$570) + food (\$72) = \$642/person x 4 ppl = \$2,568 + .56/mile for ~244 miles x 2 cars (\$272) = \$2,840 for one meeting for 4 people x 2 meetings = <u>\$5,680</u> ● <u>New Grantee Orientation, Program Director and Fiscal Staff Person</u> Lodging for 1 night (\$200) + food (\$52 for dinner and 1 day) x 2 ppl = \$504 + .56/mile for ~388 miles (\$217) = <u>\$721</u> ● <u>Database training for PCN Coordinator</u> Lodging for 1 night (\$200) + food (\$52) + .56/mile for ~388 miles (\$217) = <u>\$469</u> ● <u>Program Sharing meeting for PCN Coordinator & 2 coalition members</u> Registration (\$150) + 2 nights lodging (\$300) + food (\$66 incl. provided food) = \$516/person x 3 ppl = \$1548 + .56/mile for ~295 miles (\$165) + parking (\$20) = <u>\$1,733</u> ● Other instate travel as needed: estimate of <u>\$3,000 @ .56/mile + necessary food & lodging</u> 	\$14,359
Out-of-State Travel: <ul style="list-style-type: none"> ● <u>Prepay parts of CADCA conference for PCN Coordinator and 2 others (5 days)</u> Registration (\$475) + lodging @ \$200/night x 5 days (\$1,000) + airfare (\$700) = \$2,175 x 3 = <u>\$6,525</u> ● <u>Prepay parts of Montana Institute for Y2 for PCN Coordinator and 2 others</u> Registration (early bird + pre-conference, \$900) + airfare (\$700) + lodging @ \$200/night (\$1,200) = \$2800/per person x 3 ppl = <u>\$8,400</u> 	\$14,925
Program Costs: <ul style="list-style-type: none"> ● PCN outreach estimated @ \$10,000 ● Youth Leadership Academy @ \$5000 ● Volunteer recognition @ \$1000 ● Publicity for the coalition @ \$2,000 ● Annual coalition 'thank you' meal @ \$700 	\$47,227

<ul style="list-style-type: none"> Youth group refreshments @ \$1000 Youth group environmental activities @ \$2,500 Coalition brochure @ \$1000 Coalition annual report @ \$1000 Coalition-directed activities @ \$14,502 Office supplies @ \$1800 Required books @ \$100 Meeting expenses & supplies @ \$1200 CADCA membership @ \$300 CPP application/certification @ \$125 School curriculum/training @ \$5000 	
Staff Development (part of travel and program costs)	-
Total amount requested from BHD	\$194,686

BUDGET JUSTIFICATION FORM	
July 1, 2022 - June 30, 2023 - Year of grant 2	
Category	Requested from BHD
Salaries: <ul style="list-style-type: none"> 1 FTE PCN Coordinator: \$59,160 (2% increase over Y1) .1 Program Director, Principal Lisa Perkovich: \$11,000 Fiscal staff time: \$3,000 (9.5 hrs/month x \$26.35/hr x 12 months) 	\$73,160
Fringe Benefits: <ul style="list-style-type: none"> .33 times salaries for FICA, healthcare benefits, & worker's comp 	\$24,143
Contracted Services: <ul style="list-style-type: none"> YIA Youth Group Advisor stipends; 2 x \$1200/year = \$2400 Media Consultant: \$50/hour x 25 hrs/month = \$15,000 Alcohol Compliance Checks: \$1,000 to each of three police departments (Eveleth, Gilbert, and Virginia) = \$3,000 	\$20,400
Communications: <ul style="list-style-type: none"> Phone plan: \$540 Postage: estimated 1500 mailings @ .55 each = \$825 	\$1,365
Instate Travel: <ul style="list-style-type: none"> <u>Semi-annual 2-day meetings with DHS for PCN Coordinator</u> Travel, ~ 388 miles @ .56/mile (\$217) + lodging @ \$200/night x 2 nights (\$400) + food (\$72) = \$689 per event x 2 = <u>\$1,378</u> <u>PCN Coordinator + 3 coalition members, two 2-day TA meetings</u> Lodging for 2 nights (\$380) + food (\$72) = \$452 x 4 ppl = \$1,808; plus travel, ~244 miles @ .56/mile (\$136) x 2 cars = \$272; \$1,808 + \$272 = \$2,080/1 mtg. for 4 ppl x 2 meetings = <u>\$4,160</u> <u>Program Sharing meeting for PCN Coordinator & 2 coalition members</u> Registration (\$150) + 2 nights lodging (\$300) + food (\$66 incl. provided food) = \$516/person x 3 ppl = \$1548 + .56/mile for ~295 miles (\$165) + parking (\$20) = <u>\$1,733</u> <u>SAPST for 3 people</u> Registration (\$250) + lodging @ \$150/night x 4 nights (\$600) + food (\$98 with some provided by event) = \$948 x 3 ppl = \$2,844 plus travel, ~300 miles @ .56/mile (\$168) = <u>\$3,012</u> 	\$13,283

<ul style="list-style-type: none"> Other instate travel as needed: estimate of <u>\$3,000</u> @ .56/mile + necessary food & lodging 	
<p>Out-of-State Travel:</p> <ul style="list-style-type: none"> <u>CADCA mid-year conference for PCN Coordinator and 1 other for 5 days</u> Food, \$44 x 6 days (\$264) + car rental (\$500) + airport parking @ \$50/day (\$300) + travel to airport, ~402 miles @ .56/mile (\$225) = \$1,281 per person x 2 = <u>\$2,578</u> <u>Montana Summer Institute for PCN Coordinator and 2 others for 5 days</u> Travel to airport, ~402 miles @ .56/mile (\$225) + food (\$172 with some provided by event) + airport parking @ \$50/day for 6 days (\$300) + car rental @ \$100/day for 5 days = (\$500) = \$1,197 for 1 person x 3 ppl = <u>\$3,591</u> <u>Prepay for parts of Montana Summer Institute for PCN Coordinator and 1 other</u> Early-bird registration and pre-conference day (\$900) + lodging @ \$200/night (\$1,200) + airfare (\$700) = \$2,800 x 2 ppl = <u>\$5,600</u> <u>Prepay for parts of CADCA conference for PCN Coordinator and 1 other</u> Early-bird registration (\$600) + lodging @ \$200/night x 5 nights (\$1,000) + airfare (\$700) = \$2,300 for 1 person x 2 ppl = <u>\$4,600</u> 	\$16,369
<p>Program Costs:</p> <ul style="list-style-type: none"> PCN outreach: \$15,000 Youth Leadership Academy: \$5,000 Volunteer recognition: \$1,000 Publicity for coalition: \$2,000 Annual coalition 'thank you' meal: \$700 Youth Group environmental activities: \$3,000 Youth Group refreshments: \$1,000 Coalition annual report : \$1,000 Coalition-directed activities: \$10,200 Office supplies: \$1,800 Meeting expenses & supplies: \$1,200 CPP application/certification: \$125 CADCA membership: \$300 SAPST for 3 people: \$375 School curriculum & training: \$5,000 Parent survey (publicity, stationery, incentives): \$6,000 	\$53,700
Staff Development (part of travel and program costs)	-
Total amount requested from BHD	\$202,420

BUDGET JUSTIFICATION FORM	
July 1, 2023 - June 30, 2024 - Year of grant 3	
Category	Requested from BHD
<p>Salaries:</p> <ul style="list-style-type: none"> 1 FTE PCN Coordinator: \$60,343 (2% increase over Y2) .1 Program Director, Principal Lisa Perkovich: \$11,000 Fiscal staff time: \$3,000 (9.5 hrs/month x \$26.35/hr x 12 months) 	\$74,343
<p>Fringe Benefits:</p> <ul style="list-style-type: none"> .33 times salaries for FICA, healthcare benefits, & worker's comp 	\$24,533
<p>Contracted Services:</p> <ul style="list-style-type: none"> YIA Youth Group Advisor stipends; 2 x \$1200/year = \$2400 	\$20,400

<ul style="list-style-type: none"> ● Media Consultant: \$50/hour x 25 hrs/month = \$15,000 ● Alcohol Compliance Checks: \$1,000 to each of three police departments (Eveleth, Gilbert, and Virginia) = \$3,000 	
<p>Communications:</p> <ul style="list-style-type: none"> ● Smart phone upgrade: \$650 ● Phone plan: \$540 ● Postage for estimated 1500 mailings @ .55: \$825 	\$2,015
<p>Instate Travel:</p> <ul style="list-style-type: none"> ● <u>Semi-annual 2-day meetings with DHS for PCN Coordinator</u> Travel, ~ 388 miles @ .56/mile (\$217) + lodging @ \$200/night x 2 nights (\$400) + food (\$72) = \$689 per event x 2 = <u>\$1,378</u> ● <u>PCN Coordinator + 3 coalition members, two 2-day TA meetings</u> Lodging for 2 nights (\$380) + food (\$72) = \$452 x 4 ppl = \$1,808; plus travel, ~244 miles @ .56/mile (\$136) x 2 cars = \$272; \$1,808 + \$272 = \$2,080/1 mtg. for 4 ppl x 2 meetings = <u>\$4,160</u> ● <u>Program Sharing meeting for PCN Coordinator & 2 coalition members</u> Registration (\$150) + 2 nights lodging (\$300) + food (\$66 incl. provided food) = \$516/person x 3 ppl = \$1548 + .56/mile for ~295 miles (\$165) + parking (\$20) = <u>\$1,733</u> ● <u>SAPST for 1 person for 4 days</u> Registration (\$250) + lodging @ \$150/night for 4 nights (\$600) + food, some included in registration (\$98) + travel, ~388 miles at .56/mile (\$217) = <u>\$1,116</u> ● <u>Other instate travel as needed: estimate of \$3,000 @ .56/mile + necessary food & lodging</u> 	\$11,387
<p>Out-of-State Travel:</p> <ul style="list-style-type: none"> ● <u>CADCA mid-year conference for PCN Coordinator and 1 other for 5 days</u> Food, \$44 x 6 days (\$264) + car rental (\$500) + airport parking @ \$50/day (\$300) + travel to airport, ~402 miles @ .56/mile (\$225) = \$1,281 per person x 2 = <u>\$2,578</u> ● <u>Montana Summer Institute for PCN Coordinator and 2 others for 5 days</u> Travel to airport, ~402 miles @ .56/mile (\$225) + food (\$172 with some provided by event) + airport parking @ \$50/day for 6 days (\$300) + car rental @ \$100/day for 5 days = (\$500) = \$1,197 x 2 ppl = <u>\$2,394</u> ● <u>Prepay for parts of Montana Summer Institute for PCN Coordinator and 1 other</u> Early-bird registration and pre-conference day (\$900) + lodging @ \$200/night (\$1,200) + airfare (\$700) = \$2,800 x 2 ppl = <u>\$5,600</u> ● <u>Prepay for parts of CADCA conference for PCN Coordinator and 1 other</u> Early-bird registration (\$600) + lodging @ \$200/night x 5 nights (\$1,000) + airfare (\$700) = \$2,300 x 2 ppl = <u>\$4,600</u> 	\$15,172
<p>Program Costs:</p> <ul style="list-style-type: none"> ● PCN outreach: \$18,000 ● Youth Leadership Academy: \$5,000 ● Volunteer recognition: \$1,000 ● Publicity for coalition: \$2,000 ● Annual coalition 'thank you' meal: \$700 ● Youth Group environmental activities: \$3,000 ● Youth Group refreshments: \$1,000 ● Coalition annual report : \$1,000 ● Coalition-directed activities: \$12,431 ● Office supplies: \$1,800 ● Meeting expenses & supplies: \$1,200 ● CPP 2-year renewal: \$180 ● CADCA membership: \$300 ● SAPST biennial renewal for 3 people: \$540 	\$49,151

● School curriculum & training: \$1,000	
Staff Development (included in travel and program costs activities)	-
Total amount requested from BHD	\$197,001

BUDGET JUSTIFICATION FORM	
July 1, 2024 - June 30, 2025 - Year of grant 4	
Category	Requested from BHD
Salaries: <ul style="list-style-type: none"> ● 1 FTE PCN Coordinator: \$63,550 (2% increase over Y3) ● .1 Program Director, Principal Lisa Perkovich: \$11,000 ● Fiscal staff time: \$3,000 (9.5 hrs/month x \$26.35/hr x 12 months) 	\$77,550
Fringe Benefits: <ul style="list-style-type: none"> ● .33 times salaries for FICA, healthcare benefits, & worker's comp 	\$25,592
Contracted Services: <ul style="list-style-type: none"> ● YIA Youth Group Advisor stipends; 2 x \$1200/year = \$2400 ● Media Consultant: \$50/hour x 25 hrs/month = \$15,000 ● Alcohol Compliance Checks: \$1,000 to each of three police departments (Eveleth, Gilbert, and Virginia) = \$3,000 	\$20,400
Communications: <ul style="list-style-type: none"> ● Phone plan: \$540 ● Postage for estimated 1500 mailings @ .55: \$825 	\$1,365
Instate Travel: <ul style="list-style-type: none"> ● <u>Semi-annual 2-day meetings with DHS for PCN Coordinator</u> Travel, ~ 388 miles @ .56/mile (\$217) + lodging @ \$200/night x 2 nights (\$400) + food (\$72) = \$689 per event x 2 = <u>\$1,378</u> ● <u>PCN Coordinator + 3 coalition members, two 2-day TA meetings</u> Lodging for 2 nights (\$380) + food (\$72) = \$452 x 4 ppl = \$1,808; plus travel, ~244 miles @ .56/mile (\$136) x 2 cars = \$272; \$1,808 + \$272 = \$2,080/1 mtg. for 4 ppl x 2 meetings = <u>\$4,160</u> ● <u>Program Sharing meeting for PCN Coordinator & 2 coalition members</u> Registration (\$150) + 2 nights lodging (\$300) + food (\$66 incl. provided food) = \$516/person x 3 ppl = \$1548 + .56/mile for ~295 miles (\$165) + parking (\$20) = <u>\$1,733</u> ● <u>SAPST for 1 person for 4 days</u> Registration (\$250) + lodging @ \$150/night for 4 nights (\$600) + food, some included in registration (\$98) + travel, ~388 miles at .56/mile (\$217) = <u>\$1,116</u> ● <u>Other instate travel as needed: estimate of \$3,000 @ .56/mile + necessary food & lodging</u> 	\$11,387
Out-of-State Travel: <ul style="list-style-type: none"> ● <u>CADCA mid-year conference for PCN Coordinator and 1 other for 5 days</u> Food, \$44 x 6 days (\$264) + car rental (\$500) + airport parking @ \$50/day (\$300) + travel to airport, ~402 miles @ .56/mile (\$225) = \$1,281 per person x 2 = <u>\$2,578</u> ● <u>Montana Summer Institute for PCN Coordinator and 2 others for 5 days</u> Travel to airport, ~402 miles @ .56/mile (\$225) + food (\$172 with some provided by event) + airport parking @ \$50/day for 6 days (\$300) + car rental @ \$100/day for 5 days = (\$500) = \$1,197 x 2 ppl = <u>\$2,394</u> ● <u>Prepay for parts of Montana Summer Institute for PCN Coordinator and 1 other</u> 	\$15,172

<p>Early-bird registration and pre-conference day (\$900) + lodging @ \$200/night (\$1,200) + airfare (\$700) = \$2,800 x 2 ppl = <u>\$5,600</u></p> <ul style="list-style-type: none"> Prepay for parts of CADCA conference for PCN Coordinator and 1 other Early-bird registration (\$600) + lodging @ \$200/night x 5 nights (\$1,000) + airfare (\$700) = \$2,300 x 2 ppl = <u>\$4,600</u> 	
<p>Program Costs:</p> <ul style="list-style-type: none"> PCN outreach: \$18,000 Youth Leadership Academy: \$5,000 Volunteer recognition: \$750 Publicity for coalition: \$2,000 Annual coalition 'thank you' meal: \$700 Youth Group environmental activities: \$3,000 Youth Group refreshments: \$1,000 Coalition annual report : \$1,000 Coalition-directed activities: \$11,731 Office supplies: \$1,800 Meeting expenses & supplies: \$1,200 CADCA membership: \$300 School curriculum & training: \$4,000 Community survey (publicity, stationery, incentives): \$6,000 	\$56,481
<p>Staff Development (included in travel and program costs)</p>	-
Total amount requested from BHD	\$207,947

BUDGET JUSTIFICATION FORM	
July 1, 2025 - June 30, 2026 - Year of grant 5	
Category	Requested from BHD
<p>Salaries:</p> <ul style="list-style-type: none"> 1 FTE PCN Coordinator: \$64,821 (2% increase over Y4) .1 Program Director, Principal Lisa Perkovich: \$11,000 Fiscal staff time: \$3,000 (9.5 hrs/month x \$26.35/hr x 12 months) 	\$78,821
<p>Fringe Benefits:</p> <ul style="list-style-type: none"> .33 times salaries for FICA, healthcare benefits, & worker's comp 	\$26,011
<p>Contracted Services:</p> <ul style="list-style-type: none"> YIA Youth Group Advisor stipends; 2 x \$1200/year = \$2400 Media Consultant: \$50/hour x 25 hrs/month = \$15,000 Alcohol Compliance Checks: \$1,000 to each of three police departments (Eveleth, Gilbert, and Virginia) = \$3,000 	\$20,400
<p>Communications:</p> <ul style="list-style-type: none"> Phone plan: \$540 Postage for estimated 1500 mailings @ .55: \$825 	\$1,365
<p>Instate Travel:</p> <ul style="list-style-type: none"> <u>Semi-annual 2-day meetings with DHS for PCN Coordinator</u> Travel, ~ 388 miles @ .56/mile (\$217) + lodging @ \$200/night x 2 nights (\$400) + food (\$72) = \$689 per event x 2 = <u>\$1,378</u> PCN Coordinator + 3 coalition members, two 2-day TA meetings 	\$11,673

<p>Lodging for 2 nights (\$380) + food (\$72) = \$452 x 4 ppl = \$1,808; plus travel, ~372 miles @ .56/mile (\$208) x 2 cars = \$417; \$1,808 + \$417 = \$2,225/1 mtg. for 4 ppl x 2 meetings = <u>\$4,450</u></p> <ul style="list-style-type: none"> ● <u>Program Sharing meeting for PCN Coordinator & 2 coalition members</u> Registration (\$150) + 2 nights lodging (\$300) + food (\$66 incl. provided food) = \$516/person x 3 ppl = \$1548 + .56/mile for ~300 miles (\$168) + parking (\$20) = <u>\$1,736</u> ● <u>SAPST for 1 person for 4 days</u> Registration (\$250) + lodging @ \$150/night for 4 nights (\$600) + food, some included in registration (\$98) + travel, ~288 miles at .56/mile (\$161) = <u>\$1,109</u> ● <u>Other instate travel as needed: estimate of \$3,000 @ .56/mile + necessary food & lodging</u> 	
<p>Out-of-State Travel:</p> <ul style="list-style-type: none"> ● <u>CADCA mid-year conference for PCN Coordinator and 1 other for 5 days</u> Food, \$44 x 6 days (\$264) + car rental (\$500) + airport parking @ \$50/day (\$300) + travel to airport, ~402 miles @ .56/mile (\$225) = \$1,281 per person x 2 = <u>\$2,578</u> ● <u>Montana Summer Institute for PCN Coordinator and 1 other for 5 days</u> Travel to airport, ~402 miles @ .56/mile (\$225) + food (\$172 with some provided by event) + airport parking @ \$50/day for 6 days (\$300) + car rental @ \$100/day for 5 days = (\$500) = \$1,197 x 2 ppl = <u>\$2,394</u> 	\$4,972
<p>Program Costs:</p> <ul style="list-style-type: none"> ● PCN outreach: \$18,000 ● Youth Leadership Academy: \$5,000 ● Volunteer recognition: \$1000 ● Publicity for coalition: \$2,000 ● Annual coalition 'thank you' meal: \$700 ● Youth Group environmental activities: \$3,000 ● Youth Group refreshments: \$1,000 ● Coalition annual report : \$1,000 ● Coalition-directed activities: \$12,000 ● Office supplies: \$1,800 ● Meeting expenses & supplies: \$1,200 ● CADCA membership: \$300 ● SAPST 2-year renewal for 3 people: \$540 ● CPP 2-year renewal: \$180 ● School curriculum & training: \$1,000 ● Local youth retreat: \$5,000 	\$53,720
<p>Evaluation:</p> <ul style="list-style-type: none"> ● Expenses related to working with a DHS-appointed evaluator 	\$1,000
<p>Staff Development (included in travel and program costs activities)</p>	-
Total amount requested from BHD	\$197,962

PART V: PROFESSIONAL RESPONSIBILITY AND DATA PRIVACY REQUIRED STATEMENTS AND FORMS

1. *Professional Responsibility and Data Privacy:*

a. **Professional Responsibility:**

Applicant Response: Rock Ridge ISD 2909 has no pending or resolved litigations within the past two year related to the provision of services nor have any complaints been filed with or by a professional, state and/or federal licensing/regulatory organization within the past 6 years against the district or employees related to the provision of services.

Responder may submit information which demonstrates recognition of their professional responsibility, including references and/or letters of recommendation. This may also include awards, certifications, and/or professional memberships.

Applicant Response: N/A

b. **Data Privacy:**

Applicant Response: There has been no data breach or loss of personal, financial or other data considered private or confidential over the past 5 years.

2. *Required Statements and Forms*

See following pages for required forms. *Please note that because Rock Ridge ISD2909 is a new entity as of July 1, 2020, we do not yet have a current Workforce Certificate or Equal Pay Certificate but both forms are signed and included in this application per the DHS guidance communicated in QA9.*

- a. Responder Information and Declarations, Form DHS 7020
- b. Exceptions to Sample Contract and RFP Terms, Form DHS 7019
- c. Affidavit of Noncollusion, Form DHS 7021
- d. Disclosure of Funding, Form DHS 7018
- e. Human Rights Compliance:
 - i. Workforce Certificate Information, Form DHS 7016
 - ii. Equal Pay Certificate, Form DHS 7075
- f. Certification Regarding Lobbying, Form DHS 7017
- g. Information Security Questions, Form DHS 7895
- h. Documentation to Establish Financial Stability, Form DHS 7896



State of Minnesota Workforce Certificate Information

Required by state law for ALL bids or proposals that could exceed \$100,000

Complete this form and return it with your bid or proposal. The State of Minnesota is under no obligation to delay proceeding with a contract until a company becomes compliant with the Workforce Certification requirements in Minn. Stat. §363A.36.

BOX A – MINNESOTA COMPANIES that have employed more than 40 full-time employees within this state on any single working day during the previous 12 months, check one option below:

- Attached is our current Workforce Certificate issued by the Minnesota Department of Human Rights (MDHR).
- Attached is confirmation that MDHR received our application for a Minnesota Workforce Certificate on _____ (date).

BOX B – NON-MINNESOTA COMPANIES that have employed more than 40 full-time employees on a single working day during the previous 12 months in the state where it has its primary place of business, check one option below:

- Attached is our current Workforce Certificate issued by MDHR.
- We certify we are in compliance with federal affirmative action requirements.

BOX C – EXEMPT COMPANIES that have not employed more than 40 full-time employees on a single working day in any state during the previous 12 months, check option below if applicable:

- We attest we are exempt. If our company is awarded a contract, we will submit to MDHR within 5 business days after the contract is fully signed, the names of our employees during the previous 12 months, the date of separation, if applicable, and the state in which the persons were employed. Send to compliance.MDHR@state.mn.us.

By signing this statement, you certify that the information provided is accurate and that you are authorized to sign on behalf of your company.

NAME OF COMPANY Rock Ridge Public Schools, ISD 2909		DATE 3/23/2021
AUTHORIZED SIGNATURE 		PHONE NUMBER 218-742-3901
PRINTED NAME Dr. Noel Schmidt	TITLE Superintendent	

For assistance with this form, contact: Minnesota Department of Human Rights, Compliance Services

Web: <http://mn.gov/mdhr/> Email: compliance.mdhr@state.mn.us

TC Metro: 651-539-1095

Toll Free: 800-657-3704

TTY: 651-296-1283



For accessible formats of this information or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 651-431-3592, or use your preferred relay service. ADA1 (2-18)

Certification Regarding Lobbying

For state of Minnesota contracts and grant contracts over \$ 100,000

The undersigned certifies, to the best of his or her knowledge and belief that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, Disclosure Form to Report Lobbying in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. §1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$ 10,000 and not more than \$ 100,000 for each such failure.

ORGANIZATION NAME ISD2909, Rock Ridge Public Schools	
NAME OF OFFICIAL SIGNING FOR ORGANIZATION Dr. Noel Schmidt	TITLE OF OFFICIAL SIGNING FOR ORGANIZATION Superintendent
SIGNATURE OF OFFICIAL 	DATE 3-23-21

For accessible formats of this information or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 651-431-3612, or use your preferred relay service. ADA1 (2-18)

Disclosure of Funding Form – Grant RFP

Per the Federal Funding Accountability and Transparency Act of 2006 "Transparency Act" or "FFATA" (Public Law 109-282), all entities and organizations receiving federal funds are required to report full disclosure of funding (United States Code, title 31, chapter 61, section 6101).

The purpose of FFATA is to provide every American with the ability to hold the government accountable for each spending decision. The end result is to reduce wasteful spending in the government. The FFATA legislation requires information on federal awards to be made available to the public through a single, searchable website. Federal awards include grants, sub-grants, loans, awards and delivery orders.

To comply with the federal statute, the Minnesota Department of Human Services is required to obtain and report by the grantee's Data Universal Numbering System (DUNS) number; determine if grantee meets specific requirement that would require additional reporting items; and collect additional information on executive compensation if required. Respond by answering the following questions:

GRANTEE DUNS NUMBER (required) 117693823	GRANTEE NAME Rock Ridge Public Schools, ISD2909
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In the preceding fiscal year:

1. Did you receive 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?
 Yes No
2. Are those revenues greater than \$25 million or more annually?
 Yes No
3. Does the public not have access to information about the compensation of the executives in your business or organization through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C 78m(a), 78(d)) or section 6104 of the Internal Revenue Code of 1986?
 Yes No

If you answer "yes" to all of the top questions, provide the following information:

1. Project Description (should capture the overall purpose of the award)

2. Place of performance (including congressional district)

3. Name and compensation of top five executives

For accessible formats of this information or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 651-431-3612, or use your preferred relay service. ADA1 (2-18)



Exceptions to Terms and Conditions Form-Grant RFP

A responder shall be presumed to be in agreement with the terms and conditions of the RFP unless the responder takes specific exception to one or more of the conditions on this form.

RESPONDERS ARE CAUTIONED THAT BY TAKING ANY EXCEPTION THEY MAY BE MATERIALLY DEVIATING FROM THE RFP SPECIFICATIONS. IF A RESPONDER MATERIALLY DEVIATES FROM AN RFP SPECIFICATION, ITS PROPOSAL MAY BE REJECTED.

A material deviation is an exception to a specification that 1) affords the responder taking the exception a competitive advantage over other responders, or 2) gives the state something significantly different than the state requested.

INSTRUCTIONS: Responders must explicitly list all exceptions to state terms and conditions (including those found in the attached sample contract in the appendix, if any. Reference the actual number of the state's term and condition and page number for which an exception(s) is being taken. If no exceptions exist, state "NONE" specifically on the form below. Whether or not exceptions are taken, the responder must sign and date this form and submit it as part of their proposal. (Add additional pages if necessary.)

Responder Name: Rock Ridge Public Schools, ISD 2909

TERM AND CONDITION NUMBER/PROVISION	EXPLANATION OF EXCEPTION
N/A	

Handwritten signature

ADA2 (12-12)

This information is available in accessible formats for individuals with disabilities by calling 651-431-3612 or by using your preferred relay service. For other information on disability rights and protections, contact the agency's ADA coordinator.

TERM AND CONDITION NUMBER/PROVISION

EXPLANATION OF EXCEPTION

By signing this form, I acknowledge that the above-named responder accepts, without qualification, all terms and conditions stated in this RFP (including the sample contract) except those clearly outlined as exceptions above.

Signature: *D. Noel Schmidt*

Printed Name: Dr. Noel Schmidt

Title: Superintendent

Date: 3-23-21

Responder Information/Declarations Form – Grant RFP

Responder Information

RESPONDER NAME Rock Ridge Public Schools, ISD 2909			
WEBSITE www.rrps.org			PHONE NUMBER 218-749-5437
STREET ADDRESS 411 South 5th Avenue	CITY Virginia	STATE MN	ZIP CODE 55792

Contract Information

CONTACT NAME Dr. Noel Schmidt		TITLE Superintendent	
PHONE NUMBER (218) 742-3901	FAX NUMBER 218) 741-8522	EMAIL ADDRESS noel.schmidt@rrps.org	

Name(s) of individuals involved with the preparation of this proposal

(to assist in determining potential conflict of interest):

Michelle Ufford, School-Business Coordinator, RRPS ISD2909

The above-named responder submits the attached proposal in response to the following Minnesota Department of Human Services Request for Proposals (state which RFP you are responding to):

Community-based Positive Community Norms grant

By submission of this proposal, responder warrants that:

1. The information provided is true, correct and reliable for purposes of evaluation for potential contract award. Responder understands that the submission of inaccurate or misleading information may be grounds for disqualification from selection as well as subject the responder to suspension or debarment proceedings as well as other remedies available by law.
2. It is competent to provide all the services set forth in its proposal.
3. Each person signing a section of this proposal is authorized to make decisions as to the prices quoted and/or duties proposed and is legally authorized to bind the company to those decisions.
4. If it has relationships that create, or appear to create, a conflict of interest with the work that is contemplated in this request for proposals, responder will provide, along with this form, a list containing the names of the entities, the relationship and a discussion of the conflict.
5. To the best of its knowledge and belief, and except as otherwise disclosed, there are no relevant facts or circumstances that could give rise to organizational conflicts of interest. An organizational conflict of interest exists when, because of existing or planned activities or because of relationships with other persons, a grantee is unable or potentially unable to render impartial assistance or advice to the state, or the grantee's objectivity in performing the contract work is or might be otherwise impaired, or the grantee has an unfair competitive advantage.

Responder agrees that, if after award, an organizational conflict of interest is discovered, an immediate and full disclosure in writing will be made to the director of the Department of Administration's Office of Grants Management (OGM), which will include a description of the action the responder has taken or proposes to take to avoid or mitigate such conflicts. If an organization conflict of interest is determined to exist, the state may, at its discretion, cancel the grant contract. In the event the responder was aware of an organizational conflict of interest prior to the award of the grant contract and did not disclose the conflict to OGM, the state may terminate the contract for default. The provisions of this clause must be included in all subcontracts for work to be performed similar to the service provided by the prime contractor, and the terms "contract," "contractor" and "contracting officer" modified appropriately to preserve the state's rights.

6. No attempt has been made or will be made by responder to induce any other person or firm to submit or not to submit a proposal.
7. Any proposed subcontractors will be identified in the RFP and the percentage of work under the contract to be performed by the prime contractor and each subcontractor will be indicated.
8. If there is a reasonable expectation that the responder is or would be associated with any parent, affiliate, or subsidiary organization in order to supply any service, supplies or equipment to comply with the performance requirements under the resulting contract of the RFP, responder must include with this form written authorization from the parent, affiliate, or subsidiary organization granting the right to examine directly, pertinent books, documents, papers, and records involving such transactions that are related to the resulting contract. This right will be given to the Minnesota Department of Human Services, U.S. Department of Health and Human Services, and comptroller general of the United States.
9. If, at any time after a proposal is submitted and a contract has been awarded, such an association arises as described in the paragraph above, responder will obtain a similar certification and authorization from the parent, affiliate, or subsidiary organization within 10 working days after forming the relationship.

By signing this statement, you certify that the information provided is accurate and that you are authorized to sign on behalf of, and legally bind, the responder.

AUTHORIZED SIGNATURE 		DATE 3-23-21
PRINTED NAME Dr. Noel Schmidt	TITLE Superintendent	PHONE NUMBER (218) 742-3901

For accessible formats of this information or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 651-431-3612, or use your preferred relay service. ADA1 (2-18)

State of Minnesota Affidavit of Noncollusion – Grant RFP

I swear (or affirm) under the penalty of perjury:

1. That I am the responder (if the responder is an individual), a partner in the company (if the responder is a partnership), or an officer or employee of the responding corporation having authority to sign on its behalf (if the responder is a corporation);
2. That the attached proposal submitted in response to the Positive Community Norms Request for Proposals has been arrived at by the responder independently and has been submitted without collusion with and without any agreement, understanding or planned common course of action with, any other responder of materials, supplies, equipment or services described in the Request for Proposal, designed to limit fair and open competition;
3. That the contents of the proposal have not been communicated by the responder or its employees or agents to any person not an employee or agent of the responder and will not be communicated to any such persons prior to the official opening of the proposals; and
4. That I am fully informed regarding the accuracy of the statements made in this affidavit.

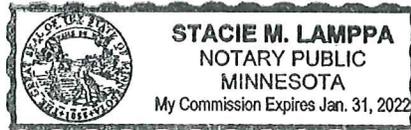
RESPONDER'S FIRM NAME ISD2909, Rock Ridge, Superintdent	AUTHORIZED SIGNATURE <i>R. Paul Schill</i>	DATE 3-23-21
--	---	-----------------

Subscribed and sworn to me this 23rd day of March 2021

Stacie M. Lamppa

Notary Public

My commission expires: 2022



For accessible formats of this information or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 651-431-3612, or use your preferred relay service. ADA1 (2-18)



State of Minnesota – Equal Pay Certificate

If your response could be in excess of \$500,000, please complete and submit this form with your submission. **It is your sole responsibility to provide the information requested and when necessary to obtain an Equal Pay Certificate (Equal Pay Certificate) from the Minnesota Department of Human Rights (MDHR) prior to contract execution. You must supply this document with your submission.** Please contact MDHR with questions at: 651-539-1095 (metro), 1-800-657-3704 (toll free), 711 or 1-800-627-3529 (MN Relay) or email at compliance.MDHR@state.mn.us.

Option A – If you have employed 40 or more full-time employees on any single working day during the previous 12 months in Minnesota or the state where you have your primary place of business, please check the applicable box below:

- Attached is our current MDHR Equal Pay Certificate.
- Attached is MDHR's confirmation of our Equal Pay Certificate application.

Option B – If you have not employed 40 or more full-time employees on any single working day during the previous 12 months in Minnesota or the state where you have your primary place of business, please check the box below.

- We are exempt. We agree that if we are selected we will submit to MDHR within five (5) business days of final contract execution, the names of our employees during the previous 12 months, date of separation if applicable, and the state in which the persons were employed. Documentation should be sent to compliance.MDHR@state.mn.us.

The State of Minnesota reserves the right to request additional information from you. **If you are unable to check any of the preceding boxes, please contact MDHR to avoid a determination that a contract with your organization cannot be executed.**

Your signature certifies that you are authorized to make the representations, the information provided is accurate, the State of Minnesota can rely upon the information provided, and the State of Minnesota may take action to suspend or revoke any agreement with you for any false information provided.

Authorized Signature:

Date: 3-23-21

Printed Name: Dr. Noel Schmidt

Title: Superintendent

Organization Rock Ridge Public Schools, ISD 2909

MN/Fed Tax ID: 85-1299384

Issuing Entity Rock Ridge Public Schools, ISD 2909 Project # or Lease Address 411 5th Ave S, Virginia, MN 55792

Information Security Questions

RESPONDER/COMPANY NAME ISD 2909, Rock Ridge Public Schools

If your response to the RFP includes designing or providing access to a website or application that will be accessible to the public or to STATE staff, you must answer the following questions and submit this form with your response. If your response is selected, Minnesota Department of Human Services Office of Information Security may inquire further about your responses to this form.

1) Information Security Policies

Yes No Does the Responder have policies and procedures in place to protect sensitive information?

2) Information Security Awareness

Yes No Does the Responder have an established/documented information security awareness program for their employees and contractors?

3) Compliance

Yes No Does the Responder agree to comply with applicable industry standards and/or government regulations (e.g., HIPAA, NIST)?

4) Access Controls

Yes No Does the Responder have access controls in place such that sensitive data is accessible only to those with a need to know?

5) Secure Engineering

Yes No Does the Responder adhere to security best practices for system development and maintenance, and have technologies (e.g., firewalls, antivirus, etc.) in place to secure and protect sensitive information?

6) Assessment/Audit

Yes No Does the Responder agree to respond and cooperate during an information security investigation/assessment, process/record review/audit?

7) Security Self-Assessment

Yes No Is the Responder willing to complete and submit to the State a Vendor Security Questionnaire?

If you answered "no" to any of the top questions, provide an explanation here:

SIGNATURE	PRINTED NAME		
	Dr. Noel Schmidt		
TITLE	PHONE NUMBER	DATE	
Superintendent	(218) 742-3901	3-23-21	

For accessible formats of this information or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 651-431-4275, or use your preferred relay service. ADA1 (2-18)

Documentation to Establish Financial Stability – Grants

RESPONDER/COMPANY NAME

ISD 2909, Rock Ridge Public Schools

It is the policy of the State of Minnesota to make grants to organizations that are sufficiently financially stable to carry out the purpose of the grant. The information collected under this section will be used in STATE's determination of the award of the contract. It may be shared with other persons within the Minnesota Department of Human Services who may be involved in the decision-making process, and/or with other persons as authorized by law. If a Responder does not provide the requested information, the Proposal will be found nonresponsive and given no further consideration. If a Responder's submission in response to this component does not demonstrate its financial stability, Responder may fail this requirement and be disqualified from further consideration. STATE reserves the right to request any additional information to assure itself of a Responder's financial reliability.

a. Nongovernmental Organizations

Responders must include in their Proposals documentation to establish their financial stability consistent with the Office of Grants Management [Policy 08-06](#).

Choose one:

- Responders with annual income of under \$50,000 or who have not been in existence long enough to have a completed IRS Form 990 should submit their most recent board-reviewed financial statements or a certified financial audit. If the organization does not have a certified financial audit or board-reviewed financial statements because it does not have a board, the organization should submit a certified statement of assets and debts (balance sheet) and evidence of cash flow including amounts in a checking account. Responders may also include documentations of cash reserves to prevent shortages or delays in receipt of revenue, and/or any other documents sufficient to substantiate responsible fiscal management.
- Responders with total annual income of \$50,000 or more and less than \$750,000 should submit their most recent IRS Form 990.
- Responders with total annual income of over \$750,000 should submit their most recent certified financial audit.

b. Governmental Organizations

Responders that have either 1) had an audit in the last year by the State Auditor or an outside auditing firm or 2) meet the requirements of the Single Audit Act are not required to submit financial statements under this section. STATE reserves the right to request financial information to assure itself of a governmental organization's financial status.

c. Parent Company

In the event a Responder is either substantially or wholly owned by another corporate entity, the Proposal must also include the most recent detailed financial report of the parent organization, and a written guarantee by the parent organization that it will unconditionally guarantee performance by the Responder in each and every term, covenant, and condition of such contract as may be executed by the parties.

d. Supplemental Documentation

Responders concerned that their most recent IRS Form 990 does not demonstrate their organization's fiscal responsibility may supplement their Proposal with any of the additional material described in section 3.5(a)(1) above.

By signing this statement you certify that you have provided the documentation requested with your response to the RFP.

SIGNATURE <i>Dr. Noel Schmidt</i>	PRINTED NAME Dr. Noel Schmidt		
TITLE Superintendent		PHONE NUMBER (218) 742-3901	DATE 3-23-21

For accessible formats of this information or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 651-431-3612, or use your preferred relay service. ADA1 (2-18)

APPENDIX A, PROJECT DIRECTOR RESUME

Lisa Irene Perkovich

529 NW 9th Street ♦ Chisholm, Minnesota 55719 ♦ C: (218) 969-3625 ♦ perkovich14@gmail.com

Education and Certifications

Masters of Education

Educational Leadership, Cumulative G.P.A. 4.0/4.0

Northern Arizona University, 2005

Educational Technology Specialist

Certification

Northern Arizona University, 2011

Bachelor of Arts

Dual Majors in English and Communication

University of North Dakota, 2001

Superintendent Certification

State of Minnesota, Expected Fall 2021

Principal Certification

State of Minnesota, current

Teacher Certification

Communication Arts/Literature grades 5-12

State of Minnesota, current

Structured English Immersion Certification

Arizona Department of Education, 2007

Administrative and Leadership Experience

Principal, Virginia High School (grades 7-12)

Virginia, Minnesota 2015-Present

- Engaged in consolidation efforts for Virginia and Eveleth-Gilbert Public Schools; instrumental in securing a 182 million dollar facility through grant and referendum dollars, designing the academic and athletic complex as part of the architectural design team, and transitioning staff to a career academy high school.
- Provided leadership for 70+ faculty and staff members and 750+ students with diverse socio-economic and cultural backgrounds.
- Initiated a robust Special Education spectrum of supports that transitioned the building from a resource or mainstream building to a building that supported dual enrollment, co-teaching, and work experience programs in addition to resource and mainstream courses.
- Initiated a junior high mathematics and reading intervention system mirrored to MTSS.
- Managed all fiscal budgets related to Virginia High School including capital, maintenance and operation, Perkins, Applied Learning Institute, and other grant funded projects.
- Created We Are Blue, a PBIS recognition program.
- Conducted weekly Professional Learning Communities aligned to SMART goals with a focus on curriculum alignment and best instructional practices.
- Ensured faculty implemented a viable curriculum aligned to Minnesota and Common Core standards and integrated with appropriate technologies.
- Designed all schedules including the master schedule, para-professional schedules, and individual student schedules.

Principal, Deer River High School (grades 6-12)

Deer River, Minnesota 2011-2015

- Co-wrote and secured a PCN (Positive Community Norms) grant; actively participated in PCN student groups, community groups, and training at Big Sky, Montana.
- Provided leadership for 49 faculty and staff members and 470+ students with diverse socio-economic and cultural backgrounds.

- Initiated a 1:1 iPad integration at grades 6-12; adopted and implemented Schoology.
- Implemented a continuum of supports in Special Education including a co-teaching model resulting in a 37% increase in reading scores in specific grades.
- Adopted a mental health CTSS framework resulting in a spectrum of 7 mental health support professionals in grades 6-12.
- Co-wrote and trained on Project Connect, a student/staff mentoring program.
- Created the Warrior Way, a positive behavior spectrum recognizing student and staff for modeling good values; values rooted in the 7 Native Ojibwe Teachings

Assistant Principal/Interim Co-Principal, Curriculum Development, Professional Advancement, and Assessment, Minnesota Internship Center (grade 9-ABE) *Minneapolis, Minnesota 2009-2010*

- Provided leadership for eleven teachers and one hundred-sixty high school students with diverse cultural backgrounds, primarily East African.
- Coordinated data collection and disaggregation from a variety of sources including MCA-II, MTELL, BST, GRAD, TEAE, SOLOM, and district placement assessments to differentiate instruction.
- Guided the mathematics department towards achievement of AYP for the first time in district history.
- Imbedded and coached differentiated professional development including the integration of Marzano's and Archer's best instructional practices after determining the needs of faculty and staff members using the Teach for Success protocol, district evaluation instrument, and data trends.
- Coordinated the English Language Development program.
- Served as the District and School Assessment Coordinator

Assistant Principal, Gadsden Elementary School District (K-6) *San Luis, Arizona 2006-2009*

- Provided leadership for 46+ faculty and staff members and 743+ elementary students with diverse cultural backgrounds, primarily Hispanic.
- Coordinated the ELD instructional program, including developing and implementing the newly adopted English Language Development model of grouping students by proficiency level.
- Disaggregated data from a variety of sources to differentiate instruction.
- Integrated Reading First as the cornerstone of all academics.
- Co-wrote and secured the 21st Century Community Learning Grant; Directed all after school activities and athletics including the Twenty-First Century Community Learning Center Grant and English Language Development Compensatory Education Grant budgets.
- Supervised special education services for over sixty special education students including Individual Education Plan's, 504's, Student Study Teams, and Manifestation Hearings.

Co-Chairman, State of Arizona Title I Compliance and Strategic Planning *Yuma, Arizona 2004-2006*

- Advised, designed, and implemented a school-wide plans to assure students' success in the classroom, on standardized tests, and throughout life.
- Aligned school curricula to create a school-wide emphasis on reading, writing, and mathematics.
- Evaluated the needs of students, teachers, and community members by meticulously surveying and analyzing student and district test data.

Teaching Experience

Secondary School English Educator, Cibola High School *Yuma, Arizona 2001-2006*



ISD Number	Building Name	Principal
Rock Ridge ISD2909	Eveleth-Gilbert Junior High, grades 5-8	Mr. Todd Griepentrog

Letter of Support between the CAPE Coalition
and ISD 2909, Rock Ridge Public Schools

I, Todd Griepentrog, hereby declare my intent to collaborate with the CAPE Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in ISD 2909. I am committed to working together with other community partners to make Rock Ridge Public Schools, ISD 2909, a healthy and safe place to live.

To help in these efforts, I commit to the following:

- Provide time, space and school building principal and teacher support for 7th - 12th grade students to take an annual PCN student survey each grant year (February/March 2022, February/March 2023, February/March 2024, February/March 2025 and February/March 2026) and the 2022 and 2025 MSS in grades 7-12. The PCN survey will be a web survey and will require no more than one class period. The goal will be to have all students in grades 7 through 12 take the survey. MSS will also be a web survey to include grades 7-12. Grant coordinators will provide survey protocols and letters to inform parents about the PCN Survey each year. Parents may elect to have their child not take the survey.
- Provide office space to house the PCN Grant Coordinator within a 7th – 12th grade school building.
- Provide time each school year for the PCN Grant Coordinator to present information on the grant work taking place within the school to teachers and other staff.
- Designate staff that will incorporate strategies to delay and/or reduce underage alcohol, tobacco and other drug use in grades 6 through 12.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. I support a coordinated approach and am committed to the success of the PCN Initiative within ISD #2909:

By:

Mr. Todd Griepentrog	ISD 2909	
Principal's Name & ISD Name & Number (Please Print)		Principal's Signature





411 SOUTH 5TH AVENUE, VIRGINIA, MN 55792 | 218.749.5437 | FAX: 218.741.8522 |

CAMPUS: VIRGINIA HIGH SCHOOL

ISD Number	Building Name	Principal
Rock Ridge ISD2909	Virginia Secondary, grades 7-12	Mrs. Lisa Perkovich

Letter of Support between the CAPE Coalition
and ISD 2909, Rock Ridge Public Schools

I, Lisa Perkovich, hereby declare my intent to collaborate with the CAPE Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in ISD 2909. I am committed to working together with other community partners to make Rock Ridge Public Schools, ISD 2909, a healthy and safe place to live.

To help in these efforts, I commit to the following:

- Provide time, space and school building principal and teacher support for 7th - 12th grade students to take an annual PCN student survey each grant year (February/March 2022, February/March 2023, February/March 2024, February/March 2025 and February/March 2026) and the 2022 and 2025 MSS in grades 7-12. The PCN survey will be a web survey and will require no more than one class period. The goal will be to have all students in grades 7 through 12 take the survey. MSS will also be a web survey to include grades 7-12. Grant coordinators will provide survey protocols and letters to inform parents about the PCN Survey each year. Parents may elect to have their child not take the survey.
- Provide office space to house the PCN Grant Coordinator within a 7th – 12th grade school building.
- Provide time each school year for the PCN Grant Coordinator to present information on the grant work taking place within the school to teachers and other staff.
- Designate staff that will incorporate strategies to delay and/or reduce underage alcohol, tobacco and other drug use in grades 7 through 12.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. I support a coordinated approach and am committed to the success of the PCN Initiative within ISD #2909:

By:

Ms. Lisa Perkovich	ISD 2909	
Principal's Name & ISD Name & Number (Please Print)		Principal's Signature



APPENDIX B, Superintendent & Principal Letters of Support



411 SOUTH 5TH AVENUE, VIRGINIA, MN 55792 | 218.749.5437 | FAX: 218.741.8522 |

CAMPUS: VIRGINIA HIGH SCHOOL



PRINCIPAL: LISA PERKOVICH | **ASST. PRINCIPAL:** TONYA CONSTANTINE | **WEBSITE:** WWW.RRPS.ORG



801 JONES ST, EVELETH, MN 55734
 PHONE: 218.744.7706
 FAX: 218.744.4381
 WWW.RRPS.ORG

ISD Number	Building Name	Principal
Rock Ridge ISD2909	Eveleth-Gilbert Senior High, grades 9-12	Ms. Angie Williams

Letter of Support between the CAPE Coalition
 and ISD 2909, Rock Ridge Public Schools

I, Angie Williams, hereby declare my intent to collaborate with the CAPE Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in ISD 2909. I am committed to working together with other community partners to make Rock Ridge Public Schools, ISD 2909, a healthy and safe place to live.

To help in these efforts, I commit to the following:

- Provide time, space and school building principal and teacher support for 7th - 12th grade students to take an annual PCN student survey each grant year (February/March 2022, February/March 2023, February/March 2024, February/March 2025 and February/March 2026) and the 2022 and 2025 MSS in grades 7-12. The PCN survey will be a web survey and will require no more than one class period. The goal will be to have all students in grades 7 through 12 take the survey. MSS will also be a web survey to include grades 7-12. Grant coordinators will provide survey protocols and letters to inform parents about the PCN Survey each year. Parents may elect to have their child not take the survey.
- Provide office space to house the PCN Grant Coordinator within a 7th – 12th grade school building.
- Provide time each school year for the PCN Grant Coordinator to present information on the grant work taking place within the school to teachers and other staff.
- Designate staff that will incorporate strategies to delay and/or reduce underage alcohol, tobacco and other drug use in grades 6 through 12.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. I support a coordinated approach and am committed to the success of the PCN Initiative within ISD #2909:

By:

Ms. Angie Williams
 Principal
 Eveleth-Gilbert High School
 ISD 2909
 Rock Ridge Public Schools





| 411 5TH AVENUE SOUTH, VIRGINIA, MN 55792 | 218.742.3900 | FAX: 218.741.8522 |
WWW.RRPS.ORG |

ISD Number	ISD Name	Superintendent
2909	Rock Ridge Public Schools	Dr. Noel Schmidt

Letter of Support between the CAPE Coalition
 And ISD 2909 Rock Ridge Public Schools

I, Dr. Noel Schmidt, hereby declare my intent to collaborate with the CAPE Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in Rock Ridge Public Schools, ISD 2909. I am committed to working together with other community partners to make Rock Ridge ISD2909 a healthy and safe place to live.

To help in these efforts, I commit to the following:

- Provide time, space and school building principal and teacher support for 7th - 12th grade students to take an annual PCN student survey each grant year (February/March 2022, February/March 2023, February/March 2024, February/March 2025 and February/March 2026) and the 2022 and 2025 MSS in grades 7-12. The PCN survey will be a web survey and will require no more than one class period. The goal will be to have all students in grades 7 through 12 take the survey. MSS will also be a web survey to include grades 7-12. Grant coordinators will provide survey protocols and letters to inform parents about the PCN Survey each year. Parents may elect to have their child not take the survey.
- Provide office space to house the PCN Grant Coordinator within the 7th – 12th grade school building.
- Provide time each school year for the PCN Coordinator to present information on the grant work taking place within the school to teachers and other staff.
- Designate, or have each building principal designate staff that will incorporate strategies to delay and/or reduce underage alcohol, tobacco and other drug use in grades 6 through 12.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. I support a coordinated approach and am committed to the success of the PCN Initiative within ISD #2909:

By:

Dr. Noel Schmidt	ISD 2909	
Superintendent's Name & ISD Name & Number (Please Print)		Superintendent's Signature



SECTION B: PROPOSED APPROACH

B-1: Building Capacity of Current Cooperative Extension Services Projects: The proposed project builds upon two years of work by University of Minnesota Extension and its partners, funded by three separate but complementary grants. The overarching goal of the three current grants is to identify areas for improvement that will support sustained recovery, reduce opioid and stimulant abuse/misuse, promote evidence-based public health practice, treatment and harm reduction, and create/deliver educational resources in response to those identified areas of improvement. **The 2018 Rural Health and Safety Education Grant:** “Addressing the Opioid Crisis in Rural Minnesota: Building Recovery Capital” project engages multiple stakeholders in Aitkin and Itasca Counties to learn about existing community strengths and to identify areas for improvement. **The 2019 Rural Health and Safety Education Grant:** “Building Capacity in Rural South Dakota and Minnesota Tribal Communities: A Collaborative, Interdisciplinary, and Interstate Effort to Address the Opioid Crisis,” is an inter-state collaboration focused on rural tribal communities in both South Dakota and Minnesota, involving scaling up of current efforts. **The 2018 ROTA SAMHSA Grant:** “Building Rural Capacity to Develop Positive Recovery Capital,” included several key areas of work that the current 2020 SAMHSA grant application will build upon: 1) Community Responsive Technical Assistance and Training in the form of a wide variety of educational outreach efforts including (but not limited to) MAT and Naloxone education; 2) American Indian Focused Prevention and Recovery Support Education including the development of an American Indian Resource & Resiliency Team (AIRRT) that implements responsive education grounded in historical trauma, cultural healing, ACEs, and Mind-Body Medicine; and 3) Development of an online website and toolkit that is available to serve as a resource and platform for relevant research based information at the national, regional, and local level.

Partnership with SAMHSA State Opioid Response (SOR) Grants. The current 2018 ROTA SAMHSA team has years of experience working closely with SOR (and previously with State Targeted Response to the Opioid Crisis-STR) grantees prior to the proposed project. Our team has worked with SOR/STR grantees St. Louis County (Co-I Palombi is a subcontractor on the St. Louis County Public Health & Human Services’ SOR and STR grants), and the Rural AIDS Action Network (RAAN) (Palombi has partnered with RAAN on the STR and SOR grants). While St. Louis County is limited to providing services for individuals within county limits, RAAN serves all of greater Minnesota. The proposed project also includes two new SOR partnerships, Wayside Recovery Center, an ECHO (Extension for Community Healthcare Outcomes) Hub that partners with the American Indian Family Center, Minnesota Indian Women's Resource Center and Minnesota Recovery Connection to support AI women as well as St. Gabriel's Health, an ECHO hub that offers training on evidence-based assessment and management of patients with opioid use disorders. ECHO is an e-learning model with a goal of educating other rural clinics on opioid and controlled substance topics via technology (virtual clinics) with community providers. The current proposal seeks to continue to build responsive community partnerships that contribute to positive recovery capital. An example of this is the emerging partnerships with Treatment Courts (TC). TC provide a comprehensive, multidisciplinary response to breaking the cycles of addiction and crime through trauma-informed supervision, improved access to therapy, and substance abuse and recovery support services. Bringing together SOR grantees and TC are examples of responsive community

partnerships to forge pathways that will support expansion of our existing technical assistance and training (TA/T) while identifying emergent needs and developing positive recovery capital.

The TA/T outlined in the proposed grant activities will support the activities of the identified SOR TA/T programs. Each SOR grantee is committed to working with the project team to develop a “bi-directional flow of information about resources” that can support and inform the work of each of our respective programs. To create intentional opportunities for sharing of our collective work, the project team will meet monthly via Zoom with the identified SOR TA/T grantees, so that together we can build a collective and robust set of opioid/stimulant use disorder prevention, treatment, and recovery tools and resources that can be delivered using a variety of methods to best meet the needs of the multiple audiences we serve in common. This is particularly important in the rapidly changing context of COVID-19 and the challenges that it has created for the recovery community.

Community Connection Coalition: To ensure that SOR grantees are connecting and sharing up-to-date information with other community partners on the grant they will be invited to join a Community Connection Coalition. The purpose of the coalition is to bring together community partners, University of Minnesota team members and interested community members quarterly via Zoom to review and discuss project activities, review evaluation data, identify emerging needs and discuss ways to collectively meet these needs.

Community Education Events: The project team will provide community facing social and education events. These community events (Sober or Healing Community Forums) will serve as a vehicle to provide up-to-date resources and information on the prevention and treatment of opioid/stimulant misuse for individuals, families, communities, and practitioners. The overall goal of these Community Forums is to bring together all members of a community to provide up-to-date resources and information unique to their community on the prevention and treatment of opioid/stimulant misuse that they can easily access and understand. Sober Community Forums will be grounded in the needs of the community, the general format is that each forum will begin with a community meal, hosting of a resource fair where specific information and resources for that community can be shared and an opportunity to participate in a Naloxone training. Healing Forums will acknowledge the pain and trauma tribal communities carry both historically as well as contemporarily, and create a space to participate in ceremonies that incorporate traditional wisdom for healing. This includes welcoming people back into the community, such as those who are returning back into the community from adoption, out-of-home placement, incarceration, veterans, and/or in patient treatment.

Community Mentorship Group: Sustainable recovery communities will require increasing the number of community embedded stakeholders interested and able to deliver the high quality TA/T developed and delivered by the 2018 ROTA SAMHSA grant. This grant proposal will create a Community Mentorship Group to increase the capacity of communities to implement opioid use and stimulant use prevention and recovery support education on their own after the grant has ended. Up to 2 participants from each county and Tribal community will have the opportunity to apply to be part of this mentorship group and will be trained on TA/T needed in their community. This group will initially meet bi-monthly at the onset of the project and then meeting will vary based on training needs. Each individual will be paired with a mentor who will guide their training and provide opportunities for co-teaching and learning. Participants will gain

knowledge and skills in teaching a wide range of education aimed at supporting opioid use and stimulant use prevention and recovery in their community.

Technology Transfer Centers (TTC) Partnerships: To ensure that we are accessing and using the most up-to-date and relevant education and resources, the project team will continue to connect with our regional SAMHSA TTC Network. In 2018 ROTA SAMHSA grant, we partner with Kris Kelly, the Minnesota Project Manager for the Great Lakes Addiction Technology Transfer Center (ATTC), Mental Health Technology Transfer Center (MHTTC), and Prevention Technology Transfer Center (PTTC) and the National American Indian & Alaska Native Mental Health TTC.

Community Identified TA/T: The proposed project will continue to build a menu of community identified evidence-based or research-informed training opportunities based on the needs of the communities. Our partners identified the need to provide TA/T that considers the “whole person” and integrate trauma-informed approaches. Indigenous Wellness: University of Minnesota Extension’s AIRRT has deep relationships with Tribal partners, and will continue together to co-create culturally responsive holistic health education and resources to address the opioid and stimulant misuse in Tribal communities. TA/T the AIRRT currently delivers include Healing through History (historical trauma and its impact on Tribal communities and their experience with SUDs), Mending Broken Hearts, ACES, Mind-Body Medicine, Digital Storytelling, Question-Persuade-Respond (QPR), Traditional Native Games, and Power of Language. Emerging needs include Mending Broken Hearts for youth and Traditional Parenting, Two-Spirit groups, Welcoming Home ceremonies, education for youth residential facilities, and building community capacity to provide education, specifically healing and trauma conscious education. **Public Health:** We will continue to provide education to community professionals (including TC staff, public health and health and human services staff, healthcare providers, probation officers, and school staff) on public health related topics such as Mental Health First Aid and harm reduction education including Naloxone training, Screening, Brief Interventions and Referral Training (SBIRT) and MAT. **Family Resiliency:** Another specific population is the recovery community (those in recovery). Through the 2018 SAMHSA grant we have offered family resiliency education around parenting and financial education for people in recovery. **Health & Wellness:** Holistic health is critical in successful SUD recovery and builds on the work of the 2018 SAMHSA grant and the 2018 and 2019 RHSE grants. Health disparities around substance use disorders indicate that certain communities are more at risk due to higher instances of trauma and stress. In order to support community members in sustaining their recovery and to prevent overall instances of SUDs, communities must have practices in place that manage the symptoms associated with increased rates of trauma and stress. The proposed grant will support the ongoing development of technical assistance tools and resources that support people in recovery by supporting their mental and physical health.

Publicly available on-demand virtual training and up-to-date information on the prevention or treatment of opioid/stimulant misuse. The development of our current project website (www.opioid.umn.edu) was developed through our 2018 ROTA SAMHSA grant. It is designed for a multifaceted audience and fills gaps in providing knowledge-building resources that build awareness for the public and community professionals in rural Minnesota. The virtual dynamic and interactive TA/T will provide up-to-date information on core topics for the 2020 ROTA SAMHSA grant along with topics that emerge from other grant activities such as

APPENDIX C, LEVERAGED WORK PLANS

Community Forums, Community Connections Coalitions and our partnerships with SOR grantees. The on-demand education will be delivered on multiple social media platforms including but not limited to live webinars, podcasts (including recovery stories), short “bite-sized” videos that can be shared via YouTube channel playlists by topic, Facebook Live, and closed community Facebook pages. The website will utilize tools such as Google Analytics to monitor web traffic and user engagement, as well as embedded Qualtrics surveys to gather continuous feedback about featured professional development opportunities, on-demand education, and local and national resources.

B-2: TIMELINE		Project Quarters							
Key Activities	Responsible staff	1	2	3	4	5	6	7	8
Convene project team monthly meetings including PI, Co-Is, other staff, and public health and health and human services partners.	Katras, program coordinator, graduate student	*	*	*	*	*	*	*	*
Convene monthly SOR partner meetings	Katras, Palombi, program coordinator, graduate student	*	*	*	*	*	*	*	*
Convene quarterly Community Connection Coalition meetings	Katras, project coordinator, graduate student	*	*	*	*	*	*	*	*
Convene Community Mentorship Group to provide resource sharing TA/T for community capacity building	Katras, Palombi, Garbow, project coordinator, graduate student	*	*	*	*	*	*	*	*
Implement an evaluation plan	Becher, project coordinator, graduate student	*	*	*	*	*	*	*	*
Provide up to 76 public health TA/T opportunities on-line or in-person and adding new opportunities as needs emerge, documented by completion of SAMHSA measurement tool	Palombi, Hager, project coordinator	*	*	*	*	*	*	*	*
Provide up to 144 Indigenous Wellness TA/T on-line or in-person and add new opportunities as needs emerge, documented by completion of SAMHSA measurement tool	Garbow, Beaulieu, Michels, Trimble, Tribal community partners	*	*	*	*	*	*	*	*
Provide up to 48 Family Resiliency TA/T on-line or in-person and add new opportunities as needs emerge, documented by completion of SAMHSA measurement tool	Katras, Garbow, Hendrickson	*	*	*	*	*	*	*	*
Provide up to 48 Health and Wellness TA/T on-line or in-person and add new opportunities as needs emerge, documented by completion of SAMHSA measurement tool	Garbow, Vanyo, Williams	*	*	*	*	*	*	*	*
Provide up to 24 Community Leadership TA/T on-line or in-person and add new opportunities as needs emerge, documented by completion of SAMHSA measurement tool	Garbow, Newman, Beaulieu, Michels, Trimble, Tribal community partners	*	*	*	*	*	*	*	*
Plan and host Sober Community Forums in Itasca, Aitkin, Pine and northern St. Louis counties	Katras, Palombi, Hendrickson, Vanyo, Williams, Welshons, community partners					*	*	*	*

APPENDIX C, LEVERAGED WORK PLANS

Plan and host Healing Forums in BF and MLBO	Garbow, Beaulieu, Michels, Trimble, tribal community partners					*	*	*	*
Develop up to 15 live webinars, up to 15 videos, up to 12 podcasts to provide public-facing, accessible, resources and education	Katras, Welshons, Academic Technologist		*	*	*	*	*	*	*
File required reports.	Katras, Becher, project coordinator, graduate student	*	*	*	*	*	*	*	*



APPENDIX C

LEVERAGED WORK PLANS Work Plan Grant Period November 1, 2020 to October 31, 2021

Local Public Health SHIP Name	St. Louis County Public Health		
Project 1	Mesabi East Farm to School	Project 7	
Project 2	Rock Ridge Merger Farm to School	Project 8	
Project 3		Project 9	
Project 4		Project 10	
Project 5		Project 11	
Project 6		Project 12	

Click on "Project #" to jump to indicated projects

NEW! he list of project names at the top will auto fill wen you enter the Project Names below.

(1) PROJECT NAME Mesabi East Farm to School

Project Type(s)
Select the gray cells to see the dropdown arrow

School-HE-Farm to School			
If project type is Variance/Innovation, please describe:			

Layering? Yes/No Yes No **If yes, enter project name:**

PROJECT NARRATIVE St. Louis County staff will support Rutabaga Project/AEOA as they work directly with Mesabi East to implement and improve their Farm to School Program.

GOAL(S) and OBJECTIVE(S) Objectives should be specific, measurable, and have a defined completion date
1. Provide support and TA for Mesabi East when it comes to meeting grant deliverables.

COMMUNITY PARTNERS
List the Project's Community Partners

1	Mesabi East	6
2	Rutabaga Project	7
3	AEOA	8
4	Essentia	9
5		10

(Optional)
BUDGET ALLOCATED FOR

12-MONTH ACTIVITY PLANNING FOR PROJECT
[To include project planning details, community engagement activities, Healthy Equity Data Analysis (HEDA) activities, COMMUNITY LEADERSHIP TEAM (CLT) activities (if applicable), etc.]

Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes
Connect with Rutabaga Project/AEOA to stay up to date on farm to school progress at Mesabi East	St. Louis County Public Health	11/1/2020 - 10/31/2021		
Review USDA grant deliverables	St. Louis County Public Health	1/1/2021 - 1/31/2021		

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes
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APPENDIX C, LEVERAGED WORK PLANS					
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(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

APPENDIX C, LEVERAGED WORK PLANS

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
<p>What are we trying to do?</p>	<p>Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i></p>	<p>How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i></p>	<p>What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i></p>	<p>How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i></p>

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
<p><i>Beyond REDCap partner site monitoring</i></p>	<p><i>Including SHIP staff, lead partners, and contractors</i></p>	<p><i>What do you wish to learn from this evaluation activity?</i></p>	<p><i>What methods will you use to collect evaluation data?</i></p>	<p><i>How do you plan to share evaluation findings? How will you use your evaluation findings to inform your work?</i></p>	<p><i>When will evaluation activities take place?</i></p>

BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

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(2) PROJECT NAME LEVERAGED WORK PLANS Rock Ridge Merger Farm to School [Return to Top](#)

Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>	School-HE-Farm to School			
	If project type is Variance/Innovation, please describe:			

Layering? Yes/No Yes No **If yes, enter project name:**

PROJECT NARRATIVE Starting in Fall 2020 St. Louis County in conjunction with Rutabaga Project/AEOA will revisit with Rock Ridge teachers in order to continue planning for integration of farm to school into class rooms in addition to planning for facility wide efforts.

GOAL(S) and OBJECTIVE(S) *Objectives should be specific, measurable, and have a defined completion date*
 1) Maintain relationship with Rock Ridge Merging planners. 2) Move forward with obtain resources for the implementation of Farm to School efforts on a classroom scale. 3) Support Rutabaga Project in their efforts as they pertain to the development and implementation of Farm to School at Rock Ridge.

COMMUNITY PARTNERS
List the Project's Community Partners

1	Rutabaga Project	6
2	Rock Ridge FACTS Teachers	7
3	Essentia Health	8
4		9
5		10

(Optional) BUDGET ALLOCATED FOR THIS PROJECT

12-MONTH ACTIVITY PLANNING FOR PROJECT
[To include project planning details, community engagement activities, Healthy Equity Data Analysis (HEDA) activities, COMMUNITY LEADERSHIP TEAM (CLT) activities (if applicable), etc.]

Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes
Meet with FACTS teachers to assess needs and capacity for implementing classroom level F2S	St. Louis County	11/1/20 - 1/31/21		
Meet with Rutabaga Project/AEOA to assess the level of support needed to continue work with Rock Ridge	St. Louis County	11/1/20 - 10/31/21		

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) *This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.*

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
What are we trying to do?	Who do we need to reach?	How will communications help?	What do we need to say?	How will our message be delivered?

APPENDIX C. LEVERAGED WORK PLANS

Who is your priority audience?
 What are their attitudes and beliefs?
 What are social, cultural, and economic factors to consider?
 Where can they be reached?
 What is their learning style?
 What are their barriers to action?

What do we want the audience to do?
 What barriers are keeping them from change?
 How much change is needed?
 What is the time frame for change?

What is our position on the issue
 What is the audience doing now, or think about the issues now, relative to what we want them to do or think?
 What are three supporting points?
 What are three proof points for each supporting point?

What channels will you use and which activities will you engage in?

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
Beyond REDCap partner site monitoring	Including SHIP staff, lead partners, and contractors	What do you wish to learn from this evaluation activity?	What methods will you use to collect evaluation data?	How do you plan to share evaluation findings? How will you use your evaluation	When will evaluation

BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

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(3) PROJECT NAME **APPENDIX C LEVERAGED WORK PLANS** [Return to Top](#)

Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>				
	If project type is Variance/Innovation, please describe:			

Layering? Yes/No Yes No **If yes, enter project name:** _____

PROJECT NARRATIVE

GOAL(S) and OBJECTIVE(S) *Objectives should be specific, measurable, and have a defined completion date*

COMMUNITY PARTNERS
List the Project's Community Partners

1		6	
2		7	
3		8	
4		9	
5		10	

(Optional) BUDGET ALLOCATED FOR THIS PROJECT

12-MONTH ACTIVITY PLANNING FOR PROJECT

Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) *This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.*

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

Additional Evaluation Activity	LEVERAGED WORK PLANS	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
<i>Beyond REDCap partner site monitoring</i>	<i>Including SHIP staff, lead partners, and contractors</i>	<i>What do you wish to learn from this evaluation activity?</i>	<i>What methods will you use to collect evaluation data?</i>	<i>How do you plan to share evaluation findings? How will you use your evaluation</i>	<i>When will evaluation</i>
BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)					

(4) PROJECT NAME		LEVERAGED WORK PLANS			Return to Top
Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>					
		If project type is Variance/Innovation, please describe:			
Layering? Yes/No		<input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, enter project name:	
PROJECT NARRATIVE					
GOAL(S) and OBJECTIVE(S) <i>Objectives should be specific, measurable, and have a defined completion date</i>					
COMMUNITY PARTNERS <i>List the Project's Community Partners</i>					
	1		6		
	2		7		
	3		8		
	4		9		
	5		10		
(Optional) BUDGET ALLOCATED FOR THIS PROJECT					
12-MONTH ACTIVITY PLANNING FOR PROJECT					
Activities		Lead Personnel	Timeframe	Budget Allocation &	Notes
HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) <i>This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.</i>					
Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes
(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT					
GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS	
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>	

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

APPENDIX C, LEVERAGED WORK PLANS

Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
<i>Beyond REDCap partner site monitoring</i>	<i>Including SHIP staff, lead partners, and contractors</i>	<i>What do you wish to learn from this evaluation activity?</i>	<i>What methods will you use to collect evaluation data?</i>	<i>How do you plan to share evaluation findings? How will you use your evaluation</i>	<i>When will evaluation</i>

BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

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(5) PROJECT NAME **APPENDIX C LEVERAGED WORK PLANS** [Return to Top](#)

Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>				
	If project type is Variance/Innovation, please describe:			

Layering? Yes/No	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, enter project name:	
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PROJECT NARRATIVE	
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GOAL(S) and OBJECTIVE(S) <i>Objectives should be specific, measurable, and have a defined completion date</i>	
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COMMUNITY PARTNERS <i>List the Project's Community Partners</i>	1		6	
	2		7	
	3		8	
	4		9	
	5		10	

(Optional) BUDGET ALLOCATED FOR THIS PROJECT	
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12-MONTH ACTIVITY PLANNING FOR PROJECT

Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) *This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.*

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

APPENDIX C- LEVERAGED WORK PLANS

Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
<i>Beyond REDCap partner site monitoring</i>	<i>Including SHIP staff, lead partners, and contractors</i>	<i>What do you wish to learn from this evaluation activity?</i>	<i>What methods will you use to collect evaluation data?</i>	<i>How do you plan to share evaluation findings? How will you use your evaluation</i>	<i>When will evaluation</i>

BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

(6) PROJECT NAME **APPENDIX C LEVERAGED WORK PLANS** [Return to Top](#)

Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>				
	If project type is Variance/Innovation, please describe:			

Layering? Yes/No	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, enter project name:	
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PROJECT NARRATIVE	
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GOAL(S) and OBJECTIVE(S) <i>Objectives should be specific, measurable, and have a defined completion date</i>	
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COMMUNITY PARTNERS <i>List the Project's Community Partners</i>	1		6	
	2		7	
	3		8	
	4		9	
	5		10	

(Optional) BUDGET ALLOCATED FOR THIS PROJECT	
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12-MONTH ACTIVITY PLANNING FOR PROJECT

Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) *This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.*

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT					
APPENDIX C- LEVERAGED WORK PLANS					
Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
Beyond REDCap partner site monitoring	Including SHIP staff, lead partners, and contractors	What do you wish to learn from this evaluation activity?	What methods will you use to collect evaluation data?	How do you plan to share evaluation findings? How will you use your evaluation	When will evaluation
BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)					

(7) PROJECT NAME					Return to Top
Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>					
	If project type is Variance/Innovation, please describe:				
Layering? Yes/No	<input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, enter project name:		
PROJECT NARRATIVE					
GOAL(S) and OBJECTIVE(S) <i>Objectives should be specific, measurable, and have a defined completion date</i>					
COMMUNITY PARTNERS <i>List the Project's Community Partners</i>	1		6		
	2		7		
	3		8		
	4		9		
	5		10		
(Optional) BUDGET ALLOCATED FOR THIS PROJECT					

12-MONTH ACTIVITY PLANNING FOR PROJECT				
Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) <i>This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.</i>					
Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL What are we trying to do?	AUDIENCE Who do we need to reach?	OBJECTIVES How will communications help?	MESSAGES What do we need to say?	TACTICS How will our message be delivered?
	Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?	What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?	What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?	What channels will you use and which activities will you engage in?

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
Beyond REDCap partner site monitoring	Including SHIP staff, lead partners, and contractors	What do you wish to learn from this evaluation activity?	What methods will you use to collect evaluation data?	How do you plan to share evaluation findings? How will you use your evaluation	When will evaluation

BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

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(8) PROJECT NAME

	Return to Top
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Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>				
	If project type is Variance/Innovation, please describe:			

Layering? Yes/No	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, enter project name:
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PROJECT NARRATIVE

GOAL(S) and OBJECTIVE(S) <i>Objectives should be specific, measurable, and have a defined completion date</i>	
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COMMUNITY PARTNERS	1	2	3	4	5	6	7	8	9	10
<i>List the Project's Community Partners</i>										

(Optional) BUDGET ALLOCATED FOR THIS PROJECT	
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12-MONTH ACTIVITY PLANNING FOR PROJECT

Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes

APPENDIX C, LEVERAGED WORK PLANS

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) *This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.*

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
<i>Beyond REDCap partner site monitoring</i>	<i>Including SHIP staff, lead partners, and contractors</i>	<i>What do you wish to learn from this evaluation activity?</i>	<i>What methods will you use to collect evaluation data?</i>	<i>How do you plan to share evaluation findings? How will you use your evaluation</i>	<i>When will evaluation</i>

BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

(9) PROJECT NAME				Return to Top
Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>				
Layering? Yes/No	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, enter project name:			
PROJECT NARRATIVE				
GOAL(S) and OBJECTIVE(S) <i>Objectives should be specific, measurable, and have a defined completion date</i>				
COMMUNITY PARTNERS	1	6		
<i>List the Project's Community Partners</i>	2	7		
	3	8		
	4	9		

(Optional)
BUDGET ALLOCATED FOR THIS PROJECT

12-MONTH ACTIVITY PLANNING FOR PROJECT

Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) *This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.*

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>

(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT

Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
<i>Beyond REDCap partner site monitoring</i>	<i>Including SHIP staff, lead partners, and contractors</i>	<i>What do you wish to learn from this evaluation activity?</i>	<i>What methods will you use to collect evaluation data?</i>	<i>How do you plan to share evaluation findings? How will you use your evaluation</i>	<i>When will evaluation</i>

BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

(10) PROJECT NAME				Return to Top
Project Type(s) <i>Select the gray cells to see the dropdown arrow</i>				
	If project type is Variance/Innovation, please describe:			
Layering? Yes/No	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, enter project name:		

PROJECT TITLE	APPENDIX C. LEVERAGED WORK PLANS				
GOAL(S) and OBJECTIVE(S) Objectives should be specific, measurable, and have a defined completion date					
COMMUNITY PARTNERS List the Project's Community Partners	1		6		
	2		7		
	3		8		
	4		9		
	5		10		
(Optional) BUDGET ALLOCATED FOR THIS PROJECT					
12-MONTH ACTIVITY PLANNING FOR PROJECT					
	Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes
HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.					
	Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)
					Notes
(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT					
GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS	
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>	
(OPTIONAL) ADDITIONAL EVALUATION PLANS FOR THIS PROJECT					
Additional Evaluation Activity	Lead Personnel	Evaluation Questions	Evaluation Methods	Using Findings	Evaluation Timeline
Beyond REDCap partner site monitoring	Including SHIP staff, lead partners, and contractors	What do you wish to learn from this evaluation activity?	What methods will you use to collect evaluation data?	How do you plan to share evaluation findings? How will you use your evaluation	When will evaluation
BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)					

APPENDIX C, LEVERAGED WORK PLANS

(11) PROJECT NAME					Return to Top
Project Type(s) <small>Select the gray cells to see the dropdown arrow</small>					
	if project type is Variance/Innovation, please describe:				
Layering? Yes/No	<input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, enter project name:		
PROJECT NARRATIVE					
GOAL(S) and OBJECTIVE(S) <small>Objectives should be specific, measurable, and have a defined completion date</small>					
COMMUNITY PARTNERS <small>List the Project's Community Partners</small>	1		6		
	2		7		
	3		8		
	4		9		
	5		10		
(Optional) BUDGET ALLOCATED FOR THIS PROJECT					
12-MONTH ACTIVITY PLANNING FOR PROJECT					
Activities	Lead Personnel	Timeframe	Budget Allocation &	Notes	
HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) <small>This DOSE NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.</small>					
Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes
(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT					
GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS	
What are we trying to do?	Who do we need to reach?	How will communications help?	What do we need to say?	How will our message be delivered?	

HEALTH EQUITY FOR THIS PROJECT (EXTERNAL OBJECTIVES) *THIS DOES NOT need to be completed for each project. One External healthy equity objective is required for all projects in all settings.*

APPENDIX C, LEVERAGED WORK PLANS

Objectives	Activities	Lead Personnel	Timeframe	Budget Allocation & Description (Optional)	Notes

(OPTIONAL) COMMUNICATION PLANNING FOR THIS PROJECT

GOAL	AUDIENCE	OBJECTIVES	MESSAGES	TACTICS
What are we trying to do?	Who do we need to reach? <i>Who is your priority audience? What are their attitudes and beliefs? What are social, cultural, and economic factors to consider? Where can they be reached? What is their learning style? What are their barriers to action?</i>	How will communications help? <i>What do we want the audience to do? What barriers are keeping them from change? How much change is needed? What is the time frame for change?</i>	What do we need to say? <i>What is our position on the issue What is the audience doing now, or think about the issues now, relative to what we want them to do or think? What are three supporting points? What are three proof points for each supporting point?</i>	How will our message be delivered? <i>What channels will you use and which activities will you engage in?</i>

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BRIEFLY DESCRIBE FUTURE WORK THAT WILL BUILD OFF THIS 12-MONTH WORK PLAN (Bullet points are sufficient)

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OUR MISSION

To promote awareness surrounding chemical abuse issues through prevention, intervention, education, and recovery aimed at building healthy and safe individuals/families within the Quad Cities community.

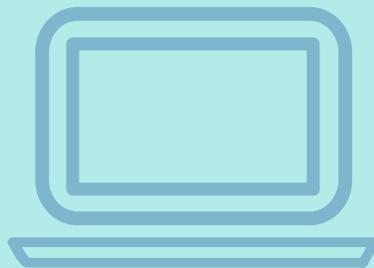
OUR VISION

The Quad Cities community will be a place where people embrace a healthy lifestyle free from chemical abuse.

OUR GOALS

- Increase community awareness of chemical abuse in the Quad Cities community
- Create a supportive environment for individuals/families to thrive in their recovery
- Increase community awareness & knowledge with the hope of reducing stigma associated with chemical abuse
- Increase multi-system collaboration within community agencies

APPENDIX D, CAPE COALITION INFORMATION



Follow us on Facebook:



@QuadCitiesCAPE

Contact us to request services or to join the mailing list.

Call: 218-471-7613

Email:

BlombergJ@StLouisCountyMN.gov

GET TO KNOW THE C.A.P.E. COALITION



WHAT IS THE C.A.P.E. COALITION?

The C.A.P.E. Coalition stands for Chemical Abuse Prevention and Education. It is a group of professionals (health educators, police officers, treatment center coordinators, and more) in the quad cities region that work together to address substance misuse and abuse through prevention and education efforts.

C.A.P.E. was previously known as OARS North - Opioid Abuse Response Strategies. After further evaluation of community needs, the coalition decided to develop with a mission to cover all substances.

WHAT C.A.P.E. DOES

C.A.P.E. can provide the community with services such as substance misuse and abuse educational events, tool-kits for parents and educators, and other resources involving substances. Please note that although C.A.P.E. collaborates with law enforcement and treatment centers, the coalition does NOT provide these services itself. Please contact law enforcement or treatment centers directly for information and assistance relating to those services.

I'M A COMMUNITY MEMBER, HOW CAN I BE INVOLVED?

- Attend coalition events
- Volunteer at coalition events
- Request coalition services
- Join our newsletter
- Use non-stigmatizing language (sign up for the newsletter to learn how!)

I WORK IN THE SUBSTANCE MISUSE AND ABUSE FIELD, HOW CAN I BE INVOLVED?

- Host an event
- Become a presenter
- Attend coalition events
- Join the coalition
- Sign up for the newsletter

APPENDIX D, CAPE COALITION INFORMATION

February 25, 2021 CAPE Meeting Minutes

Aunt Bertha

- CG Niquette – Aunt Bertha Rep; cgniquette@auntbertha.com
- <https://mnbcbbs.auntbertha.com/>
- Can choose different languages for the info
- Suggest a Program option
- Claim Programs option
- Do not need to have an account to access the information
- Is the same access and experience as findinghelp.org

Essentia Health – Jenna Ballinger

- Has bought into Aunt Bertha with a grant – approx. a 3 year grant
- Bought into Aunt Bertha because then services that are not free/reduced for our region can be included in the searchable option
- Will be having a steering committee for our region
- In the process of branding their site
- Connect with Jenna Ballinger if you are interested in being on the steering committee

Range Mental Health

Dave A. has resigned from Range– going to Partners in Recovery in the Virginia Office

For more info on the RTC Director position and feel free to share:

<https://ppo.payrollproinc.com/PPO/Applicant/Posting.aspx?JobPostingID=741e3fd6-a391-46ae-84c7-3c37499fef4d> \

Ripple Effect Mapping – Document completed, will send with meeting minutes

Positive Community Norms Grant

Chad will connect Laura Bennett with Dr. Noel Schmidt at Rock Ridge School District to explore moving the grant application process forward with that district. CAPE could play a supportive role with this grant and could serve as the coalition for the grant.

APPENDIX D, CAPE COALITION INFORMATION

CAPE Meeting 1-28-2021

Attendees

Carol Haasl, Ali Staniger, Chad Nickila, Laura Bennett, Erin Bolton, Jenna Ballinger, Adam Vake, Stephany Medina, Leon Flack, Lisa Niemi, Asad Bandeali, Jeff Polcher, Ida Rukavina, Cheryl Bisping, Jana Blomberg, Tara LaMourea, Angela J, Annie Krohn, Gena Bossert, Jada Strumbell, Gary Sprynczynatyk, Nicole Cook, Cassie McDowell, Anna Clough, Jana Blomberg

Regional Prevention Coordinator – Laura Bennett

- I've got one update about a grant funding opportunity from MN Department of Human Services Behavioral Health Division that is anticipated to release next week that focuses on youth substance misuse prevention and if interested it would be a conversation about what school district to focus on, what was the planning and implementation grant, 5 year grant, Starts with alcohol, then adds in another substance based off of local data, Laura works very intensively with those grant recipients, full time staff person could be cover in the cost
- Would want to focus on 1 school district OR multiple smaller districts in a small region
- Rock Ridge could be a good focus, we have a good infrastructure in place with new positions opening up at Virginia PD and Virginia FD
- Where does the money funnel through? – would need a fiscal host, in the past it's been School District, Public Health, could be the PD, whoever is the fiscal host – needs to have a good relationship with the PD and school district
- There is room for innovative work

Embedded Positions in Northern SLC

- Opioid Technicians in Virginia and Hibbing
- Range Mental Health is looking to co-responder model positions
- Virginia Fire Department looking at having an update
- RAD's new position focusing on the north

Update from Jada Strumbell

- Mental health has been more of the focus; opioid overdoses has been way down; worked with a couple of youth to get them in to treatment in the cities; there is substance use but there is also mental health concerns; working with individuals from ages 15-70;

APPENDIX D, CAPE COALITION INFORMATION

Rural Health Disparities Committee Report



RHDC Report Final
Jan 17 2021 c.pdf

Hi Gena and Erin,

I've been reviewing the top 4 SUD needs in Rural MN based upon a recent disparities report by MARRCH's Rural Health and Disparities Committee. This report is extremely long so I copied and pasted pages 1-3 from the executive summary for a quicker read. Although the 4 priority disparities are well known throughout MN they also offer some possible solutions and suggest further research areas for SUD workforce shortage, transportation, and housing access.

MARRCH's RHDC will be gathering further information on transportation costs. If you have an opportunity to review it, let me know your thoughts. Perhaps we can compare this to the Needs Assessment that Beth Elstad and team did too. Please feel free to share.

I'm hoping we can work on at least one of these initiatives in the future but I'm not sure what other groups are already doing in SLC. As we all know, transportation and LADC workforce issues are critical – especially for the high risk folks suffering from OUD and those in alcohol or benzodiazepine withdrawal. We all have enough on our plates at the moment but wanted to at least share this information....the full report is also attached.

Executive Summary....

The Problem

Using data provided by the Minnesota Department of Human Services, the Center for Rural Policy and Development has worked to document the disparities in chemical health. Rural counties in Minnesota have higher rates of treatment admission in spite of greater population in urban areas. This includes:

- The widely distributed alcohol use disorders seem to have higher rates in rural areas.
- Methamphetamine use disorders are especially concentrated in rural areas.
- Over recent years, the rural/urban disparity in all substance use disorders has been increasing.
- A key consequence of increasing use of drugs has been an increasing rate of out of home child placements, which is concentrated in rural counties who can least afford its costs.

We believed that disparities in treatment access as well as differences in need contributed to this situation.

Priority Areas Likely to Have Rural/Urban Disparities

A two-page typed list of likely disparities was generated from the experiences reported by treatment programs. To the RHDC, four priority areas stood out as being very likely to have rural/ urban disparities and have understandable mechanisms for how they might impact chemical health:

- SUD Workforce Disparity
- Housing Access Disparity
- Transportation Disparity
- Child Care Disparity.

Due to limitations of volunteer resources, the committee focused on the first three.

Issues and Barriers

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1. SUD Workforce Disparity

Access to treatment is more limited in rural areas due to a more severe shortage of LADCs. This has resulted, for example, in the closing of some programs, changing needed expansion plans when not enough counselors were available to hire, fewer available rural internships for students, and delay of Direct Access. Significant disparities exist in cultural matching between counselors and ethnic minorities, especially American Indian people. The Minnesota Department of Health documented the disparity showing that in the Twin Cities there were 1,921 people per LADC, while in the most frontier rural areas there were 13,576 people per LADC. Other information was collected by interviewing training faculty and students.

Barriers to Equity

- Overall shortage of LADCs.
- Low reimbursement rates keep pay levels low.
- Insufficient numbers of cultural minority LADCs to match minority clients.
- Insufficient recruitment to LADC field.
- Not completing the degree or quitting prior to licensing. Non-traditional students (about half) are especially challenged to find enough time for school, work and family.
- Counselors switch to mental health and dual diagnosis licensing.
- Rural trained counselors move to urban locations.

2. Housing Access Disparity

There are few sober/transitional housing options in Greater MN. With no housing resources available for them to avoid homelessness and/or moving back to their prior living environment, it causes the client to make choices about housing that are not conducive to their recovery.

Barriers to Equity

- Not having sober/transitional housing available can be the deciding factor in an individual's ability and capacity to remain sober. Having an individual complete treatment and then return to their old environment too soon leads to a higher probability of relapse.
- Stigmatization by the community regarding what sober/transitional housing is, and the population it serves blocks creation of some proposed new housing.
- Discontinuity across city/county/state funding & codes causes more work & confusion.
- Over a year ago the Minnesota Consolidated Chemical Dependency Treatment Fund was renamed the Behavioral Health Fund so that it could pay for housing for both SUD and mental health clients. The Minnesota Department of Human Services has not yet made it clear how people qualify for this housing money or how to apply for it.

Transportation Disparity

On average, rural patients travel 3 times farther than urban patients to access chemical health services. Many small towns have little or no public transportation or it does not travel outside of city limits. Many people live in the outskirts of town. Insurance & PPO transport needs to be set up multiple days in advance. Services have been unreliable.

Barriers to Equity

- No public transportation or limited transportation hours/availability.
- Many cases of transportation companies being late for medical appointment transport, returning clients late causing missed treatment, no show or failure to bring clients back to treatment at all from appointments.
- Time frame for setting up transportation (must call days in advance; no service period at the

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start of the month)

- Methadone programs, which have limited locations – mostly urban or large town – due to strict regulatory requirements and require daily dosing at least for the first several months for each client, are largely inaccessible to rural clients. Even where transportation is available, commutes are often so long as to make daily dosing a full-time operation.
- Detox programs full, widely dispersed, with no consistent source of transportation funding and associated transportation costs results in difficulty moving clients in a timely fashion, and unfunded, sometimes unexpected costs to programs.

Possible Solutions

SUD Workforce Disparity

- Additional LADC preparatory capacity in rural Minnesota. The University of Minnesota Morris stands ready to open an LADC preparatory curriculum with free tuition for American Indian students as soon as the current University-wide hiring freeze ends.
- Recruiting from related disciplines and special programs to upgrade qualifications of current assessors as requirements change. Minnesota State University Mankato and Mesabi Range College offer models for these two approaches.
- Integrated community-wide support, collaboration, and planning for training, internship, licensing and job placement.
- Broadening the definition of who is qualified.
- Training programs facilitate licensing and employment pathways.
- Paid internships.
- Rural SUD loan forgiveness.

3. Housing Access Disparity

- Develop an integrated housing response across sub-populations with SUDs, rather than having one program for corrections discharge, another for group residential housing, etc.
- Amend HRA rules to be more flexible about the exact type of housing that can be funded within the given total payment constraints.
- Track new programs such as RISE and River City Homes for progress and recovery impact.
- Begin replication of successful models such as RISE and River City Homes.
- The Department of Human Services should make clarifying the new uses of this money a high priority. Move forward with housing funds availability from the Behavioral Health Fund and adopting the form and administrative changes needed to activate presumptive eligibility.
- Revise housing standards to require more uniformity among Counties in how public funds can be accessed and for which housing units.
- Novel funding through Federal Housing tax credits and advocacy to get clients income supports to which they are entitled can help.

Transportation Disparity

The RHDC would like to conduct a statewide survey of treatment program transportation costs, including

a rural/ urban comparison. Policy recommendations that need to be investigated include:

- Transportation involving SUD treatment should be funded for low-income clients through a treatment rate bump for rural programs or by allowing direct transportation reimbursement.
- Transportation companies that receive payment for medical transportation should be required to meet minimum standards for availability, reliability, and timeliness of service.

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- Transportation services should be organized out of the new peer support funding.
- Provide dedicated funding for transportation to & from withdrawal management/ detox facilities.
- As Direct Access comes on line, releases to insurance companies allowing access to information needed to set up transportation should become part of the comprehensive assessment process.
- For publicly-supported clients, MCO's should be required, as a minimum, to provide the same transportation benefits as those directly provided by the State to clients not enrolled in MCO's.
- Blue Plus in Sacramento, CA is paying LYFT to transport to and from medical appointments. Impact on health is being researched. Application to smaller communities may need adaptation.
- Telehealth was noted as a possible option, but telehealth rules for security of terminals, as practiced prior to COVID-19 exceptions, prevent using the medium to bring services to the client where the client is at, invariably requiring the client be brought to some kind of treatment facility to join the call. It is only practical for highly scarce resources such as medical doctors. Telehealth rules need to be similar to those allowed during COVID-19 in order to be effective. Even then, telehealth is only likely to replace some transportation needs for outpatient, and have very little if any impact on the transportation needs related to detox or inpatient treatment.

Conclusion

This report should be distributed to all relevant researchers, legislative and administrative branches of government, professional associations, training institutions, and interested treatment programs. Treatment and training programs, state administrators, and legislators should move forward immediately on the program innovation and policy recommendations in this report.

Further research should include:

- Explore with graduate schools through student interviews and follow up data already held, their impact on the flow of LADCs into practice.
- Follow-up on new post-treatment housing programs with systematic documentation of results.
- A statewide survey establishing actual transportation costs to rural vs urban programs

Thank you,
Tina Silverness, MBA, MAM, LADC, LSW
Chief Executive Officer
Center for Alcohol & Drug Treatment
314 West Superior Street – 400 Torrey bldg..
Duluth, MN 55802
715.817.6314

Essentia Health

- Received a grant to buy in to a program called "Aunt Bertha"
- A website to be a resource hub for Northeastern MN
- BCBS also has Aunt Bertha – can have them do a demo

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Safe Babies Coordinator

- Work that is going to be focused on:
- MAT will be more of a focus for education and reducing stigma – send ideas/information to Nicole
- Prenatal Exposure Statute Guidelines – have someone come in to talk about mandated reporting to this group as we are all mandated reporters

Positive Community Norms update

- SLC had billboards up in December/January – they are now down
- We have posts going out on social media
- We have great “swag” to distribute – click [HERE](#) for requests for items

Arrowhead

- Still doing groups by Zoom or in-person
- Been working on a resource room for individuals in need of bedding, clothing, etc. Can access the room Monday-Thursday, 9am-5pm.
 - Accepting items that are new and gently used

Lakeview Behavioral Health

- Offering tele for groups and individuals for both substance abuse and mental health
- Still have openings and are taking new clients
- Have primary care if someone needs that; don't need to be a specific client for SUD/MH

Senator Klobuchar's Office – Ida Rukavina

- Met with school districts and Range Mental Health to hear about some of the issues students have been facing
- The last bill that passed – there was significant funding for mental health and substance abuse services – see information below

Announcements

- Reminder, the Office of National Drug Control Policy launched a new workshop series for Rural Faith Leaders: [*Empowering Faith Leaders to Help Persons with Substance Use Disorder*](#). The recording from the first workshop ***Substance Use Disorder and the Pandemic in Rural Communities*** which took place on **December 8, 2020 – 1:00 -2:30 pm EST** can be found here: <https://www.ruralcommunitytoolbox.org/starting-points/rural-faith-leaders> (scroll down).

Funding

- [Grants Enhance School Libraries Serving Disadvantaged Students- The Snapdragon Book Foundation](#) seeks to foster children's literacy by providing support to school libraries serving

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disadvantaged children. Grants are awarded to public, private, and experimental pre-K-12 schools throughout the United States. In a time when many schools are reallocating their funds to technology and audiovisual equipment, the Foundation hopes to make sure that school libraries are still offering children good books to read. Grants typically range from \$2,500 to \$10,000. **Application Due Date: February 14, 2021**

- [Dept. of Health and Human Services - The Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#), Center for Substance Abuse Treatment (CSAT), is accepting applications for fiscal year (FY) 2021 Building Communities of Recovery (Short Title: BCOR). The purpose of this program is to mobilize resources within, and outside of, the recovery community to increase the prevalence and quality of long-term recovery support from substance abuse and addiction. These grants are intended to support the development, enhancement, expansion, and delivery of, recovery support services (RSS) as well as promotion of, and education about recovery. **Application Due Date: February 15, 2021**
- [Dept. of Justice – Office of Juvenile Justice and Delinquency Prevention OJJDP FY 2021 Supporting Tribal Youth: Training and Technical Assistance and Youth Leadership Development.](#) is seeking applications for funding to support the provision of juvenile justice-related training and technical assistance to federally recognized tribes and to support tribal youth engagement related to juvenile justice, delinquency prevention, and public safety issues in Indian country. **Application Due Date: February 15, 2021**
- [Dept. of Health and Human Services - The Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#), is accepting applications for fiscal year (FY) 2021 Tribal Opioid Response grants (Short Title: TOR). The program aims to address the opioid crisis in tribal communities by increasing access to culturally appropriate and evidence-based treatment, including medication-assisted treatment (MAT) using Food and Drug Administration (FDA)-approved medications for the treatment of opioid use disorder (OUD). In addition to focusing on OUD, recipients may also address stimulant misuse and use disorders, including cocaine and methamphetamine. **Application Due Date: February 16, 2021**
- [Dept. of Justice – Bureau of Justice Assistance Harold Rogers Prescription Drug Monitoring Program](#) is seeking applications for funding for funding prescription drug monitoring programs (PDMPs). This program furthers the Department’s mission by assisting state, local, and tribal efforts to break the cycle of drug addiction and violence by reducing the demand for, use, and illegal trafficking of controlled substances. **Application Due Date: February 19, 2021**
- [Dept. of Justice – Office of Juvenile Justice and Delinquency Prevention – Juvenile Drug Court Treatment Program](#) is seeking applications for funding for the fiscal year (FY) 2021 Juvenile Drug Treatment Court Program. This program furthers the Department’s mission by providing resources to state, local, and tribal governments to create and enhance juvenile drug treatment court programs for youth in the justice system with substance abuse problems, specifically related to opioid abuse. **Application Due Date: February 19, 2021**
- [Dept. of Justice – Bureau of Justice Assistance FY 2021 Residential Substance Abuse Treatment \(RSAT\) for State Prisoners Program](#) assists states with developing and implementing residential substance abuse treatment programs within state correctional facilities, as well as within local

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correctional and detention facilities, in which inmates are incarcerated for a period of time sufficient to permit substance abuse treatment. **Application Due Date: February 16, 2021.**

- [The Bank of America Charitable Foundation](#) works to advance pathways to economic mobility in order to build thriving communities. The Foundation provides grants to nonprofit organizations that serve specific states and regions in the United States. In 2021, the Foundation will issue two requests for proposals that address the following focus areas: The Economic Mobility Focused on the Needs of Individuals and Families category provides support for workforce development, education, and basic needs. **Applications will be accepted from January 25 through February 19, 2021.** The Economic Mobility Focused on the Needs of the Community category provides support for affordable housing, neighborhood revitalization, and small businesses. **Applications will be accepted from May 31 through June 25, 2021.**
- [Matching Funds for Healthy Living Projects in Iowa and South Dakota](#) - The Wellmark Foundation is dedicated to improving the health of Iowans, South Dakotans, and their communities. The Foundation supports nonprofit organizations and community groups that develop, implement, and enhance sustainable projects that 1) increase access to and consumption of nutritious foods, or 2) promote safe and healthy environments in which to be physically active. The Foundation's Matching Assets to Community Health (MATCH) grant program is designed to bring other funders together to support community health projects. The following two grant opportunities are offered: Large MATCH Grants of up to \$100,000 must be matched 100 percent. **The application deadline for this program is February 17, 2021. Small MATCH Grants of up to \$25,000 must be matched at 50 percent. The deadline for this program is May 26, 2021.**
- [Dollar General Literacy Foundation](#) - The Dollar General Literacy Foundation supports nonprofit organizations, educational institutions, and libraries that offer literacy programs in communities served by Dollar General in every state with the exception of Alaska, Hawaii, Idaho, and Montana. The Foundation provides support through the following grant programs: Adult Literacy Grants support nonprofit organizations that provide direct services to adults in need of literacy assistance. Family Literacy Grants support family literacy service providers that combine parent and youth literacy instruction. Summer Reading Grants help nonprofit organizations, schools, and libraries with the creation or expansion of summer reading programs for students who are below grade level readers or readers with learning disabilities. **Online applications for the three programs described above must be submitted by February 18, 2021**
- [Dept. of Health and Human Services – Bureau of Health Workforce – Integrated Substance Use Disorder Training Program](#). The program expands the number of nurse practitioners, physician assistants, health service psychologists, and/or social workers trained to provide mental health and substance use disorder (SUD), including opioid use disorder (OUD) services in underserved community-based settings that integrate primary care, mental health, and SUD services. **Application Due Date: February 24, 2021.**
- [The Weyerhaeuser Family Foundation's Children's Initiative](#) provides support to direct service programs throughout the United States that promote resilience, stability, and psycho-social health for youth ages 14 to 21 who have been traumatized by Adverse Childhood Experiences (ACEs). Eligible programs must directly serve youth who have been significantly traumatized by

APPENDIX D, CAPE COALITION INFORMATION

ACEs, offer age-appropriate therapeutic interventions, provide services that go beyond crisis intervention, include a plan for evaluating program effectiveness, enhance the relationship between the child and at least one significant adult, be a new program or a new therapeutic component to an existing program, and use trauma informed practices. The average grant size is \$30,000 or less. **Application Due Date: for Stage One Applications is March 1, 2021**

- [Appalachian Regional Commission \(ARC\)](#) released a Request for Proposals for applications for the 2021 POWER (Partnerships for Opportunity and Workforce and Economic Revitalization) Initiative. POWER seeks to diversify economies in communities and regions affected by job losses in coal mining, coal power plant operations, and coal-related supply chain industries due to the changing economics of America's energy production. ARC is making funds available through the POWER Initiative for regional investments to develop a competitive workforce, foster entrepreneurial activities, develop industry clusters, strengthen substance abuse response, and expand broadband in coal-impacted areas. **Application Due Date: Required Letters of Intent (due Friday, March 5 by 5:00 pm EST)** should be submitted via this [fillable PDF form](#) to power@arc.gov.
- [Dept. of Health and Human Services – Rural Communities Opioid Response Program – Implementation](#). The Rural Communities Opioid Response Program (RCORP) is a multi-year initiative by the Health Resources and Services Administration (HRSA) aimed at reducing the morbidity and mortality of substance use disorder (SUD), including opioid use disorder (OUD), in high risk rural communities. This notice announces the opportunity to apply for funding under RCORP-Implementation. **Application Due Date: March 12, 2021**
- [The Andrew Family Foundation](#) seeks to partner with one or more nonprofit organizations in the United States offering creative solutions that address issues facing under-resourced communities as well as the protection and preservation of the natural environment in which they live. The Foundation seeks to support one or more organizations focused on alleviating disparities in food access, affordable housing, high quality education, physical and psychological healthcare, and/or criminal justice. Preference will be given to organizations whose programming is intersectional, alleviating these disparities while demonstrating an interest to conserve our planet's natural resources and promote environmental sustainability. The Foundation will award grant(s) of up to \$600,000 to be paid over a three-year period. **Application Due Date: Letters of inquiry are due by March 15, 2021**
- [The Nature's Path Gardens for Good program](#) supports nonprofit organizations with community garden projects in the U.S. and Canada. The focus is on community gardens that make fresh organic food more accessible in the local neighborhood. Grants must be used specifically for the development of an organic garden that will supply food to a nonprofit feeding agency such as a food bank, soup kitchen, emergency pantry, shelter, before- or after-school program, or other similar type of program. Projects must demonstrate high community support and a viable plan for the project. For 2021, Nature's Path will award 21 grants of \$5,000 each. **The application cycle will be open from February 5 to March 24, 2021.**
- [FCC – Universal Service Administrative Company – The Rural Health Care Program](#) - Provides funding to eligible healthcare providers in rural areas for telecommunications and broadband services necessary for the provision of healthcare. **Application Due Date: April 1, 2021**

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- [Dept. of Health and Human Services - Emerging Issues in Maternal and Child Health](#) This notice announces the opportunity to apply for funding under the Emerging Issues in Maternal and Child Health Program. The purpose of this program is to strengthen the capacities of state- and/or local-level organizations to respond to emerging public health issues affecting maternal and child health (MCH) populations. **Application Due Date: April 9, 2021**
- [Dept. of Health and Human Services – HRSA Behavioral Health Workforce Education and Training \(BHWET\) Program for Paraprofessionals](#) - The BHWET Program for Paraprofessionals develops and expands community-based experiential training to increase the supply of students preparing to become peer support specialists and other behavioral health-related paraprofessionals while also improving distribution of a quality behavioral health workforce. A special focus is placed on the knowledge and understanding of the specific concerns of children, adolescents, and transitional-aged youth in high need and high demand areas at risk for behavioral health disorders. **Application Due Date: April 12, 2021**
- [Dept. of Health and Human Services – HRSA Rural Communities Opioid Response Program- Psychostimulant Support](#) - This notice announces the opportunity to apply for funding under RCORP-Psychostimulant Support (RCORP-PS). RCORP-PS will advance RCORP’s overall goal by strengthening and expanding prevention, treatment, and recovery services for rural individuals who misuse psychostimulants to enhance their ability to access treatment and move towards recovery. Over the course of a three-year period of performance, RCORP-PS award recipients will implement a set of core psychostimulant use disorder prevention, treatment, and recovery activities. **Application Due Date: April 21, 2021,**
- [Dept. of Agriculture – National Institute of Food and Agriculture – Rural Health and Safety Education Competitive Grans Program \(RHSE\)](#) - Funds community-based outreach education and extension programs at land-grant colleges and universities that provide individuals and families in rural areas with information on health, wellness, and prevention. Includes programs providing training for health service providers and volunteers to carry out health promotion and outreach services. Supports community efforts to prevent or reduce opioid misuse as well as initiatives to prevent and mitigate transmission of the SARS-CoV-2 virus, including strategies that utilize telehealth, telemedicine, and distance learning. **Application Due Date: April 29, 2021**
- [Dept. of Agriculture – National Institute of Food and Agriculture – Food and Agriculture Service Learning Program](#) - Awards grants to enhance or expand existing farm to school initiatives and other experiential learning initiatives related to food and agriculture, especially in underserved areas. Promotes engagement between parts of the food system, farms, and schools in order to increase understanding of agriculture and improve children's nutritional health. Aims to increase low-income children's access to school meals, while improving the quality of food served in schools. **Application Due Date: May 3, 2021**

Another resource on that: www.HealthEquityNorthland.org

APPENDIX D, CAPE COALITION INFORMATION

Virginia PD

- RAD is planning a sliding day in Virginia, possibly Sunday February 7, at the Virginia Golf Course – flyer coming soon
- Connected with Tracy Martin – this school year is probably a wash
 - Talked about doing some type of presentation(s) in the park to comply with COVID needs

Recovery Alliance Duluth - RAD

- Jenny Swanson is the new Coordinator of the COSAP grant
 - Coordinator all the of the services for across the county
- Working on a Recovery Needs Assessment – report to be completed soon; someone will share the report when it's available

Next Meeting

Thursday, February 25, 10am-11:30am

Aunt Bertha will be presenting on their website.

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/25/2021	Adolescent substance use services	The Arrowhead Center

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition, and The Arrowhead Center

We, The Arrowhead Center, hereby declare my/our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. We are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding substance abuse issues and mental health well-being.
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.
- Offer space to any planned activities, provide a counselor to do educational programming and voluntary support groups as needed, assist with providing peer support

The Arrowhead Center has been the only agency that has provided adolescent treatment services in our immediate area. We would be happy to work with the coalition to provide in-school services and assistance as needed. In the past several years we have opened a treatment center operating inside of a school, we have met with at risk students in informal mental health groups, assisted with substance use assessment and testing, as well as providing crisis services as requested. The Arrowhead Center would be happy to engage in these services with the new Rock Ridge district.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

APPENDIX E, LETTERS OF SUPPORT

Dani Spolarich

Printed Name

Dani Spolarich

Signature

Executive Director

Title

3/25/21

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3-22-21	Parent	Jaime Herhusky

Letter of Collaboration between CAPE - Chemical Abuse Prevention and Education Coalition
And a Rock Ridge Parent

I, a Rock Ridge Parent, hereby declare my intent to collaborate with CAPE - Chemical Abuse Prevention and Education Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in Rock Ridge ISD #709. I am committed to working together with other community partners to make Rock Ridge ISD #709 a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- x Serve as a member of the CAPE - Chemical Abuse Prevention and Education Coalition or of a sub-committee
- x Participate in assessing and analyzing root causes of substance abuse problems in the community
- x Attend coalition sponsored trainings, seminars, and community-wide events
- x Participating in local strategic planning activities
- x Assisting in recruiting new coalition members or volunteers for community events

Additional Narrative regarding the sector organization's intent to collaborate.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of CAPE - Chemical Abuse Prevention and Education Coalition and intend to maintain involvement throughout the duration of the PCN grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #709.

By:

Jaime Herhusky

Parent of Rock Ridge student

Printed Name



Title

3-22-21

Signature

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3-19-21	Underserved, High-risk subpopulation	NE MN Office of Job Training

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
and the Northeast Minnesota Office of Job Training (NEMOJT)

We, NEMOJT hereby declare my/our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. As a regional workforce development entity serving low-income and at-risk youth and adult population, we are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding youth workforce development and the challenges of youth coping with either personal substance use or chemical dependency of a parent or guardian.
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.
- Provide an avenue for outreach to enrolled youth and adults served by NEMOJT in the Rock Ridge district.

Substance use is a serious concern that affects workforce development and is keenly felt by local employers who struggle with applicants being able to pass a drug test. Should this grant be awarded, not only would it achieve the reduction of youth substance use and abuse, but also by extension address employer needs of having access to a future workforce free of substance use.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Marie Domiano	Executive Director
Printed Name	Title
	3-19-21
Signature	Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/18/2021	Rock Ridge Public Schools	Rock Ridge Indian Education

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
and Rock Ridge Indian Education

I/we, Rock Ridge Indian Education, hereby declare my/our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding the health and safety of our Native American students and families; to help create healthy lifestyles within their homes, provide traditional teachings and resources to educate students and families on substance abuse, and be a support to students and families struggling with these issues. .
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.
- Other

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Emily Jankila

American Indian Education Coordinator

Printed Name

Title

Signature

Date



3/19/2021

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
March 22, 2021	Business	Laurentian Chamber of Commerce

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition, and the Laurentian Chamber of Commerce

We, the Laurentian Chamber of Commerce, hereby declare our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding the impacts of substance use and abuse on local employers.
- Participating as a member of the CAPE Coalition, as needed.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.

At the Laurentian Chamber of Commerce we understand the damage that drug and alcohol abuse do to a community. We look forward to a close collaboration with the Rock Ridge Public School District to help teach the students in our community the danger of addiction and strategies to avoid alcohol and drugs.

We support this grant application without hesitation because if the school district can help create a community of drug free students it will lead to a stronger workforce, stronger community and eventually make our part of the state a better place to live and do business.

In order for an effort like this to be effective it must involve a wide variety of community partners. As a Chamber of Commerce we look forward to working with the district and other community allies to help support this initiative. We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Erik Holmstrom

President/CEO

Printed Name

Title

Erik Holmstrom

March 22, 2021

Signature

Date 3-23-2021

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3-23-21	Business	NorthRidge Community Credit Union

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition, and NorthRidge Community Credit Union

We, NorthRidge Community Credit Union (NorthRidge), hereby declare our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding the impact of substance use and abuse on local employers.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.

Assisting Rock Ridge in improving our local communities through directed education on the risks of alcohol, nicotine, and other drugs is important to NorthRidge. We believe in financial security for all, and addiction or heavy substance abuse can lead to the financial distress for individuals and families. Helping to prevent these issues before they start is one step forward.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Nicholas Mathiowetz

President/CEO

Printed Name



Title

03/24/2021

Signature

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3-19-21	Media	Hometown Focus

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
and the Northeast Minnesota Office of Job Training (NEMOJT)

We, Hometown Focus, a community-driven media outlet based in the Rock Ridge district boundaries, hereby declare my/our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. As a local media outlet highly invested in our community, we are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding community outreach.
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Scott Asbach	Owner
Printed Name	Title
<i>Scott Asbach</i>	3-19-21
Signature	Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3-19-21	School	Rock Ridge Counseling Department

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
and the Northeast Minnesota Office of Job Training (NEMOJT)

We, School Counselors at Rock Ridge, hereby declare my/our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. As a local media outlet highly invested in our community, we are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding how substance use and abuse affect students at Rock Ridge.
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.

As High School Counselors at Rock Ridge, we see first-hand the negative impact and challenges of substance use and abuse in our student population. A PCN project at Rock Ridge would go a long way to addressing the wider student body and community at large about the real rates of use in our district as well as provide strategies and interventions that would greatly benefit our student body.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Charles Pillsbury

Eveleth-Gilbert High School Counselor

Printed Name

Title



3-19-21

Signature

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3-19-21	School	Rock Ridge Counseling Department

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
and the Northeast Minnesota Office of Job Training (NEMOJT)

We, School Counselors at Rock Ridge, hereby declare my/our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. As a local media outlet highly invested in our community, we are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding how substance use and abuse affect students at Rock Ridge.
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.

As High School Counselors at Rock Ridge, we see first-hand the negative impact and challenges of substance use and abuse in our student population. A PCN project at Rock Ridge would go a long way to addressing the wider student body and community at large about the real rates of use in our district as well as provide strategies and interventions that would greatly benefit our student body.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Jill Oja

Virginia High School Counselor

Printed Name

Title

3-19-21

Signature

Date



APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
03/19/2021	Youth-serving organization	Youth In Action (YIA)

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition, and Youth In Action

I/we, Youth In Action, hereby declare my/our intent to collaborate with Rock Ridge/CAPE Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding (Advocating for tobacco regulation during the YIA Day at the Capitol event) .
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.
- Other (YIA would consider functioning as the youth group required under this grant as we share common goals.)

(YIA is familiar with the challenges associated with substance abuse, and there are often student-led breakout sessions at our annual Make A Difference Conference.).

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Tim Strasser

YIA advisor

APPENDIX E, LETTERS OF SUPPORT

Printed Name



Title

03/19/2021

Signature

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
03/22/2021	Youth After School Care	Mesabi Family YMCA

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition, and Mesabi Family YMCA

I/we, Mesabi Family YMCA, hereby declare my/our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding (Physical Health and Wellbeing, Youth Development and Social Responsibility).
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.
- Other (Resources to a wide range of programs and connections to other YMCAs within MN)

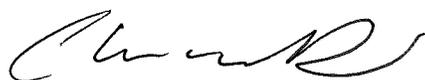
The Mesabi Family YMCA aims to improve our community's health and well-being by providing programs and activities that promote wellness. We know that when we work together, we move individuals, families and communities forward. This is why we are showing our support to Rock Ridge School District to help keep the youth in our community healthy.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:



Amanda Mathson
Youth and Family Service Director



Chad Buggert
CEO Mesabi Family YMCA

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/18/2021	Law Enforcement	Virginia Police Dept.

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition and the Virginia Police Department

We, the Virginia Police Department, hereby declare our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. We are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE Coalition.
- Provide expertise to Rock Ridge and CAPE as needed on topics regarding substance abuse prevention, education and enforcement.
- Conduct annual alcohol and tobacco compliance checks at all licensed establishments in our city.
- Facilitate Responsible Beverage Server Training for alcohol establishments.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Provide data pertinent to identifying drug and alcohol trends.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Assisting in recruiting new coalition members or volunteers for community events.

The Virginia Police Department has dedicated a School Resource Officer (SRO) several days a week to ISD 2909. The SRO position will continue to provide training for staff and education for students in regards to substance abuse and prevention. The Virginia Police Department has also had a command staff member as a part of a CAPE Coalition for the past 4 years and will continue to do so moving forward. We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Nicole Mattson
Printed Name


Signature

Chief of Police
Title

3/22/2021
Date



GILBERT POLICE DEPARTMENT • CITY OF GILBERT
TY TECHAR • CHIEF OF POLICE

16 South Broadway Street • PO Box 548 • Gilbert, MN 55741-0487
Office: (218) 748-2225

Fax: (218) 748-2224



Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition
and the Gilbert Police Department

We, the Gilbert Police Department, hereby declare our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. We are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE Coalition.
- Provide expertise to Rock Ridge and CAPE as needed on topics regarding substance abuse prevention, education and enforcement.
- Conduct annual alcohol and tobacco compliance checks at all licensed establishments in our city.
- Facilitate Responsible Beverage Server Training for alcohol establishments.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Provide data pertinent to identifying drug and alcohol trends.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Assisting in recruiting new coalition members or volunteers for community events.

The Gilbert Police Department has an officer that has been teaching D.A.R.E. to 5th grade students the past 4 years. The D.A.R.E. officer will continue to teach 5th graders about the dangers of substance abuse.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement

APPENDIX E, LETTERS OF SUPPORT

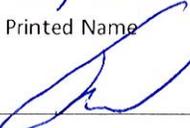
throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Ty Tec Lof

Printed Name



Signature

Chief of Police

Title

03/22/2021

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/22/2021	Law Enforcement	Eveleth Police Dept.

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition and the Eveleth Police Department

We, the Eveleth Police Department, hereby declare our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. We are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE Coalition.
- Provide expertise to Rock Ridge and CAPE as needed on topics regarding substance abuse prevention, education and enforcement.
- Conduct annual alcohol and tobacco compliance checks at all licensed establishments in our city.
- Facilitate Responsible Beverage Server Training for alcohol establishments.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Provide data pertinent to identifying drug and alcohol trends.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Assisting in recruiting new coalition members or volunteers for community events.

We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Jesse Linde

Chief Of Police

Printed Name

Title

3/22/2021

Signature

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/24/2021	Probation	Arrowhead Regional Corrections (ARC)

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition, and Arrowhead Regional Corrections

Arrowhead Regional Corrections, hereby declare our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. We are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE.
- Provide expertise to the Rock Ridge ISD and CAPE as needed on topics regarding drug prevention and education.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Participating in local strategic planning activities.
- Assisting in recruiting new coalition members or volunteers for community events.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Phillip Drobnick

Juvenile Probation Officer

Printed Name

Title



3-23-21

Signature

Date

APPENDIX E, LETTERS OF SUPPORT

Mesabi Range Youth for Christ

212 5th Ave South

Virginia, MN 55792

3/24/2021

Dear Minnesota Department of Human Services,

Mesabi Range Youth for Christ has been around for over 40 years, and our passion for youth on the Iron Range has never wavered. While we are a faith based organization, our mission goes far beyond our belief in Jesus Christ. We believe in building strong family units. We believe in building trusting relationships. Above all else, we believe in unconditional love for our community, especially our youth. This why Campus Life was formed – a program focused specifically on our youth.

Throughout the years, we have worked tirelessly through Campus Life to form a strong relationship with our schools and their students. Before COVID, this included providing free coffee and bagels once a week in Virginia, Eveleth, and 2 other area schools. We also saw the immense value of the REACH programs, partnering with the Eveleth and Virginia instructors to visit both programs once a week.

While COVID had a huge impact on our organization, we never stopped. The extra down time during shutdowns was utilized to completely remodel our office space. We have also launched our office as the Campus Life Student Center. The center is currently open 3 days a week after school in addition to our weekly Campus Life meeting on Tuesday evenings.

Clearly, drugs, alcohol, and nicotine are all huge problems in our area. We at Mesabi Range Youth for Christ think the best answer to this problem is a simple one: Love. Many students in our area lack a loving and supportive parent or guardian in their life. Moreover, some students may not have any adults in their life that they can trust. Without even one loving, trusting relationship in their life, they are much more likely to turn to drugs, alcohol, or nicotine – anything they can get their hands on to fill that void.

Mesabi Range YFC would be honored to partner in this fight against the teen drug & alcohol problem in our own backyard. Thank you so much for your consideration.

Sincerely,

Brad Monson

Campus Life Director

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/26/2021	Faith Based Organization	Mesabi Range Youth for Christ

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
And Mesabi Range Youth for Christ

We, Mesabi Range Youth for Christ, hereby declare our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding (expertise of your organization regarding substance abuse prevention and/or community planning).
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.
- Other (insert anything else you or your organization could offer to further the objective to reduce youth alcohol, tobacco and other drug use/abuse in our communities)

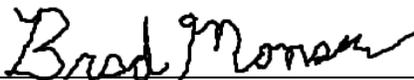
We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Brad Monson

Printed Name



Signature

Campus Life Director

Title

3/24/2021

Date

APPENDIX E, LETTERS OF SUPPORT



Sector Name	Agency/Organization
Business Sector	Virginia Community Foundation
Community Foundation	308 Chestnut St. Virginia MN 55792

Letter of Collaboration between CAPE-Chemical Abuse Prevention and Education Coalition and Virginia Community Foundation

We, the Virginia Community Foundation, hereby declare our intent to collaborate with CAPE - Chemical Abuse Prevention and Education Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in Rock Ridge School District #2909. I am committed to working together with other community partners to make Rock Ridge School District #2909 a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of the CAPE - Chemical Abuse Prevention and Education Coalition or of a sub-committee
- Provide expertise to the CAPE - Chemical Abuse Prevention and Education Coalition as needed on topics regarding _____
- Serve as a coalition officer
- Participate in assessing and analyzing root causes of substance abuse problems in the community
- Offering in-kind support through staff time
- Offering in-kind donations of meeting space, office supplies, or other materials
- Assisting in communications by disseminating information relevant to the grant to our local affiliate
- Attend coalition sponsored trainings, seminars, and community-wide events
- Participating in local strategic planning activities
- Offering other financial support to further the work of the coalition
- Assisting in recruiting new coalition members or volunteers for community events
- Other Any help needed and approved by BOD.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of CAPE - Chemical Abuse Prevention and Education Coalition and intend to maintain involvement throughout the duration of the PCN grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD:

Bonda K. Harvey
Printed Name of Person Signing

Bonda K. Harvey
Signature

By: Executive Director
Title of Person Signing

Date: 3-23-2021



APPENDIX E, LETTERS OF SUPPORT

Sector Name	Agency/Organization
Business Sector Community Foundation	Virginia Community Foundation 303 Chestnut St. Virginia MN 55792

Letter of Collaboration between CAPE-Chemical Abuse Prevention and Education Coalition and Virginia Community Foundation

We, the Virginia Community Foundation, hereby declare our intent to collaborate with CAPE - Chemical Abuse Prevention and Education Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in Rock Ridge School District #2909. I am committed to working together with other community partners to make Rock Ridge School District #2909 a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- I Serve as a member of the CAPE - Chemical Abuse Prevention and Education Coalition or of a sub-committee
- I Provide expertise to the CAPE - Chemical Abuse Prevention and Education Coalition as needed on topics regarding _____
- I Serve as a coalition officer
- I Participate in assessing and analyzing root causes of substance abuse problems in the community
- I Offering in-kind support through staff time
- I Offering in-kind donations of meeting space, office supplies, or other materials
- I Assisting in communications by disseminating information relevant to the grant to our local affiliate
- I Attend coalition sponsored trainings, seminars, and community-wide events
- I Participating in local strategic planning activities
- I Offering other financial support to further the work of the coalition
- I Assisting in recruiting new coalition members or volunteers for community events
- Other any help needed and approved by BOD.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of CAPE - Chemical Abuse Prevention and Education Coalition and intend to maintain involvement throughout the duration of the PCN grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD:

Rondak Harvey
Printed Name of Person Signing

Rondak Harvey
Signature

By: Executive Director
Title of Person Signing

Date: 3-23-2021

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
March 22, 2021	Civic/Volunteer Group	Revive Virginia

Letter of Collaboration between Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition, and Revive Virginia

We, Revive Virginia, hereby declare our intent to collaborate with Rock Ridge Schools & the CAPE Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in Rock Ridge ISD #2909. I am committed to working together with other community partners to make *Rock Ridge ISD #2909* a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Provide expertise to the CAPE Coalition as needed on topics regarding workforce and economic development.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Assisting in recruiting new coalition members or volunteers for community events.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of CAPE - Chemical Abuse Prevention and Education Coalition and intend to maintain involvement throughout the duration of the PCN grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909.

By:

Shawn Herhusky

Vice President – Revive Virginia

Printed Name

Title



3-22-21

Signature

Date



March 22, 2021

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
And Essentia Health - Virginia

We, Essentia Health - Virginia, hereby declare our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding community health, community outreach, and tobacco cessation services.
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.

Essentia Health – Virginia is required to do a Community Health Needs Assessment (CHNA) every three years. As part of that CHNA, Minnesota Student Survey Data and youth focus groups are included in the research portion. Youth Substance Use prevention has been a priority in past CHNA's and with this grant, will continue to be a priority. Our mission is to make a healthy difference in people's lives. Grants like this one allow us to further that mission and continue to collaborate with local schools, non-profits, and businesses to have healthier communities.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

APPENDIX E, LETTERS OF SUPPORT

By:

Jenna Ballinger

Printed Name

Jenna Ballinger

Signature

Community Health Specialist

Title

3/22/2021

Date

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/22/2021	Youth at ISD 2909	Bois Forte SUD Program

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
and Bois Forte SUD Program

I/we, Bois Forte SUD Program, hereby declare my/our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. I am committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding.
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Offering other financial support to further the work of the coalition, where possible.
- Assisting in recruiting new coalition members or volunteers for community events.

Bois Forte SUD Program takes pride in working with substance use prevention for youths. Not only is this an area of importance for our community, but for society as a whole. We are ecstatic to see the Rock Ridge district getting involved in order to make the district as safe and healthy as possible. As a part of the CAPE coalition, we are looking forward to the collaboration efforts and to have the opportunity to assist in making Rock Ridge ISD #2909 a safe and healthy environment for all students and staff.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

Adam Vake

Adam Vake, BS, LADC

SUD Care Coordinator

Printed Name

Adam Vake, BS, LADC

Title

3/22/2021

Signature

Date



Saint Louis County

Public Health and Human Service Department – www.stlouiscountymn.gov

Linnea Mirsch
Director

Date	Sector Name	Agency/Organization
3/17/2021	Local Government	St. Louis County Public Health & Human Services

I enthusiastically write this letter of support on behalf of Rock Ridge Public School District and affirm our intent to collaborate on their application for the Positive Community Norms grant. As the organization that leads the involved coalition, St. Louis County Public Health & Human Services is pleased to have the Chemical Abuse Prevention & Education (CAPE) Coalition included.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

- Serve as a member of CAPE or of a sub-committee.
- Provide expertise to the Rock Ridge and CAPE as needed on topics regarding substance abuse prevention
- Potentially serve as a coalition officer.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Assisting in recruiting new coalition members or volunteers for community events.

St. Louis County Public Health & Human Services acknowledges that the project is set to end on June 30, 2026. However, we are committed to and value the efforts to sustain the work of the Rock Ridge School District and CAPE and intend to maintain involvement throughout the duration of the PCN Grant initiative and after the funding ends. The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support this coordinated approach and are committed to the success of the PCN initiative within ISD #2909.

Sincerely,

Jana Blomberg
Program Coordinator & CAPE Coalition Facilitator
St. Louis County Public Health & Human Services
blombergj@stlouiscountymn.gov



Government Services Center
Public Health
201 South 3rd Avenue West
P.O. Box 1148
Virginia, MN 55792-1148

“An Equal Opportunity Employer”

Phone: (218) 471-7600
Fax: (218) 471-7601

APPENDIX E, LETTERS OF SUPPORT

Date	Sector Name	Agency/Organization
3/24/2021	Local Government	City of Virginia

Letter of Collaboration between Rock Ridge Schools, the CAPE Coalition,
and The City of Virginia

We, the City of Virginia, hereby declare our intent to collaborate with Rock Ridge Community Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in the Rock Ridge school district, ISD 2909. We are committed to working together with CAPE and other community partners to make the communities within the Rock Ridge district, ISD 2909, a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, we commit to the following:

- Serve as a member of CAPE (Virginia PD member currently serves on the coalition).
- Provide expertise to the Rock Ridge ISD and CAPE as needed on topics regarding drug prevention and education.
- Participate in assessing and analyzing root causes of substance abuse problems in the community.
- Offering in-kind support through staff time.
- Offering in-kind donations of meeting space, office supplies, or other materials.
- Assisting in communications by disseminating information relevant to the grant to our local affiliates.
- Attend coalition sponsored trainings, seminars, and community-wide events.
- Participating in local strategic planning activities.
- Assisting in recruiting new coalition members or volunteers for community events.
- The Virginia Police Department will be directed to conduct annual alcohol and compliance checks.
- The Virginia Police Department will assist in facilitating Responsible Beverage Training to local licensed establishments.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the Rock Ridge and CAPE and intend to maintain involvement throughout the duration of the PCN (Positive Community Norms) grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #2909:

By:

BRIIT SEE BENES

Printed Name

Briit See Benes

Signature

City Administrator

Title

3-24-21

Date

APPENDIX E, LETTERS OF SUPPORT

Sector Name	Agency/Organization
<i>Healthcare Professional</i>	Virginia Fire & Ambulance

Letter of Collaboration between Virginia Fire Department
and CAPE Coalition

I/we, Virginia Fire Department, hereby declare my/our intent to collaborate with the CAPE Coalition in support of ongoing local efforts to reduce past 30-day alcohol, nicotine and other drug use among youth in Rock Ridge School District. I am committed to working together with other community partners to make Rock Ridge School District a healthy and safe place to live.

Understanding that strategies will be determined over the next year and that the needs of the coalition will change, I/we commit to the following:

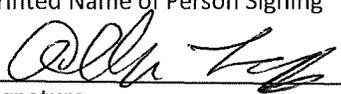
- X Serve as a member of the CAPE Coalition or of a sub-committee
- X Provide expertise to the CAPE Coalition as needed on topics regarding Community Risk Reduction and Emergency Medical and Preventative Services.
- Serve as a coalition officer
- Participate in assessing and analyzing root causes of substance abuse problems in the community
- X Offering in-kind support through staff time
- Offering in-kind donations of meeting space, office supplies, or other materials
- X Assisting in communications by disseminating information relevant to the grant to our local affiliate
- X Attend coalition sponsored trainings, seminars, and community-wide events
- X Participating in local strategic planning activities
- Offering other financial support to further the work of the coalition
- Assisting in recruiting new coalition members or volunteers for community events
- Other _____

Additional Narrative regarding the sector organization's intent to collaborate.

We acknowledge that the project is set to end June 30, 2026. We value efforts to sustain the work of the CAPE Coalition and intend to maintain involvement throughout the duration of the PCN grant Initiative and after the funding ends.

The collaborative nature of this project requires ongoing and meaningful engagement by a comprehensive group of community partners. We support a coordinated approach and are committed to the success of the PCN Initiative within ISD #:

Allen Lewis

 Printed Name of Person Signing


 Signature

By: Fire Chief/Emergency Manager

 Title of Person Signing
 Date: March 17, 2021

Rock Ridge Public Schools

#FiercelyUnited



Rock Ridge High School

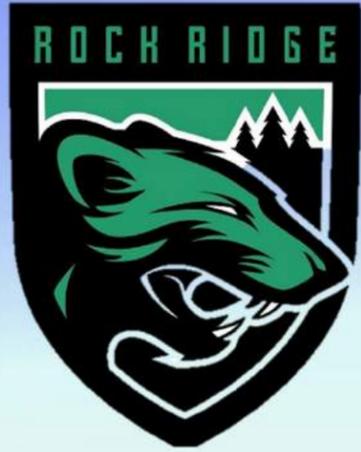
Rock Ridge Public Schools — School Board Quarterly Update

26 APR 2021



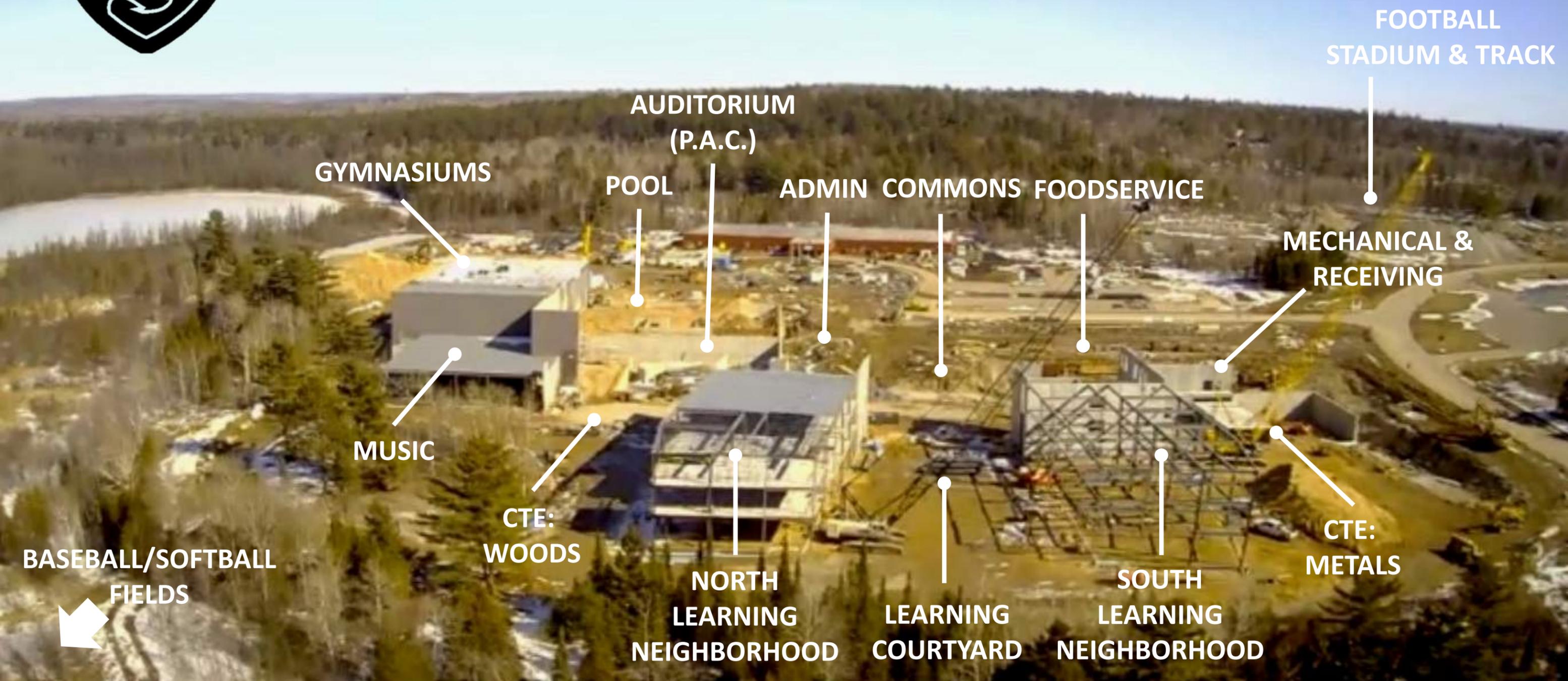
Cunningham





ROCK RIDGE HIGH SCHOOL

THE #**FIERCELY UNITED** FUTURE HOME OF THE **WOLVERINES**



FOOTBALL
STADIUM & TRACK

AUDITORIUM
(P.A.C.)

GYMNASIUMS

POOL

ADMIN COMMONS

FOODSERVICE

MECHANICAL &
RECEIVING

MUSIC

CTE:
WOODS

NORTH
LEARNING
NEIGHBORHOOD

LEARNING
COURTYARD

SOUTH
LEARNING
NEIGHBORHOOD

CTE:
METALS

BASEBALL/SOFTBALL
FIELDS





Agenda

1. Quarterly Construction Update

- **Safety**
- **Budget**
- **Schedule**
- **Quality**





KRAUS-ANDERSON®

SAFETY

Project Update Presentation

SAFETY





Safety

- **Zero Injuries**
 - ~**70,000** construction hours worked to date!
 - ~**70** workers/day currently (~550 hours/day)
 - ~**25** prime Contractors active on-site
 - Zero **(0)** Lost-Time Accidents
 - Zero **(0)** OSHA Violations / Citations
- **COVID-19 Impacts Update & Current Status**
 - Zero **(0)** Additional Positive Cases Reported On-Site
- **OSHA Consultation**
 - MN-OSHA Consultation #03: **30 JUN 2021**



KRAUS-ANDERSON®

BUDGET

Project Update Presentation

BUDGET



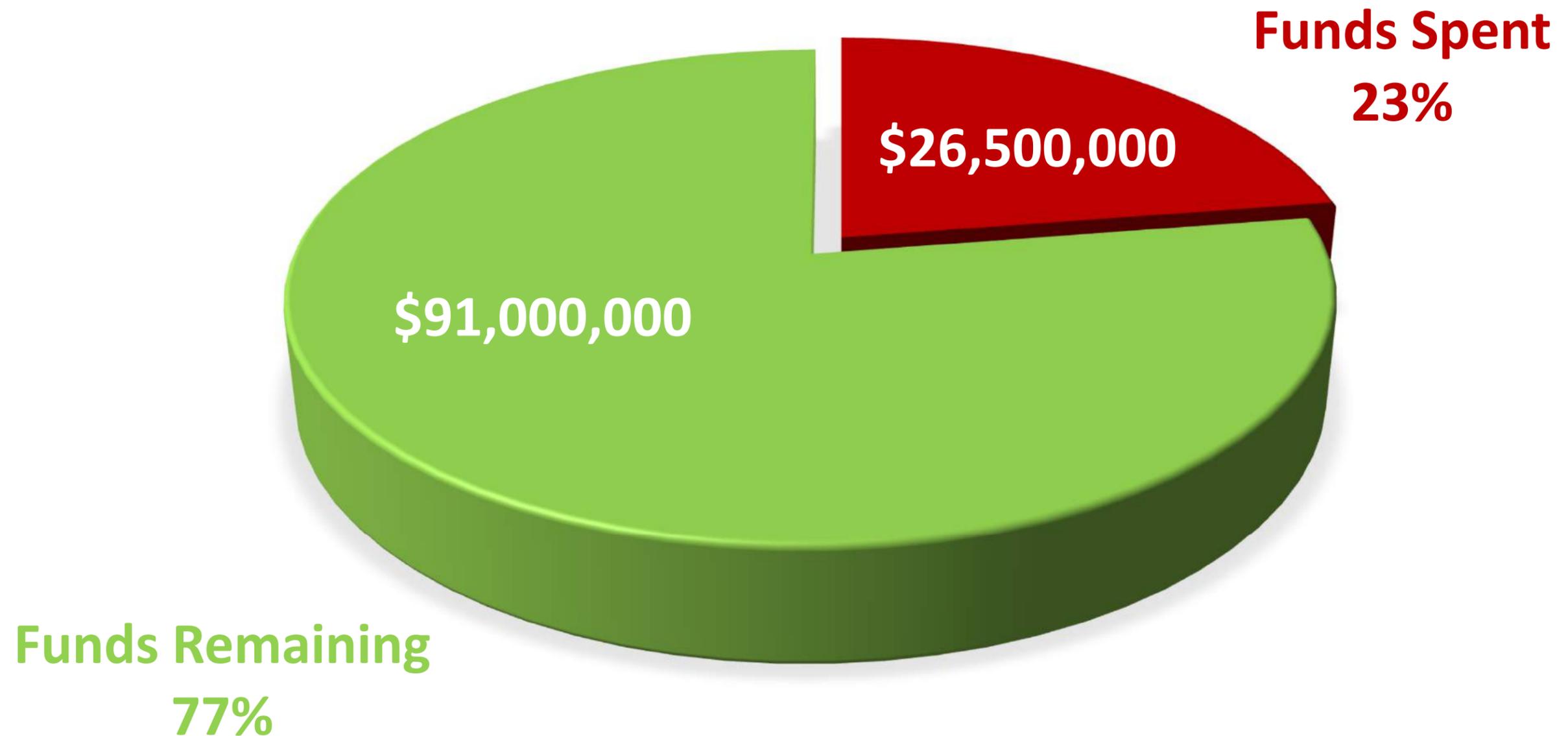


	Rock Ridge High School	RRHS Spent to Date	RRHS Remaining
Section 01: Project Funding			
01: FUNDING SOURCES			
Total Project Funding	\$ 117,304,418.31		
Section 02: Project Expenses			
02A: HARD COSTS			
02A-1: Construction Costs Budget			
Construction Contracts (Held by Owner)	\$ 91,726,254.96	\$ 14,141,572.22	\$ 77,584,682.74
Abatement Contracts & Consultant (Held by Owner)	\$ -	\$ -	\$ -
Value Engineering	\$ (3,660,000.00)	\$ -	\$ (3,660,000.00)
Owner Purchased Materials by Soft Costs - Jeff Carey	\$ (606,800.00)	\$ -	\$ (606,800.00)
KA General Conditions	\$ 3,215,953.86	\$ 353,135.12	\$ 2,862,818.74
Construction & Design Contingency	\$ 3,656,879.28	\$ 1,857,264.00	\$ 1,799,615.28
Subtotal Construction Costs	\$ 94,332,288.08	\$ 16,351,971.34	\$ 77,980,316.74
02B: SOFT COSTS			
02B-1: Construction Management (C.M.) Costs			
Subtotal CM Costs	\$ 6,323,943.69	\$ 1,644,583.48	\$ 4,679,360.21
Subtotal Soft Costs	\$ 16,679,614.07	\$ 8,402,437.72	\$ 8,294,599.35
Total Owner Soft Cost Budget	\$ 23,003,557.76	\$ 10,047,021.20	\$ 12,956,536.56
Section 03: Summary			
03: PROJECT TOTALS			\$ 90,936,853.30
Total Project Costs	\$ 117,335,845.84	\$ 26,398,992.54	\$ 90,936,853.30
Over / Under Budget	\$31,427.53		



Project Expenditures to Date

TOTAL FUNDING: \$117,500,000





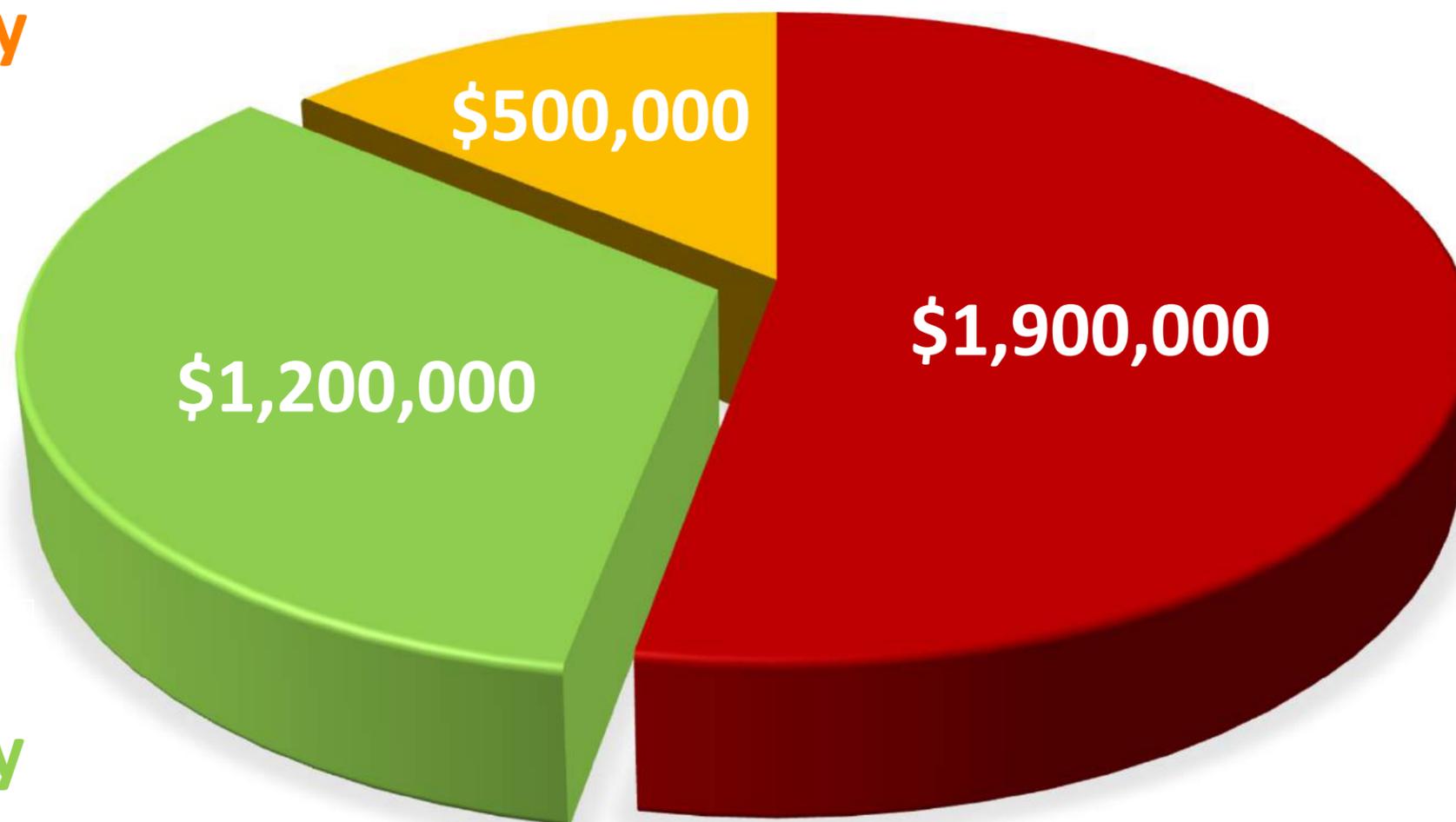
Project Contingency Status

TOTAL CONTINGENCY: \$3,600,000

**Pending
Contingency
Expenses
14%**

**Contingency
Spent
53%**

**Estimated
Contingency
Remaining
33%**





KRAUS-ANDERSON®

SCHEDULE

Project Update Presentation

SCHEDULE





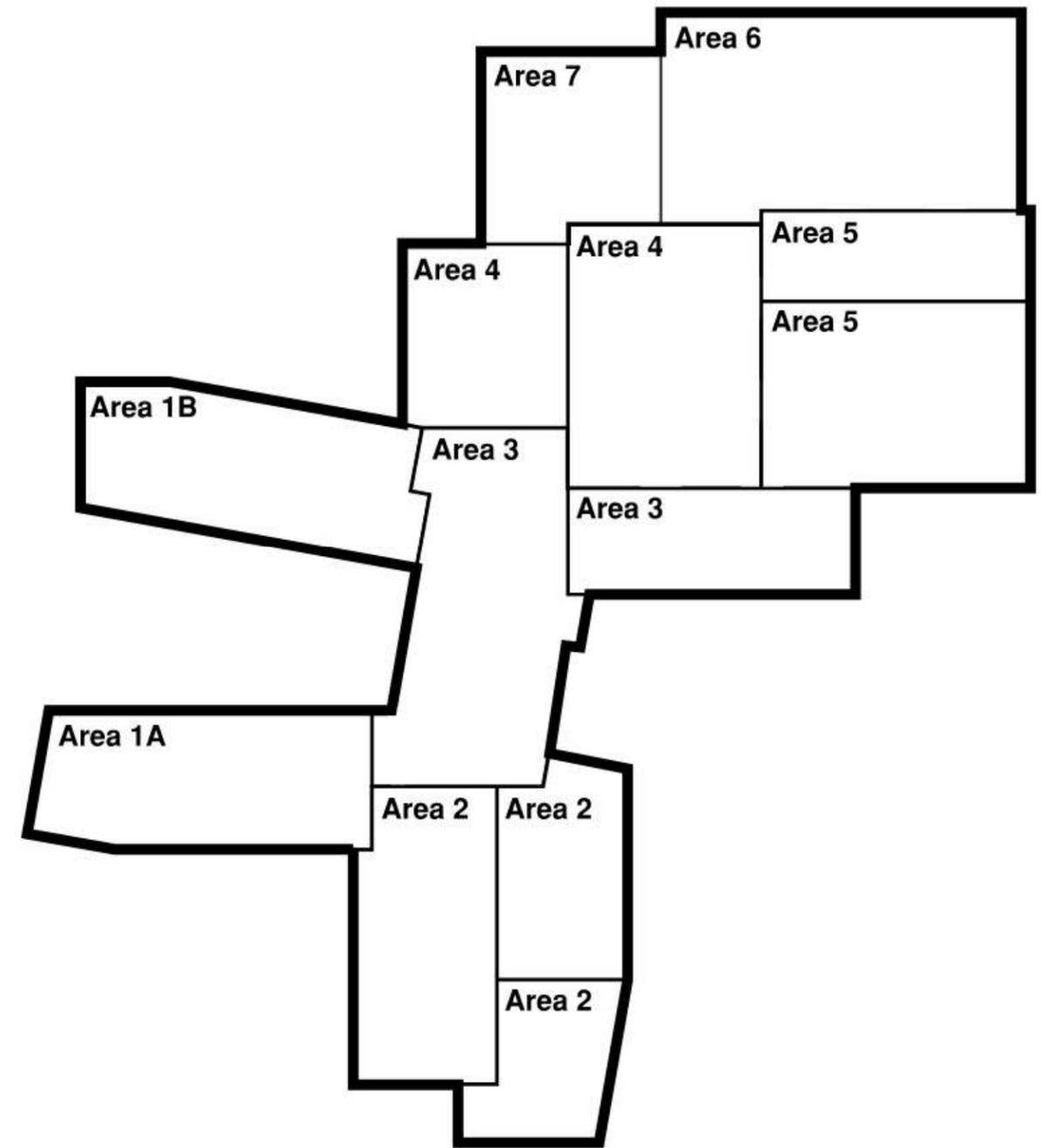
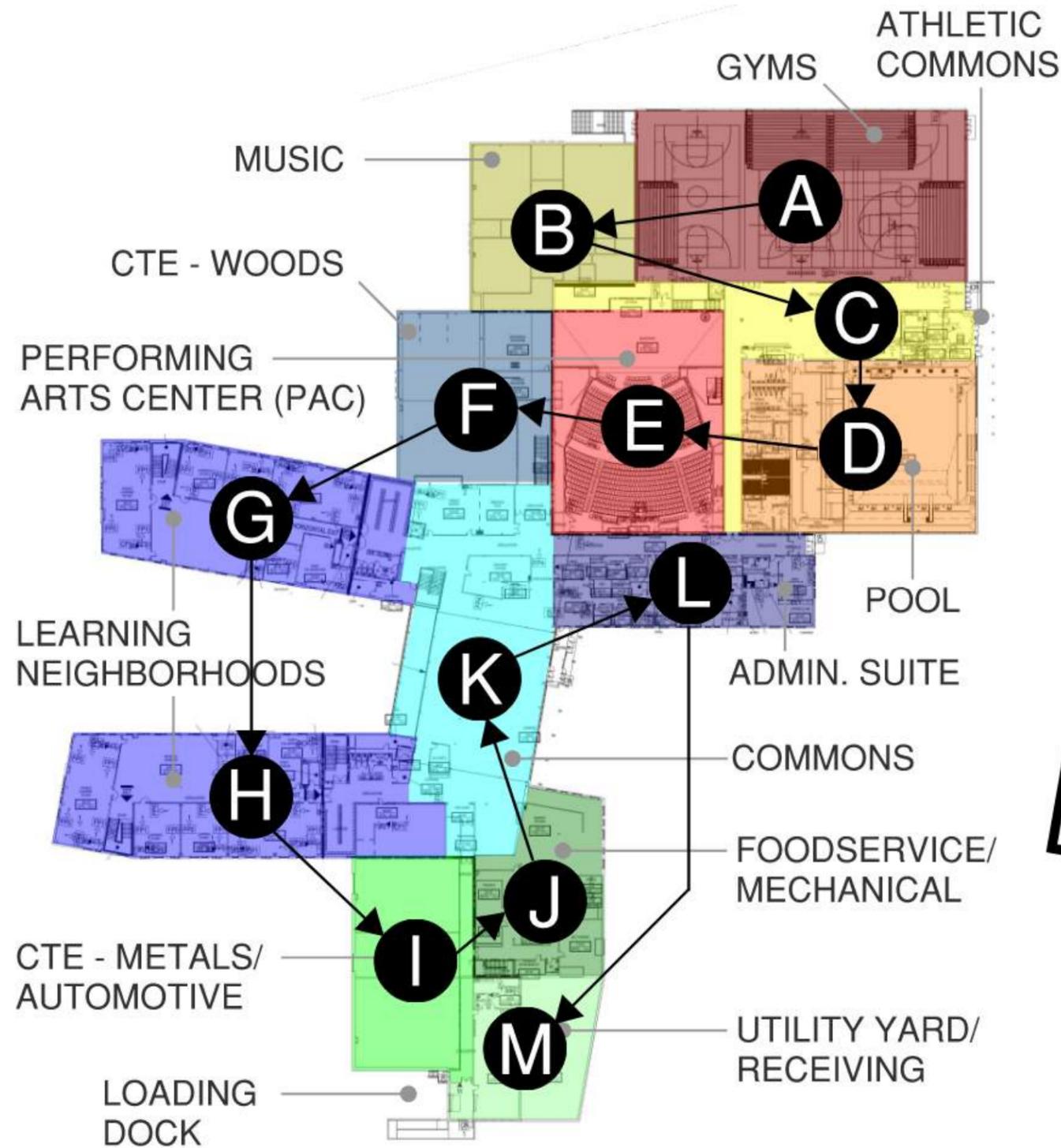
27.5% Overall Complete!

Start Date = August, 2020

Substantial Completion = January, 2023

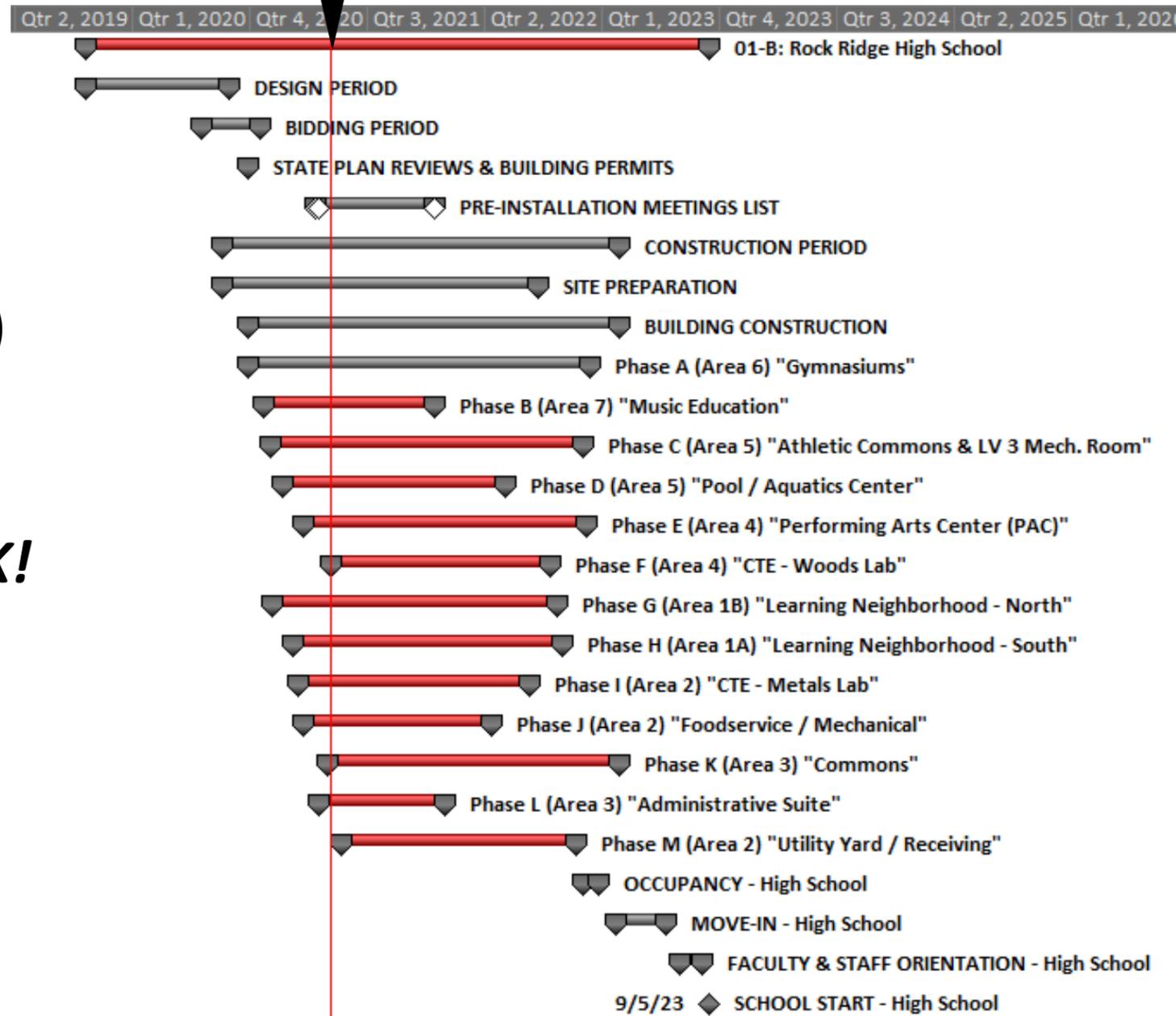


Right On-Track For Project Success!





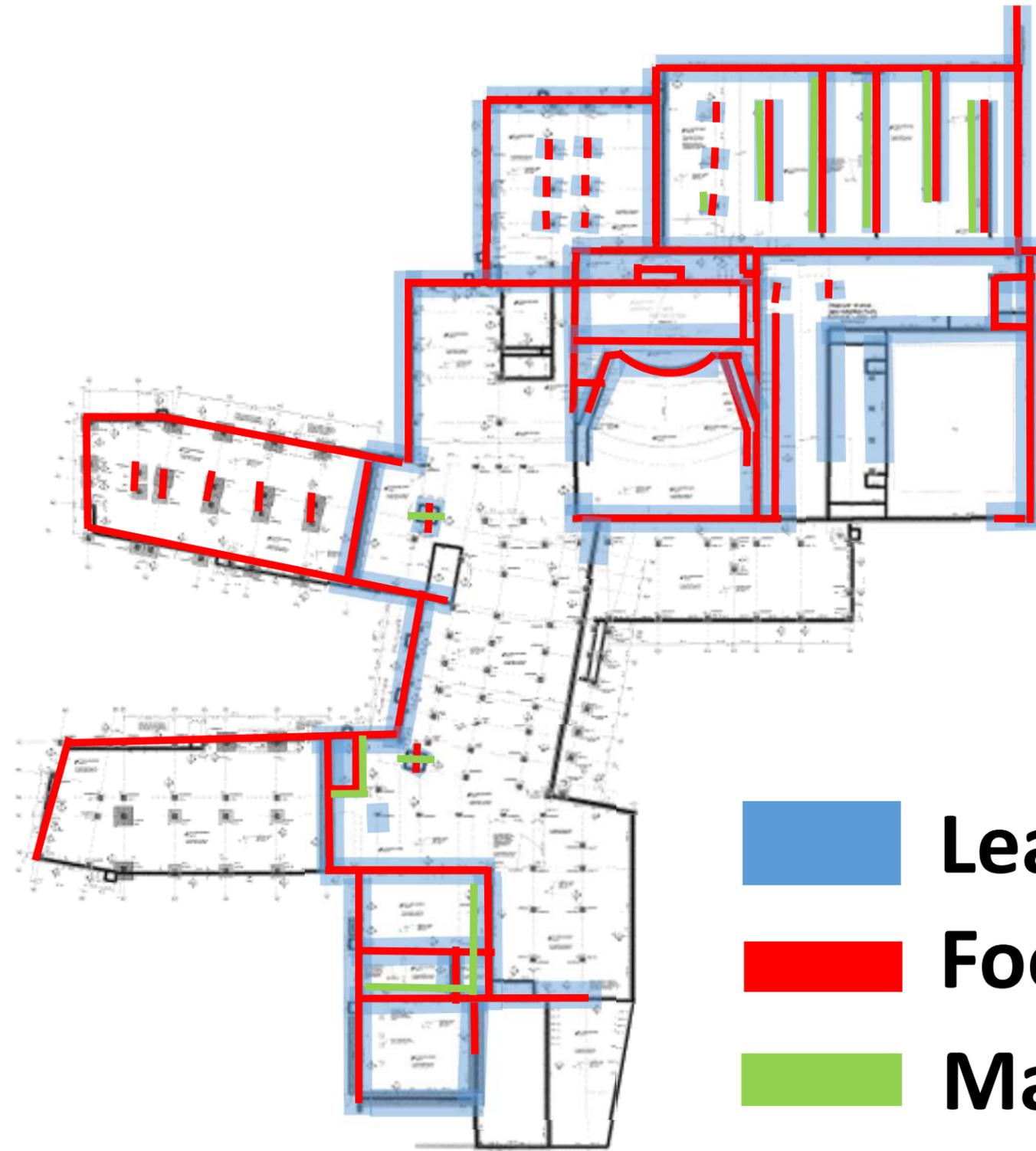
[YOU ARE HERE]



**WORKING ALL (13x)
BUILDING PHASES
CONCURRENTLY,
PLUS ALL SITE WORK!**



Foundations Progress (23 FEB '21)

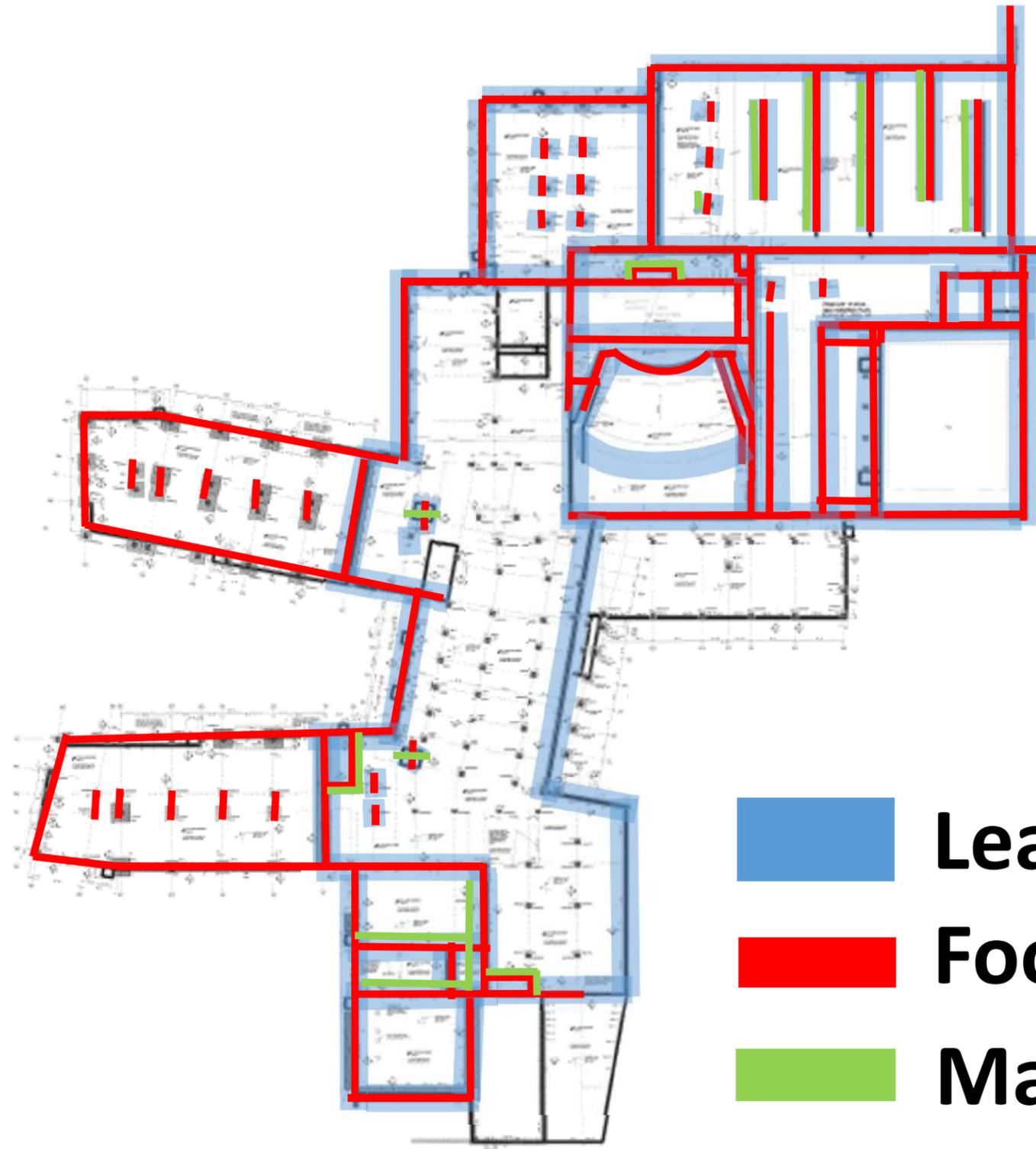


75%

-  Lean Mix
-  Footing/Fdn. Wall
-  Masonry Wall



Foundations Progress (23 MAR '21)

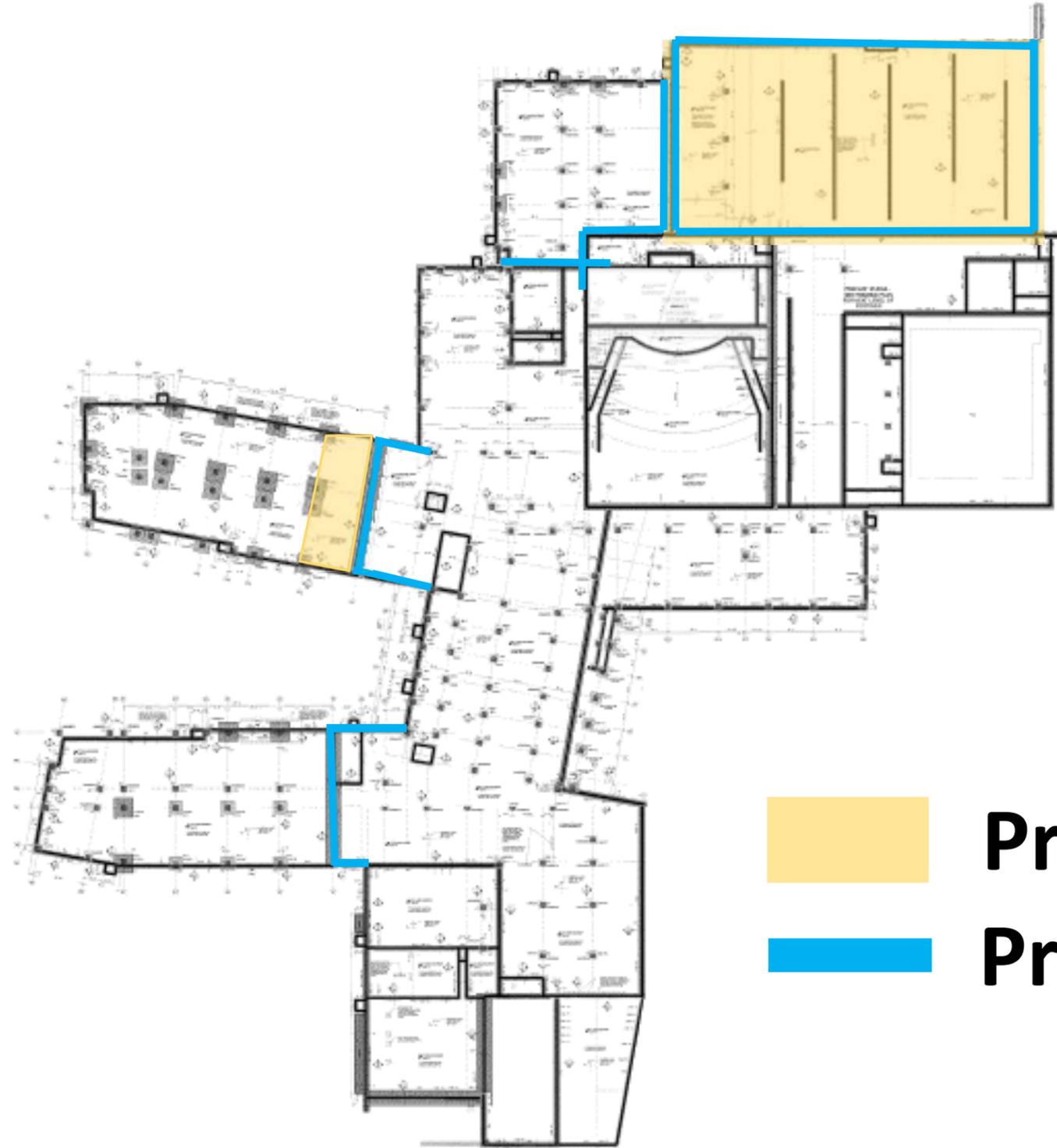


85%

-  Lean Mix
-  Footing/Fdn. Wall
-  Masonry Wall



**Precast
Progress
(23 FEB '21)**

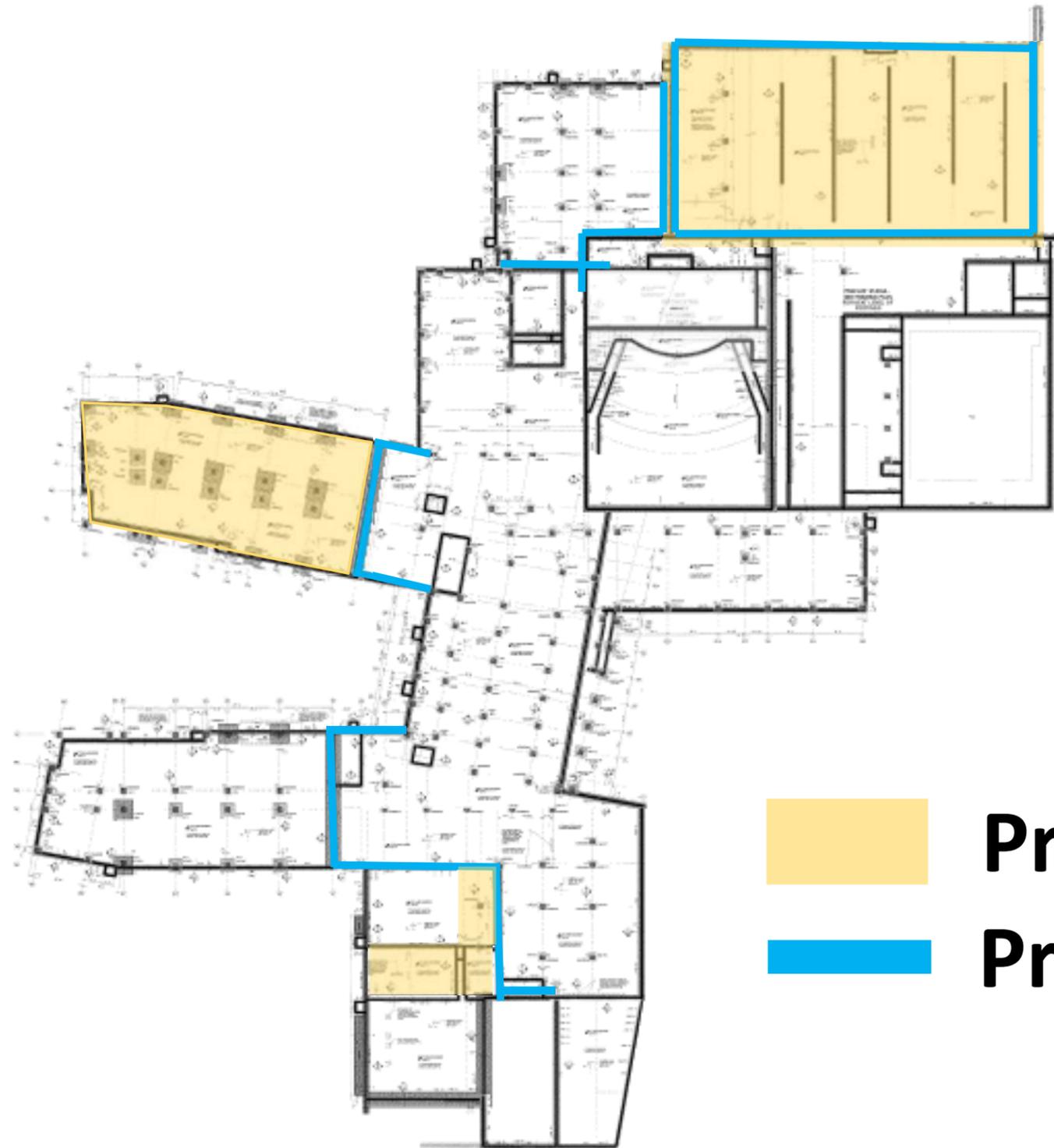


30%

-  **Precast Plank**
-  **Precast Walls**



**Precast
Progress
(23 MAR '21)**



40%

-  **Precast Plank**
-  **Precast Walls**



**Steel
Progress
(23 FEB '21)**



10%

-  **Structural Steel**
-  **Bar Joist & Deck**



**Steel
Progress
(23 MAR '21)**



25%

-  **Structural Steel**
-  **Bar Joist & Deck**

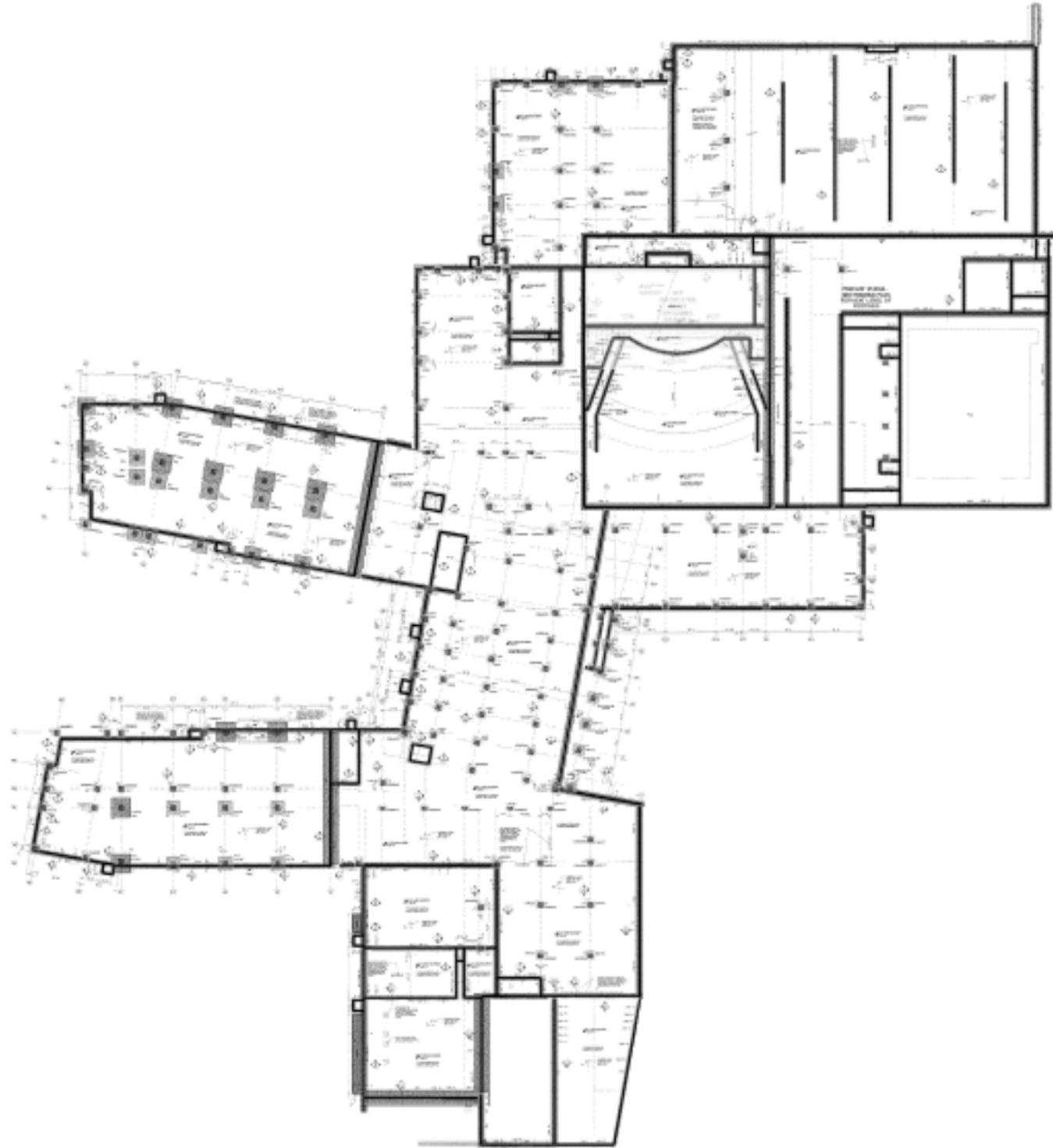


KRAUS-ANDERSON®

SCHEDULE

Project Update Presentation

**Roofing
Progress
(23 FEB '21)**



0%



Roofing Progress (23 MAR '21)



EPDM Roofing



KRAUS-ANDERSON®

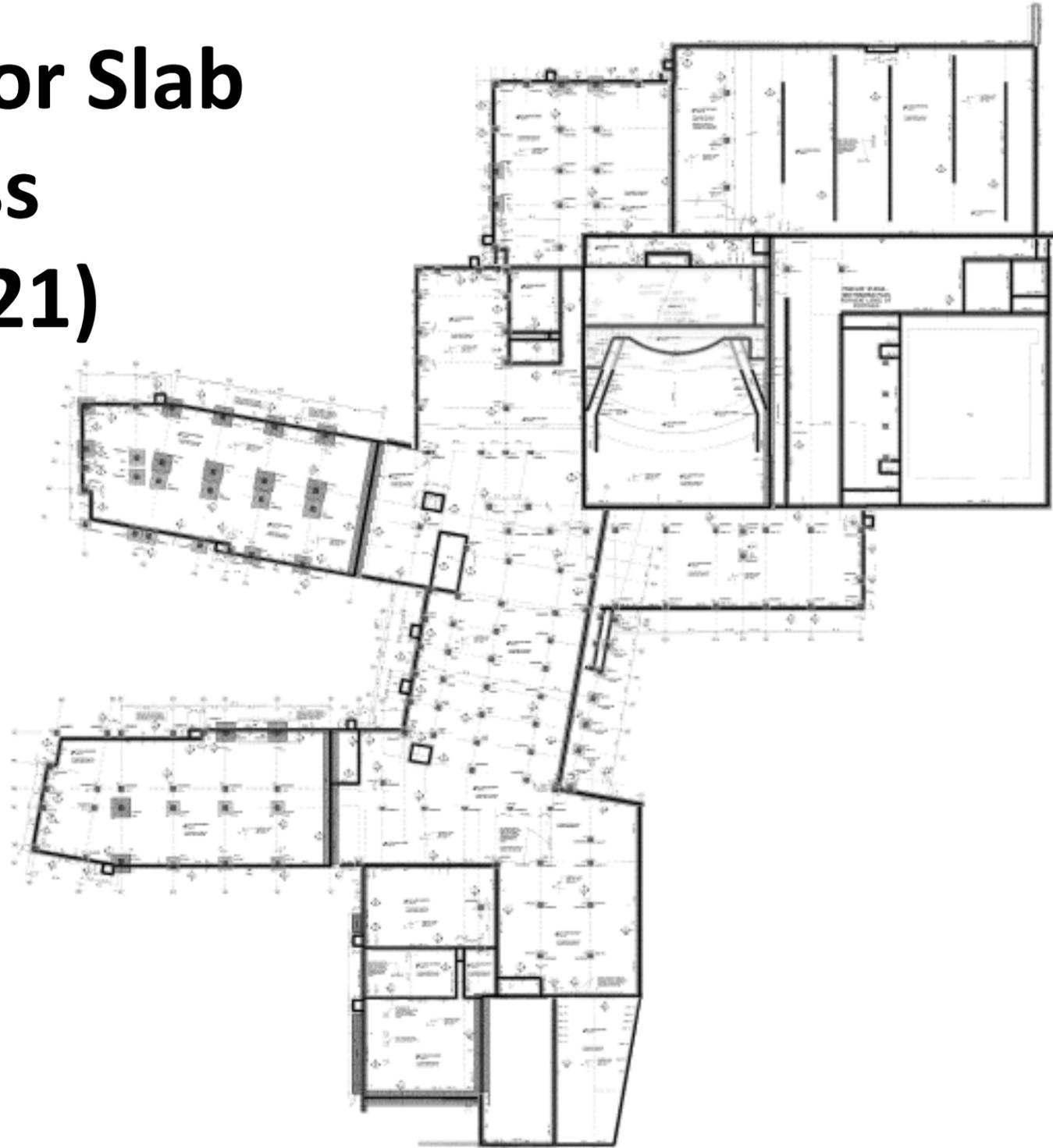
SCHEDULE

Project Update Presentation

Concrete Floor Slab

Progress

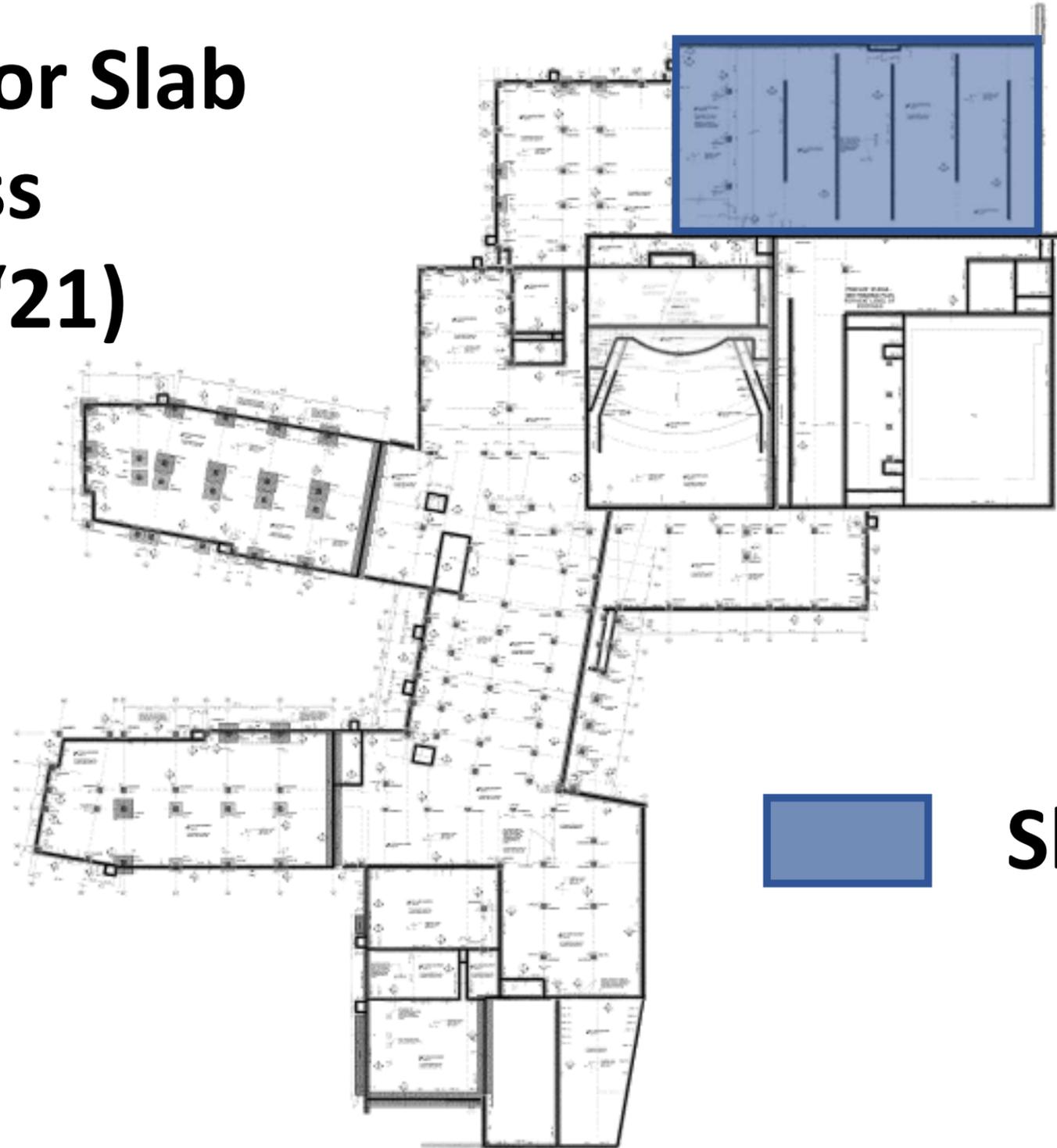
(23 FEB '21)



0%



Concrete Floor Slab Progress (23 MAR '21)



Slab on Grade



KRAUS-ANDERSON®

QUALITY

Project Update Presentation

QUALITY





Quality

- **Career Academy & Mentorship Program**
 - Many exciting developments for student build opportunities over the next 5 years!
 - Student job-site tours available on **Wednesday, 28 APR 2021** – looking forward to working with your CTE Classes that day!
 - Great job to Michelle Ufford & District CTE staff! (Special thanks to Greg Foster)

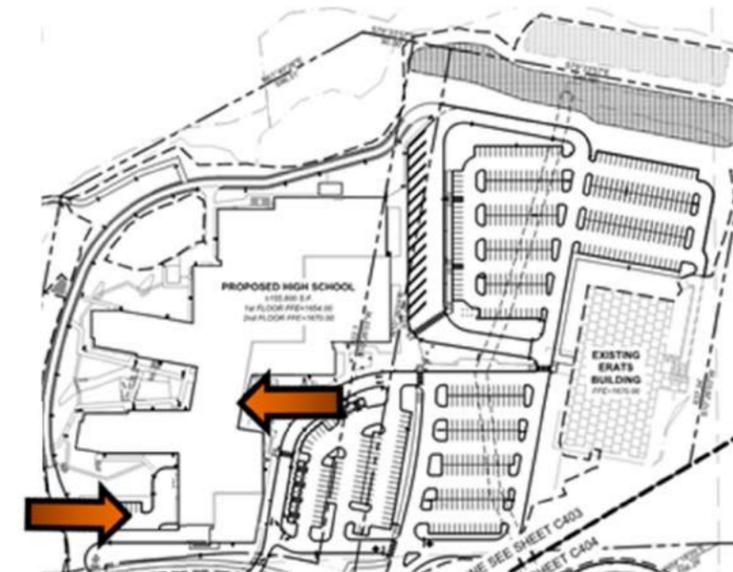


COMMONS COLUMN FOOTINGS



FOUNDATION WALLS GOING UP

DIV 03: Concrete (Cast-In-Place)





DIV 03: Concrete (Precast)



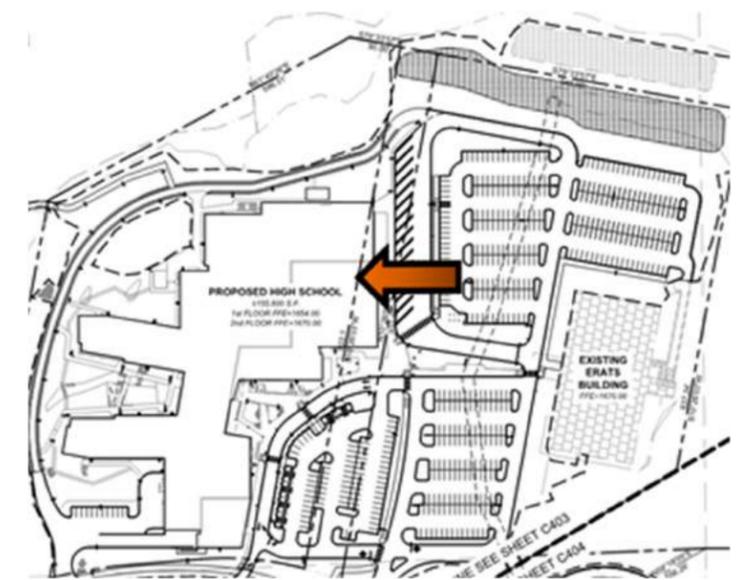


POOL EQUIPMENT ROOM AND CONCESSIONS STAND WALLS



LOCKER ROOM INTERIOR WALLS

DIV 04: Masonry







DIV 05: Steel (Install)





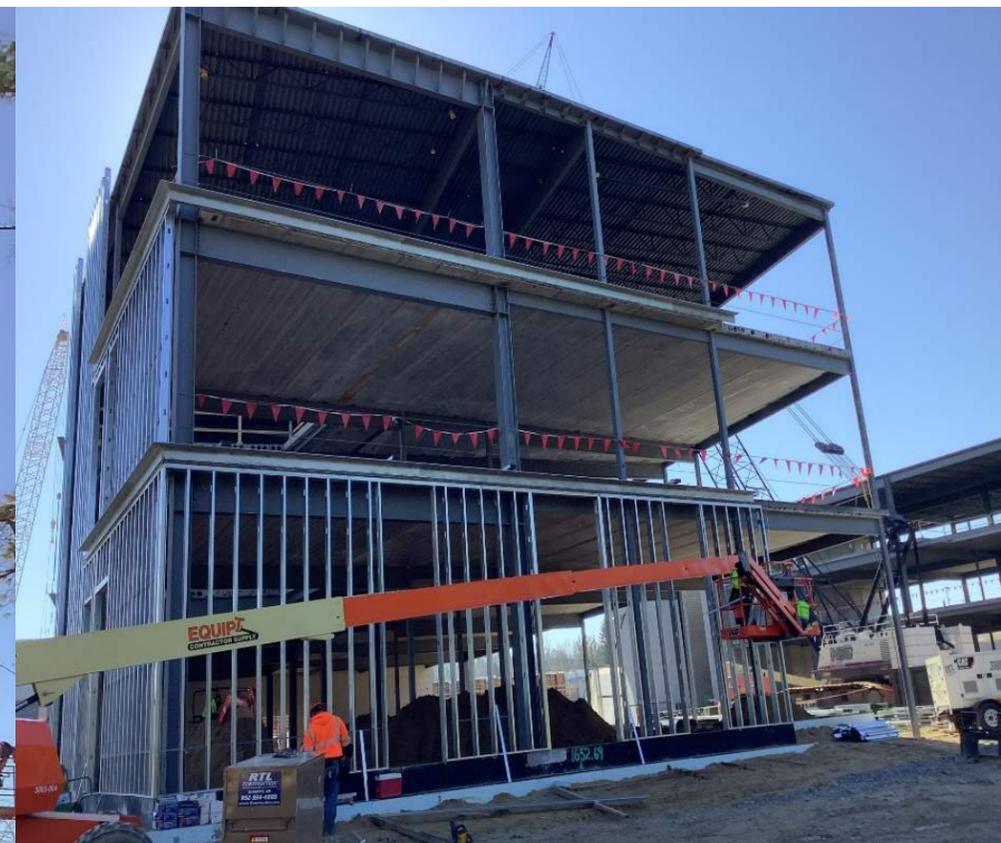
DIV 05: Steel (Supply)

ALL ROOF JOISTS ON-SITE BEFORE NATIONAL SHORTAGE!





MUSIC SUITE



DIV 07: Exterior Envelope







GYM ROOF TO MUD LAKE





READY TO INSTALL INSULATED METAL PANEL SHELL – WATCH OUT ELEMENTARY SITE, WE’RE GOING TO CATCH YOU!



CORTEN WEATHERING STEEL



BRICK VENEER

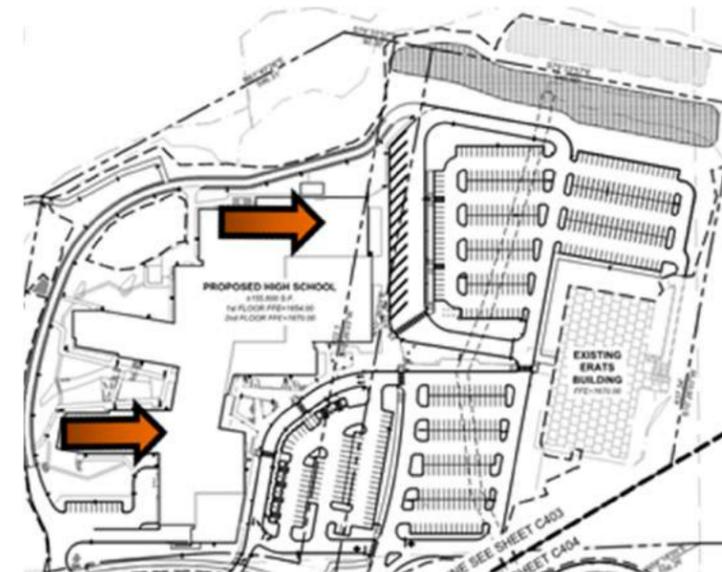


3-STATION GYM - DUCTWORK IS IN!



UNDERGROUND PLUMBING

DIV 21: Fire Protection (Sprinkler)
DIV 22-23: Mechanical
DIV 26-28: Electrical





THIS WILL BE BEAUTIFUL.....SOMEDAY!



FUTURE WOLVERINE FOOTBALL STADIUM

DIV 31: Earthwork





KRAUS-ANDERSON®

QUESTIONS

Project Update Presentation

Questions?



KRAUS-ANDERSON®

THANK YOU!

Project Update Presentation

THANK YOU!



GO WOLVERINES!

Rock Ridge Public Schools

#FiercelyUnited

Eveleth-Gilbert Elementary School

Rock Ridge Public Schools – School Board Quarterly Update

April 26th 2021

Elementary Courtyard – Exterior Materials



Cunningham





Agenda

1. Construction Update

- Safety
- Budget
- Schedule
- Quality

2. Closing Comments/Questions



KRAUS-ANDERSON®

Construction Update
Project Update Presentation

CONSTRUCTION UPDATE



KRAUS-ANDERSON®

SAFETY

Project Update Presentation

SAFETY



Safety

- **Zero Injuries**
 - ~**88,000** construction hours worked to date!
 - ~**45** workers/day currently (~400 hours/day)
 - ~**16** prime Contractors active on-site
 - Zero **(0)** Lost-Time Accidents
 - Zero **(0)** OSHA Violations / Citations
- **COVID-19 Impacts Update & Current Status**
 - Zero **(0)** Additional Positive Cases Reported On-Site
- **OSHA Consultation**
 - MN-OSHA Consultation #03: **30 JUN 2021**



KRAUS-ANDERSON®

BUDGET

Project Update Presentation

BUDGET UPDATE



KRAUS-ANDERSON®



KRAUS-ANDERSON®

Updated: 26-Apr-21 PJA

Owner: Rock Ridge Public Schools
Project: Rock Ridge Schools Referendum Projects
Designer: Cuningham Group Architecture

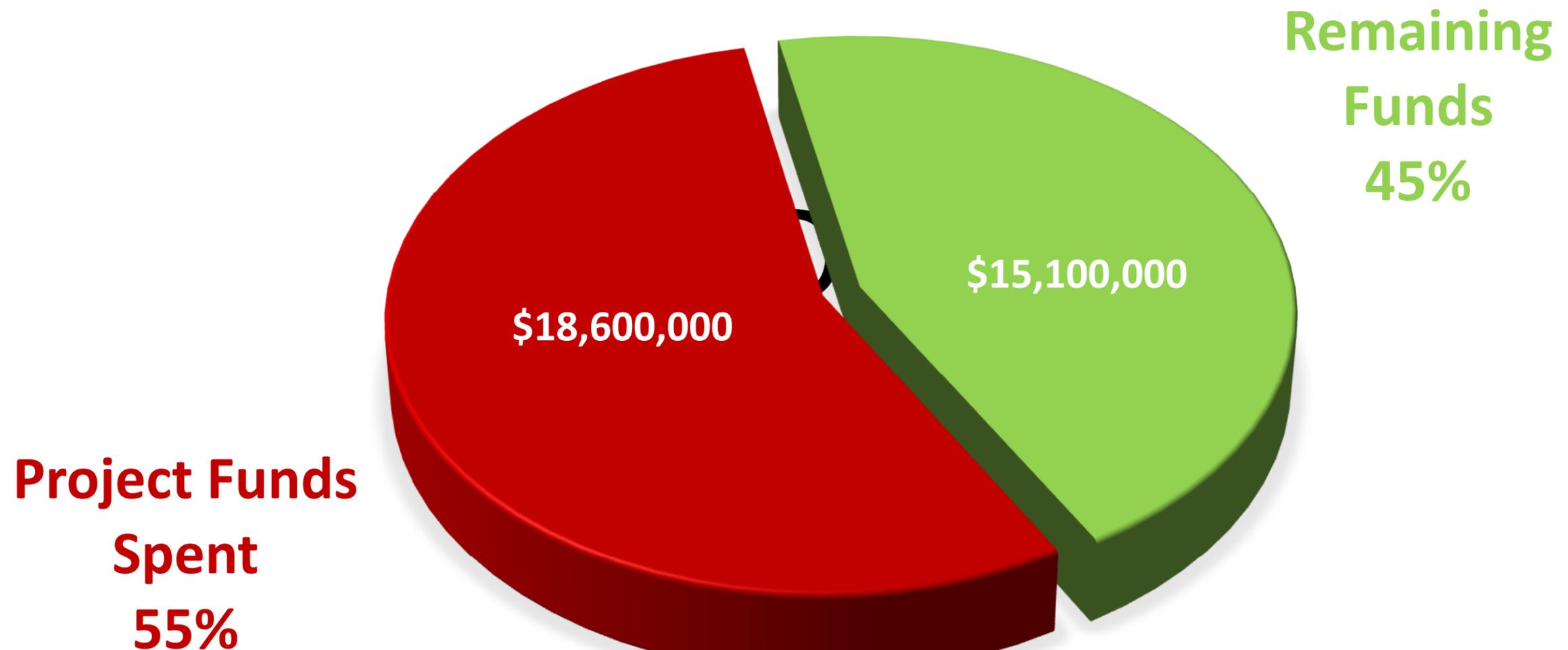
Code: 100

Master Referendum Budget Eveleth-Gilbert Elementary

	Eveleth-Gilbert Elementary School (#01)	EGE Spent to Date	EGE Remaining
Section 01: Project Funding			
01: FUNDING SOURCES			
Total Project Funding	\$ 34,000,000.00		
Section 02: Project Expenses			
02A: HARD COSTS			
<u>02A-1: Construction Costs Budget</u>			
Construction Contracts (Held by Owner)	\$ 23,811,278.96	\$ 14,592,177.66	\$ 9,219,101.30
KA General Conditions	\$ 630,000.00	\$ 221,595.72	\$ 408,404.28
Construction & Design Contingency	\$ 1,700,403.01	\$ 1,270,000.00	\$ 430,403.01
Subtotal Construction Costs	\$ 26,141,681.97	\$ 16,083,773.38	\$ 10,057,908.59
02B: SOFT COSTS			
<u>02B-1: Construction Management (C.M.) Costs</u>			
Subtotal CM Costs	\$ 2,333,133.93	\$ 1,161,346.07	\$ 1,171,787.86
<u>02B-2: Owner Costs Budget</u>			
Subtotal Soft Costs	\$ 5,191,572.69	\$ 1,300,328.44	\$ 3,891,244.25
Total Owner Soft Cost Budget	\$ 7,524,706.63	\$ 2,461,674.51	\$ 5,063,032.12
Section 03: Summary			
03: PROJECT TOTALS			
Total Project Costs	\$ 33,666,388.60	\$ 18,545,447.89	\$ 15,120,940.71
Over / Under Budget	-\$333,611.40		

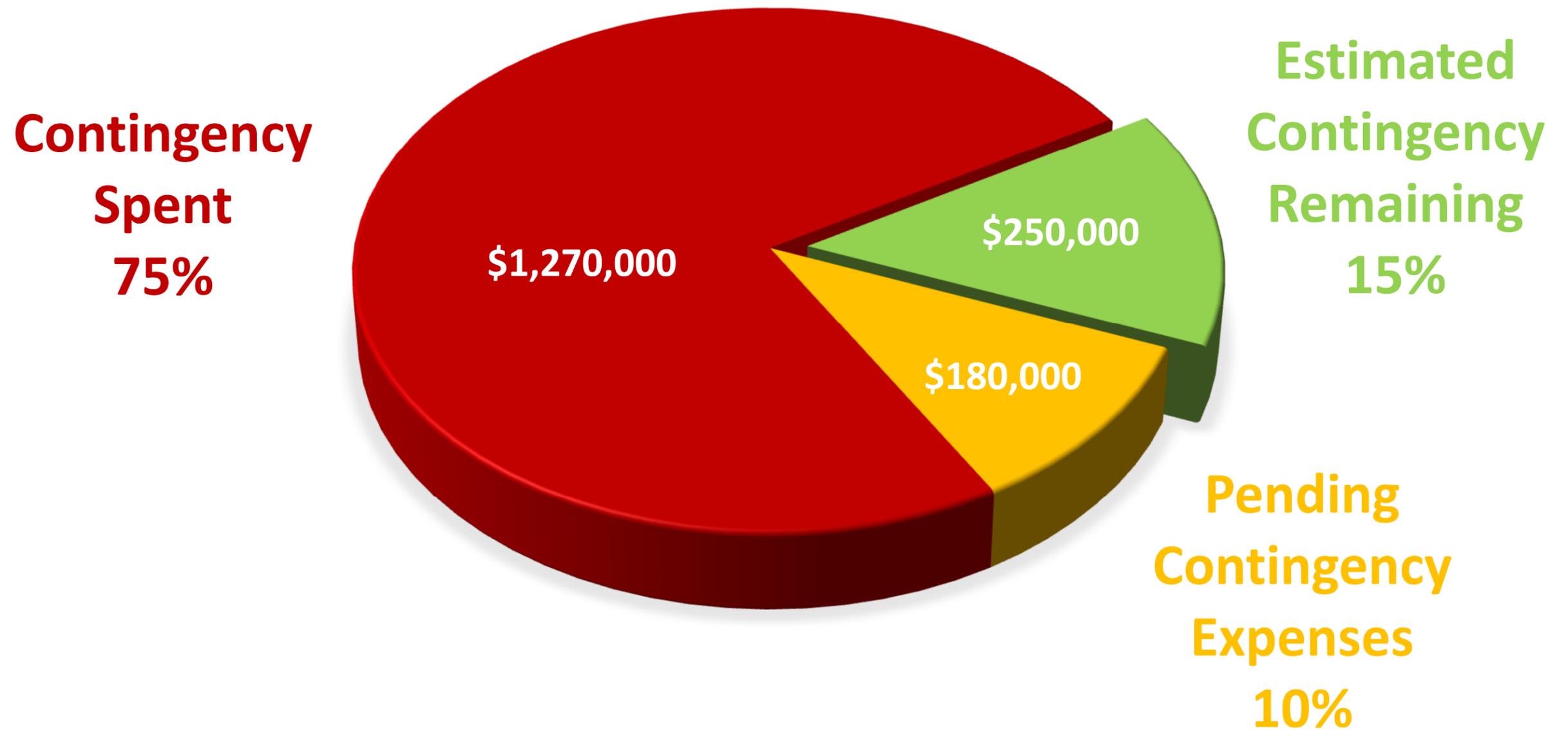


Project Expenses Status





Project Contingency Status





KRAUS-ANDERSON®

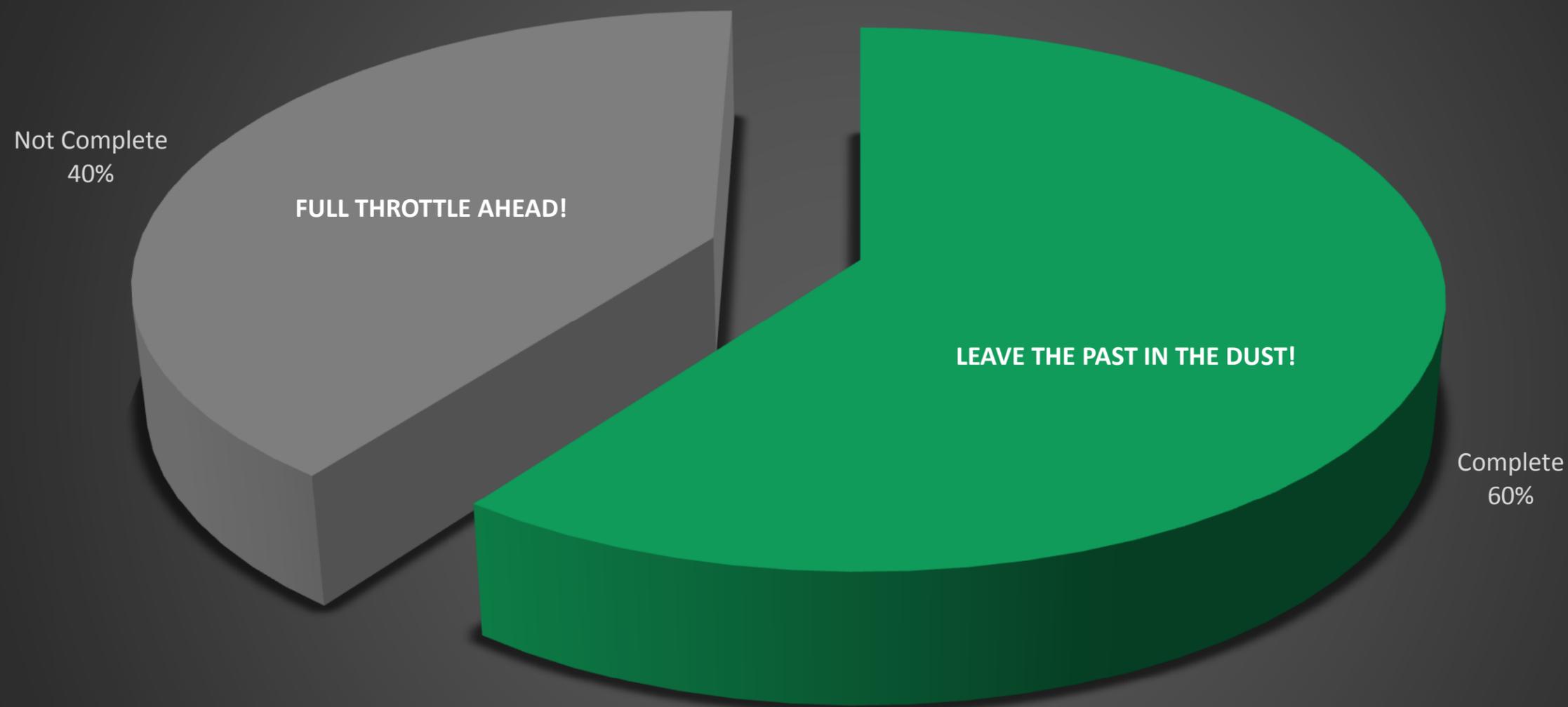
SCHEDULE

Project Update Presentation

SCHEDULE



60% Completed Overall !!



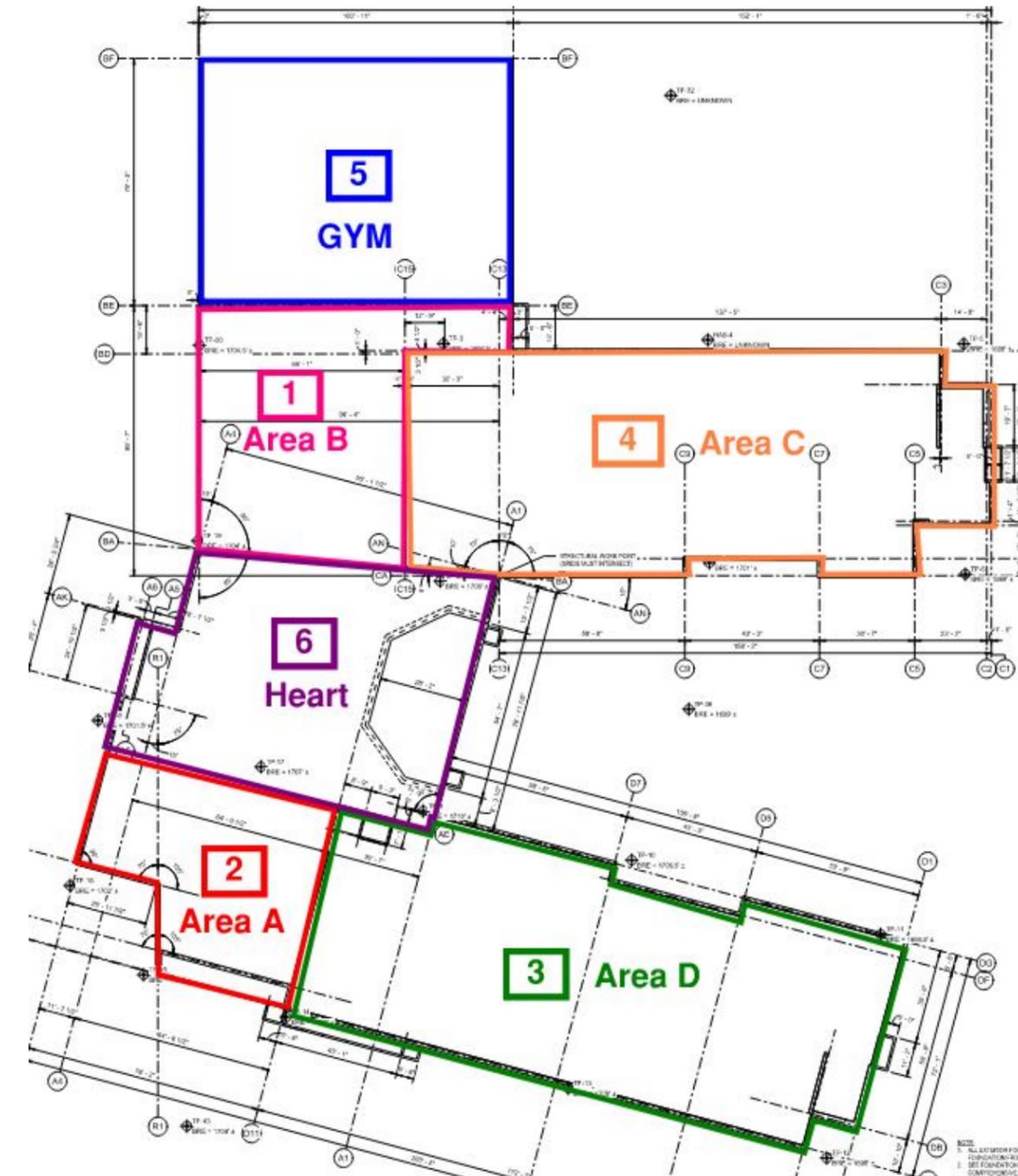
■ Complete ■ Not Complete



7 Months to go!

Completion Dates

- A. **Building Structure: Complete**
- B. **Building Envelope: 13 AUG**
 - 1. Metal Panel
 - 2. Windows
 - 3. Cast-Stone Base
- C. **Interior Construction: 01 OCT**
 - 1. Metal Studs
 - 2. MEP Rough-ins
 - 3. Blocking/Backing
 - 4. Drywall
 - 5. Mud/Tape/Sand
- D. **Interior Finishes: 26 NOV (substantial completion)**
 - 1. Painting
 - 2. Ceilings
 - 3. Flooring
 - 4. Tile
 - 5. Casework
 - 6. Terrazzo
 - 7. Playground

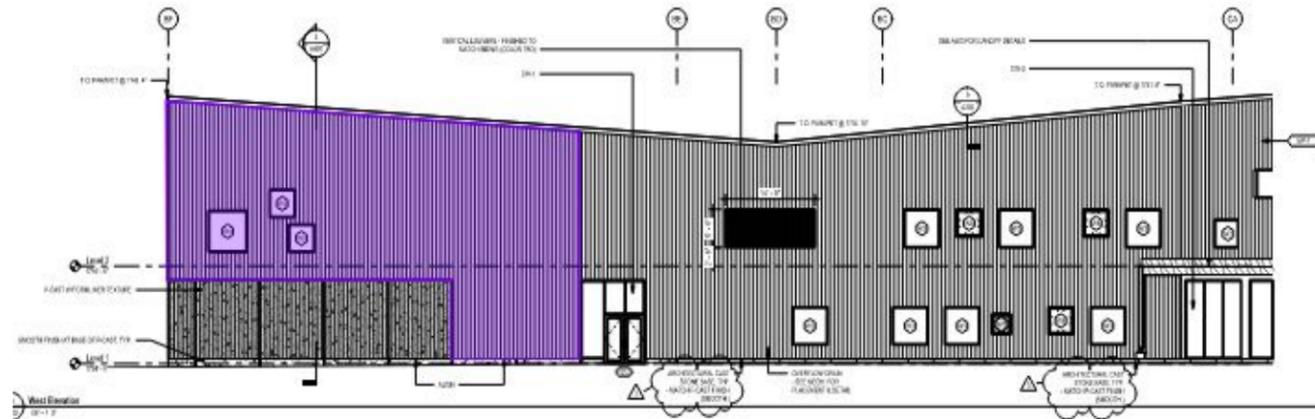




KRAUS-ANDERSON®

SCHEDULE

Project Update Presentation



Exterior Materials

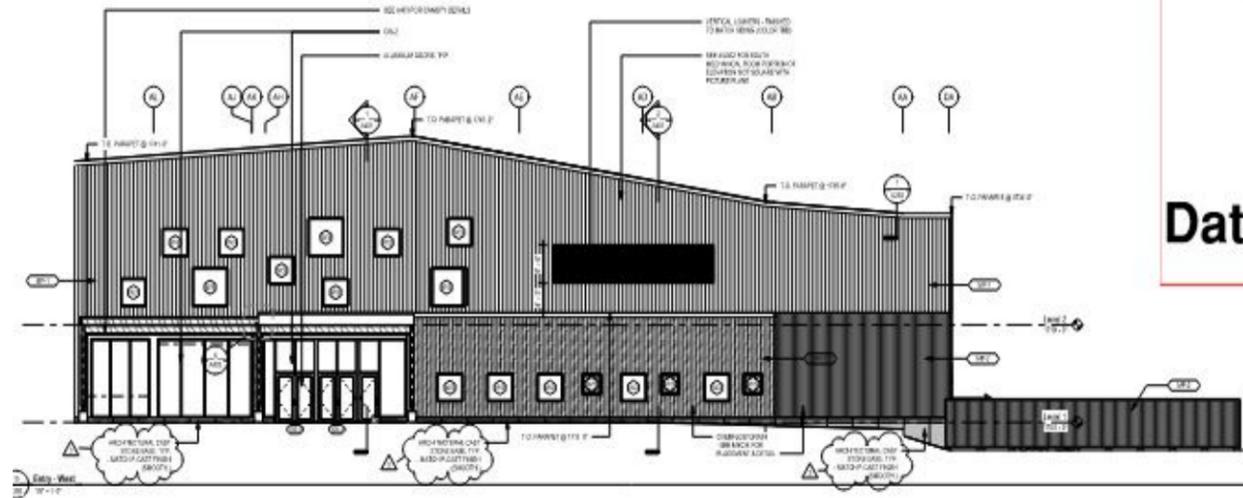
-  MP-1
-  MP-2
-  WP-1
-  PRECAST - SMOOTH (SEE A303 FOR FINISH)
-  PRECAST - W/FORMLINER TEXTURE FINISH

GENERAL NOTE: SEE A303 PRECAST CONCRETE ELEVATIONS FOR EXTENT OF PRECAST BEHIND MP SIDING.



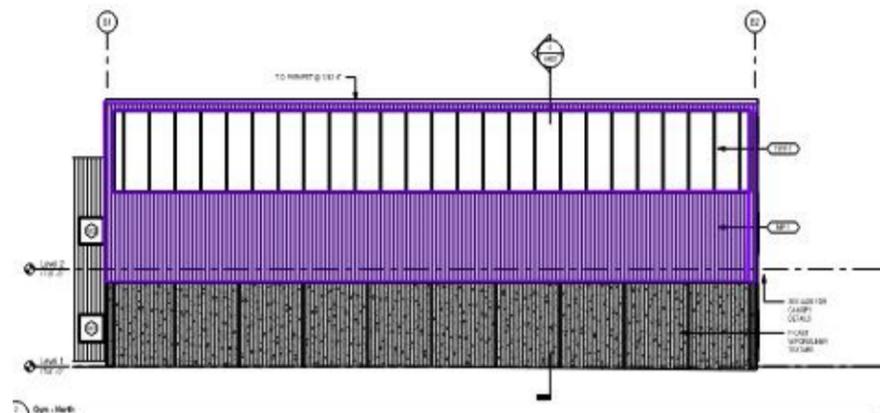
EG Elementary School
Metal Panel
Completion Status

Date: 4-26-21



KEYPLAN

Registration	
Title	Ext Elevations
Date	04/26/21
Scale	AS SHOWN
Notes: 1. See A303 for details on materials and finishes. 2. See A303 for details on materials and finishes.	
Author	JTB
Check	JTB
Scale	AS SHOWN
1. 1/8" = 1'-0"	2. 1/4" = 1'-0"



Project Information

Client	Evish Gilbert Elementary School
Architect	Kraus-Anderson
Contract No.	19-00000001
Project No.	19-00000001
Sheet No.	19-00000001
Scale	AS SHOWN
Date	04/26/21
Author	JTB
Check	JTB
Scale	AS SHOWN
1. 1/8" = 1'-0"	2. 1/4" = 1'-0"

Sheet Title
 Exterior Elevations

Sheet Number **Control Revision**



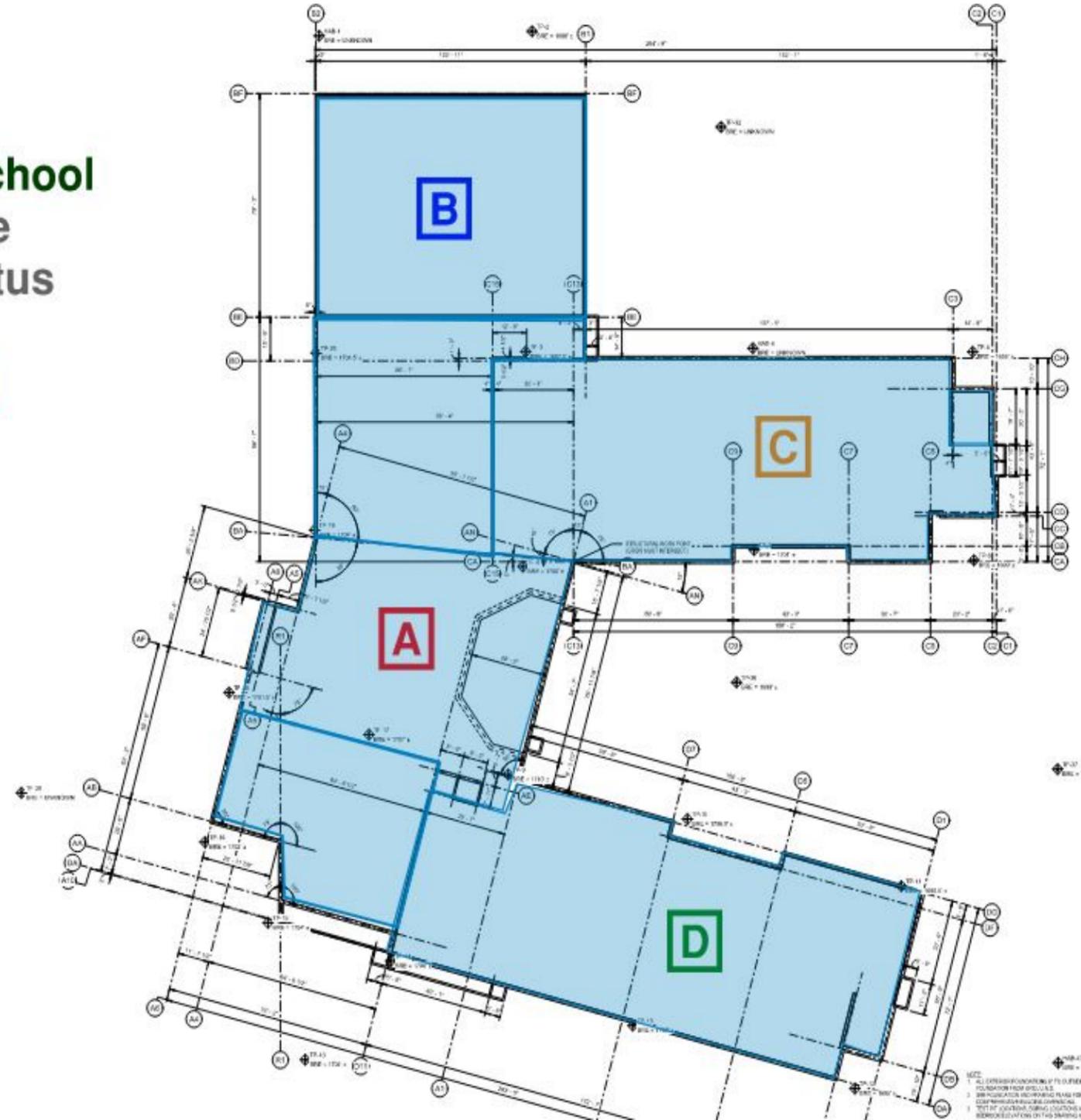
KRAUS-ANDERSON®

SCHEDULE

Project Update Presentation

EG Elementary School
Slab on Grade
Completion Status

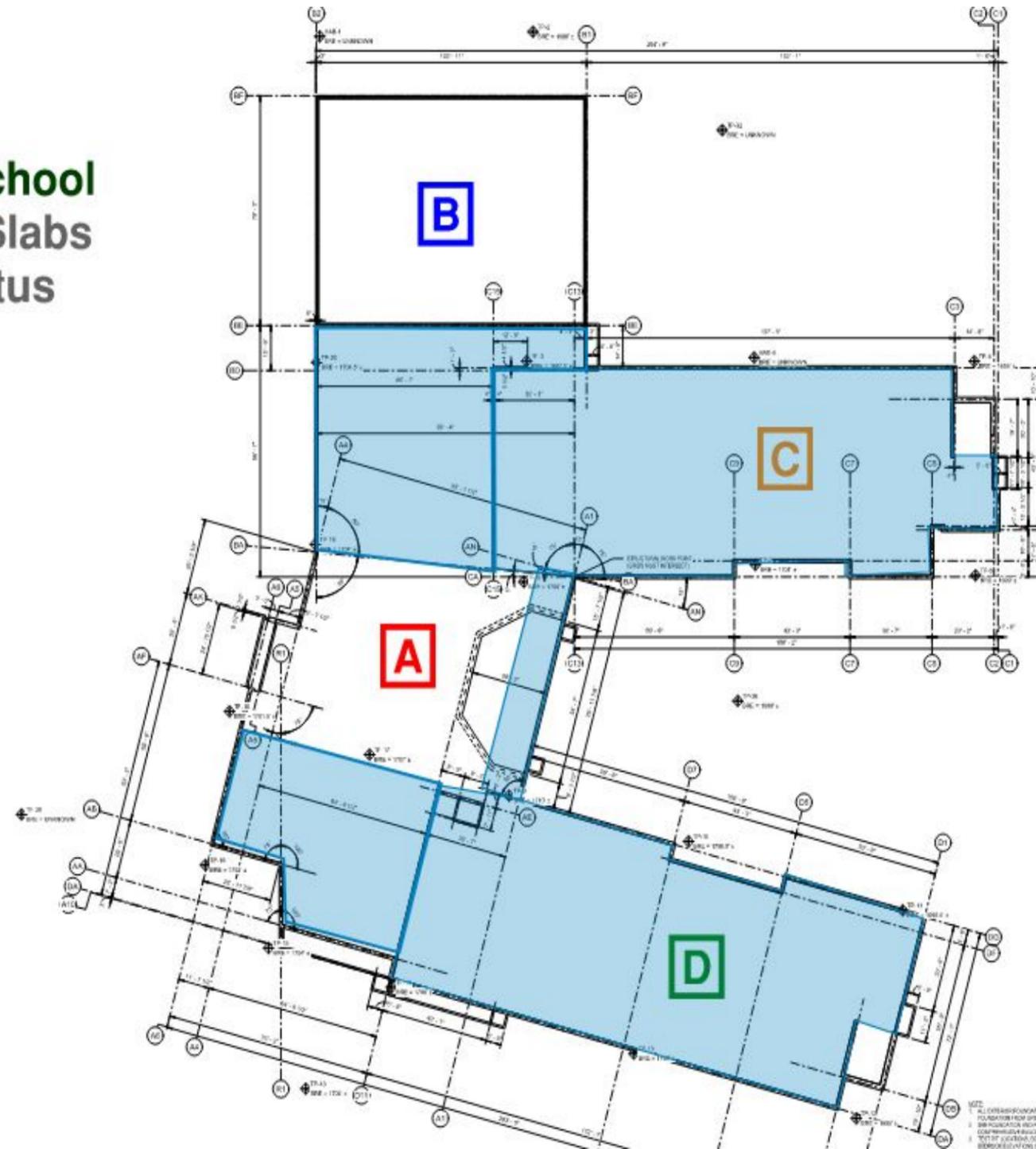
Date: 4-26-21





EG Elementary School
Level 2 Topping Slabs
Completion Status

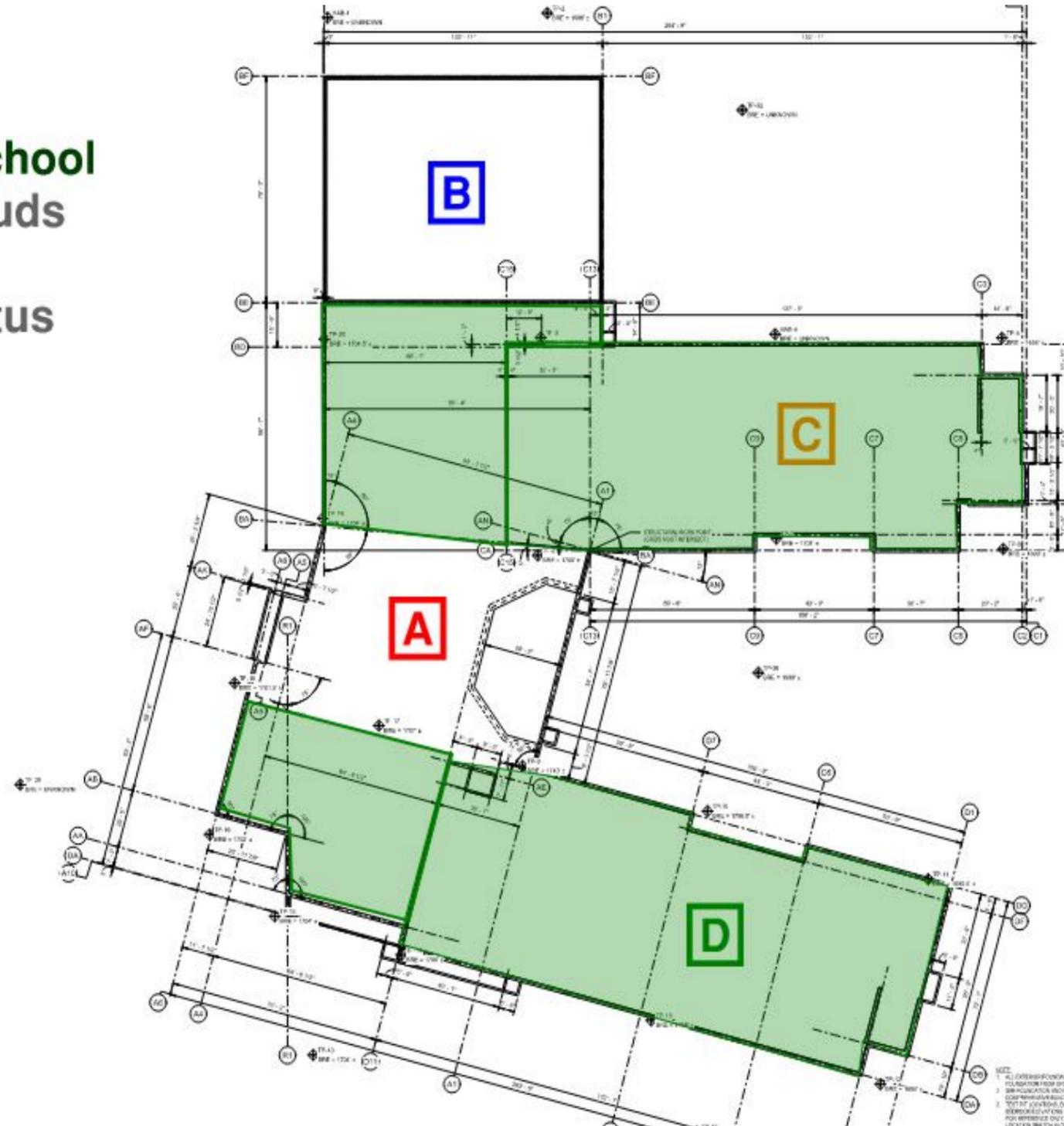
Date: **4-8-21**





EG Elementary School
Interior Metal Studs
Level 1
Completion Status

Date: 4-8-21





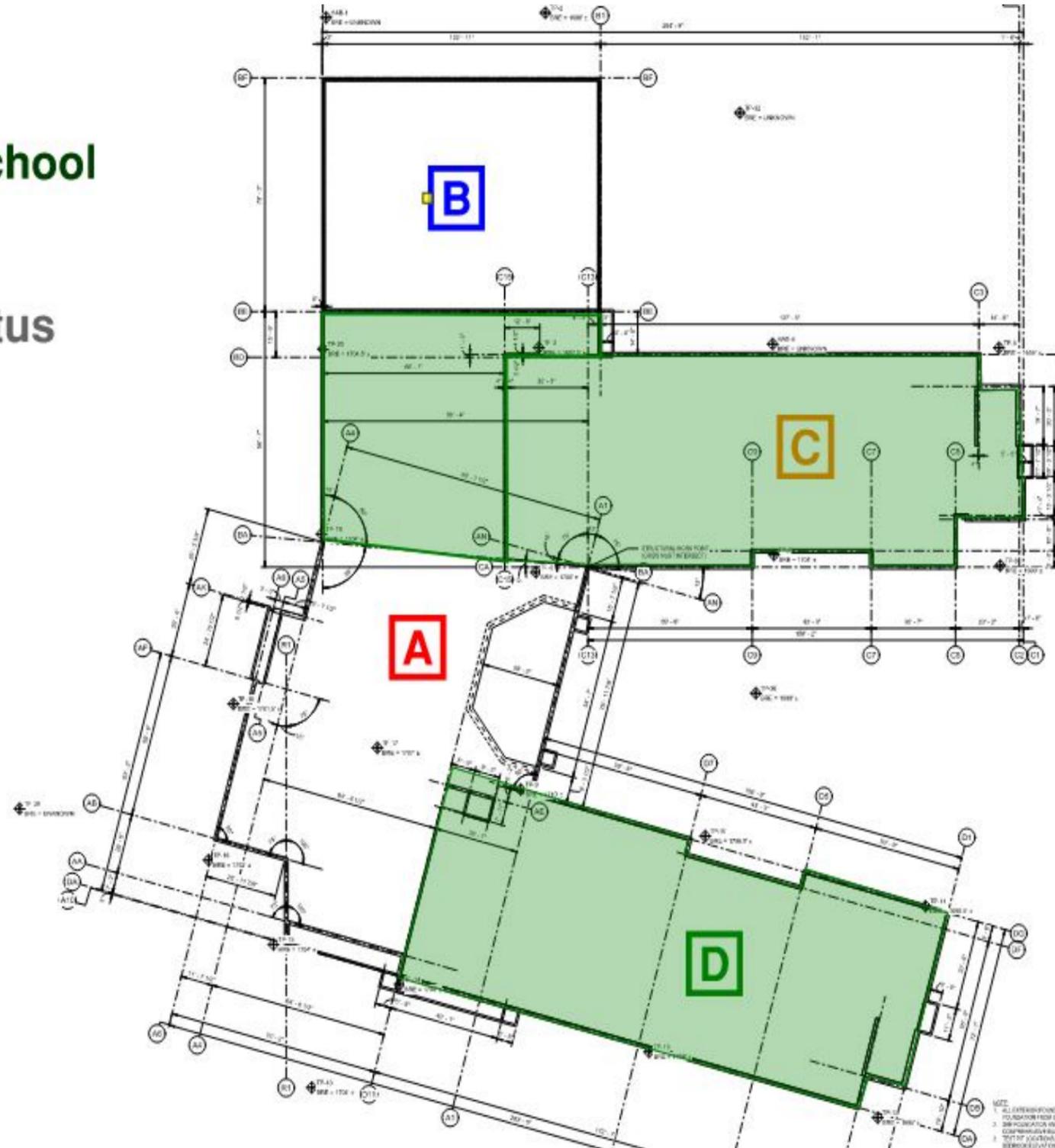
KRAUS-ANDERSON®

SCHEDULE

Project Update Presentation

EG Elementary School
Metal Stud
Level 2
Completion Status

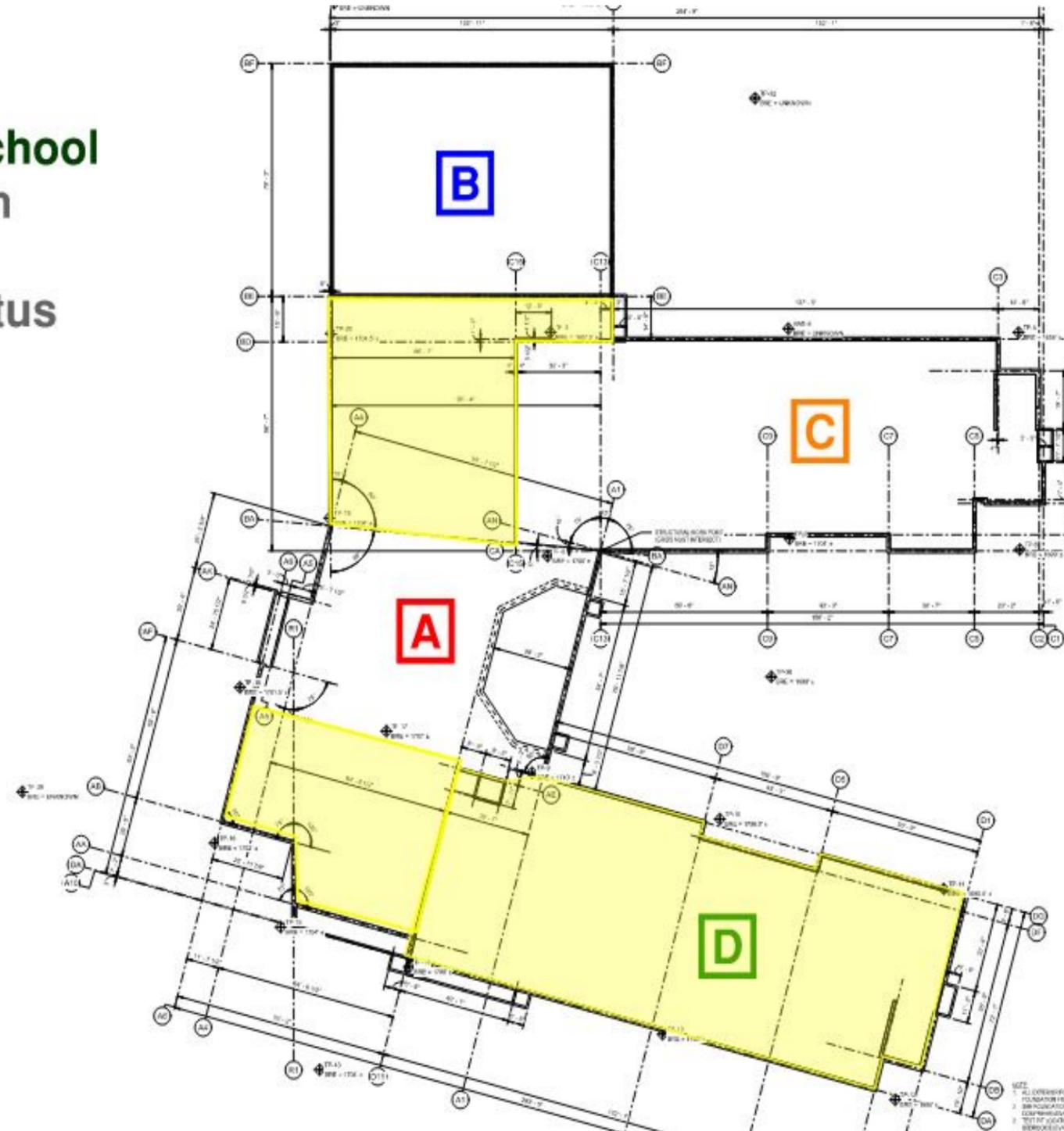
Date: 4-26-21





EG Elementary School
MEP Rough-in
Level 1
Completion Status

Date: 4-26-21





KRAUS-ANDERSON®

QUALITY

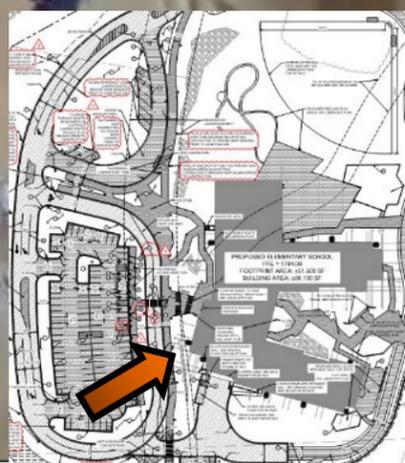
Project Update Presentation

QUALITY

Overall Site

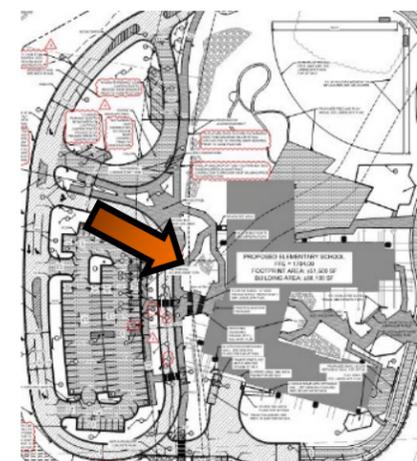


ARIAL VIEW



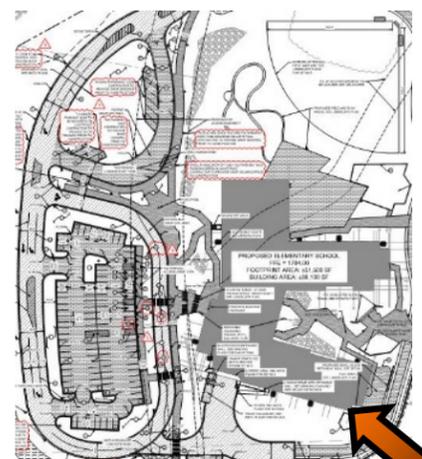


West Side Main Entry



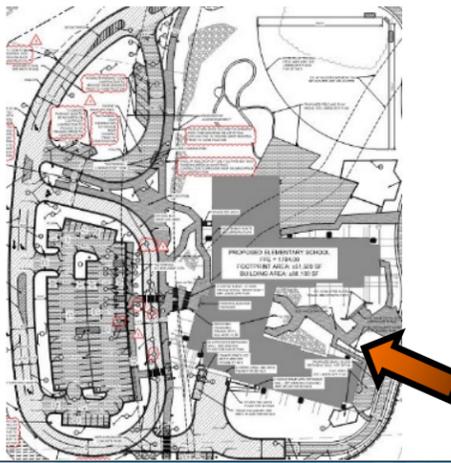


**South Learning
Wing From SE**



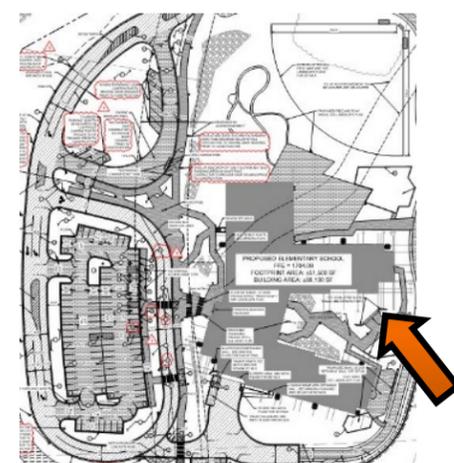


Courtyard From East



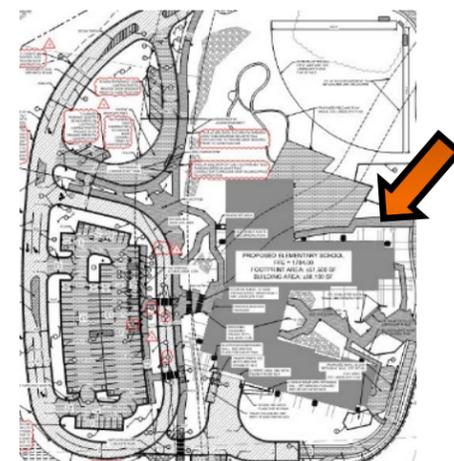


**North Learning Wing
From SE**



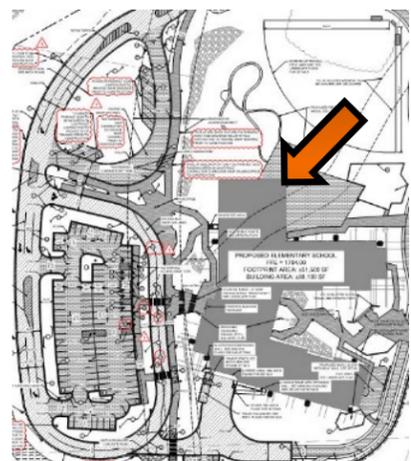


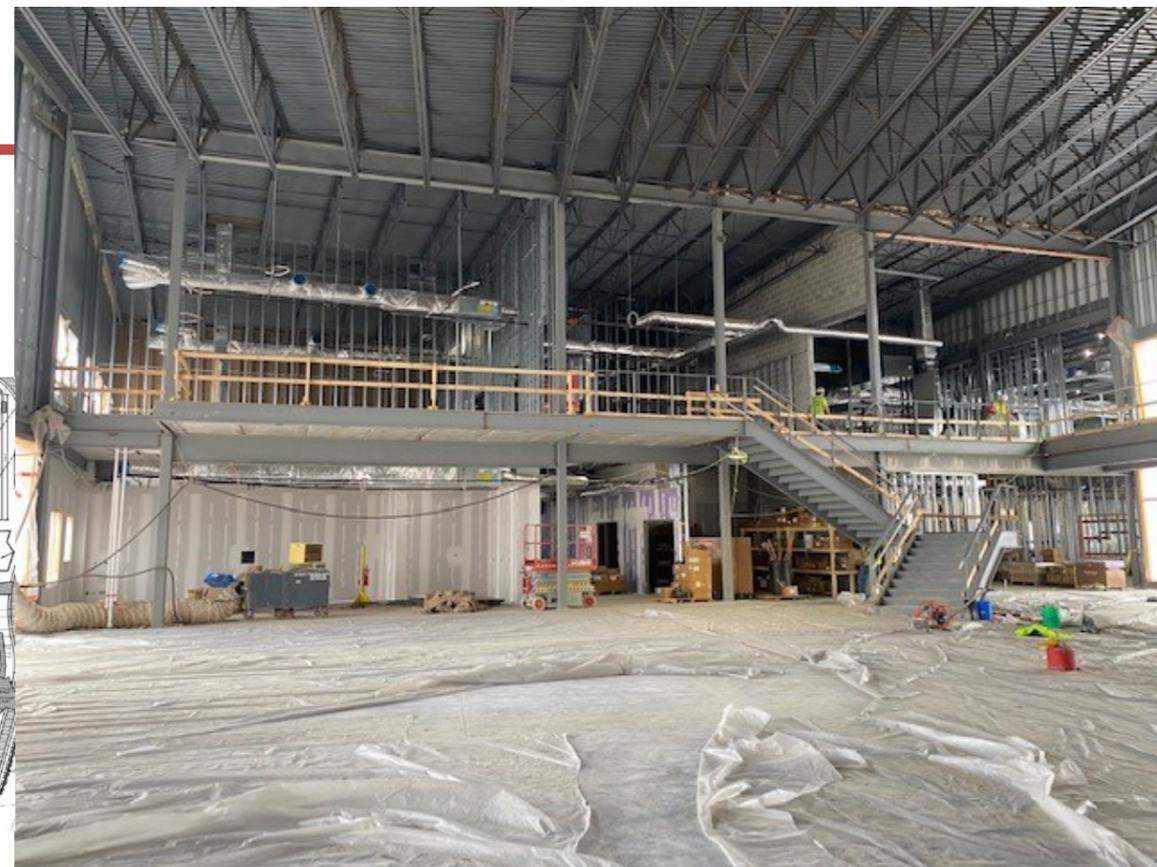
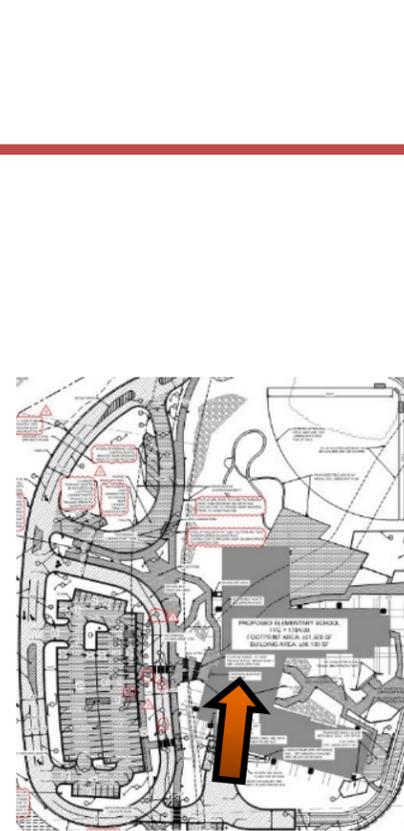
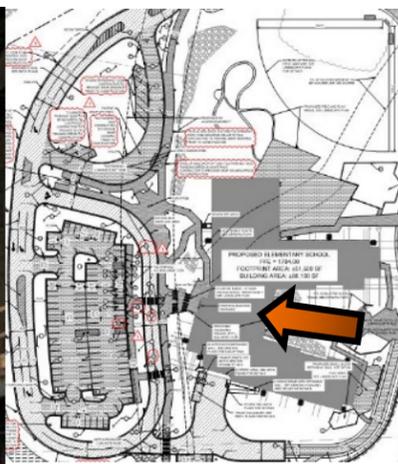
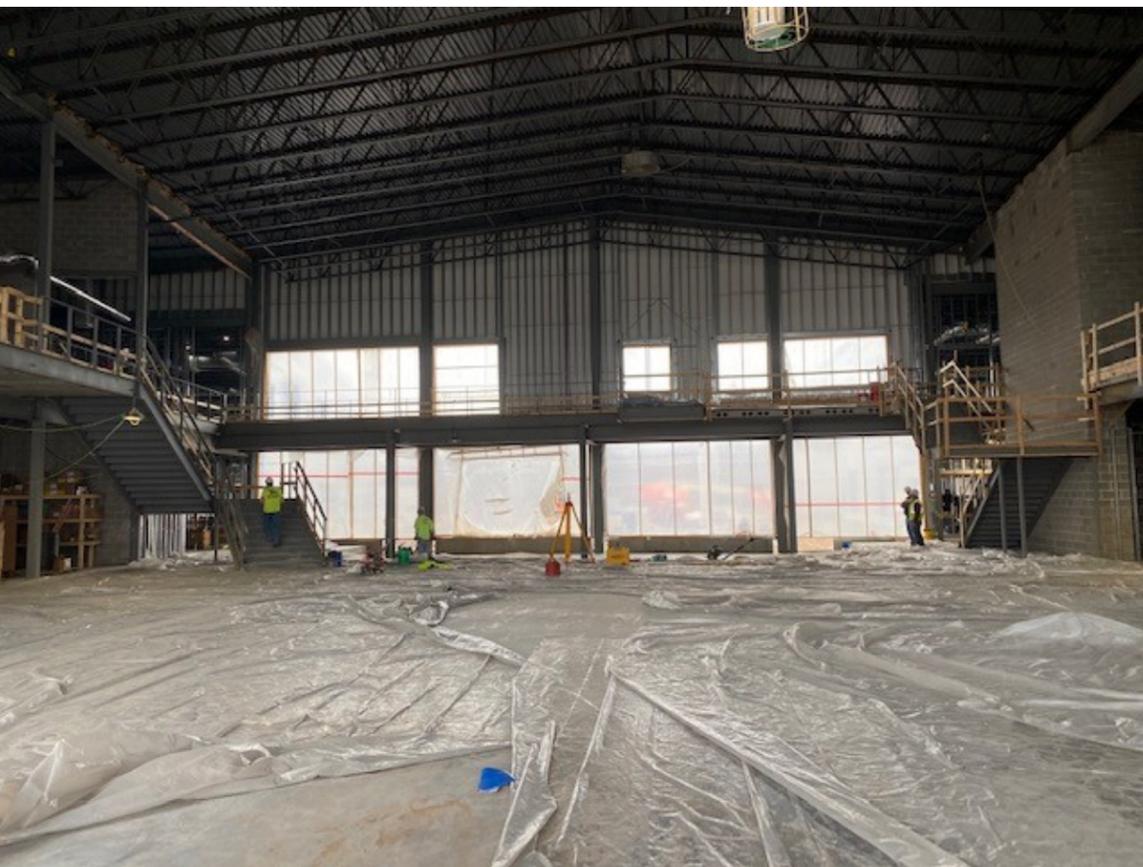
**North Learning
Wing From NE**



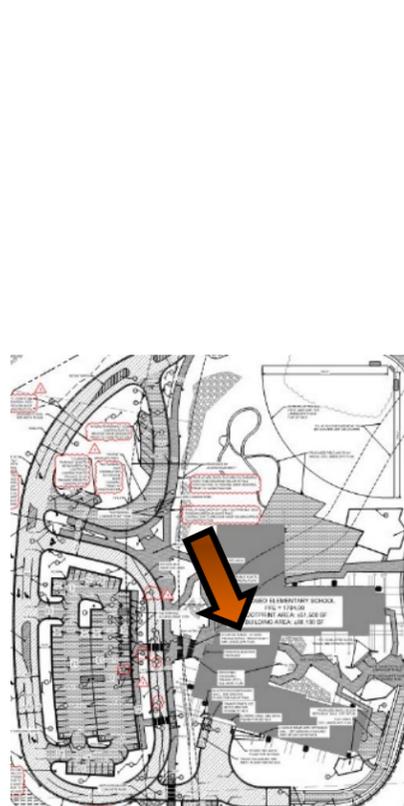
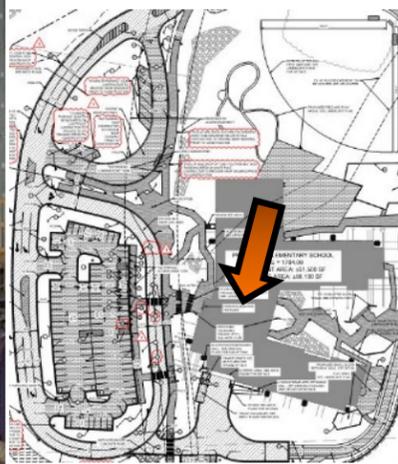


**Gym
From NE**





Heart Commons Area

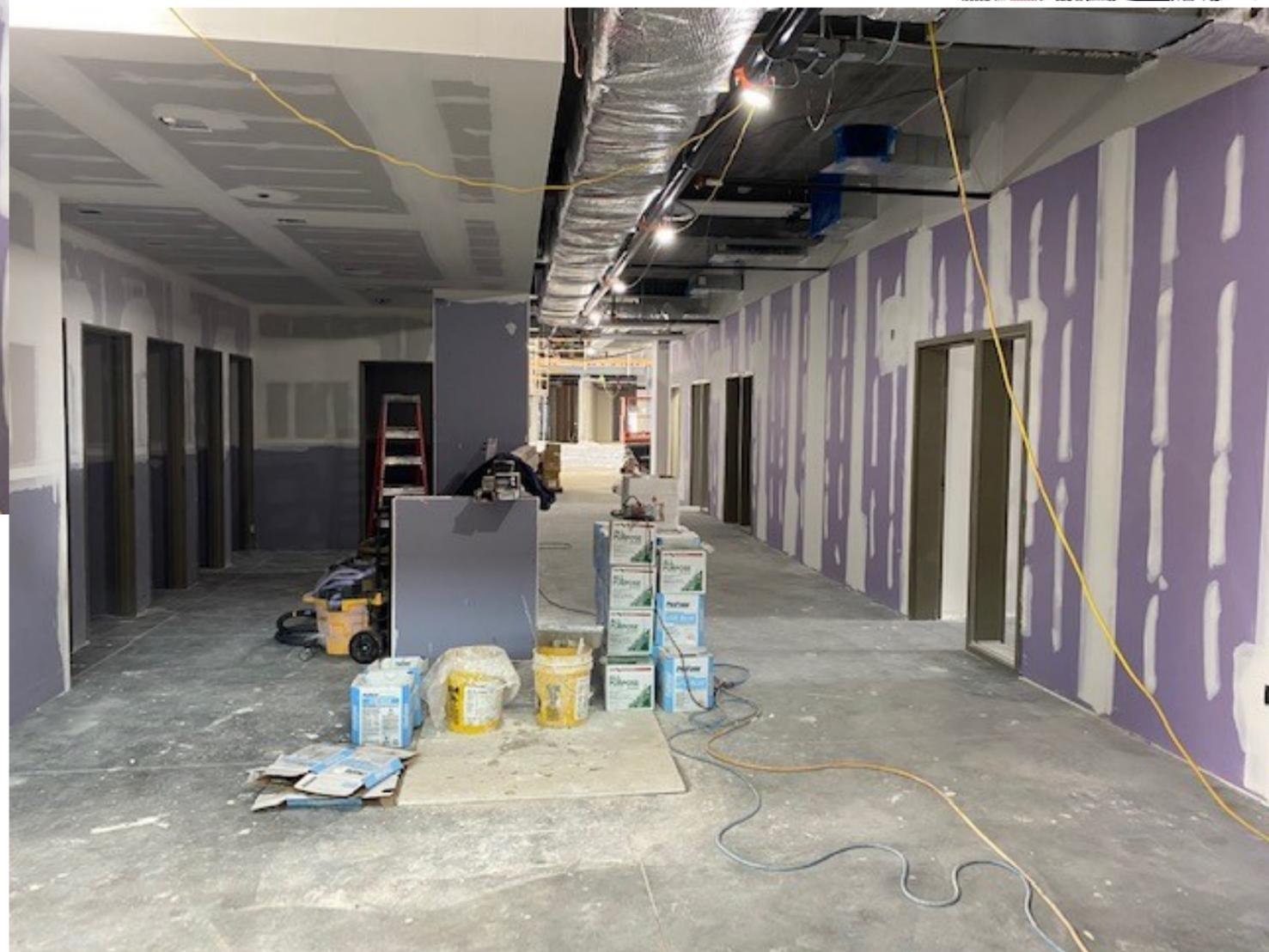


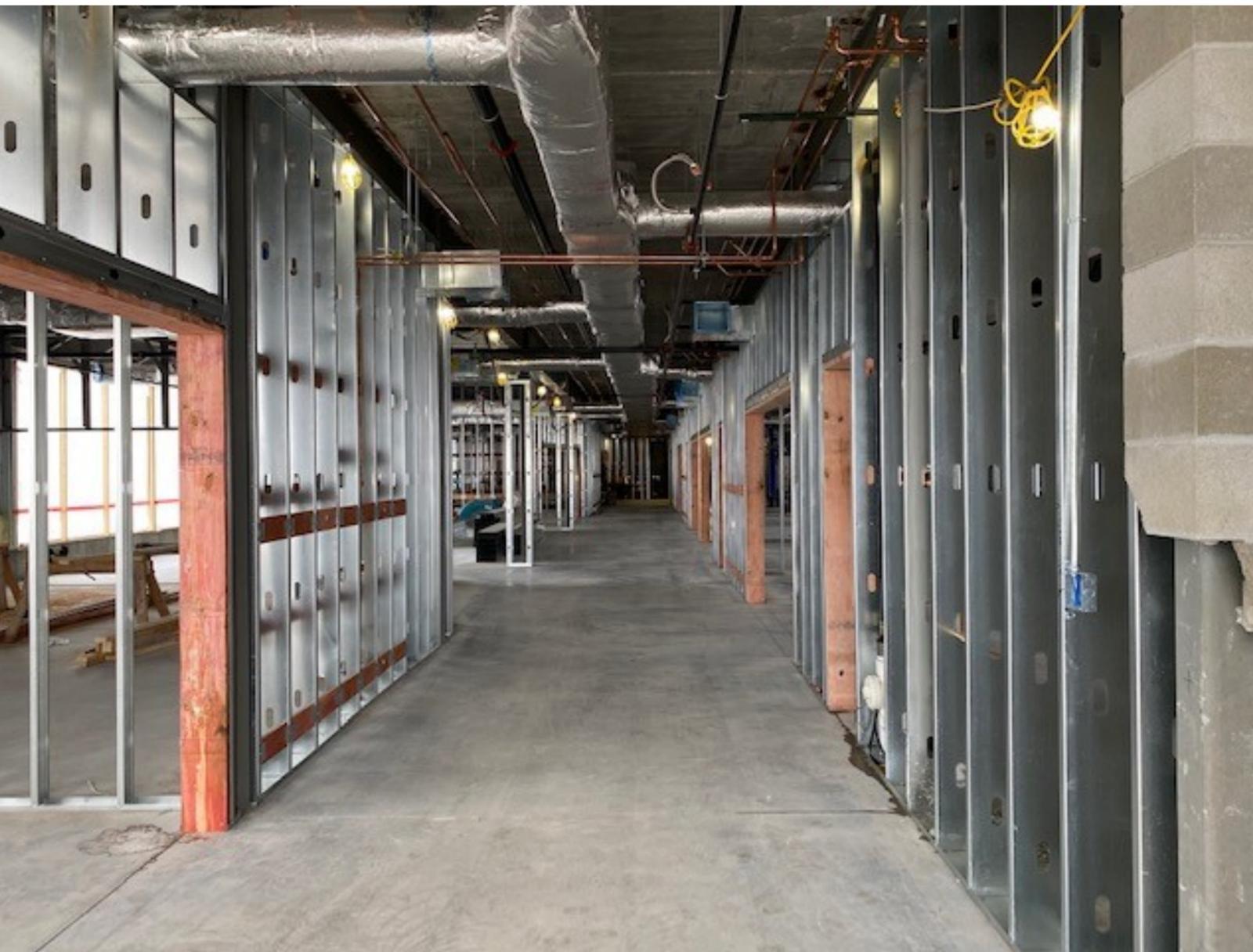


**Area B
From North**

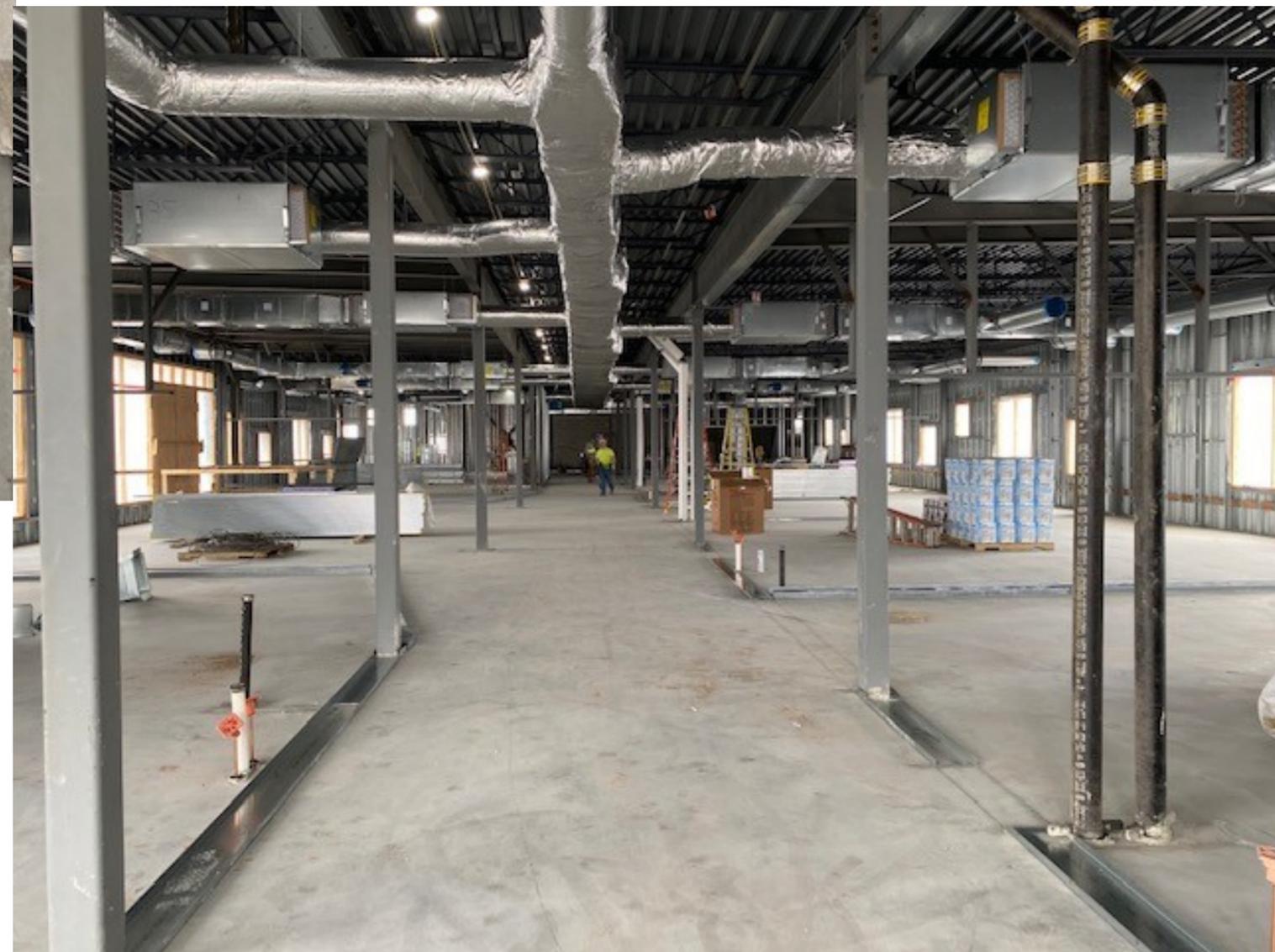


**Area B
From South**

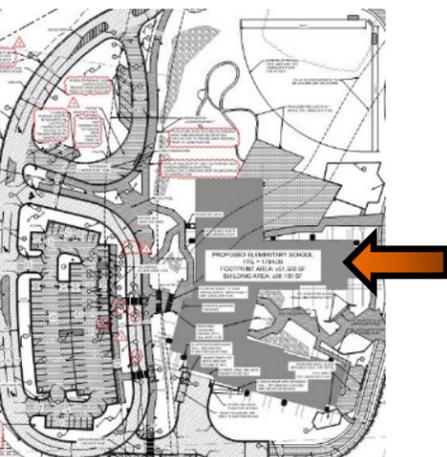




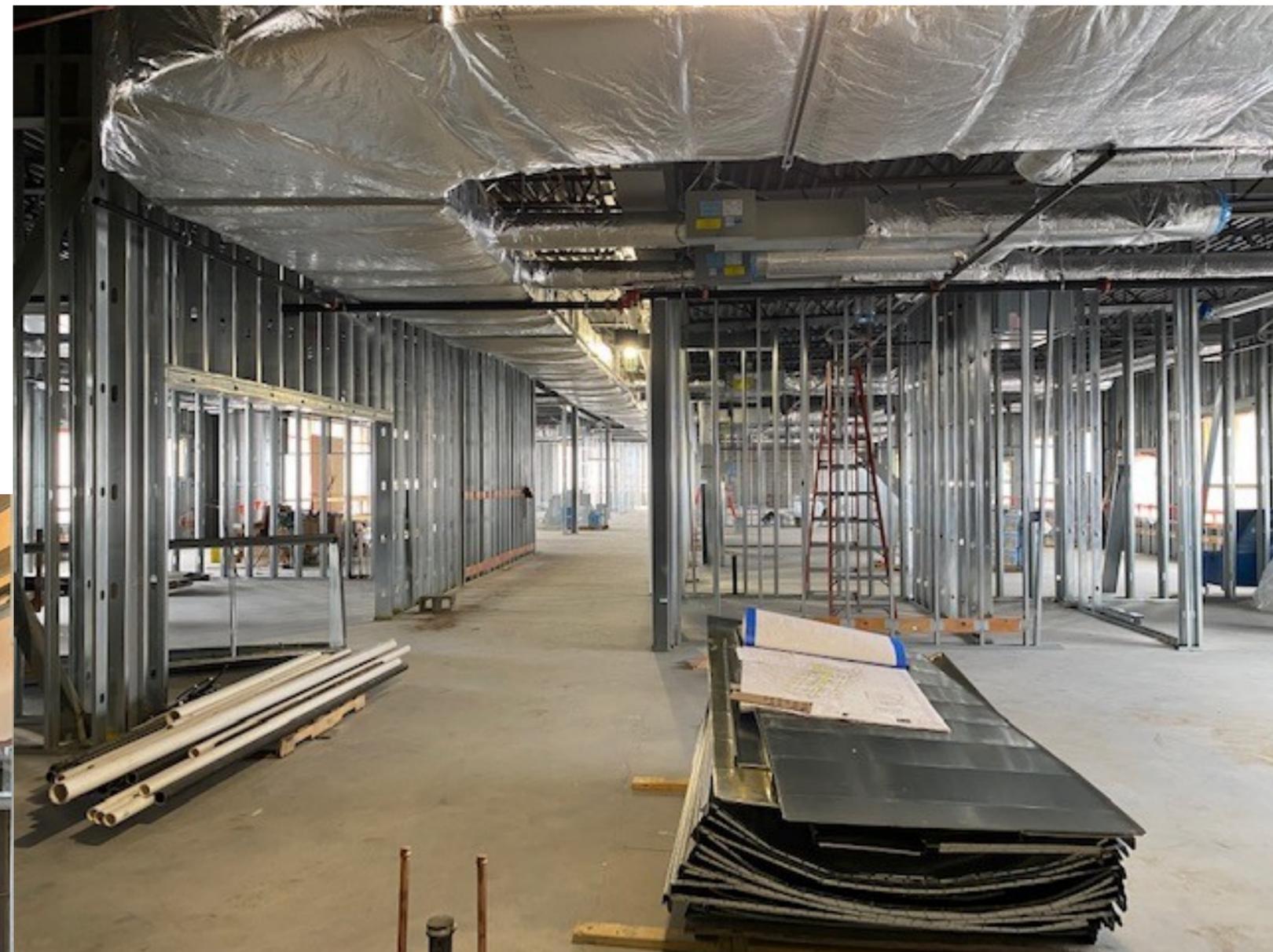
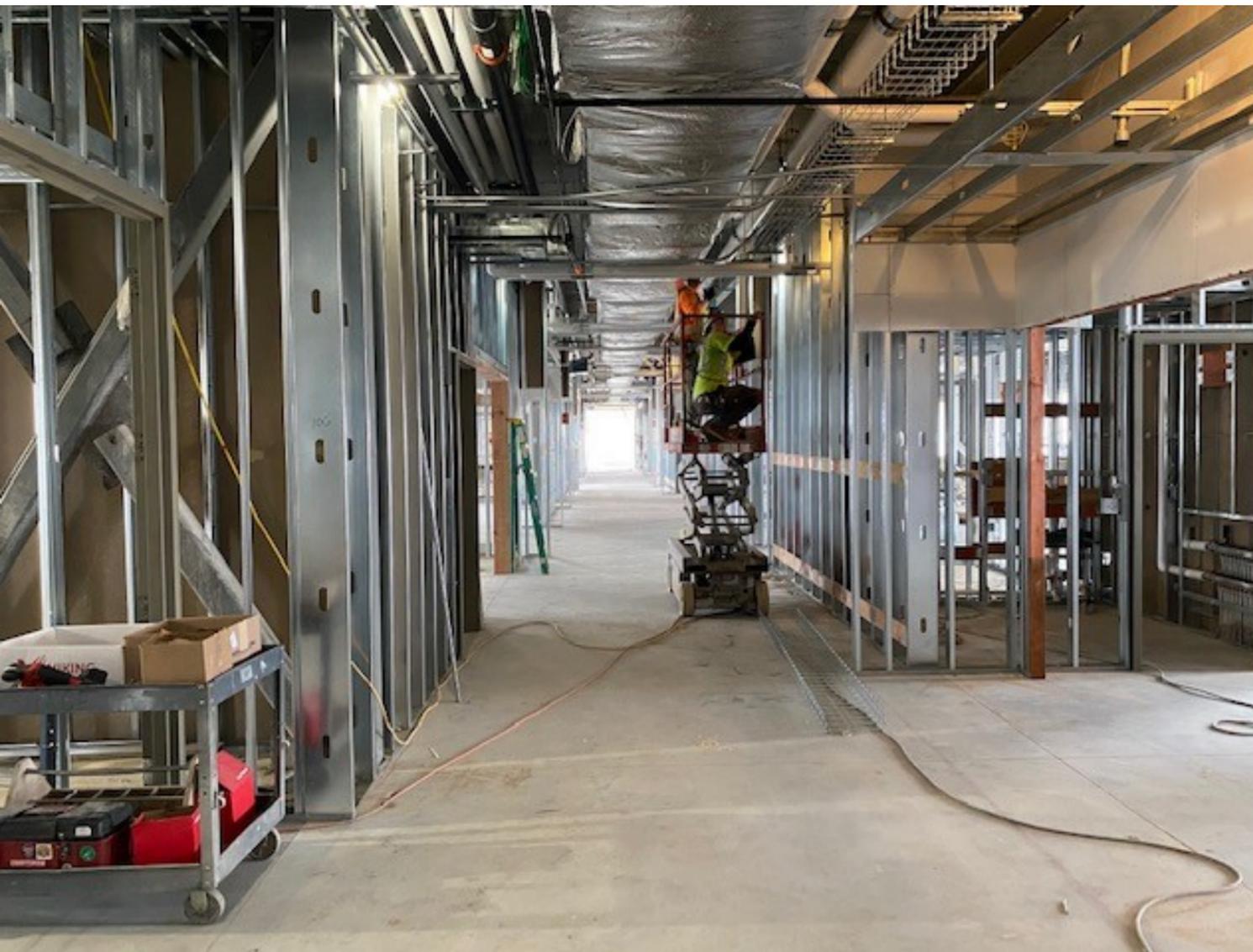
**Level 2 Area C
From East**



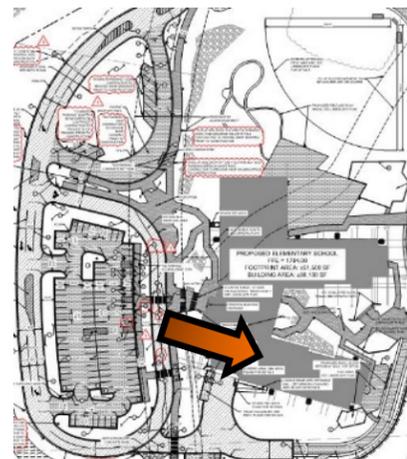
**Level 1 Area C
From East**

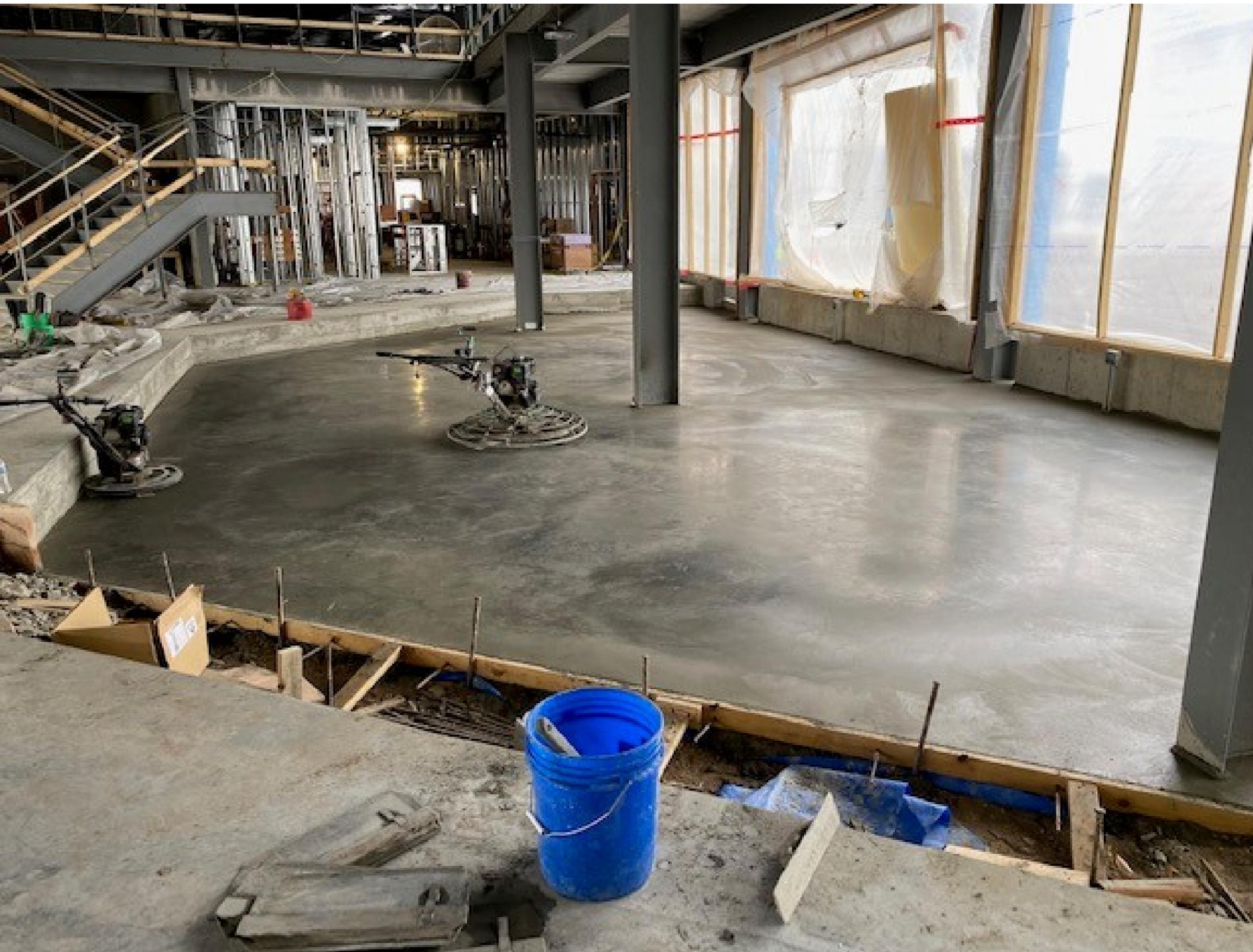


**Level 1
Area D from West**

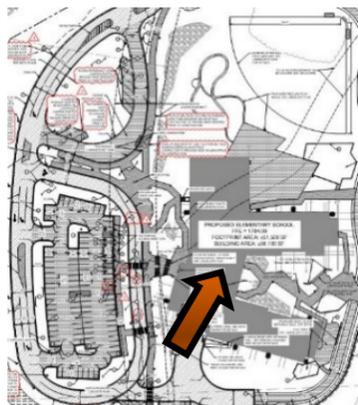


**Level 2
Area D from West**





Playground SOG





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QUESTIONS

Project Update Presentation

Questions?



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CONCLUSION

Project Update Presentation

THANK YOU!



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Rock Ridge Public Schools

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VEG Demolition Project

Advisory Team Update

April 26th 2021



Cunningham





Agenda

- 1. Hazardous Materials & Demo Update**
- 2. Budget Update**
- 3. Closing Comments/Questions**



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VEG Demolition Project
Project Update Presentation

Hazardous Materials & Demo UPDATE:



Hazardous Materials (HazMat) & Demolition (Demo) Update - for All Campuses (VEG)

1. Starting HazMat Abatement & Building Demo bid documents to support the timeline.
2. **Eveleth Old Jr. High School Abatement & Demo Schedule:**
 - Bidding: **28 APR – 12 MAY 2021**
 - Pre-Bid Meeting: **05 MAY 2021**
 - Bid Opening: **12 MAY 2021**
 - Board Approval: **24 MAY 2021**
 - Abatement: **07 – 18 JUNE 2021**
 - Demo: **21 JUN – 30 JULY 2021**
3. Jeff Carey Coordinating with City Councils - Eveleth & Gilbert
 - A. Possible City Purchase of Facilities
 - B. Status of the “remaining” items shown in blue on the Demo Slides
 - 1) These areas may need to be demolished for liability and future use of space reasons.
 - 2) KA allocating funds in each of the demo budgets to remove these items as necessary.



Eveleth Campus:

1. Recent Developments:

- A. If the city retains the new gym, the price to separate that building in the demolition process and revise the utilities and heating systems could cost up to \$1M (to be revised with more analysis).
 - B. Existing Manual Arts building abated under McNeal (Andy Sertich) in the past. District to send KA completion report (some HazMat appears to remain).
 - C. Existing Manual Arts Building is on the Historical Register.
 - D. Shooting Range Agreement for existing “Old Bus Garage” to be addressed.
2. Old bus garage & fuel pumps/underground tanks remain for now (planning ongoing).
- A. 1 gas tank & 1 diesel tank – both steel tanks over 30 years old.
 - B. 1 tank leaks (water detected in tank).
 - C. Fueling License Holder - Mike Hoag.
 - D. No monitoring well in place currently.
 - E. No source of fueling within Eveleth or Gilbert to fuel diesel buses.
3. High School building to remain until 2024 – same as Franklin & Gym.
- A. All buildings are heated from the High School heating plant.



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Existing Campus Demolition: Eveleth, MN Campus

Building Area Description:	Salvage & Sale Deadline:	Advertise for Abatement & Demo Bids:	Bid Abatement & Demolition Work:	Abatement of Hazardous Materials:	Demolition Work:
Existing Metal Bldg. Bus Garage, Athletic Fields/Facilities	REMAINS	N/A	N/A	N/A	N/A
Franklin Elementary	February 2024	March 2024	April-May 2024	June-July 2024 <i>VES Students Vacate to New VES</i>	Aug-Sept 2024
High School, Campus Heating Plant, New Gym & Connectors	February 2024	March 2024	April-May 2024	June-July 2024 <i>Students Vacate to New HS</i>	July-August 2024 <i>City Interested in Gym?</i>
Existing Masonry Bus Garage & U.G. Fuel Pumps/Tanks	February 2024??? <i>Shooting Range Agreement Termination Required</i>	March ??2024??	April-May ??2024??	June-July ??2024?? <i>Alternate Fueling Plan Required</i>	August-September ??2024?? <i>Alternate Bus Garage Plans Required</i>
Old Jr. High	January 2021	February 2021	March & April 2021	Previously Abated <i>Confirm Clearance</i>	May-June 2021
Manual Arts (Historical)	January 2021	February 2021	March & April 2021	Previously Abated <i>Confirm Clearance</i>	May-June 2021 <i>Historical Register Procedures Required</i>



Campus Heating Plant



Virginia Campus:

1. Abatement & Demo will be separate bid package from VES Construction Project.
2. **Abatement & Demo Schedule:**
 - A. Roosevelt Abatement/Demo Ad for bid: **March 2022**
 - B. Roosevelt Abatement/Demo Bid: **April-May 2022**
 - C. Roosevelt Abatement of HazMat: **June-July 2022**
 - D. Roosevelt Demolition Work: **July-Aug 2022**
 - E. HS/Annex Abatement/Demo Ad for bid: **March 2023**
 - F. HS/Annex Abatement/Demo Bid: **April-May 2023**
 - G. HS/Annex Abatement of HazMat: **June-July 2023**
 - H. HS/Annex Demolition Work: **July-Aug 2023**



Building Area Description:	Salvage & Sale Deadline:	Advertise for Abatement & Demo Bids:	Bid Abatement & Demolition Work:	Abatement of Hazardous Materials:	Demolition Work:
Existing Gym	REMAINS	N/A	N/A	N/A	N/A
Roosevelt Elementary	N/A MUST Demo	March 2022	April-May 2022	June-July 2022 <i>Students Temporarily Vacate to Franklin 2022-2023</i>	July-August 2022
Existing High School – Annex & Malone	N/A MUST Demo	March 2023	April-May 2023	June-July 2023 <i>Students Vacate to New HS June 2023</i>	July-August 2023



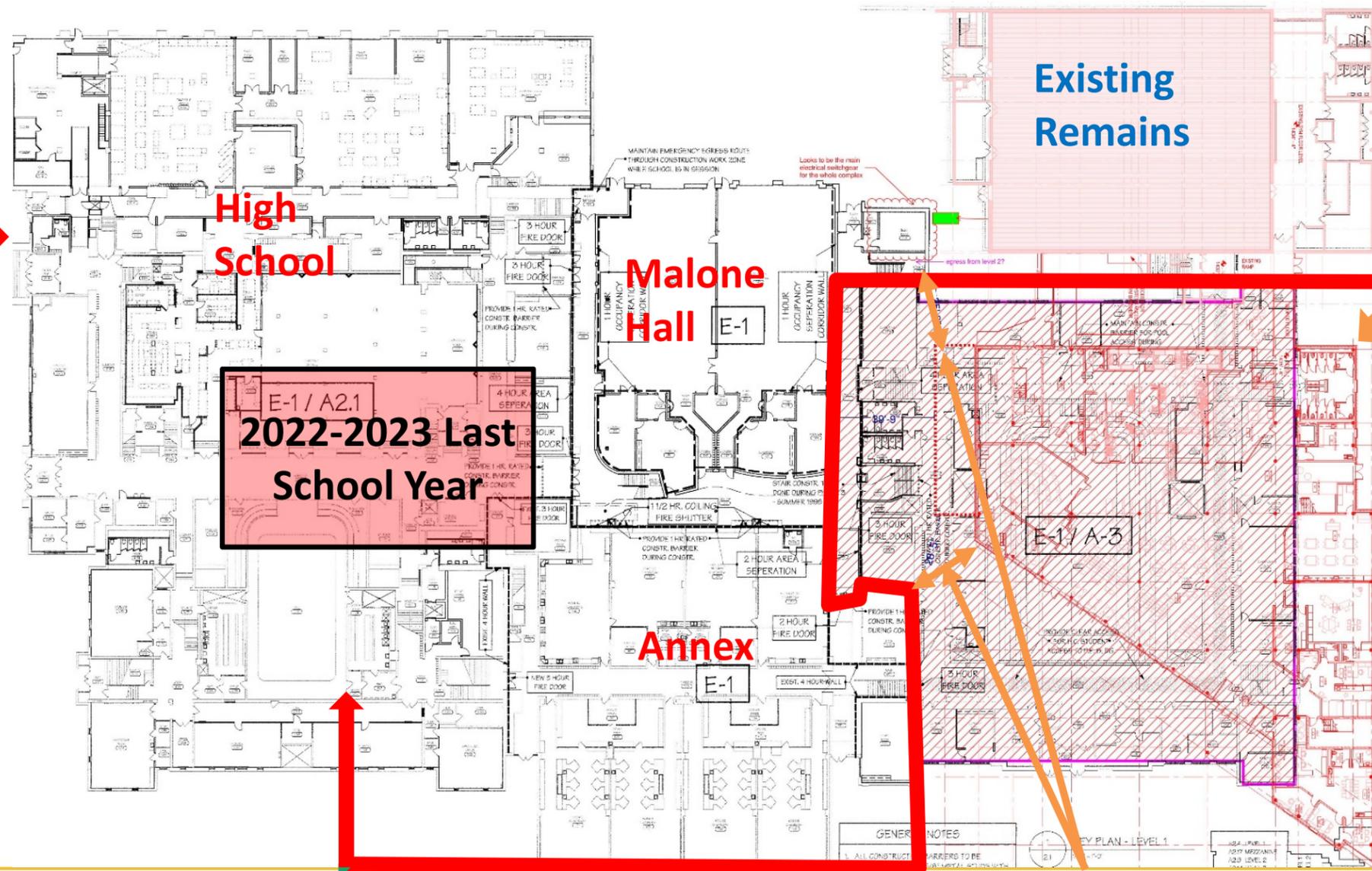


Phased Demolition With New Building Overlay:

Remain In Use
Through June 2023

Move to Newly
Completed HS JUNE 2023

Demolish HS,
Malone & Annex
July/AUG 2023



Outline of
New VES

Roosevelt
Elementary

2021-2022 Last
School Year

Move To Franklin Elementary –
Eveleth JUNE 2022
(2 Years 2022-2023 & 2023-2024)

Demolish July/AUG 2022

Move Back To New School
JAN-AUG 2024
First New School Year 2024-2025

25'-28' Clearance



Gilbert Campus:

1. Recent Developments:

- A. If the Old Gym is Demolished, the city will need to build a wall to seal off the remaining building they would retain.
- B. The heating and mechanical units for a portion of the retained facilities are located on the old gym that is to be demolished. There will be a cost to modify the existing utilities.
- C. If the City buys the buildings, the abatement will fall on them to complete. District shared HazMat survey/report with the City. District's Attorney to confirm this is acceptable.

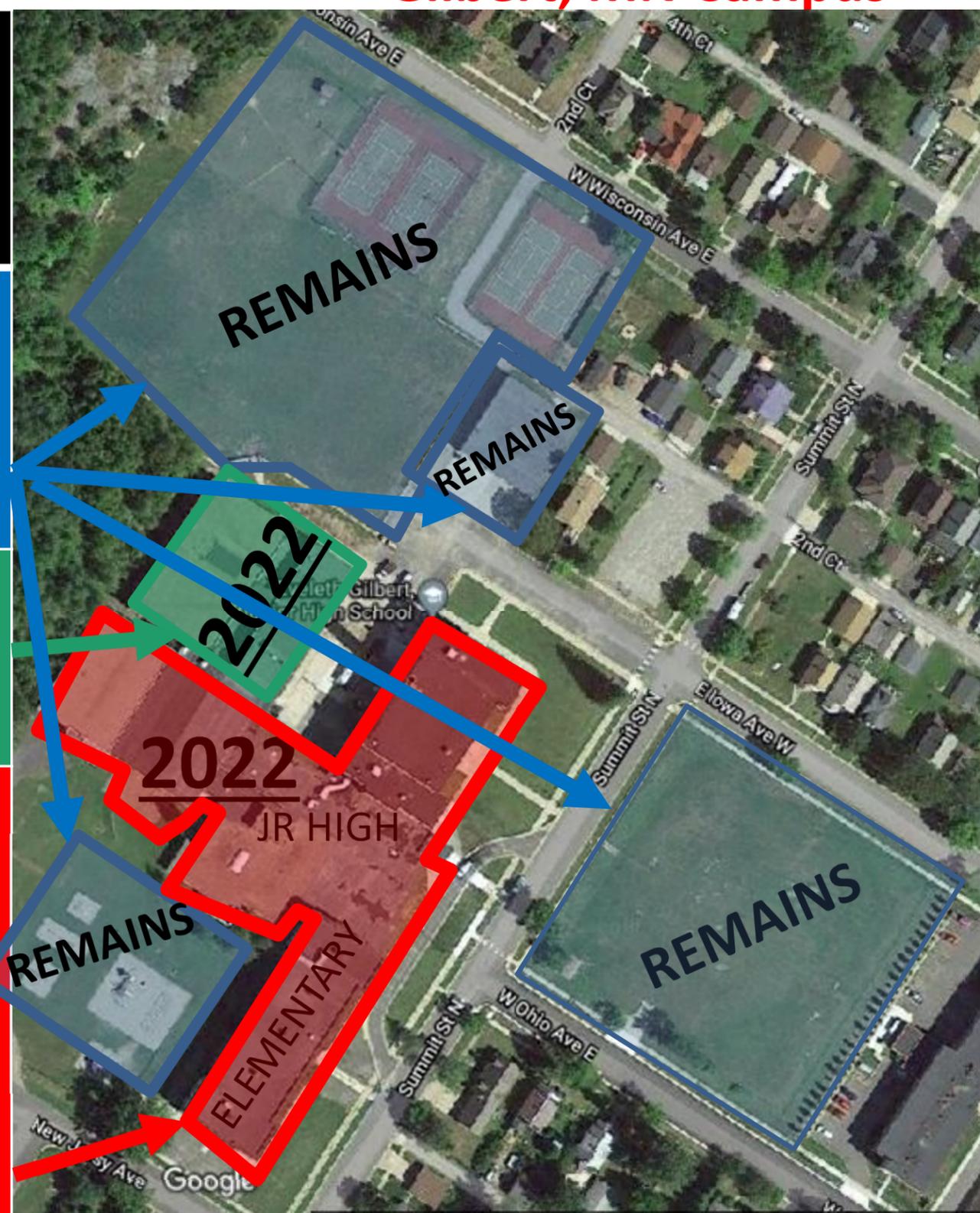
2. Demolition in July 2022:

- A. Move middle school kids (7th & 8th grades – 120 students) to Eveleth HS for 1 year (awaiting new HS completion – Elementary moves to new EGE).
 - B. \$750K/year to maintain Gilbert campus – not economically sensible for only 120 students to remain.
3. Greenspace to the East across the street is also District property.
4. Jeff Carey contacting the District's Attorney (Joel) about property/purchase agreement – checking into insurance liability transfer for building and property (playground, tennis courts, etc.).



Existing Campus Demolition: Gilbert, MN Campus

Building Area Description:	Salvage & Sale Deadline:	Advertise for Abatement & Demo Bids:	Bid Abatement & Demolition Work:	Abatement of Hazardous Materials:	Demolition Work:
Athletic Fields, Green Space Playgrounds, Bus Garage	REMAINS	N/A	N/A	N/A	N/A
Old Gym and Pool Area	February 2022	March 2022	April-May 2022	June-July 2022	July-August 2022
<i>City Desires?</i>					
Existing Elementary & Jr. High Schools	February 2022	March 2022	April-May 2022	June-July 2022	July-August 2022
<i>City Desires?</i>				Vacate Elementary Students to EGE & Temporarily 120ea 7 th & 8 th Grades to Eveleth HS	





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Budget

Project Update Presentation

BUDGET UPDATE



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Master Referendum
Budget
VEG Demolition

	Structural Demolition Projects	Demo Spent to Date	Demo Remaining
Section 01: Project Funding			
Total Project Funding	\$ 7,500,000.00		
Section 02: Project Expenses			
02A: HARD COSTS			
02A-1: Construction Costs Budget			
Construction Contracts (Held by Owner)	\$ 4,407,526.00	\$ -	\$ 4,407,526.00
Abatement Contracts & Consultant (Held by Owner)	\$ 2,158,655.00	\$ 43,555.00	\$ 2,115,100.00
Value Engineering	\$ -	\$ -	\$ -
Owner Purchased Materials by Soft Costs - Jeff Carey	\$ -	\$ -	\$ -
KA General Conditions	\$ 102,000.00	\$ -	\$ 102,000.00
Construction & Design Contingency	\$ 150,000.00	\$ -	\$ 150,000.00
Subtotal Construction Costs	\$ 6,818,181.00	\$ 43,555.00	\$ 6,774,626.00
Construction Cost % of Total Construction Costs	4.6%		
02B: SOFT COSTS			
02B-1: Construction Management (C.M.) Costs			
Subtotal CM Costs	\$ 506,178.95	\$ 2,250.00	\$ 503,928.95
02B-2: Owner Costs Budget			
Subtotal Soft Costs	\$ 127,865.65	\$ -	\$ 127,865.65
Total Owner Soft Cost Budget	\$ 634,044.60	\$ 2,250.00	\$ 631,794.60
Section 03: Summary			
Total Project Costs	\$ 7,452,225.60	\$ 45,805.00	\$ 7,406,420.60

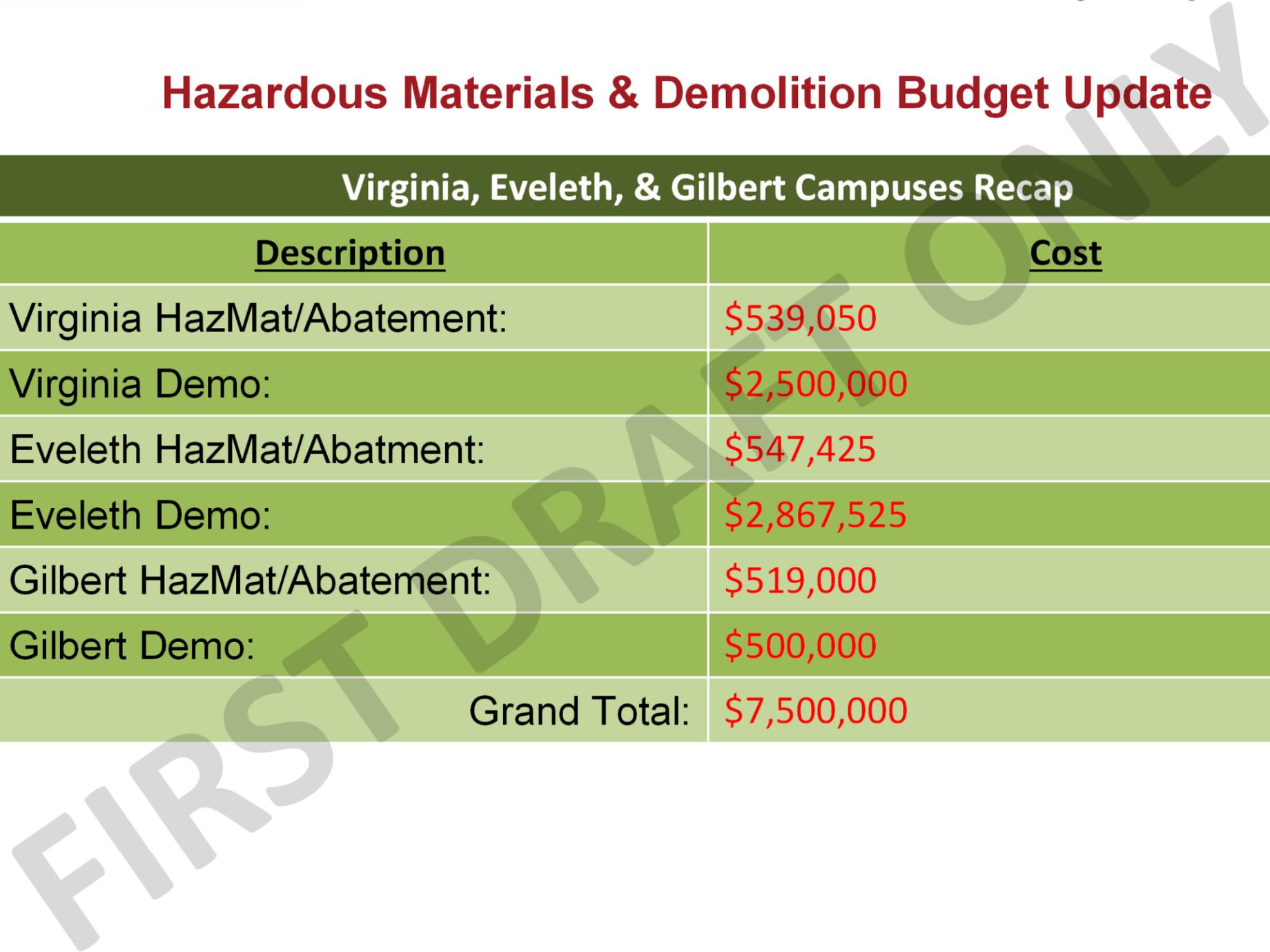


Hazardous Materials & Demolition Budget Update

Text Color Legend

<u>Color</u>	<u>Description</u>
Green	Paid in full
Black	Price in Hand Work not complete
Red	Budget Price

Virginia, Eveleth, & Gilbert Campuses Recap	
<u>Description</u>	<u>Cost</u>
Virginia HazMat/Abatement:	\$539,050
Virginia Demo:	\$2,500,000
Eveleth HazMat/Abatment:	\$547,425
Eveleth Demo:	\$2,867,525
Gilbert HazMat/Abatement:	\$519,000
Gilbert Demo:	\$500,000
Grand Total:	\$7,500,000





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Questions

Project Update Presentation

Closing Comments/Questions



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Conclusion

Project Update Presentation

THANK YOU!



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Virginia Elementary School

Rock Ridge Public Schools – School Board Quarterly Update

April 26th 2021



Cunningham





Agenda

- 1.Design Update**
- 2.Bidding Update**
- 3.Schedule Update**
- 4.Budget Update**
- 5.Closing Comments/Questions**



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Design Update

Project Update Presentation

Design Update:

50% Construction Document



VES REVISED SITE PLAN

LOADING/SERVICE AREA

- Only area of site with fencing to separate play from service area
- Vegetated buffer for screening
- Accommodates semi-truck for on-site access to loading dock

HARDSCAPE PLAY

- 5,500 SF
- Separated from gathering plaza
- Playful and expressive equipment
- Textured concrete to delineate game courts/ boundaries rather than painted lines

NATURE PLAYGROUND

- 9,000 SF
- Platform and net/climbing elements
- Jumping, tunnels, and balancing elements
- Boulder scramble hills with slides
- Natural materials and/or manufactured equipment

FOREST GROVE AREA

- Forested with mature trees
- Outdoor classroom "waysides" for learning opportunities
- ADA-accessible gravel trails with interpretive elements

NATIVE PRAIRIE AREA

- Mounded earthwork for varied topography, sledding and winter activities
- Outdoor classroom "waysides" for learning opportunities
- ADA-accessible gravel trails with interpretive elements



FRONT ENTRY

- Pollinator gardens
- Interpretive elements
- Seating

MONUMENT SIGN

OUTDOOR CAFETERIA SEATING

GATHERING PLAZA

- 4,500 SF paved area for gathering and circulation
- 2,900 SF lawn areas for informal outdoor classroom instruction or gathering
- Textured concrete to highlight plaza space and reinforce linear patterns of trees and sculpture

ABSTRACT TREE SCULPTURE

- Interactive sculptural element
- Tells story of Virginia's natural and cultural history
- Logs from local timber or harvested from lake
- Integrated with gathering plaza area and serves as play element, interpretive feature, and gateway element to central corridor

CENTRAL CORRIDOR WALK

- Seating and interpretive along edges
- Opportunity for formal and informal learning spaces
- Space for community events
- Public art opportunities
- Boulders or bollards at edges of corridor at 5th and 6th Avenue for security and separation from roadway

FUTURE LEARNING PAVILION

- Concrete pad with space for future outdoor learning pavilion, adjacent to playground and building
- Pre-fabricated or custom structure, potential for electric/digital capabilities

FLEX LAWN AND GRASSY HILL

- 42,700 SF
- Large flat lawn area for recreation and sports
- Fits U-10 soccer field
- 150' x 80', 8-12' tall grassy hill for play and sledding



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Design Update
Project Update Presentation





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Design Update
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Virginia Elementary School
Project Update Presentation



NOTES:

1. LOCALLY-SOURCED WHITE PINE, PEELED AND SEALED WITH CLEAR POLY FOR WEATHER RESISTANCE
2. 24" MIN. DIAMETER AT BASE
3. EMBED LOGS IN 84" DEEP CONCRETE FOOTINGS
4. PLACE 12' O.C. ON CURVED GRID - SEE PLAN





LEVEL 2:



LEVEL 3:



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Design Update
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Commons



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Design Update
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Commons



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Design Update
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Informal Learning Area



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Media Center



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Bidding Update

Project Update Presentation

Bidding Update:



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 Solutions to Board in Terms of Survey
- Conduct & 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
- Develop 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

- **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



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Estimating Process Overview

Project Update Presentation

Referendum
Budgeting
(Order of
Magnitude)



Schematic
Design (S.D.)
Estimate



Design
Development
(D.D.) Estimate



**Construction
Document
(C.D.) Estimate**



Bidding
Phase

We are Here



FIRST FLOOR



SECOND FLOOR



THIRD FLOOR



Recap on Key Questions: - From DD Estimate

1. **Are the design & budget in alignment?**
 - **\$600K Alignment Required**

2. **If not, why?**
 - **Material prices increase 3%-10% (material dependent), due to COVID.**
 - **Inflation w/ Construction Start in 2022: \$327,343 (1.5%)**
 - **Reduced inflation from 3% to 1.5% due to current economy**
 - **Design Not Fully Developed – CD**

3. **If not, how do we align the design & budget?**
 - **Value Management - ongoing**
 - **Manage Alternates for flexibility (add/delete/change)**
 - **Develop Design Further - CD**
 - **Reallocate Owner Soft Cost Budget**



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Schedule

Project Update Presentation

SCHEDULE

UPDATE:

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	<u>DEC 2021</u> (Existing Gym Mechanical Priority)
Elementary #2 (VES) – Abatement & Demo Bidding	APR-MAY 2022
Elementary #2 (VES) – Roosevelt <u>Abatement & Demo Work</u>	JUN-AUG 2022
Elementary #2 (VES) – High School – Annex, Malone <u>Abatement & Demo Work</u>	JUN-AUG 2023
Elementary #2 (VES) – Construction	SEP 2022 -JAN 2024 (Existing Gym Mechanical Start JAN 2022)
Elementary #2 (VES) – Move In	FEB-AUG 2024
Elementary #2 (VES) – Start School – New Facility	SEP 2024



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Budget

Project Update Presentation

BUDGET

UPDATE:



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Master Referendum Budget Virginia Elementary

Section 01: Project Funding

01: FUNDING SOURCES

	Virginia Elementary School (#02)	VES Spent to Date	VES Remaining
Total Project Funding	\$ 27,795,581.69		

Section 02: Project Expenses

02A: HARD COSTS

02A-1: Construction Costs Budget

Construction Contracts (Held by Owner)	\$ 19,967,832.57	\$ -	\$ 19,967,832.57
Abatement Contracts & Consultant (Held by Owner)	\$ -	\$ -	\$ -
Value Engineering	\$ -	\$ -	\$ -
Owner Purchased Materials by Soft Costs - Jeff Carey	\$ -	\$ -	\$ -
KA General Conditions	\$ 514,867.43	\$ -	\$ 514,867.43
Construction & Design Contingency	\$ 1,041,167.43	\$ -	\$ 1,041,167.43
Subtotal Construction Costs	\$ 21,523,867.43	\$ -	\$ 21,523,867.43

02B: SOFT COSTS

02B-1: Construction Management (C.M.) Costs

Subtotal CM Costs	\$ 2,038,666.49	\$ 7,000.00	\$ 2,031,666.49
--------------------------	------------------------	--------------------	------------------------

02B-2: Owner Costs Budget

Subtotal Soft Costs	\$ 4,186,915.94	\$ 347,127.89	\$ 3,839,788.05
Total Owner Soft Cost Budget	\$ 6,225,582.43	\$ 354,127.89	\$ 5,871,454.54

Section 03: Summary

Total Project Costs	\$ 27,749,449.86	\$ 354,127.89	\$ 27,395,321.97
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Questions

Project Update Presentation

Closing Comments/Questions



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Conclusion

Project Update Presentation

THANK YOU!



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Rock Ridge Public Schools: Quarterly Update – 26 APR 2021



Rock Ridge High School (RRHS)



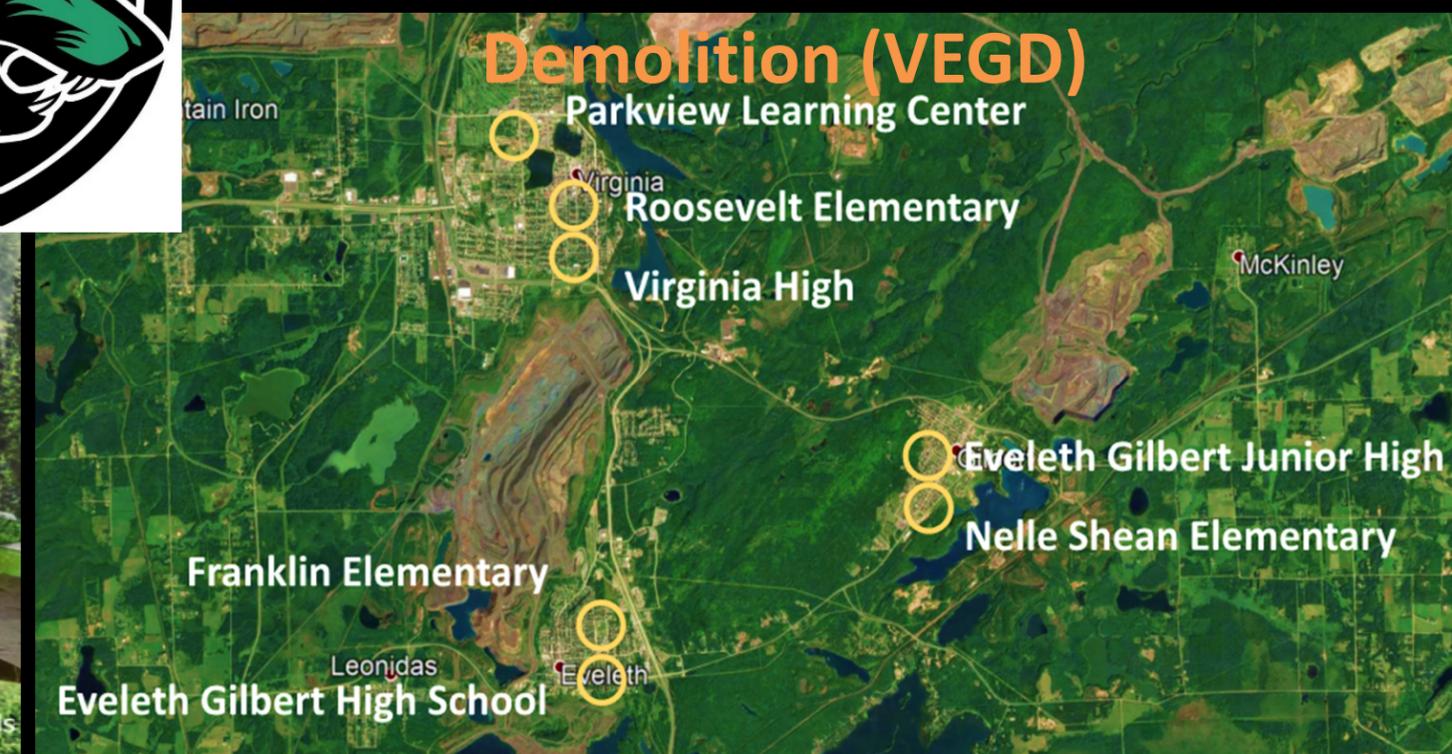
Virginia Elementary School (VES)



Eveleth-Gilbert Elementary School (EGE)



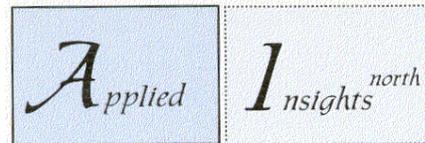
Elementary Courtyard – Exterior Materials



Demolition (VEGD)

Recommended
Elementary School Attendance Boundaries
with Bus Routing Considerations
for the
Rock Ridge School District

Prepared by
Community GIS Services ■ Applied Insights^{north}



April 21, 2021

Purpose.....	1
Process.....	1
Recommended Elementary School Attendance Boundary.....	2
Bus Routing Considerations.....	4
Appendix A. Initial Analysis.....	5
Appendix B. Alternative Boundary Scenarios	11
Appendix C. Community Survey	23

Purpose

Implementation of Rock Ridge Public School district's facility plan includes the renovation of the Parkview Elementary PreK-2 school in Virginia and construction of two new elementary schools—a grade 3-6 in Virginia and a PreK-6 in Eveleth-Gilbert. The district retained the Consultant Team to analyze the geographic distribution of enrolled student residences and recommend an attendance boundary between the two Virginia elementary schools and their Eveleth-Gilbert counterpart. The Consultant Team was also asked to provide within the recommendation support for enhanced efficiency for future bus routes.

This report presents the recommended elementary school attendance boundary, describes the process by which the recommendation was developed, and supporting materials.

Process

The recommended attendance boundary was developed through this process:

- **Analysis of student residence:** For the 2020/21 school year the residences of students attending Rock Ridge schools were geocoded on a map of the district and surrounding area. This was the basis for analysis of the geographic distribution of students who attend each school. More important, it became the foundation for analyzing how to best assign students to the new schools. While all PreK-12 students were geocoded, the analysis focused on PreK-6 enrollment. [See Appendix A for detailed information.]
- **Alternative boundary scenarios:** Alternative boundary scenarios were prepared. They shared common assumptions regarding the design enrollment capacity of the three elementary schools and rules for intra-district open enrollment as well as for non-resident student enrollment. Scenarios were devised to achieve different objectives such as balanced school utilization (percent of design capacity being used), minimizing student bus travel time, and optimizing bus routing. [See Appendix B for descriptions and analysis.]
- **School Board review:** The initial analysis of the student geocoding effort and first draft boundary scenarios were presented to the School Board. Questions and comments raised at that session led to restructured and new scenarios as well as additional analysis.
- **Community survey:** An online survey was used to obtain community input on four scenarios. Although the survey focused on households with students currently or intending to attend Rock Ridge schools, anyone could take it. [See Appendix C for copy of the survey and results.]
- **Final recommendation:** This report incorporates the information, analysis, and commentary generated by the above process and offers the Consultant Team's recommended elementary school attendance boundary.

Recommended Elementary School Attendance Boundary

The recommended elementary school attendance boundary presented here accommodates the mapping analysis, initial school board input, and the community survey. The recommended boundary is a modified version of Scenario C (Option 2 on the survey) described in Appendix B.

Map 1 depicts the recommended elementary school attendance boundary for Rock Ridge and Table 1 provides relevant information. Attendance assignments are as follows:

- Parkview Elementary and New Virginia Elementary:** all students within the district living in the city of Virginia and areas to the north, and, students open enrolling in from Chisholm, Hibbing, Mt. Iron-Buhl, St. Louis County schools north of Virginia, and northern portion of Mesabi East (Biwabik, Aurora, Hoyt Lakes).
- New Eveleth-Gilbert Elementary:** all students within the district living in Gilbert, Eveleth, West Eveleth, Leonidas and areas to the south (Fayal Township), and, students open enrolling in from St. Louis County Schools to the southwest and south (Cherry, Clinton, Forbes, McDavitt, Lavell, Makinen, Central Lakes) and southern portion of Mesabi East (Palo, Markham).

Table 1. Recommended Assignment of District Areas to Elementary Schools

Areas	2020/21 Students	Assigned to School in:		Number Assigned	
		Eveleth-Gilbert	Virginia	Eveleth-Gilbert	Virginia
Eveleth	229	100%	0%	229	0
Gilbert	98	100%	0%	98	0
Rural Eveleth-Gilbert	169	100%	0%	169	0
Midway	56	0%	100%	0	56
Rural Virginia	157	0%	100%	0	157
Virginia	444	0%	100%	0	444
Chisholm / Hibbing	20	0%	100%	0	20
Mesabi East	42	40%	60%	17	25
Mt Iron-Buhl	122	0%	100%	0	122
ISD 2142 North	71	0%	100%	0	71
ISD 2142 SE	23	100%	0%	23	0
ISD 2142 SW	17	100%	0%	17	0
Total	1,448			553	895

PreK enrollment	47	138
K-6 enrollment	506	757
School K-6 design capacity	525	1,090
Percent of K-6 capacity:	96%	69%

The new Eveleth-Gilbert school will be close to its design capacity while Virginia schools would operate at just over two-thirds of their combined capacity.

This assignment of students open enrolling into the district eliminates all likely busing inefficiencies although Midway students have a longer ride than if they attended the new Eveleth-Gilbert school.

Bus Routing Considerations

Actual bus routes will change from year to year based on where students live. With that in mind alternative scenarios and the recommended boundary option were evaluated with this general approach to busing:

- Minimize bus travel distance for students.
- Minimize bus transportation costs through efficient routing by assigning large geographic blocks to a single school.

Applying those objectives to the recommended attendance areas finds:

- Within the district, attendance is in clear, easily to route geographic blocks close to the students' assigned schools.
- Midway students are closer to the new Eveleth-Gilbert school but since all are being bused the issue is only the matter of time on a bus. The difference between attending schools in Virginia versus the new Eveleth-Gilbert school is not insignificant but it reflects current practice and parents in Midway clearly support this option.
- Students open enrolling into Rock Ridge are assigned in clear, large geographic blocks and are assigned to the schools closest to them.
- The split of Mesabi East into north and south areas allows for a convenient route handling Hoyt Lakes, Aurora and Biwabik students. Students living in the southern half of Mesabi East can easily be handled with buses running through Fayal Township to the new Eveleth-Gilbert school.

Appendix A. Initial Analysis

Analysis

The basis for the analysis is a set of information provided by the district about students enrolled in the district for the 2020/21 school year. The information included home address, grade, and school the student attends.

The Consultant Team geocoded students whereby students' places of residence were located on a map of the school district and surrounding area (to include students open enrolling into Rock Ridge). Four students only had post office box addresses; they were simply centrally located within their respective community. The total number of students geocoded was 2,612.

Eleven subareas were identified on which to structure analysis (see Map 2). These are:

1. City of Virginia (excluding Midway).
2. Rural Virginia (within former Virginia school district).
3. Midway Neighborhood of Virginia.
4. Cities of Eveleth, Gilbert, West Eveleth and Leonidas.
5. Rural Eveleth-Gilbert (within former Eveleth-Gilbert school district).
6. Chisholm/Hibbing school districts.
7. Mesabi East school district.
8. Mt. Iron-Buhl school district.
9. St. Louis County School district North (includes Northwoods, Tower-Soudan, Northeast Range, and Ely school district).
10. St. Louis County School district Southwest (Cherry, Clinton, Forbes, McDavitt and Lavell; west of a line running south between CR 7 and TH 53).
11. St. Louis County School district Southeast (south of Eveleth-Gilbert east of a line running south between CR 7 and TH 53 including Makinen and Central Lakes).

Initial Findings

Tables 2-4 show the number of students within each subarea and the location of the district school they attend (reduced simply to Virginia and Eveleth-Gilbert)¹. Table 2 has information for PreK students, Table 3 shows grades K-6, and Table 4 shows grades 7-12.

Table 2. PreK Enrollment by Subarea by Location of Attending School, 2020/21 School Year

Area	Attending School in			Percent Attending	
	Eveleth-Gilbert	Virginia	Total	Eveleth-Gilbert	Virginia
Eveleth	7	5	12	58%	42%
Gilbert	2	4	6	33%	67%
Rural Eveleth-Gilbert	15	9	24	63%	38%
Midway	0	10	10	0%	100%
Rural Virginia	3	21	24	13%	88%
Virginia	2	68	70	3%	97%
Chisholm / Hibbing	0	1	1	0%	100%
Mesabi East	1	5	6	17%	83%
Mt Iron-Buhl	0	23	23	0%	100%
ISD 2142 North	0	6	6	0%	100%
ISD 2142 SE	1	0	1	100%	0%
ISD 2142 SW	0	2	2	0%	100%
Total	31	154	185	17%	83%

Table 3. K-6 Enrollment by Subarea by Location of Attending School, 2020/21 School Year

Area	Attending School in			Percent Attending	
	Eveleth-Gilbert	Virginia	Total	Eveleth-Gilbert	Virginia
Eveleth	158	59	217	73%	27%
Gilbert	70	22	92	76%	24%
Rural Eveleth-Gilbert	108	37	145	74%	26%
Midway	7	39	46	15%	85%
Rural Virginia	5	128	133	4%	96%
Virginia	16	358	374	4%	96%
Chisholm / Hibbing	4	15	19	21%	79%
Mesabi East	13	23	36	36%	64%
Mt Iron-Buhl	2	97	99	2%	98%
ISD 2142 North	2	63	65	3%	97%
ISD 2142 SE	11	11	22	50%	50%
ISD 2142 SW	6	9	15	40%	60%
Total	402	861	1,263	32%	68%

¹ Current Rock Ridge schools are: Virginia—Parkview Elementary (PreK-2), Roosevelt Elementary (3-6), Virginia High (7-12), and Eveleth-Gilbert—Nelle Shean Elementary (Prek & 5-6), Franklin Elementary (K-4), Eveleth-Gilbert Junior High (7-8), Eveleth-Gilbert Senior High (9-12).

Table 4. G7-12 Enrollment by Subarea by Location of Attending School, 2020/21 School Year

Area	Attending School in		Total	Percent Attending	
	Eveleth-Gilbert	Virginia		Eveleth-Gilbert	Virginia
Eveleth	149	40	189	79%	21%
Gilbert	68	16	84	81%	19%
Rural Eveleth-Gilbert	114	43	157	73%	27%
Midway	11	31	42	26%	74%
Rural Virginia	1	121	122	1%	99%
Virginia	11	318	329	3%	97%
Chisholm / Hibbing	1	3	4	25%	75%
Mesabi East	18	23	41	44%	56%
Mt Iron-Buhl	5	102	107	5%	95%
ISD 2142 North	1	51	52	2%	98%
ISD 2142 SE	13	7	20	65%	35%
ISD 2142 SW	14	7	21	67%	33%
Total	406	762	1,168	35%	65%

In a rough measure of possible change in school choice over time, Table 5 evaluates the difference in attendance levels between K-6 and G7-12 students. A positive number indicates that more K-6 students within a subarea opt for a school in that community versus grade 7-12 students.

Table 5. Differential in Percent Attending K-6 vs G7-12

Positive indicates greater percentage in area attend K-6 than G7-12

Area	Eveleth-Gilbert	Virginia
Eveleth	-7.6%	28.5%
Gilbert	-6.0%	25.5%
Rural Eveleth-Gilbert	2.6%	-6.8%
Midway	-41.9%	14.9%
Rural Virginia	358.6%	-3.0%
Virginia	28.0%	-1.0%
Chisholm / Hibbing	-15.8%	5.3%
Mesabi East	-17.7%	13.9%
Mt Iron-Buhl	-56.8%	2.8%
ISD 2142 North*	60.0%	-1.2%
ISD 2142 SE	-23.1%	42.9%
ISD 2142 SW	-40.0%	80.0%
Total	-8.4%	4.5%

Consultant Team has identified the following key findings based on the initial analysis:

1. A large majority of parents opt to send their PreK students to Virginia.
2. Over two-thirds of K-6 students opt to attend a Virginia school. Most subareas lean towards attending Virginia with the exception of the core Eveleth-Gilbert subareas.

3. Two-thirds of G7-12 students opt for Virginia. Again, most subareas lean to Virginia with the core Eveleth-Gilbert areas favoring that school along with students in St. Louis County Schools living southwest and southeast of the district.
4. Among current students there appears to be a growing preference to attend a school in Virginia as seen in Table 4. In all but five subareas a larger percentage of PreK-6 students opt for a Virginia school as compared to their older counterparts. Part of this preference is no doubt driven by choice of high school which factor disappears once new Rock Ridge high school comes online.

Initial Boundary Analysis

This section is a first-step examination of how an enrollment boundary between elementary schools in Virginia and Eveleth-Gilbert could be established.

This analysis and the subsequent scenarios share the following common assumptions and understandings:

- The district will enforce a policy of limited, case-specific open enrollment by students *within* the district. In general, students will be required to attend the elementary school within their respective attendance area.
- 2020/21 school year enrollment figures are “stand ins” for the actual near-future enrollment when the district’s new schools are all open. The actual figures, of course, will be different but it is assumed they will be reasonably close to current ones.²
- It is assumed that students currently attending district schools will shift en masse to their assigned school in the scenarios. While the district may allow leeway for some number of enrolled students to stay with their current school at the time the new schools open, most students will be required to attend their newly assigned facility.
- The enrollment boundary is only being drawn *within* the Rock Ridge school district. Students open enrolling into the district may have preferences on which school to attend but ultimately that decision is up to the district especially for students being bused.

Utilization of PreK programming space is not as straight forward a calculation as regular K-6 classrooms. For that reason, the analysis of capacity use under various scenarios will only address K-6 enrollment. Table 6c summarizes the K-6 student capacity for the proposed new elementary schools. K-6 school design capacities used in this analysis are as follows:

- Parkview Elementary (PreK-2): 24 K-2 classrooms at 25 students each = 600 students.
- New Virginia Elementary as per Table 6a.
- New Eveleth-Gilbert as per Table 6b.

Table 6a. New Virginia Grade 3-6 Elementary			
Room Type	Number	Room Capacity	Total Capacity
Classrooms	10	25	250
Triangle Classroom	2	20	40
Flex Learning	4	50	200
Total			490

² In addition, there may be students currently being home-schooled or attending online options due to COVID related concerns. It is assumed these students will return to Rock Ridge as COVID eases. It is further assumed that the number of students involved is not sufficient to significantly alter this analysis.

Room Type	Number	Room Capacity	Total Capacity
Kindergarten	3	25	75
Classroom	18	25	450
Total			525

	Capacity	
Parkview Elementary	600	
New Virginia Elementary	490	
Total Virginia facility capacity		1,090
New Eveleth-Gilbert Elementary		525

Source: RRPS.

Tables 6a-c do not include specialized learning spaces used by all students including labs, music rooms, art, technology, and commons areas. Also not included are PreK/Early Childhood/Head Start spaces.

Table 7 examines how enrollments would align with the new school capacities assuming that current year attendance preferences by subarea apply. This provides a baseline understanding of the new schools' capacities relative to the existing K-6 student population.

Table 7. PreK-6 Enrollment Compared to New School Capacities Assuming Current Distribution of Students' School Preference

Areas	2020/21 Students	Attending School in:		Number Attending	
		Eveleth-Gilbert	Virginia	Eveleth-Gilbert	Virginia
Eveleth	229	73%	27%	165	64
Gilbert	98	76%	24%	72	26
Rural Eveleth-Gilbert	169	74%	26%	123	46
Midway	56	15%	85%	7	49
Rural Virginia	157	4%	96%	8	149
Virginia	444	4%	96%	18	426
Chisholm / Hibbing	20	21%	79%	4	16
Mesabi East	42	36%	64%	14	28
Mt Iron-Buhl	122	2%	98%	2	120
ISD 2142 North	71	3%	97%	2	69
ISD 2142 SE	23	50%	50%	12	11
ISD 2142 SW	17	40%	60%	6	11
Total	1,448			433	1,015

PreK enrollment	31	154
K-6 enrollment	402	861
Percent of K-6 capacity:	77%	79%

Findings:

1. The two schools in Virginia and the new Eveleth-Gilbert school would be operating at just above three-quarters of their respective K-6 capacities.

2. Leaving open enrollment assignments at current student preferences would create huge busing inefficiencies as students from many areas would be traveling past a closer district school.

Appendix B. Alternative Boundary Scenarios

Possible Boundary Scenarios

Five scenarios were created as the basis for examining a future elementary school boundary. Each starts with the number of PreK-6 students living within each subarea and then assigns percentages of them to attend a school in Virginia or in Eveleth-Gilbert. As noted earlier, analysis of utilization of school capacity will be limited to K-6 space and enrollment.

Scenarios were developed with objectives to: minimize bus travel time for students, optimally use the design capacities of the new facilities, and minimize bus transportation costs through efficient routes. Measuring bus route efficiency at this level of analysis is necessarily simplified. As applied here, efficiency encompasses minimizing the distance students will travel from home to school, and, to the degree possible assigning students living in a subarea to a single school.

Scenario A. Current Boundary with Current Open Enrollment School Preferences

Basis:

- Intra-district boundary uses existing Virginia and Eveleth-Gilbert boundary.
- Students open enrolling into district are distributed as per their current year preferences.

Under this scenario the intra-district attendance boundary runs along the boundary between the former Virginia and Eveleth-Gilbert districts and allows for open enrolled students freedom to attend the school of their choice.

Table 8. Scenario A: PreK-6 Enrollment: New Boundary & Current Open Enrollment Preferences

Areas	2020/21 Students	Attending School in:		Number Attending	
		Eveleth-Gilbert	Virginia	Eveleth-Gilbert	Virginia
Eveleth	229	100%	0%	229	0
Gilbert	98	100%	0%	98	0
Rural Eveleth-Gilbert	169	100%	0%	169	0
Midway	56	0%	100%	0	56
Rural Virginia	157	0%	100%	0	157
Virginia	444	0%	100%	0	444
Chisholm / Hibbing	20	21%	79%	4	16
Mesabi East	42	36%	64%	14	28
Mt Iron-Buhl	122	2%	98%	2	120
ISD 2142 North	71	3%	97%	2	69
ISD 2142 SE	23	50%	50%	12	11
ISD 2142 SW	17	40%	60%	6	11
Total	1,448			536	912

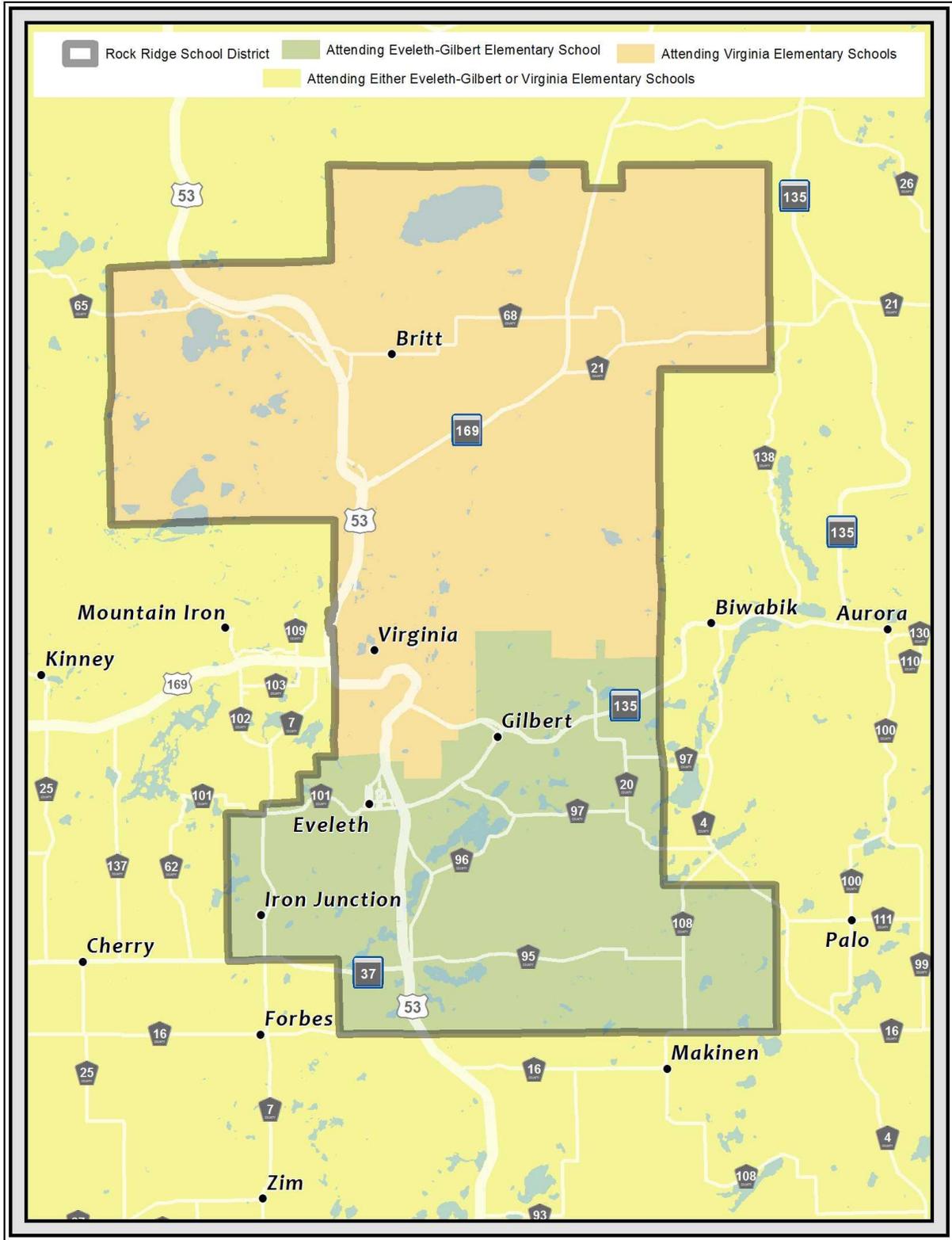
PreK enrollment	44	141
K-6 enrollment	492	771
Percent of K-6 design capacity:	94%	71%

Findings:

1. Eveleth-Gilbert would be over 90% utilization while the two Virginia schools would be at less than three-quarters.
2. Leaving open enrollment assignments up to student preference creates busing inefficiencies as students from many areas would be traveling past a closer district school.

Table 13 at the end of this appendix presents PreK-6 enrollment for this and the other scenarios by grade level by school. This provides an additional perspective on school capacity that may prove useful to the district.

Scenario A. Current Boundary with Current Open Enrollment Preferences



Scenario B. Manage for Equalized Capacity

Basis:

- Intra-district boundary modifies current Virginia and Eveleth-Gilbert boundary by including Midway with new Eveleth-Gilbert school and Gilbert with Virginia schools.
- Assign students open enrolling into district in a manner that seeks parity in school capacity usage.

Under this scenario the intra-district attendance boundary modifies the boundary between the former Virginia and Eveleth-Gilbert districts by including Midway with Eveleth-Gilbert and Gilbert with Virginia. The district would assign non-resident students open enrolling into the district in a way that seeks to equalize school capacity usage.

Table 9. Scenario B: PreK-6 Enrollment: Manage for Equalized Capacity Usage

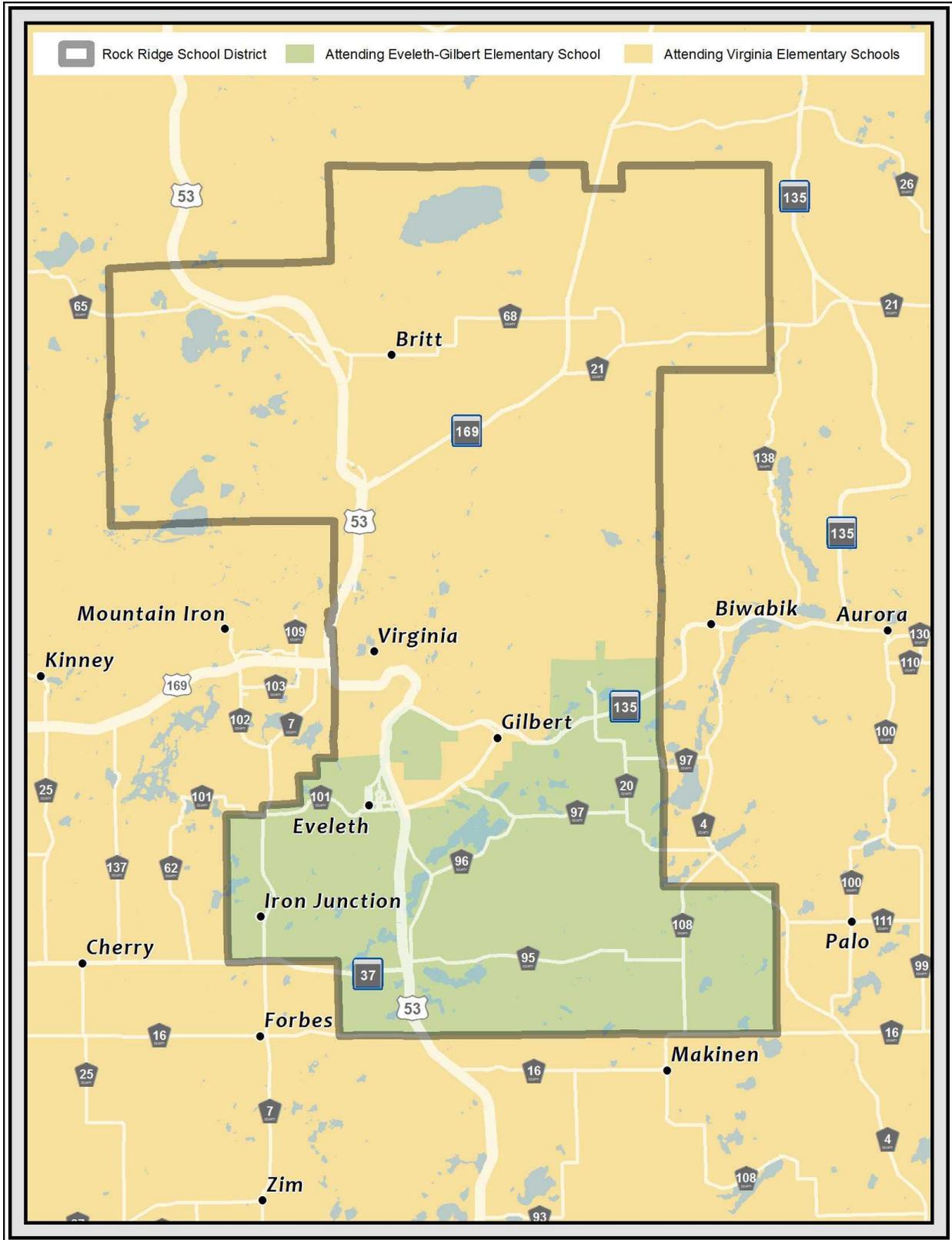
Areas	2020/21	Attending School in:		Number Attending	
	Students	Eveleth-Gilbert	Virginia	Eveleth-Gilbert	Virginia
Eveleth	229	100%	0%	46	139
Gilbert	98	0%	100%	54	104
Rural Eveleth-Gilbert	169	100%	0%	70	121
Midway	56	100%	0%	59	119
Rural Virginia	157	0%	100%	58	108
Virginia	444	0%	100%	49	149
Chisholm / Hibbing	20	0%	100%	64	129
Mesabi East	42	0%	100%	54	125
Mt Iron-Buhl	122	0%	100%	454	994
ISD 2142 North	71	0%	100%	46	139
ISD 2142 SE	23	0%	100%	54	104
ISD 2142 SW	17	0%	100%	70	121
Total	1,448			59	119

PreK enrollment	46	139
K-6 enrollment	408	855
Percent of K-6 design capacity:	78%	78%

Findings:

1. Parity in building utilization is achieved.
2. As compared to Scenario A some busing inefficiencies are eliminated but others, especially for students from ISD 2142 SE & SW are increased.

Scenario B. Manage for Equalized Capacity Utilization



Scenario C. Manage for Optimal Busing Efficiency—Option 1

Basis:

- Intra-district boundary uses current Virginia and Eveleth-Gilbert boundary.
- Assign students open enrolling into district in a manner that optimizes for busing efficiencies.

Under this scenario the intra-district attendance boundary runs along the boundary between the former Virginia and Eveleth-Gilbert districts and assigns open enrolled students in a manner to optimize efficient use of buses and bus routes.

**Table 10. Scenario C: PreK-6 Enrollment:
Manage for Optimal Busing Efficiency—Option 1**

Areas	2020/21	Attending School in:		Number Attending	
	Students	Eveleth-Gilbert	Virginia	Eveleth-Gilbert	Virginia
Eveleth	229	100%	0%	229	0
Gilbert	98	100%	0%	98	0
Rural Eveleth-Gilbert	169	100%	0%	169	0
Midway	56	0%	100%	0	56
Rural Virginia	157	0%	100%	0	157
Virginia	444	0%	100%	0	444
Chisholm / Hibbing	20	0%	100%	0	20
Mesabi East	42	100%	0%	42	0
Mt Iron-Buhl	122	0%	100%	0	122
ISD 2142 North	71	0%	100%	0	71
ISD 2142 SE	23	100%	0%	23	0
ISD 2142 SW	17	100%	0%	17	0
Total	1,448			578	870

PreK enrollment	51	134
K-6 enrollment	527	736
Percent of K-6 design capacity:	100%	68%

Findings:

1. Eveleth-Gilbert will be at design capacity while Virginia schools would operate at two-thirds of their capacity.
2. Assignment of students open enrolling into the district eliminates likely busing inefficiencies although Midway students have a longer ride than if they attended new Eveleth-Gilbert.

Scenario D. Manage for Optimal Busing Efficiency—Option 2

Basis:

- Intra-district boundary modifies current Virginia and Eveleth-Gilbert boundary by including Midway with new Eveleth-Gilbert school and Gilbert with Virginia schools.
- Assign students open enrolling into district in a manner that optimizes for busing efficiencies.

This scenario is offered with the assumption that the bus trip from Midway to new Eveleth-Gilbert is substantially shorter than going to schools in Virginia, and, the trip from Gilbert to either set of schools is approximately the same.

Under this scenario the intra-district attendance boundary modifies the former boundary between the former Virginia and Eveleth-Gilbert districts to include the Midway neighborhood in the Eveleth-Gilbert attendance area and Gilbert within the Virginia attendance area.

**Table 11. Scenario D: PreK-6 Enrollment:
Manage for Optimal Busing Efficiency—Option 2**

Areas	2020/21	Attending School in:		Number Attending	
	Students	Eveleth-Gilbert	Virginia	Eveleth-Gilbert	Virginia
Eveleth	229	100%	0%	229	0
Gilbert	98	0%	100%	0	98
Rural Eveleth-Gilbert	169	100%	0%	169	0
Midway	56	100%	0%	56	0
Rural Virginia	157	0%	100%	0	157
Virginia	444	0%	100%	0	444
Chisholm / Hibbing	20	0%	100%	0	20
Mesabi East	42	0%	100%	0	42
Mt Iron-Buhl	122	0%	100%	0	122
ISD 2142 North	71	0%	100%	0	71
ISD 2142 SE	23	100%	0%	23	0
ISD 2142 SW	17	100%	0%	17	0
Total	1,448			494	954

PreK enrollment	445	818
K-6 enrollment	500	763
Percent of K -6 design capacity:	85%	75%

Findings:

1. Both elementary schools are at good operating levels.
2. As measured by this analysis, all busing inefficiencies are eliminated.

Scenario E. Manage for Optimal Busing Efficiency—Option 3

Basis:

- Establish new intra-district boundary by modifying the former Virginia and Eveleth-Gilbert boundary to include Midway neighborhood into Eveleth-Gilbert school attendance area.
- Assign students open enrolling into district in a manner that seeks to better optimize busing efficiency.

Under this scenario the intra-district attendance boundary modifies the former boundary between the former Virginia and Eveleth-Gilbert districts to include the Midway neighborhood in the Eveleth-Gilbert elementary school attendance area. The district would assign non-resident students open enrolling into the district in a way that seeks to minimize busing inefficiencies.

**Table 12. Scenario E: PreK-6 Enrollment:
Manage for Optimal Busing Efficiency—Option 3**

Areas	2020/21 Students	Attending School in:		Number Attending	
		Eveleth-Gilbert	Virginia	Eveleth-Gilbert	Virginia
Eveleth	229	100%	0%	229	0
Gilbert	98	100%	0%	98	0
Rural Eveleth-Gilbert	169	100%	0%	169	0
Midway	56	100%	0%	56	0
Rural Virginia	157	0%	100%	0	157
Virginia	444	0%	100%	0	444
Chisholm / Hibbing	20	0%	100%	0	20
Mesabi East	42	0%	100%	0	42
Mt Iron-Buhl	122	0%	100%	0	122
ISD 2142 North	71	0%	100%	0	71
ISD 2142 SE	23	100%	0%	23	0
ISD 2142 SW	17	0%	100%	0	17
Total	1,448			575	873

PreK enrollment	53	132
K-6 enrollment	522	741
Percent of K-6 design capacity:	99%	68%

Findings:

1. Eveleth-Gilbert would be at capacity while Virginia schools would operate at just over two-thirds.
2. Only one subarea of non-resident students could be assigned to Eveleth-Gilbert thus some busing inefficiencies remain.
3. Early Childhood space in the Eveleth-Gilbert school could be adapted for use as an additional kindergarten and/or flexible classroom to permit the assignment of ISD 2142 SW open enrolled students to that school. This would enhance busing efficiency. Eveleth-Gilbert capacity would rise to 550; 537 K-6 students would be attending for 98% utilization. Virginia would shift to 726 K-6 students at 67% utilization.

Scenario E. Manage for Optimal Busing Efficiency—Option 3

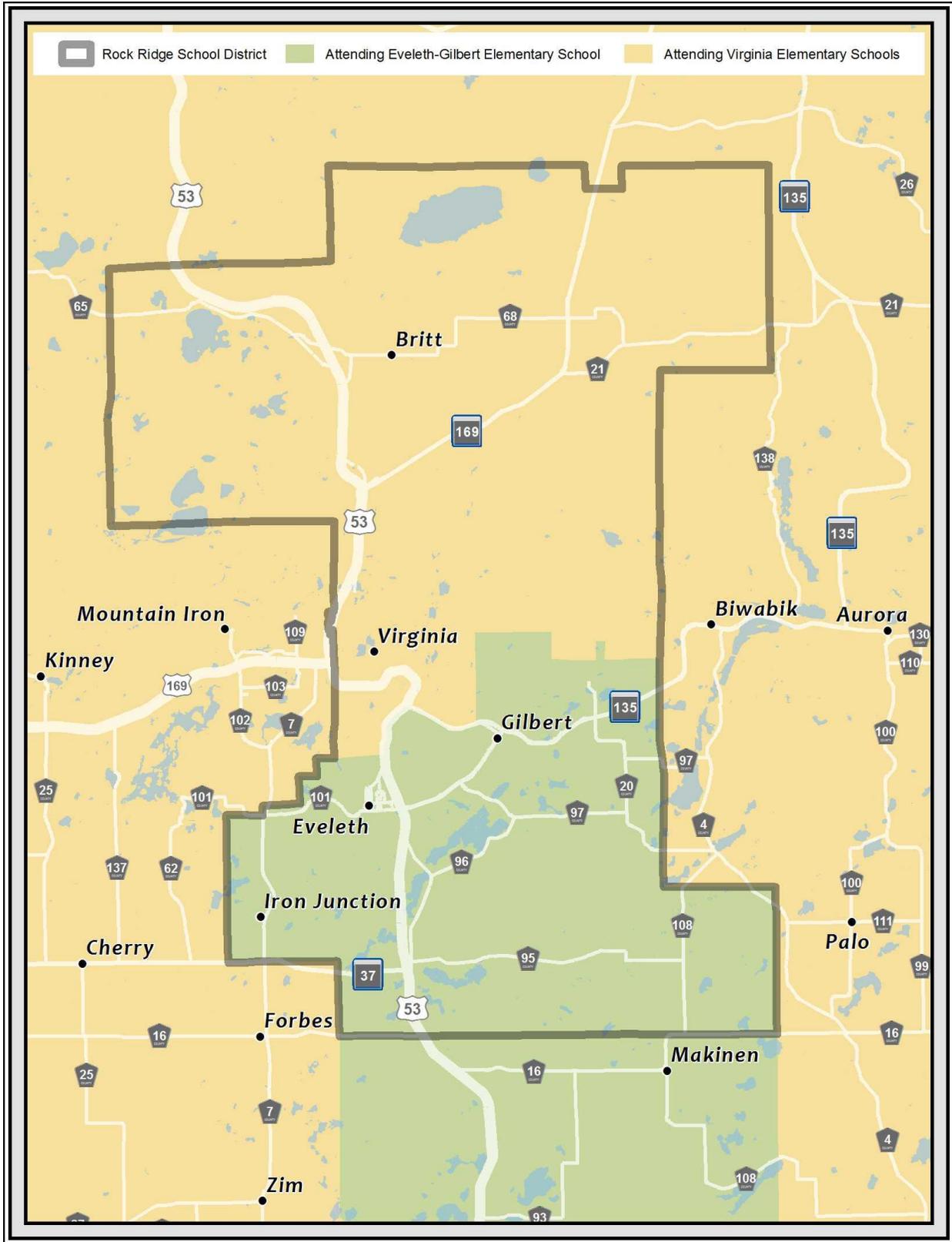


Table 13 shows enrollment by grade by school for the current situation and each of the scenarios. This perspective offers additional information that helped the district evaluate school capacities.

Table 13. Students Attending a School in Eveleth-Gilbert or Virginia by Grade under Different Scenarios

Grade	Current		Scenario A		Scenario B		Scenario C		Scenario D		Scenario E	
	E-G	V	E-G	V	E-G	V	E-G	V	E-G	V	E-G	V
Prek	31	154	44	141	46	139	51	134	49	136	53	132
K	44	114	62	96	54	104	70	88	60	98	71	87
1	74	117	89	102	70	121	94	97	76	115	91	100
2	54	124	69	109	59	119	68	110	62	116	73	105
3	58	108	64	102	58	108	71	95	62	104	71	95
4	54	144	67	131	49	149	74	124	55	143	66	132
5	62	131	69	124	64	129	74	119	70	123	77	116
6	56	123	72	107	54	125	76	103	60	119	73	106
Total	433	1,015	536	912	454	994	578	870	494	954	575	873
K-6	402	861	492	771	408	855	527	736	445	818	522	741

Note:

1. Enrollment figures are for 2020/21 as of February 2021.
2. PreK includes all students in current PreK programming: 3- and 4-year olds, Early Childhood Special Education, Head Start.
3. By the time the new schools are open these students will have shifted up two to three grades.

Appendix C. Community Survey

The Rock Ridge community had the opportunity to provide input to the school board concerning the attendance boundary. An online survey was conducted from March 24, 2021 to April 12, 2021. Notice was given to the community via email and published notices.

Analysis

The Rock Ridge community responded well with 916 surveys completed. Over three-quarters had children attending a Rock Ridge school today—50% in K-6 and 11% in Early Childhood/Head Start. Over half of the respondents—56%--will have children attending Rock Ridge in 2022 in Early Childhood/Head Start or K-6.

As might be expected, most (81.3%) respondents lived within the Rock Ridge district. However, anyone could respond and with a significant number of students open enrolling into district schools it's not surprising that nearly one-fifth (18.7%) of the respondents lived outside the district.

A sizeable number of respondents did not indicate a choice for a preferred boundary scenario; a total of 28% did not answer the question. Over three-quarters of these people lived within the district.

Of the respondents offering an opinion most favored boundary Scenario 2.

- 30.2% preferred Scenario 2 (listed as Scenario C in Appendix A).
- 25.8% favored Scenario 3 (Scenario D).
- 17.9% favored Scenario 4 (Scenario E).
- 16.1% said None of These options were preferred.
- 10.0% supported Scenario 1 (Scenario B).

The written comments of those not favoring any of the options suggested they wanted parents to have the choice of school for their students, drove their kids to school so bussing wasn't an issue for them, or lived outside the district.

When only respondents who will have children attending a PreK-6 school in Fall 2022 are included the pattern of preferred scenarios changes slightly.

- 28.7% favor Scenario 2.
- 25.7% favor Scenario 3.
- “None of These” is favored by 19.5%.
- 13.8% support Scenario 4.
- 12.2% support Scenario 1.

As described the four boundary scenarios only varied in limited ways: would students living in the Midway neighborhood of Virginia attend a Virginia or the new Eveleth-Gilbert PreK-6 school, a similar choice faced students living in the city of Gilbert, and a similar choice for students open enrolling into the district from Mesabi East and St. Louis County schools (southwest and south of Eveleth-Gilbert). That means the scenarios were identical for students living in Virginia, rural Virginia, Eveleth/West Eveleth/Leonidas,

rural Eveleth-Gilbert and the remaining open enrolled areas. Because respondents living outside the district were lumped into a single geographic area, the only respondents who had a choice of preference *and* could be analyzed are those living in Midway and Gilbert.

Table 14 presents the scenario preferences for respondents living in Midway.

Preferred Scenario	Where Students Attend under Scenario	Percent in Support	
		All Respondents	Only Respondents with future PreK-6 Students
2	Virginia	40.5%	50.0%
3	Eveleth-Gilbert	23.8%	25.0%
4	Eveleth-Gilbert	16.7%	12.5%
None		14.3%	8.3%
1	Eveleth-Gilbert	4.8%	4.2%

Both subsets of Midway respondents favor Scenario 2 but it is more strongly felt among those with future students. Among all respondents the greatest number (45.3%) support a scenario sending students to the new Eveleth-Gilbert school; that support drops slightly (to 41.7%) among respondents with future students.

However, when respondents were asked what *future* school they wanted their children to attend the preference for a Virginia school clearly emerged. Of the 26 individual responses (because it was a question with multiple answers possible there was an overlap of seven respondents with both pre-school and K-6 students):

- 14 wanted their children to attend Parkview Elementary.
- 14 preferred sending their children to the new Virginia 3-6 school. (Includes 7 overlapping respondents with students also at Parkview).
- 5 favored sending their students to the new Eveleth-Gilbert school.

Thus, 81% wanted their children to attend a Virginia school compared to 19% preferring the new Eveleth-Gilbert facility.

Table 15 presents the scenario preferences for respondents living in Gilbert.

Table 15. Gilbert Respondents Scenario Preference			
Preferred Scenario	Where Students Attend under Scenario	Percent in Support	
		All Respondents	Only Respondents with future PreK-6 Students
2	Eveleth-Gilbert	38.3%	29.2%
3	Virginia	27.7%	29.2%
4	Eveleth-Gilbert	23.4%	25.0%
1	Virginia	8.5%	12.5%
None		2.1%	4.2%

All Gilbert respondents clearly prefer a scenario in which their students attend the new Eveleth-Gilbert school—Scenario 2 is the highest ranked and 61.7% prefer it or Scenario 4. What is interesting is that this support fades when only respondents who will have future PreK-6 students are considered. For them, Scenarios 2 and 3 are held in equal favor and the combined number desiring to send their students to the new Eveleth-Gilbert school drops to 54.2%. A review of comments by Gilbert respondents suggests that a higher preference for sending students to Virginia rests on two considerations: their friends attend Virginia and bussing efficiency.

However, in a shift similar to that of their Midway compatriots, when respondents were asked what *future* school they wanted their children to attend the preference for the new Eveleth-Gilbert school strongly emerged. Eliminating overlapping answers (this was a multiple choice question) of the 25 individual responses:

- 76% (19) wanted their children to attend the new Eveleth-Gilbert PreK-6 school.
- 24% (6) wanted their children to attend a Virginia school.

Thus, it is clear that when respondents were asked the more specific question about desired future school as compared to one about the more abstract boundary scenarios they clearly shifted their responses. In the case of Midway it was to Virginia schools and in the case of Gilbert it was to the new Eveleth-Gilbert school.

The two sets of comments—ones explaining their choice of scenarios and the others offering general advice—provide much anecdotal insight into respondents’ perspectives on the boundary, schools in general, the communities and the decision-making process. Among the general lines of commentary that stood out to the consultant team were:

- A dominating concern for all aspects of bussing including route efficiency and short ride times for students.
- Allow parental choice in what school to send children especially if this is the case already for this family.
- Adhere to the traditional school boundaries between Virginia and Eveleth-Gilbert.
- Allow students to attend same school as their friends.

Survey Form

Rock Ridge Community,

As we prepare for the opening of our new elementary schools, your input is needed on a key decision. Parkview Learning Center will remain a PreK-2 school, a new grade 3-6 elementary school will be constructed in Virginia where the current Roosevelt Elementary School sits, and a new PreK-6 elementary school will be constructed in Eveleth near the new Rock Ridge High School. The pending key decision is to establish the attendance boundary for students attending the new school in Eveleth and those attending the two schools in Virginia.

In delineating this boundary the district has several objectives: minimizing bus travel time for students, optimally using the capacities of the new facilities, and minimizing bus transportation costs through efficient routes.

Four alternative boundary scenarios have been defined. They are different approaches to assigning students who live within the district as well as the significant number who open enroll into Rock Ridge from adjoining districts.

Your responses to the following questions will greatly aid the School Board with the attendance boundary issue. Thank you.

1. Where do you live? (refer to Map 1 for areas)

Area 1: Virginia

Area 2: Rural Virginia

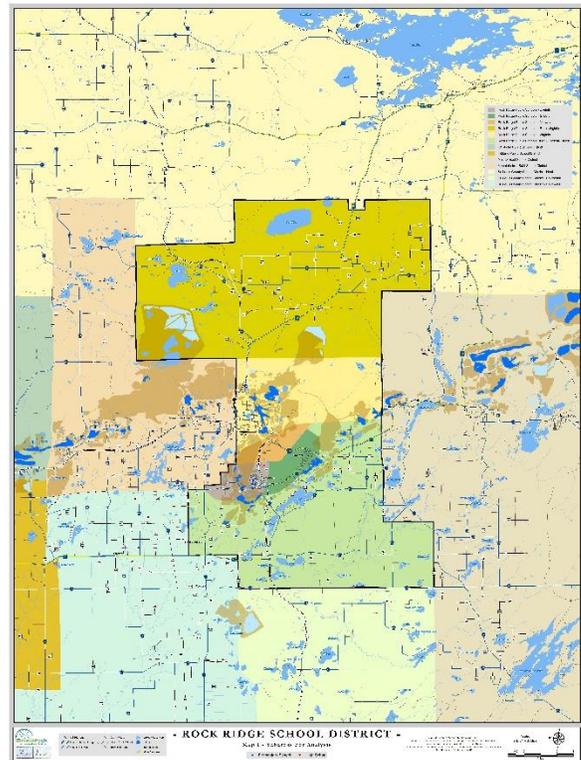
Area 3: Midway

Area 4: Gilbert

Area 5: Eveleth/West Eveleth/Leonidas

Area 6: Rural Eveleth-Gilbert

Outside of Rock Ridge district



2. Do you have any children currently attending a Rock Ridge school?

Yes

No (please skip to question 5)

3. What grades are your children? (check all that apply)

- Early Childhood
- Head Start
- K-6
- Grades 7-12

4. Which schools does your child/children attend? (check all that apply)

- Nelle Shean Elementary
- Franklin Elementary
- Eveleth-Gilbert Junior/Senior High
- Parkview Learning Center
- Roosevelt Elementary
- Virginia High School

5. Maps 2-5 present four alternatives for setting the elementary school attendance boundary. Which of the future boundary scenarios do you prefer?

- Scenario 1
- Scenario 2
- Scenario 3
- Scenario 4
- None of these

For maps as presented in survey, see maps for Scenarios B-E in Appendix A.

6. Why do you prefer the scenario you selected?

[text input]

7. Will you have children attending a Rock Ridge PreK-Grade 6 school beginning in Fall 2022?

- Yes
- No (please skip question 10)

8. What programs will your PreK – Grade 6 children be in Fall 2022? (check all that apply)

- Early Childhood
- Head Start
- K-6

9. Which schools would you prefer your children attend? (check all that apply)

- Parkview Learning Center (PreK-2)
- New Grade 3-6 in Virginia
- New PreK -6 in Eveleth-Gilbert

10. Do you have any comments on the boundary issue you wish to share with the School Board?

[text input]

Results

Q1. Where do you live?

	No.	%
Virginia	213	23.3%
Rural Virginia	113	12.3%
Midway	55	6.0%
Gilbert	70	7.6%
Eveleth/West Eveleth/Leonidas	127	13.9%
Rural Eveleth-Gilbert	167	18.2%
Outside district	171	18.7%
Total	916	100.0%

Q2. Do you have any children currently attending a Rock Ridge school?

	No.	%
Yes	722	78.4%
No	199	21.6%
Total	921	100.0%

Q3. What grades are your children?

	No.	%
Early Childhood	92	9.5%
Head Start	17	1.8%
K-6	478	49.4%
Grades 7-12	380	39.3%
Total	967	100.0%

Multiple answers were possible.

Q4. Which schools does your child / children attend?

	No.	%
Nelle Shean Elementary	68	6.8%
Franklin Elementary	118	11.8%
Eveleth-Gilbert Jr/Sr High	132	13.1%
Parkview Elementary	231	23.0%
Roosevelt Elementary	216	21.5%
Virginia High	239	23.8%
Total	1004	100.0%

Multiple answers were possible.

Q5. Which of the future boundary scenarios do you prefer?

	No.	%	% of those answering
Scenario 1	66	7.2%	10.0%
Scenario 2	200	21.8%	30.2%
Scenario 3	171	18.7%	25.8%
Scenario 4	119	13.0%	17.9%
None of these	107	11.7%	16.1%
N.A.	253	27.6%	
Total	916	100.0%	100.0%

Scenario 1 = B in report, 2 = C, 3 = D & 4 = E.

Q7. Will you have children attending a Rock Ridge PreK-Grade 6 school beginning in Fall 2022?

	No.	%
Yes	368	55.5%
No	295	44.5%
Total	663	100.0%

Q8. What programs will your PreK-Grade 6 children be in Fall 2022?

	No.	%
Early Childhood	43	10.4%
Head Start	19	4.6%
K-6	351	85.0%
Total	413	100.0%

Multiple answers were possible.

Q 9. Which schools prefer children attend?

	No.	%
Parkview Elementary	145	31.6%
New Virginia Elementary	185	40.3%
New E-G Elementary	129	28.1%
Total	459	100.0%

Multiple answers were possible.

A number of cross-tabulations were made to explore relationships between respondents' various answers.

Table 16. Where respondent lives by PreK-Grade 6 children attending school now. [Q1 x Q3]

	EC/HS	K-6	Total
Virginia	25	116	128
Rural Virginia	16	65	68
Midway	7	27	32
Gilbert	4	28	30
Eveleth/West Eveleth/Leonidas	12	69	74
Rural Eveleth-Gilbert	20	80	88
Outside district	23	93	103
Total	107	478	523

EC/HS = Early Childhood / Head Start.

Multiple choices for children attending were possible.

Table 17. Where live by School Children Attending [Q1 x Q4]

Row Percent

	Nelle Shean	Franklin	Parkview	Roosevelt	Total	Nelle Shean	Franklin	Parkview	Rsvlt
Virginia	2	1	77	73	153	1.3%	0.7%	50.3%	47.7%
Rural Virginia	1	5	37	43	86	1.2%	5.8%	43.0%	50.0%
Midway	1	3	20	11	35	2.9%	8.6%	57.1%	31.4%
Gilbert	6	15	8	8	37	16.2%	40.5%	21.6%	21.6%
Eveleth/WE/L	28	41	13	11	93	30.1%	44.1%	14.0%	11.8%
Rural Eveleth-Gilbert	26	43	18	14	101	25.7%	42.6%	17.8%	13.9%
Outside district	4	10	56	56	126	3.2%	7.9%	44.4%	44.4%
Total	68	118	229	216	631	10.8%	18.7%	36.3%	34.2%

Multiple choices for children attending were possible.

Table 18. Where live by Preferred Boundary Scenario [Q1 x Q5]

Row Percent of Those Answering

	1	2	3	4	None	N.A.	Total	1	2	3	4	None
Virginia	23	44	44	22	24	56	213	14.6%	28.0%	28.0%	14.0%	15.3%
Rural Virginia	5	28	25	15	16	24	113	5.6%	31.5%	28.1%	16.9%	18.0%
Midway	2	17	10	7	6	13	55	4.8%	40.5%	23.8%	16.7%	14.3%
Gilbert	4	18	13	11	1	23	70	8.5%	38.3%	27.7%	23.4%	2.1%
Eveleth/WE/L	5	29	23	18	15	37	127	5.6%	32.2%	25.6%	20.0%	16.7%
Rural Eveleth-Gilbert	16	36	32	24	15	44	167	13.0%	29.3%	26.0%	19.5%	12.2%
Outside district	11	28	24	22	30	56	171	9.6%	24.3%	20.9%	19.1%	26.1%
Total	66	200	171	119	107	253	916	10.0%	30.2%	25.8%	17.9%	16.1%

Scenario 1 = B in report, 2 = C, 3 = D & 4 = E.

Table 19. Where live by PreK-Grade 6 Children Attending Future School [Q1 x Q8]

	EC/HS	K-6	Total
Virginia	11	172	183
Rural Virginia	11	46	57
Midway	3	24	27
Gilbert	3	23	26
Eveleth/West Eveleth/Leonidas	8	42	50
Rural Eveleth-Gilbert	11	62	73
Outside district	12	67	79
Total	59	436	495

EC/HS = Early Childhood / Head Start.

Multiple choices for children attending were possible.

**Table 20. Where live by Preferred Future School for Children:
Households with Future PreK-6 Students Only
[Q1 x Q9 controlling for Q7]**

	Row Percent						
	Parkview PreK-2	New Virginia 3-6	New Eveleth – Gilbert PreK-6	Total	Parkview	New Virginia 3-6	New Eveleth – Gilbert PreK-6
Virginia	48	63	3	114	42.1%	55.3%	2.6%
Rural Virginia	30	38	4	72	41.7%	52.8%	5.6%
Midway	14	14	5	33	42.4%	42.4%	15.2%
Gilbert	6	3	19	28	21.4%	10.7%	67.9%
Eveleth/WE/L	5	7	35	47	10.6%	14.9%	74.5%
Rural Eveleth-Gilbert	9	15	47	71	12.7%	21.1%	66.2%
Outside district	33	45	16	94	35.1%	47.9%	17.0%
Total	145	185	129	459	31.6%	40.3%	28.1%

Responses are only by those who will have PreK-6 students in Fall 2022.
Multiple choices for children attending were possible.

**Table 21. Where live by Preferred Boundary Scenario:
Households with Future PreK-6 Students Only
[Q1 x Q5 controlling for Q7]**

	Row Percent										
	1	2	3	4	None	Total	1	2	3	4	None
Virginia	15	24	19	12	19	89	16.9%	27.0%	21.3%	13.5%	21.3%
Rural Virginia	2	17	17	5	10	51	3.9%	33.3%	33.3%	9.8%	19.6%
Midway	1	12	6	3	2	24	4.2%	50.0%	25.0%	12.5%	8.3%
Gilbert	3	7	7	6	1	24	12.5%	29.2%	29.2%	25.0%	4.2%
Eveleth/WE/L	3	11	13	9	9	45	6.7%	24.4%	28.9%	20.0%	20.0%
Rural Eveleth-Gilbert	11	16	17	9	10	63	17.5%	25.4%	27.0%	14.3%	15.9%
Outside district	10	19	16	7	21	73	13.7%	26.0%	21.9%	9.6%	28.8%
Total	45	106	95	51	72	369	12.2%	28.7%	25.7%	13.8%	19.5%

Responses are only by those who will have PreK-6 students in Fall 2022.
Scenario 1 = B in report, 2 = C, 3 = D & 4 = E.

Comments: Preferred Scenario

Respondents were asked to offer explanation for their preferred option. To the right of each comment is a tag indicating where the person lived: V = Virginia, Rural V = Rural Virginia, Mid = Midway, G = Gilbert, E/WE/L = Eveleth / West Eveleth / Leonidas, Rur E-G = Rural Eveleth-Gilbert, Out = Outside district.

Comments have not been edited. Multiple versions of the same or similar response have been grouped. Illegible responses were deleted.

Scenario 1 (Scenario B in report)

No preference / don't really care / no real reason / no impact (4)	Various
Allows more students to attend the schools if they choose.	[V]
Because girls currently live in Gilbert and go to Virginia schools since that is where my husband and I work	[G]
Because I want my children to continue to go to Parkview or Virginia. I drive them into school and work in Virginia.	[Out]
Because my kids are almost the last ones off the bus currently and already have over an hour long bus ride home. I'm concerned if you expand boundaries more they could end up with an even longer bus ride.	[Rur E-G]
Class sizes	[Out]
Doesn't affect me my child is in high school	[Rural V]
Fewer enrollments	[Rur E-G]
Fewer k-6 enrollments	[Rur E-G]
I can't tel the difference	[V]
I have to drive to our bus stop and it would be nice to have my children picked up right at the driveway!	[G]
I live out in Cherry/Forbes area and will be driving my children to PLC everyday.	[Out]
I live out in Forbes, MN and I work in Virginia and I drop off my kids at school and pick them up after work when school is done. Works great with my work schedule and as they get older and they are in extra school activities, I will be able to attend on time.	[Out]
I think that it provides for the least questions. If you are open enrolled you go here, if you are within this boundary you go there.	[Out]
I want my kids to stay where they are already at	[Mid]
I'm not sure	[Rur E-G]
It has both my child's fathers town and mine in the Virginia district.	[V]
it would mean smaller class sizes from my children	[Rur E-G]
Know the area better	[V]
Leave it the way it is	[V]
Less changes for students	[V]

Live in Iron Junction	[Rur E-G]
Look d the best for my kids	[V]
Looking at a house outside of the boarder. Want to stay with Virginia	[V]
Looks like a good fit	[V]
More kids in Virginia	[Rur E-G]
More kids in Virginia. We stay with buses going to Virginia in our area.	[Rur E-G]
Most logical	[V]
Not as many students, more one on one with teacher.	[E/WE/L]
People take into consideration schools when purchasing homes - you shouldn't impose your budget issues on individuals who purchase homes and certain places for certain reasons.	[V]
seems the best	[Out]
Seems the most logical and cost effective for busing purposes.	[E/WE/L]
Seems the most logical.	[V]
Seems to make sense	[Rural V]
Smaller class sizes for our children	[Rur E-G]
so kids are not on the bus so long.	[G]
Sounds good for my kid	[Rur E-G]
Student in Biwabik township currently open enrolled to Parkview stays in Parkview.	[Out]
The description of the Bus in Times	[Rural V]
We live in Gilbert and will continue to go to the Virginia schools	[G]

Scenario 2 (Scenario C in report)

Balanced / most even / equal numbers / even map split (21)	Various
Ease of picking up students ...most parents work in Virginia. Favorable busing numbers. Continuity for the students.	[V]
Anyone that includes Makinen	[Out]
Because	[Rur E-G]
Because I would like to see more of rural Gilbert going to EG elementary.	[Rur E-G]
Because it includes Makinen and otherwise stays the same for surrounding districts.	[Rur E-G]
Best distribution of students. Scenarios 1 and 3 are misleading. It shows a lot of green area around Gilbert, not including Gilbert. A lot of that is uninhabited state, county and mine land.	[G]
Better fit for the area. Other scenarios have outlier sections (e.g. Midway).	[E/WE/L]
Bus inefficiencies are eliminated	[Mid]
Bussing issues -surrounding areas sends them to Eveleth and not past Eveleth to Virginia and helps to equalize schools.	[Rur E-G]
Coming from the Makinen area, it seems to be the best for not having a superv long bus route. I do not currently have a child to enroll in school soon, but 5 years from now I will and it would be ideal to not have them have a long bus route like I had growing up in the Biwabik area	[Out]
Doesn't matter to us.	[V]
Doesn't make sense to split gilbert between both schools	[Rural V]
Don't send everyone just to virgini	[E/WE/L]
Efficient and balanced	[Rur E-G]
Efficient service, better split	[V]
Eliminates bussing costs, so that money can be put into other things.	[V]
Elimination of bussing inefficiencies.	[Out]
Equal number of students per teacher	[Rur E-G]
Evenly breaks up the zones to minimize rural buss travel along with better distribution of students	[V]
Evens out distribution of kids— some options seem to overload the Virginia numbers.	[Out]
Favorite	[E/WE/L]
Gilbert is in the "Everett-Gilbert" zone. It makes the most sense because Everett and Gilbert are closer together than Gilbert and Virginia.	[G]
Gilbert kids still go to EG. Also, similar boundaries as there are now.	[G]
Gilbert MUST be in the new EG building. They were sold the referendum on getting their new school. And I know several parents who'd pull their kids to go Mesabi East if they had to go to the Virginia schools.	[Out]

Gilbert Students who live in the current district shouldn't have to go to another school. Also it makes more sense to have Midway go to Virginia because it doesn't make sense for those from Zim, Forbes, Cherry, etc to go all the way to Virginia.	[G]
I choose scenario 2 because it looks as though it would include us in the boundary (we live in Makinen but address is Eveleth - we are right off hwy16). Most important for me is my children can attend and be bused from home.	[Out]
I do not live within the district zones, but my child attends the elementary school. If I am working at the school in Eveleth, it doesn't make sense for my child to attend school in Virginia since there is no school transportation provided.	[Out]
I do not want my kids to go to school in Eveleth	[Mid]
I don't want my children to be moved to a new school with new students when, by the time the new schools are completed, they will be almost done with their time in the elementary. These are the kids they have known since we were in ECFE classes. I would be more inclined to vote for an alternative scenario if there was a "grandfather clause" in place. By the time the new schools are done, my oldest will be in the high school and my youngest will be in 5th or 6th grade. It is unfair for him to be removed from the friends and teachers he has grown with.	[Mid]
I don't want my kids to go to the new Eveleth school. I want them to stay at Parkview and Roosevelt due to my job and family needs.	[Mid]
I don't want my kids changing schools	[Mid]
I feel it makes the most sense.	[Rural V]
I live in midway but I work in Virginia and I would like to be close to my kids	[Mid]
I live in the Midway area. I understand why that area is included in Eveleth. However, my children have established friends within the Roosevelt and Parkview. At this point I would not move my children to a different school because of their established relationships. I hope since it is all one district and I am transporting my children I can choose where they go.	[Mid]
I think having the majority of bus route inefficiencies taken care of and also having student travel times reduced is the best option. I also feel that the less the kids have to be bussed on Hwy 53 over the bridge during our snowy and icy winters is the best choice.	[E/WE/L]
I think it would keep sizes of schools similar.	[Rural V]
I think it's best to split up the students as best as possible; making it more efficient	[V]
I think that there should be a more equal number of students in each school. Students in Biwabik are closer to the EG campus than the Virginia campus. Virginia shouldn't get all of the students outside of the immediate Eveleth & Gilbert city guidelines.	[E/WE/L]
I think whatever is the most cost-effective way to draw the boundary is the best considering building sizes--teachers--class sizes.	[Rur E-G]
I would like my child to remain in Eveleth/Gilbert area for schooling.	[G]
Inefficiencies eliminated	[Rur E-G]
It appears to be more students going to the nearest school building	[Rural V]
It doesn't really affect us as we live in town, in Virginia but this scenario seems to balance numbers and keep Midway students at Virginia location.	[V]
It eliminates most bussing inefficiencies, is closest to the current boundaries and it spreads kids more equally between the two new schools	[Rur E-G]
it evens out the enrollment size the best.	[Rur E-G]

It is efficient and has Midway remaining in Virginia	[Out]
It is the most logical. Brings the pre-k numbers to a 3 section school.	[Out]
It just makes sense. Class sizes would be pretty equal and it splits at a reasonable area	[Rur E-G]
It makes more sense in terms of location so parents know anything above this area goes to this location. The drive time will be shorter for people that live in those areas. It is easier to reference the general idea so that when people are moving they know what the boundary lines are for which school their child will attend.	[V]
It makes the most sense travel-wise, except Midway students should also be attending K-6 elementary at the new Rock Ridge site	[Rur E-G]
It seems more economical.	[Rur E-G]
It seems to be the most efficient.	[V]
It shortens bus routing times and eliminates transportation inefficiencies, seems to be the largest transportation cost effectiveness.	[V]
It's the least overwhelming number for Virginia	[V]
Keep attendances closer then stacking virginia while removing inefficiencies for bussing	[Rur E-G]
keeps districts seperate still	[E/WE/L]
Keeps midway in Virginia	[V]
Kids from the east end of the range should not have to drive past eveleth to get to Virginia school	[Rur E-G]
Least bus times accommodating the greatest area	[G]
Less bus time for students	[E/WE/L]
Live in Midway and child has already started at Parkview- don't want to switch after she's already made friends	[Mid]
Make the bridge as the border	[V]
Makes the most sense and seems simplest. People to the south go to one school and the north to the other. Makes it easier for people moving into the area to discern where kids go.	[Out]
Midway families would still attend Virginia and the busing is optimized.	[Rural V]
Midway is considered Virginia and should be allowed to attend school in the Virginia area	[V]
Midway is in Virginia district	[Out]
Midway is Virginia.	[Mid]
Midway kids are Virginia's kids!	[Out]
Midway kids remain with their fellow students and staff	[V]
Midway stays in Virginia schools.	[Mid]
Midway students are able to attend Parkview and Virginia Elementary.	[V]
More fair to Eveleth-Gilbert atea	[G]
More kids	[Rur E-G]

More opportunities for kids from other areas to get bused in.	[E/WE/L]
More students closer to the high school	[Rur E-G]
Most bus routes are shortened	[Rural V]
Most consistent with current boundaries	[Rural V]
My kids would continue to attend the school with all their friends, and my 1 year old could then also attend that same school.	[Out]
No reason. We don't live in the city limits	[Out]
Numbers seem more even... eliminated inefficient bus routes... short bus times... possibly will lead to easier bussing in the winter.	[G]
Opportunity for more students	[E/WE/L]
Scenario 2 & 4 are equally divided between the two schools attendance-wise. My children's dad lives in Midway, so I'm finding that the fact bussing is offered in this scenario for them if they are there is my deciding factor.	[V]
Scenario 2 makes the most sense geographically: students to the north go to Virginia, students to the south to Ev/Gilbert. Students would attend the schools by proximity.	[V]
Seemed to be more evenly distributed in terms of the area and numbers.	[Mid]
Seems easy	[E/WE/L]
Seems like the best to me	[Rur E-G]
Seems practical	[V]
Seems the most logical	[Rural V]
Seems to be an even split of territories and lowest amount of bus travels.	[Rur E-G]
Seems to be more geographically friendly to split this way.	[Mid]
Seems to make the most sense and level loads the students between the two. It also keeps most kids that live close together attending the same school vs the other plans.	[Rur E-G]
Seems to make the most sense. Building enrollments are better balanced.	[Rural V]
shortened bus routes for nearly all	[Rural V]
shortened bus times for country students	[Rur E-G]
Shorter bus routes	[Rural V]
Shorter trip times.	[E/WE/L]
simple	[Out]
Simpler North/South boundary	[Rural V]
Smaller size	[V]
Students outside the EG boundaries attending EG now should continue with their current school. It would be extremely difficult on the kids to suddenly need to switch schools.	[Out]

Students who have always gone to Virginia elementary will stay with their friends and familiar teachers that they have known for years. For little kids with anxiety about school this consistency is important.	[Mid]
students will still be with their friends	[V]
The district is cut in half. Why have bussers going past the school to get to Virginia or Eveleth.	[E/WE/L]
The schools would be closer to the homes of the students and families.	[V]
This more aligns with general traffic flow and with where the general public associates themselves with the towns	[Rur E-G]
This scenario seems like a more even boundary with fewer bussing issues.	[Out]
Those north of the imaginary 'line' go to Virginia locations. Those south go to the 'new high school/elem. school area' location/Eveleth. Seems the simplest to explain and understand. Now I realize that Midway kids would be bussed longer, but still...the bus ride is no where near as long as some kids that ride today.	[V]
To keep the kids that have been together, together	[G]
Unsure	[V]
Virginia is better	[V]
We live in biwabik don't doesn't matter we drive out kids to virginia to be with their cousins so they all go to the same school	[Out]
We live in Britt. These scenarios don't seem to make any difference to us since we would be attending Virginia. Maybe I am missing something	[Rural V]
We live outside the district but my kids attend Eveleth Gilbert. The second maps suits us best	[Out]
We open enroll and my kids currently attend Virginia K-6. However, we live south of the district with no current bussing available. We drive the kids to school. When the new high school is finished, one child will be in 7th grade and my plan was to have my younger child move to the new EG school so they are both in the same location for ease of drop off/pick up. I chose Scenario 2 because it appears that most most kids currently residing in "Virginia" areas would remain in Virginia and most kids currently residing in "Eveleth/Gilbert" areas would remain in the EG school. I'm hoping open enrollment will continue once the new schools are built.	[Out]
We use daycare in Virginia and our child already goes to Virginia. We want Midway to stay with Virginia for the elementary or for there to be an open enrollment option.	[Mid]
Where I live, it doesn't really matter as my kids would attend the same school regardless of scenario it appears.	[E/WE/L]
Where we live it will make more sense for our younger kids to go to the new Eveleth elementary instead of being bused all the way to Virginia.	[Out]
With minimal inefficiencies, it seems to allow for the most flexibility numbers wise.	[G]

Scenario 3 (Scenario D in report)

Best scenario for students riding bus / better bussing / transportation efficiency / shorter bus times (71)	Various
Amount of time the kids are on the bus is at minimal.	[G]

Appears to be the most efficient.	[Out]
Appears to be the most logical.	[V]
Because I live in it.	[Rur E-G]
Because it stated that almost all inefficiencies were eliminated.	[Mid]
Because times and inefficiencies seem to be eliminated	[Rur E-G]
Best balance presented.	[Out]
Class sizes between schools is fairly equal, and bussing issues are minimized.	[Mid]
concern about the max capacity for the EG elementary building. Would like to know the capacity # for both buildings being built.	[Rur E-G]
Create less bus inefficiency as possible for most.	[E/WE/L]
Don't want the new elementary on the hill to be at capacity right away.	[V]
Efficient bus schedules are easier for kids and drivers.	[E/WE/L]
Either 3 or 4	[Rural V]
Eliminates bussing inefficiency which is costly, wastes time for students, is safest due to shorter bus trips and is environmentally the best	[Out]
Eliminates bussing issues. But doesn't seem to make sense for Midway students	[V]
Eliminates efficiencies. It makes more sense for Midway students to attend the Eveleth-Gilbert school.	[V]
good one	[Rur E-G]
Had to choose one	[Rural V]
I guess I don't really care as long as my son can continue in roosevelt as he is now. We love in biwabik outside the district. I just want him to end up getting to stay with his friends. I'm nervous about that	[Out]
I honestly don't care	[Mid]
I live in the area for busing	[Rur E-G]
I prefer scenario three because it eliminates bus routing inefficiencies.	[Rur E-G]
I selected it because you told me to pick one and you said this choice eliminated inefficiency. I'm choosing to trust your information, and honestly the boundary definitions are not that important to me personally.	[V]
I think it makes the most sense.	[V]
I think that Midway should be allowed to attend the elementary in Eveleth because it's right next door, and that along with having Gilbert attend the elementaries in Virginia breaks down old outdated boundries between the former districts. It promotes unity and instead of the old "us vs them" mentality still held by some people.	[V]
I'd like to keep my kids together all in the Virginia school.	[G]
It doesn't really matter we are in the same zone in all of them.	[V]

It evens out the atudent in both schools	[V]
It makes sense for the Midway k-6 kids to attend the new Eveleth elementary	[Mid]
It makes sense to me	[V]
It makes the best financial and logistical sense. Do what is right for the future of the district and don't focus on trying to make all of the parents happy.	[Mid]
It makes the most logical sense to me.	[E/WE/L]
It makes the most sense to me. Eliminating busing issues is very important all the way around.	[E/WE/L]
It says that bussing inefficiencies have been eliminated. I know any change can be difficult for families, especially if they have upper elementary students who have been attending one school and will now need to switch. Maybe a 'grandfathered in' situation could be considered.	[V]
It seems most convenient for everyone and better balance of numbers. We are within the bussing area no matter what.	[Rural V]
It seems to be the most fairly distributed but also allow those who already attend Virginia from outside the district to continue in Virginia.	[Rur E-G]
It seems to make sense that Midway kids go to school in Eveleth, since that school will be located in Midway.	[V]
It seems to make the most sense with transportation, and with the way costs are going, the most cost effective scenario should be chosen.	[Out]
It seems to make the most sense, for the bus routings and time/efficiency. Midway is so close to the new schools, it seems silly to bus them all the way to Virginia, instead of just up the hill to the new k-6 building.	[Rural V]
Less exceptions	[G]
Looks like a good option!	[Rur E-G]
Makes most sense	[E/WE/L]
makes the most sense	[V]
Makes the most sense of all the scenarios for busses to route to each school. The estimated number of students also seems a little more equal and easy to manage at both schools	[V]
more consistency and fairness in buss transportation everyones day close to same length	[Out]
More kids	[Out]
My kid wants to stay with his friends in the Virginia District	[G]
No specific reason	[E/WE/L]
Seems more even for amount of children attending each school.	[E/WE/L]
Seems the obvious choice for transport efficiency and enrollment balance	[Rur E-G]
Seems to be better for the kids that have to ride the bus and for the drivers and gas	[G]
Seems to make the most logical sense	[Rural V]

seems to make the most sense	[Rur E-G]
Shortened bus time for K-6 child in Midway	[Mid]
The maps look the same I just went with the numbers This survey does not really explain what is being asked	[E/WE/L]
This seems to be the most efficient transit option available.	[E/WE/L]
Those living North of Virginia would attend the Virginia campus and those living more south would attend the Eveleth campus, makes more sense than having longer bus rides or longer travel for families to their schools.	[Rural V]
Virginia attendance is reduced slightly to give my child a smaller school setting. Also, we are keeping the same students attending the same schools for the most part. It also helps the bussing.	[Rural V]

Scenario 4 (Scenario E in report)

Appears to be best solution / makes sense / most logical / most effective (14)	Various
Actually, I would like to see an even better enrollment number balance by including more open enrollment areas in the Eveleth location. It makes no sense to me to bus students across a bridge when there will be a new school very near them.	[Rur E-G]
Allowing the original towns and communities to remain in their original (but new) elementaries.	[Rur E-G]
An even number of students distributed between the schools so class sizes can be closer to equal in each elementary.	[V]
Appears to be cleaner boundary lines-numbers evened out a little more	[Rural V]
Because it has Makinen. Biwabik and cherry already have their own districts.	[Rur E-G]
Because it's cut and dry	[Out]
Because the busing inefficiencies seem to be eliminated for all	[E/WE/L]
Because the trips are shorter & I'm guessing there's not many students in Makinen or Central Lakes effected	[Rural V]
best balance between #s and proximity	[Rur E-G]
Best bussing option for district with Midway bussing to Eveleth.	[Rur E-G]
Buses should be going to the nearest school, and that looks to be the shortest routes.	[Mid]
Class sizes more even and not spotty areas where kids live across the street from each other going to different school	[E/WE/L]
Clear and simple boundaries, increased equalizing of student enrollments, decreased busing issues.	[Rur E-G]
Closer split in attendance at both schools	[V]
Closer, duh	[G]
Closest to what I would have expected.	[Out]
Continue to have most of the same students that our individual school has	[V]
Cuz I did	[V]

Easily identified boundaries and geographical common sense	[Out]
Efficiently covers areas not currently served by another school district.	[E/WE/L]
Even class size	[V]
Even numbers, even geography	[Out]
Gilbert should be included in Eveleth elementary school. This appears best transportation with that scenario.	[G]
Gilbert students will go to Eveleth , closer, more reasonable	[G]
Honestly they all seemed similar and could not compare side by side	[V]
I believe students in Midway, Eveleth, Gilbert, and Virginia should be able to go to the school that is closest for them. Students from inside the school district should get first priority, and students from outside the district should be considered second.	[Rur E-G]
I don't know if I selected the right one but as close to midway as possible for all grades	[Mid]
I live in Gilbert, I want my kids near to Gilbert	[G]
I wish there would have been option of whichever plan is best for the students. I just picked one because I had to.	[E/WE/L]
Includes makinen but does not include mesabi east or cherry who have their own districts.	[Rur E-G]
It appears students would attend the school closest to their home.	[E/WE/L]
It doesn't interfere as much with other districts	[Out]
It makes sense to have Midway students attend Eveleth elementary.	[Mid]
It's the easiest to understand on the map, i.e. has the clearest boundaries.	[V]
Just picked one	[G]
Keep kids that are currently Eveleth/Gilbert going to the new school (by the high school) makes sense. Also having the kids in Midway go to the new school (by the high school) due to how close in proximity it is makes the most sense.	[V]
Keeps Gilbert students in Eveleth	[Rur E-G]
Kids are closer to the schools in their demographic represented in the map	[V]
Larger area to accommodate more students and their families for a growing economy.	[E/WE/L]
Least travel per location.	[E/WE/L]
Less bus trips	[E/WE/L]
Less students	[V]
Less students from Makinen will be attending. They will either enroll in Mesabi East or Cherry so makes sense they have the longer ride vs students from Midway having a longer ride.	[Rur E-G]
Mainly because my kids have friends from Gilbert so it would be nice if they could remain in the same school.	[E/WE/L]
Makes the most sense. Keep kids on the shortest bus ride and attending the school closest to them.	[V]

Maybe a bus will actually come into mckinley and not meet on highway. Thats unsafe for children and I've tried every year to get them to come into mckinley just like mesabi east and gilbert comes into town.	[G]
Midway kids would be closer to new Eveleth elementary	[Mid]
More balance to preK	[Out]
More equal student amounts	[E/WE/L]
More equity in the number of elementary students at each school.	[Rural V]
More kids allowed to attend	[Out]
Most students living south of the bridge attend Eveleth/Gilbert.	[Rural V]
Not sure	[Rur E-G]
Numbers	[Out]
Scenario 4 seems to be the most efficient for Midway and Gilbert kids.	[E/WE/L]
Seems best for the most students.	[Out]
Seems best for the students in the district	[Rural V]
Seems the most efficient. We really shouldn't care what kids go where except what is most efficient for transportation and bus routes.	[G]
Seems to make the most sense for what students attend which school	[Rural V]
Seems to make the most sense.	[Rural V]
Shortens most bus times and routing inefficiency eliminated	[Rur E-G]
The district appears to be evenly divided by the two communities.	[Mid]
The geography of the split	[Rural V]
The kids will be more equally spread out between the schools	[Rural V]
The people in closest vicinity to the new pre-K thru 6 should be going to that school in my opinion. Gilbert kids should not be bussed past a school to go to a farther school.	[Rur E-G]
The students between Eveleth and Gilbert should attend Eveleth vs. Virginia.	[Rur E-G]
There is a bus garage in Gilbert there is no reason to send a bus from the virginia garage	[G]
To make school numbers more even	[Rur E-G]
Unsure	[Out]

None of the Scenarios

Does not apply to me (9)	
At this point in time my children do not ride a bus. They are dropped off and picked up from school each day	[E/WE/L]
Because Biwabik has been eliminated from within the boundaries.	[Out]
Because I live in Midway right by the new schools and bussing seems to be an issue. Why would this be the case?!	[Mid]
Because it doesn't include West Virginia by Dairy Queen neighborhood	[Out]
Because my child doesn't live in the zones	[Out]
Because my child wants to stay in roosevelt.	[E/WE/L]
Because the Virginia School district is open enrolled. Every student that is from outside the current district is "paying" for this new "improved" school. Make the boundaries and you will be denying students from a better education and putting them in 2142 schools. They lose the opportunity to excel at sports, academics, and other activities that are more than likely not provide	[Out]
Do not think it matters what the public thinks	[Rur E-G]
Does any of this really matter? We are fully aware you are going to do whatever you want anyway. This consolidation is a complete joke, and I was someone who was an advocate of it for years, but seeing how it's been handled, and continues to be handled, has me examining open enrollment options to other area schools.	[E/WE/L]
Doesn't matter to me which is chosen	[V]
Don't know. They all look the same	[V]
Don't see any great difference in boundaries	[Rural V]
Extremely Long routes for kids out of town.	[Rural V]
Give everyone opportunity to go to new school	[V]
I chose none of these, not that I don't like them, but living in Britt it doesn't make a difference to my child. I'd rather not negate the vote of someone in the affected area.	[Rural V]
I do not understand the difference between the four maps, so I selected "none of these." I will continue to drive my children to school because I feel that they are too young to safely ride on a bus.	[V]
I don't have young children	[Mid]
I don't live in any of the scenarios	[Out]
I don't understand the difference in the maps	[Mid]
I don't want to see Virginia enrollment decline and I think people should have a choice where their children attend.	[E/WE/L]
I don't care	[Out]
i dont understand it	[V]
I drive my kid to school	[V]

I live in britt and my kids go to franklin elementary because we used to live in eveleth all of there friends go to franklin so I'm not about to send my kids to a new school my kids will be going to wherever the kids from franklin elementary are going	[Rural V]
I live in Eveleth and want my children to attend where I work in Virginia. These do not work for that.	[E/WE/L]
I live in Virginia bussing doesn't affect me	[V]
I pay property taxes, and taxes that fund all of this. My child should have a right to be in the Virginia schools	[Rural V]
I think the kids should be able to go to whichever school they want to. If I were to move from virginia to eveleth I would still expect my child could go to virginia and ride a bus	[V]
I want my children to attend the school they are already enrolled in.	[E/WE/L]
I want open enrollment. We get our children to school on our own.	[Rur E-G]
I will be transporting my child.	[Rur E-G]
I'm not located in any of those areas	[Out]
I'm not located in any of those scenarios	[Out]
It doesn't much matter to me. We live in Virginia, my kids will be in Virginia. I don't know how many kids each new building will hold so I can't tell you how many kids I think should be at each place	[V]
It doesn't matter to me, as I live in Virginia	[V]
It doesn't matter what is picked because you a\$\$holes are going to choose whatever you want. Even if there is no data driving your decision. Even if designated specialists were to give you answer that you don't like, your special little group, who knows all, is going to decide whatever you want. There is evidence of this.	[E/WE/L]
It feels unfair to have children switch schools if previously attending a different school.	[E/WE/L]
Keep it simple. North of the bridge goes to Virginia, South of the bridge goes to Eveleth, Much like scenario 4 but keeping Palo and Forbes in Eveleth.	[E/WE/L]
Leave it open enrollment.	[E/WE/L]
Let kids go where they want. Many parents drive if they are in a different school district	[V]
Let the school board decide. They will make the decision anyway. Stop wasting everybody's time with these surveys. The information is not even collected or considered. You have a select few "yes" men and woman on the school board that seem to know what is best for all.	[Mid]
Live in Angora and my child takes bus from there.	[Out]
Makinen is not part of any scenario	[Out]
My child will not be in Elementary school	[Out]
My children are currently at the Franklin Elementary. We moved from an eveleth location this past fall to a Britt location. Our children WILL continue to be with their same classmates. Especially after the mental hardship they had to deal with through all this covid stuff. I refuse to have to expose them to now have to transition to all new classmates.	[Rural V]
My children open enroll	[Out]

My son is currently open enrolled in Virginia. He has friends there and I want him to continue to attend elementary school there. I am on the edge of the current eghs school district and I want to continue to drive my son to the school of my choice. No scenario would allow him to go where I wish.	[Rur E-G]
My son lives in Great Scott TWP and has always attended Virginia Area schools. You forgot that all the way to HWY 25 Great Scott TWP is on the bus route for Virginia. Please add. I hate this change to these schools.	[Out]
My students are ELL learners and need to attend Virginia Schools where they can receive the services they need-it is also my place of employment.	[Rur E-G]
No biwabik	[V]
None of these affect my kids as my kids are coming from Angora/Cook area.	[Out]
Not enough information. The attendance numbers do not reflect the capacity that each building has. It really only explains busing.	[Out]
Shorter bus routes are very important; but will there still be a choice if parents transport?	[Out]
Students who live in the Eveleth Elementary Campus boundary line but have parents who teach at the Virginia Elementary Campus should be able to attend elementary school the Virginia Elementary Campus.	[Rur E-G]
That my children remain in the Eveleth-Gilbert Elementary even though we no longer live in Gilbert. If they have to leave all their friends and be forced to attend Virginia Elementary we will just removed all three kids from the Rockridge District so they can all attended the same school instead of one in Virginia and two in Eveleth.	[Rural V]
The school is being built in the wrong place	[V]
These jurisdiction lines were not made public before the vote. You will surely make many parents angry by omitting that fact before the original vote. Hopefully parents making their own transportation arrangements will be allowed to send there kids to whichever school that is convenient for their family.	[Rural V]
Though we live in Virginia, I'd like to continue to drive my children to the Eveleth Elementary. It's my personal preference.	[V]
We don't live in the areas highlighted. My input doesn't represent the said area.	[Out]
We live in Angora you have nothing coming from here. My children have been going to Virginia since 2010. You want to loss out on the money of out of district children bring in? Wow. If I am correct they are almost half of your student body.	[Out]
We live in Cook and would like our daughter to attend school at Rock ridge	[Out]
We live in Eveleth but I would like the option for my son to attend either school. As I Work for the school district and would like the option for my son to attend either school whichever I happen to be working at so that he can ride to school with me in the morning	[E/WE/L]
We live south of Eveleth and currently provide our own transportation for our daughter to and from Virginia. All of the proposed options (understandably so) place our daughter in the Eveleth school. We will continue driving her to Virginia regardless so we do not have a strong opinion which of those options is put in place.	[Rur E-G]
Why	[Rural V]
Would like to continue to keep kids at the same school they currently go to.	[E/WE/L]

Other Comments for School Board on Boundary Issue

Comments have been grouped by scenario preference to help provide context for many of the statements.

Scenario 1 (Scenario B in report)

No / No comment (15)	Various
Children using services like speech already would be nice to stay consistent with same teacher.	[Rur E-G]
Don't make Virginia kids go to Eveleth elementary	[V]
Eveleth has fewer daycare options. Virginia has more daycare options for kids and after school program with the YMCA. This helps working parents with childcare options and allowing kids to have shortened bus rides by staying in Virginia area. Late bus option helps with rural areas and working parents.	[Rur E-G]
I just don't want to have class sizes get too big.	[G]
I think careful consideration should be taken in the busing concerns because I see long-term cost issues with that I understand open in Enrollment I just think the bus in consideration should be taken into account where it is applicable	[Rural V]
I would definitely make the bus routes more efficient for ALL families that have to ride buses!	[G]
just want to make sure bus rides are not more than 30 minutes either to or from school	[Rur E-G]
Maybe let the people in Midway choose which they want to go to	[Mid]
My taxes are insane	[V]
No I just don't want my kids to have a longer bus ride than they already do. I live 8 minutes from the eveleth school but they are on over an hour both ways.	[Rur E-G]
Should be close to what they currently are.	[V]
Virginia residents/home purchases should not continue to pay for Eveleth shortfalls over many years.	[V]
What are the streets in Midway that the boundaries split at? Will students be allowed to enroll in the elementary of their choice if they are transporting? Is there a "grand-father" clause for those already established with friends? Will there be certain circumstances where people will be able to choose a different elementary than what their boundary allows?	[Out]
Would like to have an option for students currently enrolled to stay at current school.	[Out]

Scenario 2 (Scenario C in report)

No / No comment (22)	Various
Anything south, east & west of Eveleth (except Midway) go to Eveleth Elementary & anyone North of Midway go to Virginia Elementary. Send Midway kids to the new Eveleth Elementary since it is practically in their backyard.	[Rur E-G]
Cut down on the travel times. Midway students in K-6 should be attending E-g school at the new site. Save \$\$ on bus routes	[Rur E-G]

don't split up the kids that currently go to the franklin	[E/WE/L]
Due to my family circumstances, I would like to choose where my child goes, especially since I transport them.	[Mid]
Eveleth is stupis	[V]
Gilbert Students who live in the current district shouldn't have to go to another school. Also it makes more sense to have Midway go to Virginia because it doesn't make sense for those from Zim, Forbes, Cherry, etc to go all the way to Virginia.	[G]
I also liked scenario 4 because it makes sense for Midway kids to go to Eveleth-Gilbert elementary. Open-enrolled kids can stay on the bus longer seems like a natural outcome of open enrolling in our new district.	[Rur E-G]
I believe although you are making these guidelines, parents reserve the right to send their child to whichever they deem appropriate!	[V]
I don't see how it would be more "bus effective" to bus kids from the Palo area to Parkview or Virginia. Also, the referendum passed with a promise of a new Eveleth-Gilbert Elementary. If you make the Gilbert kids go to Virginia, people will lose their minds. They were sold a new school for them. Not a longer bus ride to Parkview.	[Out]
I don't understand these	[Out]
I hope we don't send vans for special education students into different boundaries because parents ask.	[Rur E-G]
I think arrangements need to be made for kids who are currently in a building to continue to the new version of that building. ie 1-3 grade kids who have tons of friends in the Franklin shouldn't have to go to the Roosevelt or the new Virginia building just because they have open enrolled from the "wrong" area.	[Out]
I would say whichever is best for the school district, and what best fits the budget.	[Rur E-G]
If boundaries do change please offer an open enrollment option, even if bussing is waived	[Mid]
If the redistricting lines change for a family - if a kid has been attending Parkview but the new lines change and the child then has to attend Eveleth - will the parent be given the option to drive the child to Virginia or is a parent driving a child not an option?	[V]
If we are in Gilbert, we won't have a choice which school to attend?	[G]
If you are a staff member and you work in a school in a different boundary, can your child go to the school you work at?	[V]
Just wish that current students not be required to switch schools and can stay where they have been.	[Out]
Keep it fair	[G]
Listen to the community	[V]
Make the decision soon	[Rural V]
Midway kids are Virginia kids!	[Out]
Midway seems like an area that is in Virginia district in past but should go to the new Eveleth due to the location.	[V]
My biggest concern is with the fact that the Gilbert elementary is on an improvement plan.	[Rur E-G]
My only comment is that I do not envy any of the work you guys are doing. It's tough all around, and I commend you for battling through all of the crud. I appreciate each of you. This new school is a great thing for our area!	[V]
New state of the art school could bring more open enrollment than expected.	[Rur E-G]

Please let midway families choose what's best for them	[Mid]
Quit giving Virginia everything!!!!	[E/WE/L]
Same as previous page... I want my children to stay with their established group of friends and not move schools at this point. I transport my own children, so I feel I should be able to choose where they go and stick with my decision. It may sound silly to want to keep those social relationships, but through COVID and beyond, these bonds will be strong and lasting. To start over in a new social circle and staff within schools is not fair to my children nor do I want that stress on them at this point. Again, since bussing is not an issue for my family, I want a choice on the school they go to.	[Mid]
Scenario 1 and 3 are misleading with the green area near Gilbert not including Gilbert. A lot of that land is state, county and mine land.	[G]
Seems like scenario 2 covers a bigger area of where we will be getting students from. This could lead to lower school enrollments at Mesabi East..If we're still required to offer open enrollment, we should consider either having a designated pick up point for people in those regions to bring their kids because otherwise we're paying tons of money to go get those kids and none of those people are paying the taxes that subsidized that bus route or requiring students outside of the school's tax zone to pay an additional bussing fee for transportation. Pickup points in Mountain Iron and Aurora or something because they have other schools that are closer that they could go to if they didn't want to pay the fee or drop off at one location.	[V]
Students who are currently enrolled at a building should be allowed to remain with their current peers, no matter their location on a map.	[Rural V]
Take your time, do what is right for the students. Allow for growth in your planning. You have been doing a great job with difficult task.	[G]
This is a difficult decision and people will not be happy no matter what is chosen. I think about little ones on the bus and the amount of time spent riding...that is important. The midway kids is tough. To live right by a school but not attend it is difficult to. Thanks for all you do. Keeping costs of transportation down is vital to whatever you choose.	[Out]
We are one district now and kids no matter where they are currently attending should be going to the closest school to have the most efficient system, allowing more \$\$ toward educational programs	[Rural V]
We currently open enroll into Virginia from an area south of Eveleth without any current bus availability. I'm hoping open enrollment stays available. Bussing/transportation had not been a dependent factor for our family. However, we'd prefer that our two kids will be in the same geographic schools area in 2022 (one to be in the new high school, one will switch from Parkview to the EG campus). We would also be able to use after school bussing from EG to family members homes in the Foyal & Iron areas. Thank you!	[Out]
Why isn't there a better scenerio where all of Midway is going to the E/G School? That is just strange to me. They are literally three minutes from the school.	[E/WE/L]
Will these even be looked at? As with he entire consolidation, input has been asked for but rarely taken into consideration. We all know this is a formality that doesn't matter.	[Mid]
You also need to consider where our daycare is at. Our kids go to daycare in Virginia and always have. There are no other daycare options. Our kids would ride the bus from daycare to school and from school to daycare in Virginia. As working parents we can't get another daycare if you force us to go to go to the EG elementary. If we can get our kids to a Virginia bus stop they should be able to go to the Virginia elementary.	[Mid]

You need to do what is best for the district. I'm sure there will be u happy parents but in the long run they won't be here forever. Long term is the goal. Maybe let the students who are already attending the school stay where they are but make it clear that busing will only be available to the designated boundaries.	[Rur E-G]
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Scenario 3 (Scenario D in report)

No / No comment (23)	Various
Be kind, be firm, be relatively fair. Maybe a little more flexiblity for the 5th and 6th graders. This is HUGE for some families and they want to know they are heard. Do not have an attitude of authority as parents will feel their school does not care about them. EVERYONE should feel like the school cares for them. People are not numbers on a chart or pins on a map. People are people.	[V]
Common sense should prevail. Make it the most efficient to save the most money.	[E/WE/L]
Do what is most efficient and cost effective.	[Mid]
Do what makes the most sense. We trust your decisions!	[V]
Give a family living out of the boundary who have kids in different school levels the opportunity to continue to attend in the same town.	[G]
Goal in reconfiguration should be to eliminate all or nearly all inefficiencies in transportation.	[G]
How are you going to keep parents from bouncing kids back and forth, if they don't agree with teachers or principals at each school?	[Rural V]
I currently don't have bussing to my house, which makes using that option impossible. Regardless of what option is chosen, there needs to be consideration that in rural areas, bus stops don't make sense.	[Out]
I don't know enough about it to have an opinion.	[Mid]
I encourage consolidating bus stops within Eveleth and Gilbert once those communities no longer have their own schools. It encourages walking and can save money on bus transportation. I also encourage the schools to limit open enrollment to the boundaries established. In other words, only under special circumstances can a family choose to send their student(s) to a school outside their established attendance boundary.	[V]
I think the 'capacity' open should remain the same for both schools, so someone moving into Eveleth doesn't have to be bussed to VA or vice versa. All this survey talked about was bussing times. Not sure that is most important.	[E/WE/L]
It's important to give families the choice, especially if it would mean switching schools.	[Rur E-G]
Keep it efficient and effective. You cannot please everyone, so make sure it makes sense.	[Out]
length of day is important for all students fatigue and rushing to get a good breakfast or anything now a days is a big factor bussing should be fair and equal for all students.	[Out]
Mark the boundaries in a way that makes the most sense and is most efficient for bussing, but also make it easy for parents to choose the school they want if they manage transport.	[Out]
Midway kids having a fair bus schedule given many scenarios leave them at an unfair advantage	[Mid]
None - you are all doing a great job!	[V]

Nope we live in west eveleth so we will have our child go to eveleth gilbert	[E/WE/L]
One goal of the consolidation was to eliminate overlapping in transportation to drastically reduce spending in that area. Scenario 3 seems to do that.	[G]
One of the main reasons I supported the merger of the two former districts was to eliminate the wasteful spending on transportation and marketing as both districts tried to maximize student numbers. I think Rock Ridge should set boundaries that eliminate wasteful transportation expenses. Do not offer transportation to those who wish to cross set boundaries, unless there is a need to balance enrollment between the elementary schools. If parents wish to cross boundaries and transport their kids to school, reserve the right to deny those requests based on enrollment numbers.	[Rur E-G]
Please allow students to stay with their current classmates as much as possible. I do not want to see my kids thrown into a whole different group of kids just because I am open enrolled. I provide my own transportation and will continue to do so. Thanks!	[Out]
Please do what is best for our buildings, teachers, and students. Do not keep things status quo because parents do not want their kids going to Virginia over EG or vice versa.	[E/WE/L]
Please look at what gives most even classroom sizes and most cost/time effective for bussing.	[V]
Please watch the class sizes when considering #'s. Try to keep a balance, so one building has class sizes of 20 or less, and the other building has 25+.	[Rur E-G]
Probably should have determined this before choosing where the new Eveleth School was going to be located. Could have eliminated additional concerns around bussing.	[E/WE/L]
Rural Virginia and Virginia students do not seem to be affected by the busing scenarios.	[Rural V]
Stick to what is most efficient I know some families will be upset but all students will be getting a great education and opportunities at either school and we will all adjust. Years down the road this will all be the "norm". We have to do what makes sense for our busses and our building numbers.	[V]
Thanks for gathering stakeholder input. This is crucial to community buy-in.	[Out]
There are always going to be people who are unhappy with whatever you choose. Make the choice that is best for students and for the budget.	[E/WE/L]
This is a very sensitive and important issue for parents and students. I understand there is a presumption that students leave a certain school for sports, a parent's job nearby or just a preference but there are times that is not the case. Students and/or parents may not have been treated well at another school. I think students should be allowed the choice to continue where they are, even if the new boundaries place them somewhere else, if parents will provide partial or full transportation to the other school. I understand why boundaries exist and why exceptions probably wouldn't want to be made, however I think the district should work with parents and students to ensure the district is doing what is best for its families. Just because we are one district doesn't mean the other school will work just as well for a family, especially if the reason the family left is because of teachers and/or staff. I think the board needs to focus a little less on financial benefits and the desire to fill a certain school based on their own feelings/opinions and make sure any decisions really reflect what is best for students and families impacted. I think the board members would agree if it impacted their own children.	[Rur E-G]
This was all a waste of money	[V]
We appreciate all the work you are doing!	[Rur E-G]

We live just off of Highway 4 on Bass Lake. It looks like we would not qualify for the Rock Ridge School district. Would my 3 kids still be able to attend? -Alicia Schroeder	[Out]
Why don't you follow quarantine guidelines put out by the CDC? Why is my 4th grader allowed to attend school when my 1st grader is quarantined? Why is his 1st grade teacher's spouse allowed to still go to bball games as a coach? Why are you blasting me about attendance stats and that I have a .22\$ on an account when it will cost you more just to process my cc payments? Why am I getting reminders to have my 1st grader be "more responsible for his education" via initial boxes on arbitrary handouts? Ya'll need to take ten seconds to think about the optics and how you impact a community.	[Rur E-G]
Wondering if families will be able to 'open enroll' their students to a school outside their designated area? Would they have to do their own transportation then?	[V]

Scenario 4 (Scenario E in report)

No / No comment (24)	Various
Childrens' parent works at the high school in Eveleth; we expect that we will be able to drop children off at the new Eveleth elementary.	[Rural V]
Curious why it seems like most open enrollment kids will be going to the elementary's that are in Virginia? Wouldn't it make more sense for those to be spilt depending on which school/s is closest to them?	[V]
Don't force the current 3-6 graders into a different school because of boundaries, let them merge into the high school, relationships between kids are already severely strained due to Covid.	[G]
EG and Virginia shouldnt combine	[G]
Gilbert kids should not be bussed past one school to another one farther away. Keep the boundaries as simple as possible without eliminating or adding random sections. Makes it difficult for parents and difficult for kids who have friends that live near them if they go to different schools.	[Rur E-G]
Hurry!	[Mid]
I approve of what makes sense!	[Out]
I believe that if students have already started at a school in a different town that they should be able to still go to that school. For example, I live in Eveleth but my 2 boys go to parkview and Roosevelt in Virginia. My sons are in 4th grade and Kindergarten and have always gone to these schools.	[E/WE/L]
I feel strongly that Gilbert students should be in the new Eveleth Elementary school, not transported to Virginia.	[G]
I really wish our students were consolidated from preK and up.	[E/WE/L]
I want to keep my kids in the school closes to our house	[G]
Is there a reason why those in midway and surrounding areas cannot choose which school they want to attend?	[V]
It is a very complicated decision and I wish to thank you for letting the parents have an input.	[V]

Make a smart decision rather than an emotional decision. As a taxpayer I look for how to get the most \$\$ directly to serving students so minimizing transportation costs is important. I would hope there would be a phase in period so families with more than one child would have minimal issues with them attending many different school locations. And I sincerely hope that when the superintendent discusses class size that he openly shares class size at each location not just an aggregate average as that number can be very misleading. An example would be having 18 in a class in Virginia and 24 in Eveleth and then saying average class size is 21. There is a huge difference between 18 and 24.	[Rur E-G]
Makinen/Central lakes should be considered East Range and not in with Rock Ridge. I would hope that would contribute to shorter bus schedules.	[Rur E-G]
My only opinion is, we live in Gilbert, our kids should go to the new Eveleth Elementary.	[G]
Please take care of the students within the district first, by having them go to the nearest school to their neighborhood. Then consider the students living outside of the district.	[Rur E-G]
Scenario 4 was the best, but I though Scenario 2 was the second best. #1 and #3 were pretty bad.	[E/WE/L]
Take care of the students in the district first.	[Rural V]
They should all be going to the same school, you going to have sense of entitlement from the kids that are going to school at the rock ridge campus in eveleth and the kids coming from Virginia are going to look like outsiders when go to 7th grade	[E/WE/L]
Think long term. Stick to the vision.	[Out]
Try to make them as equal as possible, keeping busing time in mind.	[V]
We are one school district do what makes the most sense to maximize efficiency of bus routes and decrease time students spend on bussing. The old Virginia, Eveleth Gilbert boundaries are gone, work as one.	[V]

None of these Scenarios

No / No comment (19)	Various
Boundary decisions should also consider at what capacity the schools would have in each scenario. EG elementary should not be at 90% capacity with the new Virginia upper elementary running at 70% attendance capacity.	[Out]
Britt students have an extremely long route to current school. Much quicker to drive them. Only 7 miles from town and have an hour long route in the mornings is too long. Once new school is complete, it will be much longer. A hour long route or longer in the morning is really unacceptable.	[Rural V]
Children who require special services will still need to be bussed to the locations that offer said services.	[Rur E-G]
Choose wisely	[Out]
Currently biwabik McKinley are transported	[V]
Currently there is a bus that runs to Cook and makes stops along 53 but is not shown as an option. Maybe lay out where stops would be in Britt along 53.	[Out]
Extend Virginia/Rock Ridge boundary west on CR 65 to at least Lake Leander rd.	[Out]

Give everyone opportunity to go to new school	[V]
Give parents the option instead of having boundaries. My children have attended EG and Virginia. Virginia has better, kinder teachers and principals. My child cried in 3rd grade every day in EG. In one year he became a happy, confident student with amazing grades. They will not be going to EG elementary.	[E/WE/L]
Great idea to build a school in the blast radius of an active mine!	[V]
Great Scott TWP has always been considered as part of Virginia Area schools, this shouldnt be forgotten.	[Out]
I believe there needs to be open enrollment. I want my children to continue in the school they are already in.	[Rur E-G]
I don't want enrollment in Virginia to decline.	[E/WE/L]
I live in Mt. Iron and it's not included in any of the scenarios. So how will that work with bussing?	[Out]
I love the Virginia school district and I just hope that you don't cut off the Angora/Cook kids that already go to Virginia	[Out]
I sincerely hope considerations will be made with existing students to allow them to remain with their current groups in their current schools.	[Rur E-G]
I think there should be busing across the districts as there is now	[V]
I want my children to attend the school they are enrolled in now.	[E/WE/L]
I would like it open for kids who live in Cook to attend. I feel my daughter's education would be superior to what is offered at Northwoods	[Out]
It doesn't matter because the school board is so stuck in their ways that no outside opinion is actually considered	[Out]
It would be nice if I had the option to choose which campus I would like my son to be at regardless of the fact we live in Eveleth.	[E/WE/L]
Let families choose where they want. Like now, you can choose which school you want to go to. Why should it matter now??	[V]
My address is Gilbert. I live closer to Eveleth than Aurora, yet my school district is Mesabi East.	[Out]
Open enrollment still an option for us?	[Out]
See my comments previously. While administration and the Superintendent can preach about "transparency," we are not gullible nor foolish. Watching the consolidation plan play out has clearly shown us who is making the decisions and for whom. Eveleth and Gilbert are clearly the losers here. I fully anticipate the enrollment at MIB and ME will soon grow as a result of this. Arrogance of the current Superintendent is ruining this entire process.	[E/WE/L]
Stop wasting our time with these surveys - it is apparent you are going to do what you want regardless.	[Mid]
Students currently enrolled should be grandfathered to allow them to stay in the school in which they are currently enrolled. This transition will be challenging enough without putting that added stress on students by making them switch schools. Start the shift to the new boundaries with new incoming students.	[E/WE/L]
Students/families who live in the Eveleth Elementary Campus boundary line but have parents who teach at the Virginia Elementary Campus should be able to attend elementary school the Virginia Elementary Campus and vice versa.	[Rur E-G]

The fact that boundaries were going to be drawn should have been made clear prior to the votes to collaborate and consolidate. Unless students may opt to attend the school that falls outside of their boundary, this will create hardships on many families and will certainly affect property values.	[Rur E-G]
We live in Angora you have nothing coming from here. My children have been going to Virginia since 2010. You want to loss out on the money of out of district children bring in? Wow. If I am correct they are almost half of your student body. If a bus won't come this way my children won't either and I am sure alot of other out of district students.	[Out]
Why can't my child ride the bus to my house when I live well within the virginia school district!!!!	[Rural V]
Yeah if open enrollment for my kids will be included being they have went to school in Virginia from the start	[Out]
Yes, tell director Sunquist that she needs to do a little research on boundaries. She crosses boundaries quite often during school board meetings. Apparently the only one she answers to is the mirror. Her leadership skills are atrocious. She is rude to the public, especially if someone has a different opinion than her. She cuts people off in meetings when they are speaking. She needs to step down as a board member as she is not mentally stable to accept disagreement.	[E/WE/L]
Yes, but it's pretty obvious and all your questionnaires that you've had over the past that you steer the public into certain answers. Would you rather have me cut off your pinky finger or your ring finger please choose one of the two	[Rural V]
Yes, Midway students are very close to the new schools and should not be ostracized.	[Mid]
Yes, we understand the concept but our children have been in the EG schools for years and we do not want one kid having to be ripped from their peers because we moved to Britt. Our Elementary student will be forced to attend the Virginia Elementary therefore, leaving their siblings who will be in Eveleth as well as the friends they've made in the years they attended Eveleth-Gilbert schools. If this is the case we will pull all three of our children from EG (Rockridge) now and find a district that will keep them together.	[Rural V]
Yrs why is nothing in Mt. Iron located in the scenarios	[Out]



STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	

Signature	Date
email: _____	
Phone: _____	

District Name: _____	
District Number/Type: _____	
Superintendent's Name – (Print): _____	

Signature	Date
email: _____	
Phone: _____	

(Duplicate as needed)

ARROWHEAD ECONOMIC OPPORTUNITY AGENCY
ARROWHEAD HEAD START SERVICES
702 THIRD AVENUE SOUTH
VIRGINIA, MN 55792-2797

Rock Ridge Public School ISD # 2909 verifies providing approximately 16,720 square feet of classroom, meeting room, storage, gymnasium, playground, cafeteria, and office space to the Eveleth-Gilbert Arrowhead Head Start sites during the entire 2019-2020 program year.

Rock Ridge Public School ISD # 2909 verifies providing approximately 16,165 square feet of classroom, storage, gymnasium, playground, cafeteria, and office space to the Parkview Learning Center Arrowhead Head Start sites during the entire 2020-2021 program year.

The total value of this space will be reported as an in-kind contribution to the Arrowhead Head Start program on behalf of Rock Ridge Public School ISD # 2909.

Superintendent's Signature _____

Date _____

Head Start Director's Signature _____

Date _____

RESOLUTION #20-032

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/or entities have offered to contribute the gift set forth below to the School District:

<u>Name of Donor</u>	<u>Gift</u>
<i>Minnesota Power Foundation</i>	<i>\$35,000.00 (1st half installment of a \$70,000 commitment)</i>

WHEREAS no goods or services were provided in exchange for said donation;

WHEREAS all such donations have been contributed to the #RockRidgeRising Campaign and for the specific purpose of enhancing the Performing Arts Center at Rock Ridge High School.

WHEREAS the Rock Ridge School Board finds that it is appropriate to accept the donation offered;

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

The donation described above is accepted and shall be used for the #RockRidgeRising Campaign and for the specific purpose of enhancing the Performing Arts Center at Rock Ridge High School.

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 _____, 2021.

RESOLUTION #20-033

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/or entities have offered to contribute the gift set forth below to the School District:

<u>Name of Donor</u>	<u>Gift</u>
<i>Frandsen Bank & Trust</i>	<i>\$100,000.00</i>

WHEREAS all such donations and gifts in kind have been contributed to Rock Ridge Public Schools to utilize, at its discretion, for any and all costs and expenditures related to the construction of the new high school and extra-curricular facilities;

WHEREAS in appreciation and recognition of the donation, the district intends to name the newly constructed varsity baseball field “Frandsen Bank & Trust Field”;

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 used at the school district’s discretion, for any and all costs and expenditures related to the construction of the new high school and extra-curricular facilities and will recognize the generous donation by naming the newly constructed varsity baseball field “Frandsen Bank & Trust Field”.

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 _____, 2021.

Member _____ moved the adoption of the following Resolution:

RESOLUTION DECLARING PROPERTY AS SURPLUS
AND AUTHORIZING ITS SALE

WHEREAS, the School District currently owns the property located at 504 4th Street South, Virginia, Minnesota. Legal description:

That part of Lots One (1) and Four (4), Block Fifty-Six (56), Virginia, St. Louis County, Minnesota, described as follows:

Beginning at a point 7.9 feet North of the South line of said Lot 4 and a line drawn parallel with and 164 feet West of the East Line of said Lots 1 and 4; thence North on said line which is drawn 164 feet West of the East Line of said Lots 1 and 4, to the North line of said Lot 1; thence West on the North line of said Lot 1 and the same extended West, 39 feet; thence South on a line parallel with and 203 feet West of the East line of said Lots 1 and 4, to a point which is 7.9 feet North of the South line of said Lot 4 extended Westerly in the same straight line; thence Easterly on a line parallel with said South line of said Lot 4 and the same extended Westerly, and 7.9 feet North therefrom to the place of beginning (the "Property");

WHEREAS, the District has received a proposal from a member of the community ("Purchaser") to purchase the Property on terms that are favorable to the District;

WHEREAS, the District is not required to advertise for bids prior to the sale of surplus property (*see* Op. Atty. Gen. 622-j-3, Sept. 21, 1961) and the total purchase price for the Property is below \$10,000; and

WHEREAS, the Property is no longer needed for School District purposes and the District wishes to approve the sale of the Property to the Purchaser.

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

1. The Board hereby declares the above-described parcel of property as surplus property.
2. The Board hereby authorizes the administration to negotiate the sale of the Property by quit claim deed to the Purchaser on such terms and conditions as the administration deems appropriate, including the following:

- a. The Purchaser shall be responsible for assuring the status of title prior to purchase and properly recording the sale;
- b. The Purchaser shall be responsible for obtaining any governmental approvals required for the sale; and
- c. The Purchaser shall be required to pay any and all applicable fees related to the sale.

The motion for the adoption of the foregoing resolution was duly seconded by

_____.

On a roll call vote, the following voted in favor:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

RASW: 183928

PURCHASE AGREEMENT

THIS AGREEMENT is made as of _____, 2021 (the “Effective Date”) between **Independent School District No. 2909, Rock Ridge**, Minnesota public corporation (“Seller”), and **David Johnson**, a single person (“Buyer”).

RECITALS:

A. By Order of Consolidation dated July 1, 2020, Independent School District No. 706, Virginia, became Seller.

B. Seller is the fee owner of the parcel of property located in St. Louis County, Minnesota (“Property”), with a street address of 504 4th Street South, Virginia, Minnesota, the legal description of which is as follows:

That part of Lots One (1) and Four (4), Block Fifty-Six (56), Virginia, St. Louis County, Minnesota, described as follows:

Beginning at a point 7.9 feet North of the South line of said Lot 4 and a line drawn parallel with and 164 feet West of the East Line of said Lots 1 and 4; thence North on said line which is drawn 164 feet West of the East Line of said Lots 1 and 4, to the North line of said Lot 1; thence West on the North line of said Lot 1 and the same extended West, 39 feet; thence South on a line parallel with and 203 feet West of the East line of said Lots 1 and 4, to a point which is 7.9 feet North of the South line of said Lot 4 extended Westerly in the same straight line; thence Easterly on a line parallel with said South line of said Lot 4 and the same extended Westerly, and 7.9 feet North therefrom to the place of beginning.

Subject to easements, restrictions and reservations of record; and Subject to minerals and mineral reservations of record.

B. Seller wishes to convey, and Buyer wishes to purchase the Property, together with all rights, privileges, easements, and appurtenances belonging thereto.

AGREEMENT:

In consideration of the mutual covenants and agreements herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

- 1. Purchase of Property.** Seller hereby agrees to sell and Buyer hereby agrees to purchase the Property including all easements and rights of every kind and nature

benefiting or appurtenant to the Property, subject to the Permitted Encumbrances as provided herein.

2. **Purchase Price and Manner of Payment.** The total purchase price (“Purchase Price”) to be paid by Buyer to Seller for the Property shall be Seven Thousand Dollars (\$7,000.00), and shall be paid to Seller at closing, subject to the terms of this Agreement.
3. **Closing.** The closing of the purchase and sale contemplated by this Agreement shall occur on a “Closing Date” which shall be held on May 1, 2021. The closing shall take place at a mutually agreeable place. Seller agrees to deliver possession of the Property to Buyer on the Closing Date. At the closing, the following closing documents shall be executed and delivered:
 - a. A general quit-claim deed conveying to Buyer the Seller’s interest in the Property, free and clear of all encumbrances, except the following “Permitted Encumbrances”:
 - (1) Property taxes and any special assessments to be paid or assumed by Buyer pursuant to this Agreement;
 - (1) Building codes, laws and ordinances relating to zoning, land use, and environmental matters;
 - (2) Easements of record; and
 - (3) Reservation of mineral rights to the State of Minnesota.
 - (4) All encroachments upon the Property.
 - b. A Standard Form Affidavit of Seller indicating no adverse matters.
 - c. A Certification of Verification from the Minnesota Department of Education showing the corporate succession of ownership.
 - d. A Certificate of Real Estate Value, if required.
 - e. A closing statement detailing the financial terms of the closing.
 - f. All other documents necessary to transfer the Property to Buyer.
4. **Costs and Prorations.** Seller and Buyer agree to the following prorations and allocation of costs:
 - a. **Title Insurance and Closing Fee.** Buyer will pay any and all costs of obtaining a title insurance commitment should Buyer desire to have a commitment issued. Buyer will pay any fees charged by the Title Insurer

for any escrow required regarding Buyer's title objections. Buyer will pay all title insurance premiums and surcharges required for the issuance of any owner's title insurance policy required by Buyer. Buyer will pay any reasonable and customary closing fee charged by the Title Insurer, up to \$1,000. Seller will pay the reasonable and customary closing fees charged beyond \$1,000.

- b. Documentary Taxes and Fees.** Buyer shall pay all state taxes for the quit claim deed to be delivered by Seller under this Agreement and shall pay all fees for the recording of such deed by Buyer in the appropriate County offices.
- c. Real Estate Taxes and Levied and Pending Assessments.** General real estate taxes with respect to the Property due and payable in the year in which closing occurs shall be paid by Buyer. Buyer shall pay all taxes due and payable in years following the year in which closing occurs. Buyer shall assume all special assessments and is responsible for all special assessments levied or pending against the Property as of the date of Closing.
- d. Attorney's Fees.** Each party will pay its own attorney's fees, except that a party defaulting under this Agreement or any closing document will pay the reasonable attorneys' fees and court costs incurred by the non-defaulting party to enforce its rights regarding such default.
- e. Miscellaneous Fees and Costs.** Any fees or costs associated with the sale or closing of the Property that are not by this Agreement specifically designated to be the responsibility of the Seller will be paid by the Buyer.

5. Representations by Seller. Seller represents and warrants to Buyer as follows:

- a. Title to Property.** Seller is the owner of the Property free and clear of all encumbrances except the Permitted Encumbrances. Seller has not made any other written or oral representations or warranties of any kind with respect to the Property (including without limitation express or implied warranties of title, merchantability, or fitness for a particular purpose).
- b. Rights of Others to Purchase Property.** Seller has not entered into any other contracts for the sale of the Property.
- c. FIRPTA.** Seller is not a "foreign person," "foreign partnership," "foreign trust," or "foreign state" as those terms are defined in § 1445 of the Internal Revenue Code.

- d. **Proceedings.** To the best knowledge of Seller, there is no action, litigation, investigation, condemnation, or proceeding of any kind pending or threatened against Seller or the Property.
- e. **Special Assessments.** Seller has not received any notice of new improvement projects or special assessments that will or may be assessed against the Property. The receipt of such notice shall be disclosed to Buyer but shall not affect any other obligation hereunder.
- f. **Wells and Septic Systems.** Seller represents that it is not aware of any wells or septic systems located on the Property.

6. **Condition of Property.**

- a. **As Is.** Except as expressly provided herein, the Property is being sold “as is” and “with all faults.” Seller makes no representations concerning the condition of the Property, environmental matters, or the suitability of the Property for Buyer’s intended uses.
- b. **Right to Inspect.** Buyer shall have the right to enter the Property at reasonable times and perform such surveys, tests and investigations as Buyer deems advisable, all at Buyer’s sole expense. Buyer shall keep the Property free from mechanics liens arising from such work. Buyer shall be responsible for any property damage or personal injury arising from such work.
- c. **Environmental Conditions.** Buyer accepts all risk of Claims (including without limitation all Claims under any Environmental Law and all Claims arising at common law, in equity or under a federal, state or local statute, rule or regulation) whether past, present or future, existing or contingent, known or unknown, arising out of, resulting from or relating to the condition of the Property, known or unknown, contemplated or un contemplated, suspected or unsuspected, including without limitation the presence of any Hazardous Substance on the Property, whether such Hazardous Substance is located on or under the Property, or has migrated from or to the Property.

“**Claim**” or “**Claims**” means any and all liabilities, suits, claims, counterclaims, causes of action, demands, penalties, debts, obligations, promises, acts, fines, judgments, damages, consequential damages, losses, costs, and expenses of every kind (including without limitation any

attorney's fees, consultant's fees, costs, remedial action costs, cleanup costs and expenses which may be related to any claims).

“**Environmental Law**” means the Comprehensive Environmental Response, Compensation and Liability Act (“CERCLA”), 42 U.S.C. § 9601 et seq., the Resource Conservation and Recovery Act, 42 U.S.C. § 6901 et seq., the Federal Water Pollution Control Act (the Clean Water Act), 33 U.S.C. § 1251 et seq. the Clean Air Act, 42 U.S.C. § 7401 et seq., and the Toxic Substances Control Act, 15 U.S.C. § 2601 et seq., all as amended from time to time, and any other federal, state, local or other governmental statute, regulation, rule, law or ordinance dealing with the protection of human health, safety, natural resources or the environment now existing or hereafter enacted.

“**Hazardous Substance**” or “**Hazardous Substances**” means any pollutant, contaminant, hazardous substance or waste, solid waste, petroleum product, distillate, or fraction, radioactive material, chemical known to cause cancer or reproductive toxicity, polychlorinated biphenyl or any other chemical, substance or material listed or identified in or regulated by any Environmental Law.

7. Remedies.

- a. **Default by Buyer.** If Buyer defaults under this Agreement, Seller shall have the right to terminate this Agreement by giving 30-days written notice to Buyer pursuant to Minnesota Statutes § 559.21. If Buyer fails to cure such default within 30 days of the date of such notice, this Agreement will terminate and upon such termination Seller may sue for specific performance of this Agreement or actual damages caused by Buyer's default.
- b. **Default by Seller.** If Seller defaults under this Agreement, Buyer may sue for specific performance of this Agreement or actual damages caused by Seller's default.

8. **Condemnation.** If, prior to the Closing Date, eminent domain proceedings are commenced against all or any part of the Property, Seller shall immediately give notice to Buyer of such fact and at Buyer's option (to be exercised within ten days after Seller's notice), this Agreement shall terminate, in which event neither party will have further obligations under this Agreement. If Buyer fails to exercise its option to terminate the Agreement, then there shall be no reduction in the Purchase Price, and Seller shall assign to Buyer at the Closing Date all of Seller's right, title and interest in and to any award made or to be made in the condemnation

proceedings. Prior to the Closing Date, Seller shall not designate counsel, appear in, or otherwise act with respect to the condemnation proceedings without Buyer's prior written consent.

9. **Broker's Commission.** Seller and Buyer represent and warrant to each other that they have dealt with no broker, finder, or other person entitled to a commission, finder's fee, or similar fee in connection with this transaction.
10. **Assignment.** Either party may assign its rights under this Agreement, but such assignment shall not be effective until the assigning party has given written notice of the assignment to the other party. Any such assignment will not relieve such assigning party of its obligations under this Agreement.
11. **Survival.** All of the terms of this Agreement will survive and be enforceable after the Closing.
12. **Notices.** Any notices required or permitted to be given by any party to the other shall be given in writing, and shall be (i) hand delivered to any officer of the receiving party, or (ii) mailed in a sealed wrapper by United States registered or certified mail, return receipt requested, postage prepaid, or (iii) properly deposited with a nationally recognized, reputable overnight courier, properly addressed as follows:

If to Seller: Independent School District No. 2909
411 S 5th Ave
Virginia, MN 55792
Attention: Superintendent

With copy to: Ratwik, Roszak & Maloney, P.A.
730 Second Avenue South, Suite 300
Minneapolis, MN 55402
Attention: Margaret A. Skelton

If to Buyer: David R. Johnson
502 S. 4th St.
Virginia, MN 55792

Notices shall be deemed effective on the earlier of the date of receipt or in the case of such deposit in the mail or overnight courier, on the first business day following such deposit. Any party may change its address for the service of notice by giving written notice of such change to the other party. If delivered at the Closing, a notice shall be deemed given when hand delivered to the party's representative at the Closing. Notices not given in the manner or within the time limits set forth in

this Agreement are of no effect and may be disregarded by the party to whom they are directed.

13. **Captions.** The captions appearing in this Agreement are for convenience only, are not a part of this Agreement and are not to be considered in interpreting this Agreement.
14. **Entire Agreement.** This written Agreement constitutes the complete agreement between the parties and supersedes any and all other oral or written agreements, negotiations, understandings and representations between the parties regarding the Property. There are no verbal or written side agreements that change this Agreement.
15. **Construction.** The Parties acknowledge that this Agreement was initially prepared by Seller solely as a convenience, that all Parties have read and fully negotiated all the language used in this Agreement, and that no rule of construction shall apply to this Agreement to construe ambiguous or unclear language in favor of or against any Party.
16. **Amendment; Waiver.** No amendment of this Agreement, and no waiver of any provision of this Agreement, shall be effective unless set forth in a writing expressing the intent to so amend or waive, and the exact nature of such amendment or waiver, and signed by both parties (in the case of amendment) or the waiving party (in the case of waiver). No waiver of a right in any one instance shall operate as a waiver of any other right, nor as a waiver of such right in a later or separate instance.
17. **Joint Venture.** Sellers and Buyer, by entering into this Agreement and completing the transactions described herein, shall not be considered joint venturers or partners.
18. **Third Party Beneficiary.** There are no third-party beneficiaries of this Agreement, intended or otherwise.
19. **Governing Law.** This Agreement is made and executed under and in all respects is to be governed and construed under the laws of the State of Minnesota.
20. **Binding Effect.** This Agreement binds and benefits the parties and their respective heirs, representatives, successors, and assigns.

Seller and Buyer have executed this Purchase Agreement for Property with a street address of 504 4th Street South in Virginia, Minnesota, as of the date first written above.

SELLER:

INDEPENDENT SCHOOL DISTRICT NO. 2909

By _____
Its School Board Chair

Date: _____, 2021

By _____
Its School Board Clerk

Date: _____, 2021

BUYER:

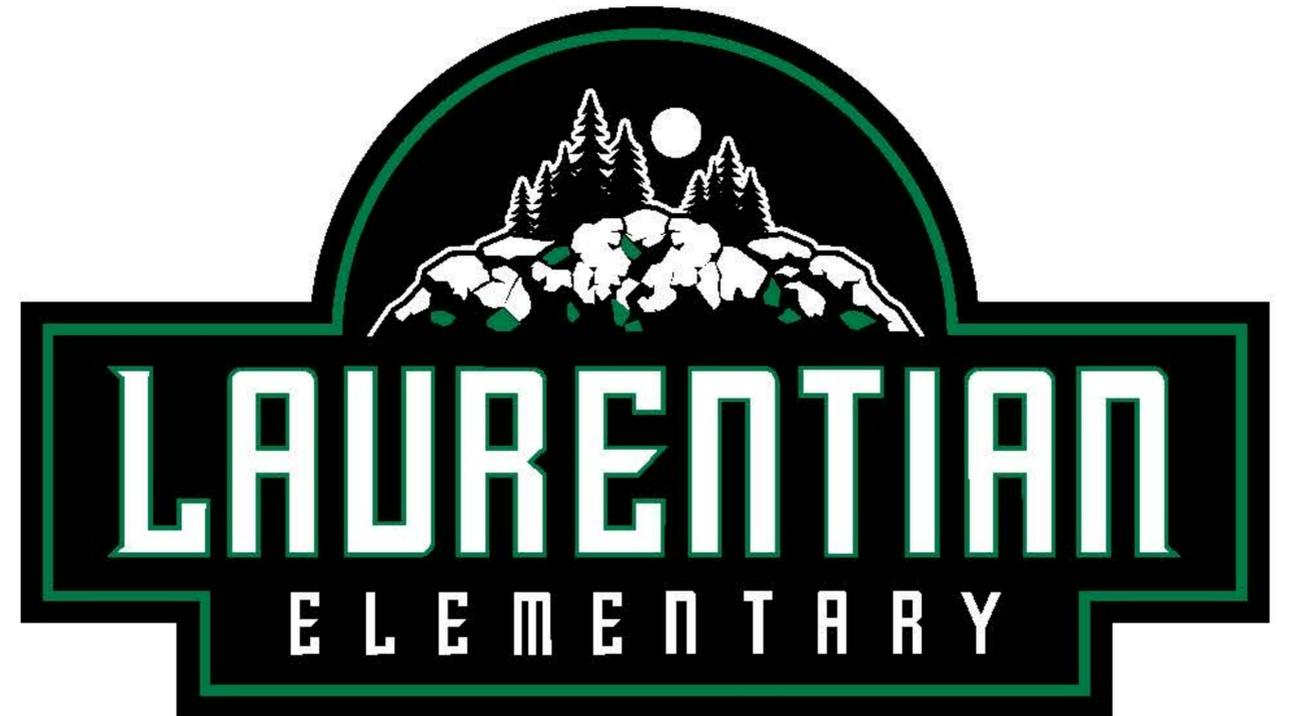
By _____
David R. Johnson

Date: _____, 2021

RRM: #395017

LAURENTIAN IDENTITY

CONCEPTS



NORTH STAR IDENTITY

CONCEPTS



PARKVIEW IDENTITY

CONCEPTS

