



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

Regular Meeting

Monday, June 13, 2022 at 6:00 PM

Rock Ridge Administration Building (formerly Spectrum Health Building), 1405 Progress Parkway, Virginia, MN 55792

AGENDA

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors and visitor input.
4. Consent Agenda:
 1. Approval of May 19, 2022 working session minutes. 5
 2. Approval of May 23, 2022 regular meeting minutes. 6
 3. Payment of the bills. 9
 4. Approval of Matt Krage and Samantha Krage as the WEB Leader positions (VHS) with a stipend of \$1,911 each for the 2021-2022 school year.
 5. Approval of Elisa Boe as PLC Coordinator (High School 7-12) with a stipend of \$694.00 (pro-rated due to a later start date) for the 2021-2022 school year.
 6. Approval of hire of Ellen Ebben for the Summer School PreK Teacher position at a rate of \$31.00/hour (Rock Ridge Summer School rate) effective June 6, 2022 through July 1, 2022.
 7. Approval of Para Educators for the Extended School Year positions at a rate of \$18.47/hour for the following dates: June 14-16, June 21-23, July 12-14, July 19-21, August 9-11, and August 16-18: Jill Mavec, Shannon Schmidtke*, Kimberly Bjork, Cynthia Ray, Brandi Stromberg*, Sheila Anderson, Melissa Slavich, Cindy Kujala*, Katie Anderson*, Stephanie Strand, Jen Dincau, Carrie Erickson, Kim Mattila, Mindy Stanaway, Lisa Marchetti, RN (hired through students home health care company). Substitutes if needed: Beth Anderson, Deb Koski (after July 1st).
 8. Approval of transfer of Elisa Boe to the School Counselor position 30

- (EGHS) effective (BA Step 7 based on the old Eveleth-Gilbert contract according to the new Rock Ridge contract) August 30, 2022.
9. Approval of transfer of Karlene Leseman for the 0.5 STEAM and 0.5 Special Education Teacher position effective August 30, 2022. 32
 10. Approval of hire of Benjamin Norman for the 1.0 English Teacher position (EGHS) with a salary of \$59,122 (MA+10 Step C - pending completion of MA degree and licensure approval by MDE) effective August 30, 2022. 34
 11. Approval of hire of Emma Peterson for the Registered Nurse position (Wednesdays 8:00 AM - 3:30 PM) at a rate of \$31.37/hour effective September 1, 2022.
 12. Approval of hire of Laurie McDowell for the LPN 20-hours/week position (Roosevelt/EGHS) at a rate of \$23.60/hour effective September 1, 2022.
 13. Approval of hire of David Hillman for the position of 7th Grade Girls' Basketball Coach position with a stipend of \$3,105 effective November 14, 2022.
 14. Approval of hire of Maria Krebsbach for the position of 8th Grade Girls' Basketball Coach position with a stipend of \$3,105 effective November 14, 2022.
 15. Approval of hire of Kyle Lamppa for the position of C Team Girls' Basketball Coach position with a stipend of \$3,821 effective November 14, 2022.
 16. Approval of hire of Kyle Lawrence for the JV Girls' Basketball Coach position with a stipend of \$5,015 effective November 14, 2022.
 17. Approval of hire of Beth Bittmann for the Assistant Girls' Basketball Coach position with a stipend of \$5,015 effective November 14, 2022.
 18. Approval of hire of Nathan Kero for the position of 7th Grade Football Coach position with a stipend of \$3,105 effective August 15, 2022.
 19. Approval of hire of Riley Dishneau Jacobson for the position of 7th Grade Football Coach position with a stipend of \$3,105 effective August 15, 2022.
 20. Approval of hire of Jeff Teasck for the position of 8th Grade Football Coach position with a stipend of \$3,105 effective August 15, 2022.
 21. Approval of hire of Ed Cremers for the position of 8th Grade Football Coach position with a stipend of \$3,105 effective August 15, 2022.
 22. Approval of hire of Isaac Christiansen for the position of C Team Football Coach position with a stipend of \$3,582 effective August 15, 2022.
 23. Approval of hire of Dan Berry for the position of C Team Football Coach position with a stipend of \$3,582 effective August 15, 2022.
 24. Approval of hire of Sean Streier for the position of Assistant JV Football Coach position with a stipend of \$4,538 effective August 15, 2022.
 25. Approval of hire of Ryan Malich for the position of Head JV Football Coach position with a stipend of \$4,538 effective August 15, 2022.
 26. Approval of hire of Nathan Anderson for the position of Assistant Varsity Football Coach position with a stipend of \$4,538 effective August 15, 2022.
 27. Approval of hire of Jace Friedlieb for the position of Assistant Varsity Football Coach position with a stipend of \$4,538 effective August 15, 2022.
 28. Approval of hire of Patricia Elsmore for the Head Varsity Girls' Hockey Coach position with a stipend of \$7,403 effective October 31, 2022.
 29. Approval of hire of Brian Skadsem for the 7th Grade Boys' Basketball Coach position with a stipend of \$3,105 effective November 21, 2022.

30. Approval of hire of Tom Norman for the 7th Grade Boys' Basketball Coach position with a stipend of \$3,105 effective November 21, 2022.
 31. Approval of hire of Mike Williams for the 8th Grade Boys' Basketball Coach position with a stipend of \$3,105 effective November 21, 2022.
 32. Approval of hire of Justin Reid for the C Team Boys' Basketball Coach position with a stipend of \$3,821 effective November 21, 2022.
 33. Approval of hire of Drew Aho for the JV Boys' Basketball Coach position with a stipend of \$5,015 effective November 21, 2022.
 34. Approval of hire of Derek Aho for the Assistant Boys' Basketball Coach position with a stipend of \$5,015 effective November 21, 2022.
 35. Acceptance of resignation of Muriel Deegan from the Indian Education Advisor position effective June 2, 2022.
 36. Acceptance of resignation for the purpose of retirement of Carol Peterson from the Title I Teacher position (Roosevelt) effective June 3, 2022.
 37. Acceptance of resignation of Charles Pillsbury from the School Counselor position (EGHS) effective June 4, 2022.
 38. Acceptance of resignation of Bob Cohn from the Head Virginia Softball Coach position effective June 7, 2022.
 39. Acceptance of resignation of Cindy Kujala from the Para Educator position (Parkview) for the 2022-2023 school year.
 40. Approval of non-renewal of Marie Johnson in the Early Childhood Parent Educator position for the 2022-2023 school year due to lack of licensure.
 41. Acceptance of donation of \$250.00 to RRPS and/or the Girls' Swimming Boosters from Dave Setnicker for the diving board, fulcrum, and stand.
 42. Approval of Powerschool (student information system) staff development conference on October 30 - Nov 1, 2022 in Wisconsin Dells for the following staff members: Laura Tassoni, Denise Berry, Stacy Buatala, Cindy Carey, Kerry Hutchings, Gina Burress, Darren Kramer, Cierra Brellie, Bill Bryson III, Scott Manni, Mark Winter, and Dianna Hazelton. Registration fees are \$395/person.
5. Administration Item:
 1. Consider approval of quote for new Rock Ridge wrestling mat, wall pads, underpads, and miscellaneous costs. 35
 6. Reports:
 1. Superintendent.
 1. Update on Curriculum Roadmap. 44
 2. Update on end of school year.
 2. Foster Grandparent Program. 64
 3. 2022 General Election Timeline 67
 7. Administration Items, Cont:
 1. Vacation days of employee for discussion. 69
 2. Consider approval of MOUs between Education Minnesota Rock Ridge, Local #7394 and #2909, Rock Ridge Public Schools. 85
 3. Consider approval of offer from West Forty RV Park & Campground to purchase the Gilbert School Campus flagpole for \$250.00 to be reused as a historic feature item at West Forty RV Park & Campground. 89
 4. Consider approval of agreement between Faith Baptist Bible College and 90

RRPS for the placement of teacher education students.

8. Meeting Announcements:

1. There will be a working session on Monday, June 27, 2022 at 5:00 P.M. The school board will be touring Rock Ridge High School.

2. The next regular school board meeting will be Monday, June 27, 2022 at 6:00 P.M. at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.

9. Adjournment.

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
THURSDAY, MAY 19, 2022, 5:30 P.M.**

**ROCK RIDGE ADMINISTRATION BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792
MINUTES OF THE WORKING SESSION**

Members Present:

Bill Addy
Nicole Culbert-Dahl
Brandi Lautigar (Arrived at 5:34 P.M.)
Tim Riordan

Matt Sjoberg
Pollyann Sorcan
Tom Tammaro
John Uhan

Stacey Scholz (Arrived at 5:40 P.M.)

Members Absent:

None

Others Present:

Dr. Noel Schmidt, Superintendent
Angie Williams, Franklin/EGHS Principal
Sheena Stefanich, Parkview Principal
Todd Griepentrog, Gilbert Campus
Principal
Scott Manni, Roosevelt Principal
Dr. Marcia Nelson, VHS Interim Principal

The board discussed the interview process for conducting interviews, the 2022-23 budget, the VHS Dean position, and the positions of activity directors and the buildings and grounds director. The MSBA school board retreat was also discussed.

Working session adjourned at 8:00 P.M.

CHAIR – Tim Riordan

CLERK – Brandi Lautigar

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, MAY 23, 2022, 6:00 P.M.**

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

Members Present:

Bill Addy Stacey Scholz
Nicole Culbert-Dahl Matt Sjoberg
(Arrived at 6:07 P.M)
Brandi Lautigar Pollyann Sorcan

Tim Riordan Tom Tamaro

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Marcia Nelson, VHS Principal

Willie Spelts, School-Business Coordinator/Fundraising
Coordinator

Members Absent:

John Uhan

- I. CHAIR RIORDAN 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:**
 - A. RIORDAN made the addition to consider approval of MSBA School Board workshop/retreat.

- III. **APPROVE AGENDA:**
 - A. Motion to **approve the agenda as amended** made by LAUTIGAR, seconded by TAMMARO. Motion passed unanimously.

- IV. **RECOGNITION OF VISITORS AND VISITOR INPUT: NONE.**

- V. **CONSENT AGENDA:**
 - A. SORCAN pulled 4.3 Payment of the bills; 4.4 Approval of Dominique Little and Brandon Miller for the position of WEB Leaders (Roosevelt) for the 2021-2022 school year with a stipend of \$1,738.00 each; 4.6 Approval of Dianna Hazelton for the Dean position (VHS) effective August 30, 2022 at a salary of \$83,134 (MA+18); 4.7 Acceptance of resignation of Mary Jo Primozych from the Title I position (Nelle Shean) effective May 18, 2022; 4.8 Acceptance of resignation of Mathew Stephens from the English Secondary Teacher position (VHS) effective June 3, 2022; and 4.14 Approval of out of state travel for Cassandra Hainey, Tara Fierke, Jill Clennon, and Samantha Krage (June 21-24) and for Cassandra Hainey (July 17-21) for training required by the Positive Community Norms Grant. All costs are accounted for in the grant. All items pulled for discussion.
 - B. Motion to **approve the Consent Agenda as amended** made by SCHOLZ, seconded by TAMMARO. Motion passed unanimously.
 1. Approval of May 9, 2022 working session minutes.
 2. Approval of May 9, 2022 regular meeting minutes.
 3. Approval of Amanda Morley for the position of Teacher Leader for the 2021-2022 school year with a stipend of \$500.00.
 4. Acceptance and appreciation of a donation from Joe Welch Equipment in the amount of \$7,500 for the #RockRidgeRising Campaign - Welch Family Memorial Tech Lab.
 5. Acceptance and appreciation of a donation from Kerry Schanno and Gerilyn Berens in the amount of \$100.00 for the #RockRidgeRising Campaign - Aquatic Center scoreboard.
 6. Acceptance and appreciation of an anonymous donation in the amount of \$14,000 via the Burger Bash for the #RockRidgeRising Campaign - Steve Kerzie Legacy Fund.

7. Acceptance and appreciation of a donation from the Frandsen Family in the amount of \$8,000 for the #RockRidgeRising Campaign - Dallis Frandsen Music Learning Lab Dedication.
8. Acceptance and appreciation of a donation from Wells Fargo in the amount of \$1,000 for the #RockRidgeRising Campaign - Aquatic Center scoreboard.

VI. **ITEMS PULLED FOR DISCUSSION:**

- A. 4.3 Payment of the bills: Why is there only one set of bills for this agenda as there is usually two? Spencer Aune was not present to answer.
- B. 4.4 Approval of Dominique Little and Brandon Miller for the position of WEB Leaders (Roosevelt) for the 2021-2022 school year with a stipend of \$1,738.00 each: What is WEB? Question was answered by Dr. Schmidt.
- C. 4.6 Approval of Dianna Hazelton for the Dean position (VHS) effective August 30, 2022 at a salary of \$83,134 (MA+18): Why the change in salary from previous agenda? Additional submitted transcripts showed additional credits.
- D. 4.7 Acceptance of resignation of Mary Jo Primozich from the Title I position (Nelle Shean) effective May 18, 2022 and 4.8 Acceptance of resignation of Mathew Stephens from the English Secondary Teacher position (VHS) effective June 3, 2022: Will the district be filling these openings? Pending.
- E. 4.14 Approval of out of state travel for Cassandra Hainey, Tara Fierke, Jill Clennon, and Samantha Krage (June 21-24) and for Cassandra Hainey (July 17-21) for training required by the Positive Community Norms Grant. All costs are accounted for in the grant: Questions discussed were in regards to the grant monies.
- F. Motion to **approve 4.3, 4.4, 4.6, 4.7, 4.8, and 4.14** made by SCHOLZ, seconded by TAMMARO. Motion passed unanimously.

VII. **REPORTS:**

- A. Willie Spelts provided an update on fundraising and acknowledged a donation by the Golden Bear Foundation to the Boys' Tennis Team for their upcoming state tournament trip as well as a donation from the Frandsen Family to the Dallas Frandsen Music Learning Lab. Spelts also discussed the success of the school to work program this school year.
- B. Principal Marcia Nelson provided an update from VHS. Brady Pettinelli and Hope Spaeth, VHS Seniors, talked about the recent experience of putting together the school's first lip dub that will be revealed at the VHS Awards Program on May 27.
- C. Supt. Schmidt provided an end of the year update. There will be a closing ceremony and open house on June 2 at the Gilbert Campus (5:00 P.M.) and Roosevelt Elementary (6:00 P.M). A photographer/videographer has also been going through each of the buildings to document the buildings.

VIII. **ADMINISTRATION ITEMS:**

- A. Motion to **approve the naming rights agreement between Rock Ridge Public Schools and Ken Waschke Auto Plaza & Waschke Family Chrysler for naming rights to the new sports stadium plaza, activities center, and automotive department as recognition and appreciation for their \$250,000 donation** made by SJOBERG, seconded by LAUTIGAR. Motion passed unanimously.
- B. Motion to **approve the Resolution Relating to the Nonrenewal of Contract Jeff Carey, Administrator on Special Assignment** made by TAMMARO, seconded by SCHOLZ. Roll call vote. LAUTIGAR (Yes), CULBERT-DAHL (Yes), SJOBERG (No), TAMMARO (Yes), SORCAN (No), ADDY (No), SCHOLZ (Yes), and RIORDAN (Yes). Motion passed 5-3.
- C. Motion to **approve keeping two individuals for the activities director/community education director positions with the understanding that job duties and salaries would be further discussed** made by ADDY, seconded by CULBERT-DAHL. Motion passed unanimously.

Culbert-Dahl left the meeting at 7:35 P.M.

- D. Motion to **approve the Education Minnesota Rock Ridge Teacher Contract (July 1, 2021 - June 30, 2023), subject to final attorney approval** made by ADDY, seconded by SJOBERG. Motion passed unanimously.
- E. Motion to **approve the proposal from The Caulkers Co., Inc for masonry and sealant restoration for Parkview Elementary** made by ADDY, seconded by SCHOLZ. Motion passed unanimously.
- F. Motion to **approve the proposal from Addy Enterprises Incorporated (AEI) to remove sixteen built-in cabinets, four bulletin boards, four fire house stations, six doors, one metal cabinet, one wood cabinet from the basement, three sets of windows from the stairwell in the basement, three sets of modern kitchen type cabinets from the rooms, one moveable chalk board from the basement and miscellaneous scrap metal from the basement. AEI will pay \$2,500.00 for all said items** made by ADDY, seconded by LAUTIGAR. Motion passed unanimously.
- G. Motion to **approve the school board MSBA retreat** made by SCHOLZ, seconded by SJOBERG. Motion passed unanimously.

XI. **MEETING ANNOUNCEMENTS** were made.

X. **ADJOURNMENT:** Meeting adjourned at 7:45 P.M.

CHAIR - TIM RIORDAN

CLERK – BRANDI LAUTIGAR

June 13, 2022

offered the following resolution and moved for its adoption.

RESOLVED, By the Board of Education of Independent School District #2909 that the following bills be allowed and the Chairperson and Clerk be and are hereby authorized to draw orders on the Treasurer for payment of same:

<u>CHECK NO.</u>	<u>VENDOR</u>	<u>UFARS CODE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
7356	AT & T MOBILITY	E 01 005 690 000 000 320	Comm Telephone	\$606.49
7356 Total				<u>\$606.49</u>
7357	INNOVATIVE OFFICE SOLUTIONS	E 06 300 870 000 000 530	Equipment	\$28,628.03
7357 Total				<u>\$28,628.03</u>
7358	INTEREUM	E 06 300 870 000 000 530	Equipment	\$692,983.17
7358 Total				<u>\$692,983.17</u>
7359	NEXTERA COMMUNICATIONS	E 03 005 760 000 720 320		\$153.67
7359	NEXTERA COMMUNICATIONS	E 01 112 203 000 000 320		\$76.84
7359	NEXTERA COMMUNICATIONS	E 02 005 770 000 701 320		\$76.84
7359	NEXTERA COMMUNICATIONS	E 04 500 505 000 321 320		\$76.84
7359	NEXTERA COMMUNICATIONS	E 01 005 810 000 000 320		\$864.41
7359	NEXTERA COMMUNICATIONS	E 01 005 606 000 000 320		\$288.14
7359	NEXTERA COMMUNICATIONS	E 01 005 020 000 000 320		\$76.84
7359	NEXTERA COMMUNICATIONS	E 01 117 810 000 000 320		\$76.84
7359	NEXTERA COMMUNICATIONS	E 01 302 810 000 000 320		\$76.84
7359	NEXTERA COMMUNICATIONS	E 01 300 211 000 000 320		\$153.67
7359 Total				<u>\$1,920.93</u>
7360	AT & T MOBILITY	E 01 005 690 000 000 320	Comm Telephone	\$302.80
7360 Total				<u>\$302.80</u>
7361	INNOVATIVE OFFICE SOLUTIONS	E 06 300 870 000 000 530	Equipment	\$187,421.49
7361 Total				<u>\$187,421.49</u>
7362	AT & T MOBILITY	E 01 005 690 000 000 320	Comm Telephone	\$3,898.06
7362 Total				<u>\$3,898.06</u>
7363	AGI REPAIR INC	E 01 005 606 000 000 311	Prof Tech Services	\$387.00
7363 Total				<u>\$387.00</u>
7364	AMAZON CAPITAL SERVICES INC	E 01 116 203 403 000 430	Instruct Supplies	\$150.08
7364	AMAZON CAPITAL SERVICES INC	E 01 116 203 403 000 430	Instruct Supplies	\$81.79
7364	AMAZON CAPITAL SERVICES INC	E 01 112 810 000 000 350	Repairs Maint Serv	\$24.68
7364 Total				<u>\$256.55</u>
7365	AMUNDSON ANNA	E 04 500 560 000 321 430	Instruct Supplies	\$60.00
7365 Total				<u>\$60.00</u>
7366	ANDRIE JADE	E 01 300 211 000 000 430	Instruct Supplies	\$470.00
7366 Total				<u>\$470.00</u>
7367	APPLE INC	E 01 005 606 000 000 401	General Supplies	\$279.00
7367 Total				<u>\$279.00</u>
7368	ARROW AUTO GLASS & SUPPLY CO	E 03 005 760 000 720 350	Repairs Maint Serv	\$836.24
7368 Total				<u>\$836.24</u>
7369	BARTOVICH ANTHONY F	E 01 300 296 716 000 305	Consulting Fees	\$135.00
7369 Total				<u>\$135.00</u>
7370	BIALKE ALYSON MARIE	E 04 701 590 000 350 311	Prof Tech Services	\$230.00
7370 Total				<u>\$230.00</u>
7371	BLOMBERG JANA	E 01 005 107 050 000 366	Travel	\$987.20
7371 Total				<u>\$987.20</u>

7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$66.73
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$38.21
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$34.28
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$49.00
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$49.00
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$2.00
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$62.44
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$2,462.88
7372	CHRISTENSEN PARTS	E	01	300	155	721	000	430	Instructional Supply	\$35.71
7372 Total										<u>\$2,800.25</u>
7373	COLOSIMO, PATCHIN, & KEARNEY LTD	E	01	005	150	000	000	311	Prof Tech Services	\$1,687.00
7373 Total										<u>\$1,687.00</u>
7374	CREMERS EDWARD D	E	01	300	294	713	000	305	Consulting Fees	\$70.00
7374 Total										<u>\$70.00</u>
7375	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$21.00
7375	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	410	Custodial Supplies	\$14.00
7375	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$222.50
7375	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	410	Custodial Supplies	\$400.00
7375	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	410	Custodial Supplies	\$318.00
7375	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	410	Custodial Supplies	\$65.25
7375	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$72.75
7375	DAHLHEIMER BEVERAGE	E	01	116	203	000	000	401	General Supplies	\$8.00
7375	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$18.00
7375	DAHLHEIMER BEVERAGE	E	03	005	760	000	720	401	General Supplies	\$9.00
7375	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$40.00
7375	DAHLHEIMER BEVERAGE	E	01	116	203	000	000	401	General Supplies	\$11.00
7375	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$9.00
7375	DAHLHEIMER BEVERAGE	E	01	005	810	000	000	401	General Supplies	\$60.00
7375 Total										<u>\$1,268.50</u>
7376	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$65.00
7376 Total										<u>\$65.00</u>
7377	DOMINO'S PIZZA	E	01	005	216	000	401	366	Travel	\$243.79
7377 Total										<u>\$243.79</u>
7378	EAST SOFTBALL BOOSTER CLUB	E	01	300	296	716	000	364	Entry Fees/Student Travel	\$250.00
7378 Total										<u>\$250.00</u>
7379	EDUCATIONAL TESTING SERVICE	E	01	112	407	000	740	433	PARA PRO TESTS	\$220.00
7379 Total										<u>\$220.00</u>
7380	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$29,726.18
7380	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$1,066.44
7380 Total										<u>\$30,792.62</u>
7381	FERGUSON ENTERPRISES LLC #1657	E	01	117	810	000	000	350	Repairs Maint Serv	\$107.74
7381 Total										<u>\$107.74</u>
7382	FIDELDY BRYAN	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7382	FIDELDY BRYAN	E	01	300	296	716	000	305	Consulting Fees	\$35.00
7382 Total										<u>\$170.00</u>
7383	FOSTER GREG	E	05	300	865	000	347	401	General Supplies	\$174.00
7383 Total										<u>\$174.00</u>
7384	FRONTLINE TECHNOLOGIES	E	01	005	110	000	000	311	Prof Tech Services	\$6,249.87
7384 Total										<u>\$6,249.87</u>
7385	FULCRUM VISIONS	E	01	005	020	000	000	401	General Supplies	\$500.00
7385 Total										<u>\$500.00</u>
7386	GRANDE ACE HARDWARE	E	01	112	810	000	000	420	Repair Supplies	\$9.92
7386	GRANDE ACE HARDWARE	E	01	302	810	000	000	420	Repair Supplies	\$182.14

7386	GRANDE ACE HARDWARE	E	01	300	810	000	000	420	Repair Supplies	\$13.28
7386	GRANDE ACE HARDWARE	E	01	112	810	000	000	420	Repair Supplies	\$25.02
7386	GRANDE ACE HARDWARE	E	01	302	810	000	000	420	Repair Supplies	\$6.46
7386	GRANDE ACE HARDWARE	E	01	118	810	000	000	401	General Supplies	\$21.31
7386	GRANDE ACE HARDWARE	E	01	117	810	000	000	420	Repair Supplies	\$15.98
7386 Total										<u>\$274.11</u>
7387	HAINY CASSANDRA	E	01	005	107	050	000	401	General Supplies	\$63.60
7387 Total										<u>\$63.60</u>
7388	HAWKINS INC	E	01	116	810	000	000	420	Repair Supplies	\$5.00
7388	HAWKINS INC	E	01	116	810	000	000	420	Repair Supplies	\$5.00
7388 Total										<u>\$10.00</u>
7389	HIBBING GOLF	E	01	300	296	715	000	364	Entry Fees/Student Travel	\$70.00
7389 Total										<u>\$70.00</u>
7390	HILLYARD / HUTCHINSON	E	01	112	810	000	000	350	Repairs Maint Serv	\$125.14
7390	HILLYARD / HUTCHINSON	E	01	112	810	000	000	350	Repairs Maint Serv	\$206.75
7390	HILLYARD / HUTCHINSON	E	01	112	810	000	000	350	Repairs Maint Serv	\$70.99
7390 Total										<u>\$402.88</u>
7391	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$30.96
7391	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$116.96
7391	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$141.29
7391	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$376.22
7391 Total										<u>\$665.43</u>
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$117.12
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$234.00
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$117.00
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$117.12
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$97.50
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$468.00
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$234.00
7392	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$300.00
7392 Total										<u>\$1,938.42</u>
7393	INAC INC	E	02	005	770	000	701	899	Misc Other Expense	\$130,643.44
7393 Total										<u>\$130,643.44</u>
7394	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$16,375.78
7394 Total										<u>\$16,375.78</u>
7395	INTEREUM	E	06	100	870	000	000	530	AS PER ATTACHED QUOTE NO. 78931	\$318,595.10
7395 Total										<u>\$318,595.10</u>
7396	ISD #2711	E	01	300	296	715	000	364	Entry Fees/Student Travel	\$150.00
7396	ISD #2711	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$150.00
7396 Total										<u>\$300.00</u>
7397	ISD #318	E	01	300	296	716	000	364	Entry Fees/Student Travel	\$80.00
7397 Total										<u>\$80.00</u>
7398	ISD #6076	E	01	998	211	000	303	390	Pmt Educ Pur MN Dist	\$30,577.33
7398 Total										<u>\$30,577.33</u>
7399	ISD #695	E	01	300	296	714	000	364		\$100.00
7399	ISD #695	E	01	300	294	714	000	364		\$100.00
7399	ISD #695	E	01	300	296	714	000	364		\$100.00
7399	ISD #695	E	01	300	294	714	000	364		\$100.00
7399 Total										<u>\$400.00</u>

7400	ISD #97	E	01	300	296	714	000	364		\$75.00
7400	ISD #97	E	01	300	294	714	000	364		\$75.00
7400 Total										<u>\$150.00</u>
7401	JK MECHANICAL CONTRACTORS INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$5,712.29
7401	JK MECHANICAL CONTRACTORS INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$306.00
7401 Total										<u>\$6,018.29</u>
7402	JOHNSON CONTROLS INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$553.00
7402 Total										<u>\$553.00</u>
7403	KANKAKEE SPIKEBALL INC	E	01	005	107	050	000	401	SPIKEBALL PRO KITS	\$360.00
7403	KANKAKEE SPIKEBALL INC	E	01	005	107	050	000	401	Freight	\$18.00
7403 Total										<u>\$378.00</u>
7404	KING KIM	E	04	500	560	000	321	430	Instruct Supplies	\$360.00
7404 Total										<u>\$360.00</u>
7405	KNIFE CHIEF TERESA	E	01	005	690	000	510	366	Travel	\$259.74
7405 Total										<u>\$259.74</u>
7406	KY INTERPRETING SERVICES INC	E	01	112	405	000	740	305	Consult/Fees For Svc	\$12,975.00
7406 Total										<u>\$12,975.00</u>
7407	L & M SUPPLY INC	E	01	300	155	721	000	430	Instructional Supply	\$211.71
7407	L & M SUPPLY INC	E	01	302	255	000	000	430	Instructional Supply	\$104.95
7407	L & M SUPPLY INC	E	01	302	255	000	000	430	Instructional Supply	\$363.78
7407	L & M SUPPLY INC	E	01	300	155	721	000	430	Instructional Supply	\$371.75
7407	L & M SUPPLY INC	E	01	300	155	721	000	430	Instructional Supply	\$48.61
7407	L & M SUPPLY INC	E	01	302	255	000	000	430	Instructional Supply	\$3.68
7407	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$18.92
7407	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$49.07
7407 Total										<u>\$1,172.47</u>
7408	LAMPPA STACIE	E	01	005	640	000	316	311	Prof Tech Services	\$919.35
7408 Total										<u>\$919.35</u>
7409	LATER TATER	E	01	005	107	050	000	401	General Supplies	\$264.00
7409 Total										<u>\$264.00</u>
7410	MCCAULEY KELLY	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7410	MCCAULEY KELLY	E	01	300	296	716	000	305	Consulting Fees	\$70.00
7410 Total										<u>\$205.00</u>
7411	MENARDS	E	01	300	155	721	000	430	Instructional Supply	\$99.39
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$304.66
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$186.30
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$124.78
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$340.00
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$49.99
7411	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$392.04
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$24.98
7411	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$69.20
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$21.14
7411	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$5.98
7411	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$143.88
7411	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$140.23
7411	MENARDS	E	01	005	690	000	510	366	Travel	\$10.99
7411	MENARDS	E	01	005	690	000	510	366	Travel	\$87.32
7411	MENARDS	E	01	005	690	000	510	366	Travel	\$66.67
7411 Total										<u>\$2,067.55</u>
7412	METRO SALES INC	E	05	005	850	000	302	370	Rentals Leases	\$6,743.88
7412	METRO SALES INC	E	05	005	850	000	302	370	Rentals Leases	\$62.50

7412	METRO SALES INC	E	05	005	850	000	302	370	Rentals Leases	\$97.50
7412 Total										<u>\$6,903.88</u>
7413	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,341.11
7413	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$188.44
7413	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$300.01
7413	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$383.17
7413	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$250.00
7413	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$374.66
7413 Total										<u>\$2,837.39</u>
7414	MINNESOTA ENERGY RESOURCES	E	01	005	810	000	000	440	Fuel For Buildings	\$1,653.17
7414 Total										<u>\$1,653.17</u>
7415	MINNESOTA TELECOMMUNICATIONS	E	01	300	211	000	000	320		\$272.97
7415	MINNESOTA TELECOMMUNICATIONS	E	01	117	810	000	000	320		\$136.48
7415	MINNESOTA TELECOMMUNICATIONS	E	02	005	770	000	701	320		\$136.48
7415	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$864.39
7415	MINNESOTA TELECOMMUNICATIONS	E	04	500	505	000	321	320		\$136.48
7415	MINNESOTA TELECOMMUNICATIONS	E	01	112	203	000	000	320		\$136.48
7415	MINNESOTA TELECOMMUNICATIONS	E	01	302	810	000	000	320		\$136.48
7415	MINNESOTA TELECOMMUNICATIONS	E	01	005	606	000	000	320		\$500.45
7415	MINNESOTA TELECOMMUNICATIONS	E	01	005	810	000	000	320		\$2,092.74
7415	MINNESOTA TELECOMMUNICATIONS	E	01	005	020	000	000	320		\$136.48
7415	MINNESOTA TELECOMMUNICATIONS	R	01	005	000	000	000	099	Miscellaneous	\$2,708.60
7415 Total										<u>\$7,258.03</u>
7416	MN DEPT OF LABOR & INDUSTRY	E	01	005	810	000	000	410	Custodial Supplies	\$100.00
7416 Total										<u>\$100.00</u>
7417	MORGAN BRIAN	E	03	005	750	000	720	311	Prof Tech Services	\$62.00
7417 Total										<u>\$62.00</u>
7418	NATIVE FLEECE	E	01	005	690	000	510	366	Travel	\$395.70
7418 Total										<u>\$395.70</u>
7419	NORTHERN DOOR & HARDWARE INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$560.00
7419 Total										<u>\$560.00</u>
7420	NORTHLAND TRACTOR REPAIR	E	03	005	760	000	720	350	Repairs Maint Serv	\$688.58
7420 Total										<u>\$688.58</u>
7421	PETERSON LINDA E	E	04	701	590	000	350	311	Prof Tech Services	\$931.50
7421 Total										<u>\$931.50</u>
7422	PLATT TYLER C	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7422 Total										<u>\$135.00</u>
7423	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$7,611.76
7423	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$2,160.88
7423	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$177.17
7423	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$5,671.85
7423	POHAKI LUMBER CO	E	01	302	810	000	000	420	Repair Supplies	\$163.08
7423 Total										<u>\$15,784.74</u>
7424	QUILL	E	01	005	110	000	000	401	901-CE390A, HP BLACK TONER CARTRIDGE	\$202.99
7424 Total										<u>\$202.99</u>
7425	RADKO IRON & SUPPLY INC	E	01	300	155	721	000	430	Instructional Supply	\$65.95
7425	RADKO IRON & SUPPLY INC	E	01	300	255	045	000	430	Instructional Supply	\$184.00
7425 Total										<u>\$249.95</u>
7426	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$1,734.97
7426 Total										<u>\$1,734.97</u>
7427	RANGE PAPER CORPORATION	E	01	005	810	000	000	410	Custodial Supplies	\$587.51
7427	RANGE PAPER CORPORATION	E	01	005	810	000	000	410	Custodial Supplies	\$61.53
7427 Total										<u>\$649.04</u>

7428	RUPP, ANDERSON, SQUIRES & WALDSPURGER, E	E	01	005	150	000	000	311	Prof Tech Services	\$2,007.26
7428 Total										<u>\$2,007.26</u>
7429	SAWMILL SALOON & RESTAURANT	E	01	005	107	050	000	401	General Supplies	\$662.50
7429 Total										<u>\$662.50</u>
7430	SCHROEDER ALICIA	E	01	300	211	047	000	401	General Supplies	\$249.90
7430 Total										<u>\$249.90</u>
7431	SHRED-N-GO INC	E	01	112	203	000	000	401		\$54.75
7431	SHRED-N-GO INC	E	01	300	211	000	000	401		\$24.25
7431	SHRED-N-GO INC	E	01	005	110	000	000	401		\$190.39
7431	SHRED-N-GO INC	E	01	116	203	000	000	401		\$24.25
7431 Total										<u>\$293.64</u>
7432	SOHM VIRGIL	E	01	005	690	000	510	303	Purchased Services	\$50.00
7432 Total										<u>\$50.00</u>
7433	ST FRANCIS HIGH SCHOOL	E	01	300	296	714	000	364		\$50.00
7433	ST FRANCIS HIGH SCHOOL	E	01	300	294	714	000	364		\$50.00
7433 Total										<u>\$100.00</u>
7434	STAINIGER GREGORY	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7434	STAINIGER GREGORY	E	01	300	296	716	000	305	Consulting Fees	\$20.00
7434 Total										<u>\$155.00</u>
7435	STILLDAY BRIAN JR	E	01	005	690	000	510	366	Travel	\$200.00
7435 Total										<u>\$200.00</u>
7436	STORM WIND LLC	E	01	005	606	000	000	305	AS PER ATTACHED EPIC LIVE ORDER AGREEME	\$995.00
7436 Total										<u>\$995.00</u>
7437	SUGAR SHACK	E	01	005	020	000	000	401	General Supplies	\$990.00
7437 Total										<u>\$990.00</u>
7438	SUPER ONE	E	04	500	581	000	344	430	Instruct Supplies	\$29.10
7438	SUPER ONE	E	04	500	581	000	344	430	Instruct Supplies	\$11.47
7438	SUPER ONE	E	04	500	582	000	344	401	General Supplies	\$13.93
7438	SUPER ONE	E	04	500	582	000	344	401	General Supplies	\$12.42
7438	SUPER ONE	E	04	500	580	000	325	401	General Supplies	\$19.54
7438	SUPER ONE	E	04	500	582	000	344	401	General Supplies	\$13.16
7438	SUPER ONE	E	04	500	580	000	325	401	General Supplies	\$2.92
7438	SUPER ONE	E	01	300	214	038	000	401	General Supplies	\$29.75
7438	SUPER ONE	E	01	300	214	038	000	401	General Supplies	\$49.05
7438	SUPER ONE	E	01	300	260	000	000	430	Instruct Supplies	\$26.42
7438	SUPER ONE	E	01	300	260	000	000	430	Instruct Supplies	\$74.13
7438	SUPER ONE	E	01	005	690	000	510	366	Travel	\$197.82
7438	SUPER ONE	E	01	005	690	000	510	366	Travel	\$38.40
7438	SUPER ONE	E	01	005	690	000	510	366	Travel	\$68.35
7438 Total										<u>\$586.46</u>
7439	SURLA LARRY W	E	01	005	810	000	000	410	Custodial Supplies	\$3,690.00
7439 Total										<u>\$3,690.00</u>
7440	TEACHERS ON CALL	E	01	100	203	000	000	305		\$333.20
7440	TEACHERS ON CALL	E	01	101	203	000	000	305		\$966.40
7440	TEACHERS ON CALL	E	01	300	420	000	740	307		\$1,478.48
7440	TEACHERS ON CALL	E	01	101	420	000	740	307		\$291.55
7440	TEACHERS ON CALL	E	01	300	211	000	000	305		\$1,907.03
7440	TEACHERS ON CALL	E	01	112	203	000	000	305		\$386.56
7440	TEACHERS ON CALL	E	01	301	420	000	740	307		\$95.20
7440	TEACHERS ON CALL	E	01	005	690	000	510	303		\$345.10
7440	TEACHERS ON CALL	E	04	500	581	000	344	305		\$142.80
7440	TEACHERS ON CALL	E	01	302	420	000	740	307		\$124.95
7440	TEACHERS ON CALL	E	01	301	211	000	000	305		\$579.84

7440	TEACHERS ON CALL	E	01	302	211	000	000	305		\$193.28
7440	TEACHERS ON CALL	E	01	100	420	000	740	307		\$481.95
7440	TEACHERS ON CALL	E	01	116	420	000	740	307		\$1,514.63
7440	TEACHERS ON CALL	E	01	116	203	000	000	305		\$921.29
7440	TEACHERS ON CALL	E	01	112	420	000	740	307		\$2,058.70
7440	TEACHERS ON CALL	E	01	300	361	000	428	303		\$579.84
7440	TEACHERS ON CALL	E	01	300	640	000	000	303		\$193.28
7440	TEACHERS ON CALL	E	01	116	640	000	000	303		\$193.28
7440	TEACHERS ON CALL	E	04	500	581	000	344	305		\$1,234.18
7440	TEACHERS ON CALL	E	01	302	211	000	000	305		\$579.84
7440	TEACHERS ON CALL	E	01	301	420	000	740	307		\$243.95
7440	TEACHERS ON CALL	E	01	301	211	000	000	305		\$579.84
7440	TEACHERS ON CALL	E	01	100	420	000	740	307		\$666.40
7440	TEACHERS ON CALL	E	01	100	203	000	000	305		\$167.51
7440	TEACHERS ON CALL	E	01	101	420	000	740	307		\$719.95
7440	TEACHERS ON CALL	E	01	101	203	000	000	305		\$1,713.75
7440	TEACHERS ON CALL	E	01	300	420	000	740	307		\$2,208.85
7440	TEACHERS ON CALL	E	01	300	211	000	000	305		\$2,061.65
7440	TEACHERS ON CALL	E	01	116	420	000	740	307		\$1,753.00
7440	TEACHERS ON CALL	E	01	116	203	000	000	305		\$431.65
7440	TEACHERS ON CALL	E	01	112	420	000	740	307		\$1,981.35
7440	TEACHERS ON CALL	E	01	112	203	000	000	305		\$193.28
7440 Total										<u>\$27,322.56</u>
7441	THHS TRACK	E	01	300	294	714	000	364		\$75.00
7441	THHS TRACK	E	01	300	296	714	000	364		\$75.00
7441 Total										<u>\$150.00</u>
7442	TRIMARK INDUSTRIAL	E	01	005	810	000	000	420	Repair Supplies	\$46.99
7442 Total										<u>\$46.99</u>
7443	ULINE	E	01	005	810	000	000	350	Repairs Maint Serv	\$922.03
7443 Total										<u>\$922.03</u>
7444	UNITED TRUCK BODY	E	03	005	760	000	720	350	Repairs Maint Serv	\$3,057.52
7444	UNITED TRUCK BODY	E	03	005	760	000	720	350	Repairs Maint Serv	\$196.08
7444	UNITED TRUCK BODY	E	03	005	760	000	720	350	Repairs Maint Serv	\$201.39
7444 Total										<u>\$3,454.99</u>
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$551.70
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$245.50
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$133.03
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$7,258.85
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$624.58
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$275.50
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331	Electricity	\$23,612.32
7445	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334	Garbage	\$1,427.70
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$6,863.16
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$4,729.93
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$59.76
7445	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$43.00
7445	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	333		\$50.65
7445	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332		\$39.25
7445	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331		\$163.46
7445	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	440		\$580.96
7445	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	440		\$3,842.87
7445	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	333		\$287.51
7445	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	331		\$3,188.03

7445	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	332		\$136.75
7445	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	334		\$538.50
7445 Total										<u>\$54,653.01</u>
7446	VIRGINIA SURPLUS	E	01	005	107	050	000	401	General Supplies	\$1,860.00
7446 Total										<u>\$1,860.00</u>
7447	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$315.00
7447	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$115.00
7447 Total										<u>\$430.00</u>
7448	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340	Property&liab Ins	\$1,704.50
7448 Total										<u>\$1,704.50</u>
7449	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$70.58
7449	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$25.58
7449	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$20.73
7449	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$44.23
7449 Total										<u>\$161.12</u>
7496	SCHOLARSHIP RECIPIENT	E	18	005	960	000	000	898	Scholarships	\$700.00
7496 Total										<u>\$700.00</u>
7497	SCHOLARSHIP RECIPIENT	E	18	005	960	000	000	898	Scholarships	\$300.00
7497 Total										<u>\$300.00</u>
7498	SCHOLARSHIP RECIPIENT	E	18	005	960	000	000	898	Scholarships	\$500.00
7498 Total										<u>\$500.00</u>
7499	9 SQUARE IN THE AIR	E	01	005	107	050	000	401	NEON DELUXE GAME SET	\$2,550.00
7499	9 SQUARE IN THE AIR	E	01	005	107	050	000	401	NEON YELLOW BALLS, PACK OF 5	\$50.00
7499	9 SQUARE IN THE AIR	E	01	005	107	050	000	401	Freight	\$278.86
7499 Total										<u>\$2,878.86</u>
7500	ABATETEK INC	E	06	005	870	000	000	311	Prof Tech Services	\$24,000.00
7500 Total										<u>\$24,000.00</u>
7501	ACCO BRANDS USA LLC	E	01	112	203	000	000	401	AS PER ATTACHED QUOTE 20021403	\$110.35
7501	ACCO BRANDS USA LLC	E	01	112	203	000	000	401	SHIPPING	\$12.51
7501 Total										<u>\$122.86</u>
7502	ACOUSTICS ASSOCIATES INC	E	06	300	870	000	000	520	Bldg Improvements	\$126,564.70
7502 Total										<u>\$126,564.70</u>
7503	AMAZON CAPITAL SERVICES INC	E	01	300	214	038	000	401	General Supplies	\$529.02
7503	AMAZON CAPITAL SERVICES INC	E	01	300	361	000	475	430	Instruct Supplies	\$197.24
7503	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$142.93
7503	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$145.60
7503	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$10.29
7503	AMAZON CAPITAL SERVICES INC	E	01	005	107	050	000	401	General Supplies	\$887.79
7503	AMAZON CAPITAL SERVICES INC	E	01	005	107	050	000	401	General Supplies	\$241.32
7503	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$40.42
7503	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$154.67
7503	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$99.80
7503 Total										<u>\$2,449.08</u>
7504	APPLE INC	E	01	005	606	000	000	401	AS PER ATTACHED PROPOSAL NO. 2110659664	\$1,348.00
7504 Total										<u>\$1,348.00</u>
7505	ARCHITECTURAL TESTING INC	E	06	300	870	000	000	311	Prof Tech Services	\$4,580.00
7505	ARCHITECTURAL TESTING INC	E	06	300	870	000	000	311	Prof Tech Services	\$440.00
7505 Total										<u>\$5,020.00</u>
7506	ARROW AUTO GLASS & SUPPLY CO	E	03	005	760	000	720	350	Repairs Maint Serv	\$149.41
7506 Total										<u>\$149.41</u>
7507	ARROW LIFT CO	E	06	300	870	000	000	520	Bldg Improvements	\$15,454.60
7507 Total										<u>\$15,454.60</u>

7508	ARROWHEAD REGIONAL COMPUTING CONSOR'E	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$360.00
7508 Total										<u>\$360.00</u>
7509	BARTLEY SALES COMPANY INC	E	06	300	870	000	000	520	Bldg Improvements	\$82,803.90
7509 Total										<u>\$82,803.90</u>
7510	BARTOVICH ANTHONY F	E	01	300	296	716	000	305	Consulting Fees	\$85.00
7510	BARTOVICH ANTHONY F	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7510 Total										<u>\$220.00</u>
7511	BAUER DEREK	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7511	BAUER DEREK	E	01	300	296	716	000	305	Consulting Fees	\$35.00
7511 Total										<u>\$170.00</u>
7512	BENCHMARK ENGINEERING INC	E	06	100	870	000	000	311	Prof Tech Services	\$3,611.25
7512 Total										<u>\$3,611.25</u>
7513	BEN'S STRUCTURAL FABRICATION INC	E	06	300	870	000	000	520	Bldg Improvements	\$12,714.52
7513 Total										<u>\$12,714.52</u>
7514	BLUUM OF MINNESOTA LLC	E	06	300	870	000	000	555	Technology Equip	\$58.00
7514 Total										<u>\$58.00</u>
7515	BRELIE CIERRA	E	01	005	606	000	000	366	Travel	\$95.53
7515	BRELIE CIERRA	E	01	005	606	000	000	366	Travel	\$74.88
7515 Total										<u>\$170.41</u>
7516	CARDMEMBER SERVICE	E	01	300	155	721	000	430		\$1,300.00
7516	CARDMEMBER SERVICE	E	01	300	255	045	000	430		\$2,158.00
7516	CARDMEMBER SERVICE	E	01	300	361	000	475	430		\$131.86
7516 Total										<u>\$3,589.86</u>
7517	CLARITY INTERPRETING SERVICES LLC	E	01	116	405	000	740	399	Spec Purchased Services	\$555.00
7517 Total										<u>\$555.00</u>
7518	CLOQUET GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$90.00
7518 Total										<u>\$90.00</u>
7519	COLLEGE BOARD	E	01	300	211	000	000	461	Standardized Tests	\$5,676.00
7519 Total										<u>\$5,676.00</u>
7520	CONSOLIDATED COMMUNICATIONS	E	01	005	606	000	000	320	Comm Telephone	\$521.61
7520 Total										<u>\$521.61</u>
7521	COOK'S COUNTRY CONNECTION	E	04	500	581	000	344	430	Instruct Supplies	\$156.00
7521 Total										<u>\$156.00</u>
7522	CREMERS EDWARD D	E	01	300	294	709	000	305	Consulting Fees	\$90.00
7522 Total										<u>\$90.00</u>
7523	CUNNINGHAM GROUP	E	06	300	870	000	000	311	Prof Tech Services	\$489,882.56
7523 Total										<u>\$489,882.56</u>
7524	DALCO	E	01	112	810	000	000	420	Repair Supplies	\$92.28
7524 Total										<u>\$92.28</u>
7525	EDDY JULIE	E	04	500	560	000	321	430	Instruct Supplies	\$299.74
7525 Total										<u>\$299.74</u>
7526	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$1,066.44
7526	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$29,746.18
7526 Total										<u>\$30,812.62</u>
7527	FALLS HIGH SCHOOL	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$160.00
7527	FALLS HIGH SCHOOL	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$160.00
7527 Total										<u>\$320.00</u>
7528	FARGO PUBLIC SCHOOL DISTRICT	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$88.96
7528	FARGO PUBLIC SCHOOL DISTRICT	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$711.68
7528 Total										<u>\$800.64</u>
7529	FLINN SCIENTIFIC INC	E	01	300	270	000	000	430	L0078, LUMINOL, 5 G	\$32.50
7529	FLINN SCIENTIFIC INC	E	01	300	270	000	000	430	SHIPPING	\$7.50
7529 Total										<u>\$40.00</u>

7530	FONDURULIA JOHN M	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7530 Total										<u>\$135.00</u>
7531	FRESHWORKS INC	E	01	005	606	000	000	311	Prof Tech Services	\$1,382.40
7531 Total										<u>\$1,382.40</u>
7532	FROSTY FRUIT	E	01	300	214	038	000	401	General Supplies	\$37.45
7532 Total										<u>\$37.45</u>
7533	GLUMACK CHARLES	E	01	300	294	713	000	305	Consulting Fees	\$90.00
7533 Total										<u>\$90.00</u>
7534	GRANDE ACE HARDWARE	E	01	118	810	000	000	401	General Supplies	\$42.00
7534	GRANDE ACE HARDWARE	E	01	005	810	000	000	410	Custodial Supplies	\$21.98
7534 Total										<u>\$63.98</u>
7535	GREAT LAKES HOTEL SUPPLY COMPANY	E	06	300	870	000	000	520	Bldg Improvements	\$21,828.10
7535 Total										<u>\$21,828.10</u>
7536	H2I GROUP INC	E	06	300	870	000	000	520	Bldg Improvements	\$220,189.10
7536 Total										<u>\$220,189.10</u>
7537	HAINNEY CASSANDRA	E	01	005	107	050	000	401		\$14.95
7537	HAINNEY CASSANDRA	E	01	005	107	050	000	366		\$266.00
7537	HAINNEY CASSANDRA	E	01	005	107	050	000	366		\$1,232.60
7537 Total										<u>\$1,513.55</u>
7538	HALLBERG ENGINEERING	E	06	300	870	000	000	311	Prof Tech Services	\$1,718.00
7538 Total										<u>\$1,718.00</u>
7539	HAMMER KYLE	E	01	300	361	000	428	368	Out-of-State Travel	\$173.54
7539 Total										<u>\$173.54</u>
7540	HARBOR CITY MASONRY INC	E	06	300	870	000	000	520	Bldg Improvements	\$1,425.00
7540 Total										<u>\$1,425.00</u>
7541	HAWK CONSTRUCTION INC	E	06	300	870	000	000	520	Bldg Improvements	\$21,802.50
7541 Total										<u>\$21,802.50</u>
7542	HIBBING GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$120.00
7542	HIBBING GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$120.00
7542	HIBBING GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$60.00
7542 Total										<u>\$300.00</u>
7543	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$240.77
7543	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$51.35
7543 Total										<u>\$292.12</u>
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$321.75
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$87.84
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$87.84
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$195.00
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$156.00
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$321.75
7544	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$1,300.00
7544 Total										<u>\$2,738.50</u>
7545	HUNT ELECTRIC CORPORATION	E	06	300	870	000	000	520	Bldg Improvements	\$447,450.00
7545 Total										<u>\$447,450.00</u>
7546	INNOVATIVE OFFICE SOLUTIONS	E	06	100	870	000	000	530	FURNITURE	\$1,944.00
7546	INNOVATIVE OFFICE SOLUTIONS	E	06	100	870	000	000	530	LABOR	\$214.00
7546	INNOVATIVE OFFICE SOLUTIONS	E	06	100	870	000	000	530	LABOR	\$1,707.49
7546	INNOVATIVE OFFICE SOLUTIONS	E	06	100	870	000	000	530	LABOR	\$950.00
7546 Total										<u>\$4,815.49</u>

7547	ISD #6076	E 01 005 401 000 740 399	SpEd Purchased Services	\$25,806.25
7547 Total				<u>\$25,806.25</u>
7548	JAMAR COMPANY	E 06 300 870 000 000 520	Bldg Improvements	\$94,158.59
7548 Total				<u>\$94,158.59</u>
7549	JANEKSELA DAVID	E 01 300 296 716 000 305	Consulting Fees	\$220.00
7549	JANEKSELA DAVID	E 01 300 296 716 000 305	Consulting Fees	\$40.00
7549	JANEKSELA DAVID	E 01 300 296 716 000 305	Consulting Fees	\$185.00
7549 Total				<u>\$445.00</u>
7550	JANKILA EMILY	E 01 005 690 000 510 401	General Supplies	\$283.34
7550 Total				<u>\$283.34</u>
7551	KARICH BRIAN	E 01 300 296 716 000 305	Consulting Fees	\$220.00
7551	KARICH BRIAN	E 01 300 296 716 000 305	Consulting Fees	\$20.00
7551 Total				<u>\$240.00</u>
7552	KING KIM	E 04 500 560 000 321 430	Instruct Supplies	\$225.00
7552 Total				<u>\$225.00</u>
7553	KRAGE SAMANTHA	E 01 005 107 050 000 366	Travel	\$191.70
7553 Total				<u>\$191.70</u>
7554	KRAUS-ANDERSON	E 06 005 870 000 000 311	Prof Tech Services	\$7,257.13
7554	KRAUS-ANDERSON	E 06 116 870 000 000 311	Prof Tech Services	\$73,140.69
7554 Total				<u>\$80,397.82</u>
7555	KUSH-JEFFERY SHANON	E 04 500 581 000 344 430	Instruct Supplies	\$58.81
7555 Total				<u>\$58.81</u>
7556	L & M SUPPLY INC	E 01 005 810 000 000 420	Repair Supplies	\$437.99
7556 Total				<u>\$437.99</u>
7557	LAMPPA DAVIS	E 01 300 294 713 000 305	Consulting Fees	\$90.00
7557	LAMPPA DAVIS	E 01 300 294 713 000 305	Consulting Fees	\$20.00
7557 Total				<u>\$110.00</u>
7558	LUTZKA STEPHANIE	E 01 300 270 000 000 430	Instruct Supplies	\$278.26
7558 Total				<u>\$278.26</u>
7559	MACNEIL ENVIRONMENTAL INC	E 03 005 750 000 720 311	Prof Tech Services	\$500.00
7559 Total				<u>\$500.00</u>
7560	MCCAULEY KELLY	E 01 300 296 716 000 305	Consulting Fees	\$135.00
7560	MCCAULEY KELLY	E 01 300 296 716 000 305	Consulting Fees	\$50.00
7560 Total				<u>\$185.00</u>
7561	MCDERMID STEPHANIE	E 01 005 640 000 316 366	Postage	\$68.45
7561 Total				<u>\$68.45</u>
7562	MENARDS	E 01 005 606 000 000 401	General Supplies	\$227.08
7562	MENARDS	E 01 005 690 000 510 401	General Supplies	\$22.90
7562	MENARDS	E 01 300 255 000 000 430	Instruct Supplies	\$139.60
7562	MENARDS	E 01 300 155 721 000 430	Instructional Supply	\$53.83
7562	MENARDS	E 05 300 850 052 302 520	Bldg Improvements	\$58.89
7562	MENARDS	E 01 300 155 721 000 430	Instructional Supply	\$123.13
7562	MENARDS	E 05 300 850 052 302 520	Bldg Improvements	\$298.88
7562	MENARDS	E 01 300 155 721 000 430	Instructional Supply	\$139.96
7562	MENARDS	E 01 300 155 721 000 430	Instructional Supply	\$203.52
7562	MENARDS	E 01 300 255 000 000 430	Instruct Supplies	\$26.94
7562	MENARDS	E 05 300 850 052 302 520	Bldg Improvements	\$161.39
7562	MENARDS	E 01 300 155 721 000 430	Instructional Supply	\$76.26
7562	MENARDS	E 05 300 850 052 302 520	Bldg Improvements	\$47.82
7562	MENARDS	E 01 300 155 721 000 430	Instructional Supply	\$66.84
7562	MENARDS	E 01 300 155 721 000 430	Instructional Supply	\$29.51
7562	MENARDS	E 05 300 850 052 302 520	Bldg Improvements	\$98.93
7562	MENARDS	E 01 300 211 027 000 430	Instruct Supplies	\$236.72

7562	MENARDS	E	01	300	155	721	000	430	Instructional Supply	\$35.90
7562	MENARDS	E	01	300	155	721	000	430	Instructional Supply	\$13.96
7562	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$56.36
7562 Total										<u>\$2,118.42</u>
7563	METRO SALES INC	E	05	005	850	000	302	370	Rentals Leases	\$162.00
7563 Total										<u>\$162.00</u>
7564	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$77.13
7564 Total										<u>\$77.13</u>
7565	MIDWEST BUS PARTS INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$166.85
7565 Total										<u>\$166.85</u>
7566	MINNEAPOLIS OXYGEN COMPANY	E	01	300	361	893	830	433	Ind Instructnl Mtrls	\$134.25
7566 Total										<u>\$134.25</u>
7567	MINNESOTA POWER	E	01	005	810	000	000	331	Electricity	\$9,525.86
7567 Total										<u>\$9,525.86</u>
7568	NORTHERN DOOR & HARDWARE INC	E	06	300	870	000	000	520	Bldg Improvements	\$21,976.92
7568 Total										<u>\$21,976.92</u>
7569	NORTHLAND TRACTOR REPAIR	E	03	005	760	000	720	350	Repairs Maint Serv	\$568.64
7569 Total										<u>\$568.64</u>
7570	OTT ROBERT	E	01	300	294	713	000	305	Consulting Fees	\$145.00
7570	OTT ROBERT	E	01	300	294	713	000	305	Consulting Fees	\$45.00
7570	OTT ROBERT	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7570	OTT ROBERT	E	01	300	296	716	000	305	Consulting Fees	\$40.00
7570 Total										<u>\$365.00</u>
7571	PASEK ROBERT T	E	06	300	870	000	000	520	Bldg Improvements	\$102,604.75
7571 Total										<u>\$102,604.75</u>
7572	POHAKI LUMBER CO	E	01	302	810	000	000	420	Repair Supplies	\$163.08
7572	POHAKI LUMBER CO	E	01	302	810	000	000	420	Repair Supplies	\$321.86
7572	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$137.05
7572 Total										<u>\$621.99</u>
7573	QUALITY CONCRETE INC	E	06	300	870	000	000	520	Bldg Improvements	\$6,148.11
7573 Total										<u>\$6,148.11</u>
7574	RACHEL CONTRACTING LLC	E	06	005	870	000	000	311	Prof Tech Services	\$1,887.65
7574 Total										<u>\$1,887.65</u>
7575	RAM	B	01	215	270				Payroll Deductions-WC	\$18,246.66
7575 Total										<u>\$18,246.66</u>
7576	RANGE MENTAL HEALTH CENTER INC	E	01	005	420	000	799	305	Consulting Fees	\$2,566.00
7576	RANGE MENTAL HEALTH CENTER INC	E	01	005	420	000	799	305	Consulting Fees	\$197.50
7576 Total										<u>\$2,763.50</u>
7577	RANGE PAPER CORPORATION	E	01	005	810	000	000	410	Custodial Supplies	\$16.88
7577	RANGE PAPER CORPORATION	E	01	005	810	000	000	410	Custodial Supplies	\$639.40
7577 Total										<u>\$656.28</u>
7578	RJ MECHANICAL INC	E	06	300	870	000	000	520	Bldg Improvements	\$643,857.93
7578 Total										<u>\$643,857.93</u>
7579	ROCK RIDGE GOLF BOOSTERS	E	01	300	296	715	000	364	Entry Fees/Student Travel	\$200.00
7579	ROCK RIDGE GOLF BOOSTERS	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$300.00
7579	ROCK RIDGE GOLF BOOSTERS	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$100.00
7579	ROCK RIDGE GOLF BOOSTERS	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$200.00
7579	ROCK RIDGE GOLF BOOSTERS	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$450.00
7579 Total										<u>\$1,250.00</u>
7580	ROHIAN	E	01	005	690	000	510	401	General Supplies	\$76.50
7580	ROHIAN	E	01	005	690	000	510	401	General Supplies	\$76.50
7580	ROHIAN	E	01	005	690	000	510	401	General Supplies	\$76.50
7580	ROHIAN	E	01	005	690	000	510	401	General Supplies	\$76.50

7580	ROHIAN	E	01	005	690	000	510	401	General Supplies	\$76.50
7580	ROHIAN	E	01	005	690	000	510	401	General Supplies	\$76.50
7580	ROHIAN	E	01	005	690	000	510	401	General Supplies	\$76.50
7580 Total										<u>\$535.50</u>
7581	RTL CONSTRUCTION INC	E	06	300	870	000	000	520	Bldg Improvements	\$88,148.66
7581 Total										<u>\$88,148.66</u>
7582	SCREEN VISION MEDIA	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$480.00
7582 Total										<u>\$480.00</u>
7583	SECTION 7 COMMITTEE	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$200.00
7583	SECTION 7 COMMITTEE	E	01	300	296	715	000	364	Entry Fees/Student Travel	\$200.00
7583 Total										<u>\$400.00</u>
7584	SHERWIN WILLIAMS	E	01	118	810	000	000	401	General Supplies	\$33.73
7584 Total										<u>\$33.73</u>
7585	SHUBAT TRANSPORTATION	E	01	302	298	000	000	369	EntryFee/StudentTravelAllowanc	\$3,150.00
7585	SHUBAT TRANSPORTATION	E	01	300	296	716	733	365		\$546.48
7585	SHUBAT TRANSPORTATION	E	01	300	294	705	733	365		\$504.70
7585 Total										<u>\$4,201.18</u>
7586	ST GERMAIN'S CABINET INC	E	06	300	870	000	000	520	Bldg Improvements	\$22,790.50
7586 Total										<u>\$22,790.50</u>
7587	STAINIGER GREGORY	E	01	300	296	716	000	305	Consulting Fees	\$135.00
7587	STAINIGER GREGORY	E	01	300	296	716	000	305	Consulting Fees	\$21.00
7587	STAINIGER GREGORY	E	01	300	296	716	000	305	Consulting Fees	\$85.00
7587	STAINIGER GREGORY	E	01	300	296	716	000	305	Consulting Fees	\$20.00
7587 Total										<u>\$261.00</u>
7588	STEFANICH SHEENA	E	01	005	216	000	401	366	Travel	\$271.13
7588 Total										<u>\$271.13</u>
7589	STEINBRECHER PAINTING COMPANY	E	06	300	870	000	000	520	Bldg Improvements	\$81,700.00
7589 Total										<u>\$81,700.00</u>
7590	STRUCTURAL APPLICATORS INC	E	06	300	870	000	000	520	Bldg Improvements	\$5,443.46
7590 Total										<u>\$5,443.46</u>
7591	SUMMIT FIRE PROTECTION	E	06	300	870	000	000	520	Bldg Improvements	\$24,124.15
7591 Total										<u>\$24,124.15</u>
7592	SUPER DUPER PUBLICATIONS	E	01	112	401	000	740	433	WAC444, WEBBER ARTICULATION CARDS SET 1	\$104.45
7592 Total										<u>\$104.45</u>
7593	SUPER ONE	E	01	005	690	000	510	366	Travel	\$127.74
7593	SUPER ONE	E	01	005	690	000	510	366	Travel	\$63.81
7593	SUPER ONE	E	01	300	214	038	000	401	General Supplies	\$25.92
7593	SUPER ONE	E	01	300	214	038	000	401	General Supplies	\$114.45
7593 Total										<u>\$331.92</u>
7594	SWANK MOVIE LICENSING USA	E	01	005	606	000	000	311	Prof Tech Services	\$541.00
7594 Total										<u>\$541.00</u>
7595	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Repairs Maint Serv	\$325.09
7595 Total										<u>\$325.09</u>
7596	TEACHERS ON CALL	E	04	500	581	000	344	305		\$1,007.44
7596	TEACHERS ON CALL	E	01	302	420	000	740	307		\$562.18
7596	TEACHERS ON CALL	E	01	302	211	000	000	305		\$966.40
7596	TEACHERS ON CALL	E	01	301	420	000	740	307		\$386.75
7596	TEACHERS ON CALL	E	01	301	211	000	000	305		\$856.87
7596	TEACHERS ON CALL	E	01	100	420	000	740	307		\$648.55
7596	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,112.65
7596	TEACHERS ON CALL	E	01	101	203	000	000	305		\$1,604.22
7596	TEACHERS ON CALL	E	01	300	420	000	740	307		\$1,492.69
7596	TEACHERS ON CALL	E	01	300	211	000	000	305		\$1,243.43

7596	TEACHERS ON CALL	E	01	116	420	000	740	307		\$975.80
7596	TEACHERS ON CALL	E	01	116	203	000	000	305		\$1,333.62
7596	TEACHERS ON CALL	E	01	112	420	000	740	307		\$2,175.53
7596	TEACHERS ON CALL	E	01	112	203	000	000	305		\$180.39
7596	TEACHERS ON CALL	E	01	300	361	000	428	303		\$96.64
7596	TEACHERS ON CALL	E	01	302	640	000	000	303		\$773.12
7596	TEACHERS ON CALL	E	01	300	640	000	000	303		\$856.87
7596	TEACHERS ON CALL	E	01	116	640	000	000	303		\$109.93
7596	TEACHERS ON CALL	E	04	500	581	000	344	305		\$1,576.75
7596	TEACHERS ON CALL	E	01	302	420	000	740	307		\$431.28
7596	TEACHERS ON CALL	E	01	302	211	000	000	305		\$663.59
7596	TEACHERS ON CALL	E	01	301	420	000	740	307		\$142.80
7596	TEACHERS ON CALL	E	01	301	211	000	000	305		\$280.25
7596	TEACHERS ON CALL	E	01	100	420	000	740	307		\$738.75
7596	TEACHERS ON CALL	E	01	100	203	000	000	305		\$193.28
7596	TEACHERS ON CALL	E	01	101	420	000	740	307		\$899.40
7596	TEACHERS ON CALL	E	01	101	203	000	000	305		\$1,430.27
7596	TEACHERS ON CALL	E	01	300	420	000	740	307		\$2,548.42
7596	TEACHERS ON CALL	E	01	300	211	000	000	305		\$2,242.07
7596	TEACHERS ON CALL	E	01	116	420	000	740	307		\$937.03
7596	TEACHERS ON CALL	E	01	116	203	000	000	305		\$901.97
7596	TEACHERS ON CALL	E	01	112	420	000	740	307		\$1,523.20
7596	TEACHERS ON CALL	E	01	112	203	000	000	305		\$386.56
7596 Total										<u>\$31,278.70</u>
7597	TILL360 LLC	E	01	005	107	050	000	311		\$6,750.00
7597	TILL360 LLC	E	01	005	107	050	000	401		\$750.00
7597 Total										<u>\$7,500.00</u>
7598	TRANSFINDER	E	03	005	760	000	720	305	Cons Fee/Fee For Srv	\$1,600.00
7598 Total										<u>\$1,600.00</u>
7599	TWIN CITY ACOUSTICS INC	E	06	300	870	000	000	520	Bldg Improvements	\$204,658.50
7599 Total										<u>\$204,658.50</u>
7600	UHL COMPANY INC	E	06	300	870	000	000	520	Bldg Improvements	\$16,463.91
7600 Total										<u>\$16,463.91</u>
7601	UNITED ELECTRIC COMPANY	E	01	005	810	000	000	420	Repair Supplies	\$340.30
7601 Total										<u>\$340.30</u>
7602	UNITED GLASS INC	E	06	300	870	000	000	520	Bldg Improvements	\$243,080.30
7602 Total										<u>\$243,080.30</u>
7603	UNITED TRUCK BODY	E	03	005	760	000	720	350	Repairs Maint Serv	\$810.11
7603 Total										<u>\$810.11</u>
7604	US BANK EQUIPMENT FINANCE	E	05	005	850	000	302	370	Rentals Leases	\$2,498.00
7604 Total										<u>\$2,498.00</u>
7605	VERIZON	E	01	005	690	000	000	320	Comm Telephone	\$105.14
7605 Total										<u>\$105.14</u>
7606	VEX ROBOTICS INC	E	01	300	257	000	000	456	AS PER ATTACHED QUOTE # 11914331	\$8,895.00
7606 Total										<u>\$8,895.00</u>
7607	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$54.71
7607	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	333		\$105.31
7607	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	332		\$61.75
7607	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331		\$473.36
7607	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	440		\$690.16
7607	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$585.30
7607	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	333		\$624.58
7607	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	332		\$275.50

7607	VIRGINIA PUBLIC UTILITIES	E 01 112 810 000 000 331		\$6,912.70
7607	VIRGINIA PUBLIC UTILITIES	E 01 112 810 000 000 440		\$4,193.00
7607	VIRGINIA PUBLIC UTILITIES	E 03 005 760 000 720 331	Electricity	\$52.40
7607	VIRGINIA PUBLIC UTILITIES	E 01 005 810 000 000 331	Electricity	\$47.75
7607 Total				<u>\$14,076.52</u>
7608	W A FISHER COMPANY	E 01 005 107 050 000 311	Prof Tech Services	\$1,250.00
7608	W A FISHER COMPANY	E 01 005 107 050 000 311	Prof Tech Services	\$732.50
7608	W A FISHER COMPANY	E 01 005 107 050 000 401	General Supplies	\$140.65
7608	W A FISHER COMPANY	E 01 005 107 050 000 401	General Supplies	\$253.00
7608 Total				<u>\$2,376.15</u>
7609	WHITE KEVIN	E 01 300 294 713 000 305	Consulting Fees	\$145.00
7609	WHITE KEVIN	E 01 300 294 713 000 305	Consulting Fees	\$45.00
7609 Total				<u>\$190.00</u>
7610	CARDMEMBER SERVICE	E 01 005 606 000 000 311	Prof Tech Services	\$390.02
7610 Total				<u>\$390.02</u>
7611	CLOQUET GOLF	E 01 300 294 715 000 364	Entry Fees/Student Travel	\$150.00
7611 Total				<u>\$150.00</u>
7612	MINNESOTA POWER	E 01 005 810 000 000 331	Electricity	\$1,218.38
7612 Total				<u>\$1,218.38</u>
7633	INNER CITY TENNIS	E 01 300 294 705 000 364	Entry Fees/Student Travel	\$88.00
7633 Total				<u>\$88.00</u>
7634	M-F ATHLETIC	E 01 300 294 714 000 430	6002-99, BOYS THROW PKG	\$306.00
7634	M-F ATHLETIC	E 01 300 294 714 000 430	Freight	\$15.30
7634 Total				<u>\$321.30</u>
7635	PETTY CASH - ATHLETIC OFFICE	E 01 300 294 705 000 364	Entry Fees/Student Travel	\$960.00
7635 Total				<u>\$960.00</u>
	PAYROLL 05/12/22			\$10,000.00
	OASDI			\$620.00
	MEDICARE			\$145.00
290532	PAYROLL 05/13/22			\$836,609.80
	OASDI			\$50,321.50
	MEDICARE			\$11,774.51
	PERA			\$21,235.79
	TRA			\$45,084.79
	TSA MATCH			\$4,713.05
290545-290547	PAYROLL 05/31/22			\$847,913.46
	OASDI			\$51,011.16
	MEDICARE			\$11,935.80
	PERA			\$22,541.46
	TRA			\$44,797.38
	TSA MATCH			\$4,713.05
			TOTAL DISBURSEMENTS & PAYROLLS	<u>\$6,915,654.75</u>

Seconded by

that the above resolution be adopted.

Resolution adopted June 13, 2022.

Clerk

Chairperson

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	7657	5990	R 01	101 000 000 000 099	RECORDERS	Check
		Voucher #: 13444	Invoice No: 30222			6/9/2022	Paid Amt: \$235.48
							Check Amount: \$235.48
2909	1	7658	5880	E 01	005 810 000 000 332	UTILITIES	Check
				E 03	005 760 000 720 330	UTILITIES	\$610.75
				E 01	100 810 000 000 330	UTILITIES	\$1,137.29
				E 01	301 810 000 000 330	UTILITIES	\$2,475.29
							\$1,723.46
							Paid Amt: \$5,946.79
2909	1	7659	5910	E 03	005 760 000 720 401	repair garage door cable	Check
		Voucher #: 13468	Invoice No: 9943			6/9/2022	Paid Amt: \$160.00
		Voucher #: 13469	Invoice No: 9942			6/9/2022	Paid Amt: \$140.00
		Voucher #: 13470	Invoice No: 9941			6/9/2022	Paid Amt: \$164.00
							Check Amount: \$464.00
2909	1	7660	6020	E 01	101 240 000 000 430	Dynamix All-Around Disc Item No: 20-547 Unit	Check
				E 01	101 240 000 000 430	Freight	\$49.95
							\$6.50
							Paid Amt: \$56.45
							\$189.00
							\$199.90
							\$33.90
							\$43.90
							\$99.90
							\$84.95
							\$78.19
							Paid Amt: \$729.74
							\$155.00
							\$18.60
							Paid Amt: \$173.60

Rock Ridge Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	7660	6020	E 01	GOPHER SPORTS	62-022 Brine Attack Soccer Ball Black	Check
				E 01	301 240 000 000 430	Freight	\$94.75
				E 01	301 240 000 000 430		\$26.85
					PO#: 3614	Voucher #: 13440	Invoice No: IN177048
							Paid Amt: \$250.60
							Check Amount: \$1,210.39
2909	1	7661	6090	E 01	GRANDE ACE HARDWARE	salt softener	Check
				E 01	302 810 000 000 401		\$60.72
					PO#: 3622	Voucher #: 13481	Invoice No: 180075
							Paid Amt: \$60.72
							Check Amount: \$60.72
2909	1	7662	6190	E 01	GRIEPPENTROG TODD	MAKE THE CUT SNACKS	Check
				E 01	100 203 000 000 401		\$37.54
					PO#: 3640	Voucher #: 13449	Invoice No: 52722
							Paid Amt: \$37.54
							Check Amount: \$37.54
2909	1	7663	6550	E 01	HENDRICKSON LARRY	May Boiler work	Check
				E 01	302 810 000 000 401		\$1,820.00
					PO#: 3651	Voucher #: 13467	Invoice No: 52722
							Paid Amt: \$1,820.00
							Check Amount: \$1,820.00
2909	1	7664	1271	E 01	JANEKSELA DAVID	OFFICIAL	Check
				E 01	302 296 716 000 305		\$159.00
					PO#: 3640	Voucher #: 13454	Invoice No: SOFT51622
							Paid Amt: \$159.00
							Check Amount: \$159.00
2909	1	7665	8840	E 01	KY INTERPRETING SERVICES INC	INTERPRETING SERVICES	Check
				E 01	100 405 000 740 399		\$12,110.00
					PO#: 3640	Voucher #: 13447	Invoice No: 2767
							Paid Amt: \$12,110.00
							Check Amount: \$12,110.00
2909	1	7666	10130	E 01	MDE-MCIS	MCIS- Jr Subscriber	Check
				E 01	302 211 000 000 394		\$450.00
				E 01	302 211 000 000 394		\$1,150.00
					PO#: 3640	Voucher #: 13476	Invoice No: MN22-21627
							Paid Amt: \$1,600.00
							Check Amount: \$1,600.00
2909	1	7667	10220	E 01	MENARDS	@wheel hand carts	Check
				E 01	302 810 000 000 401		\$379.96
					PO#: 3645	Voucher #: 13473	Invoice No: 83538
							Paid Amt: \$379.96
							Check Amount: \$379.96
2909	1	7668	10350	E 01	METRO SALES INC		Check
				E 01	302 211 000 000 370		\$146.00
					PO#: 2882	Voucher #: 13441	Invoice No: INV2014607
							Paid Amt: \$146.00

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
2909	1	7668	10350	E 01	100 203 000 000 370	#118611 C326RBB00747	Check	\$88.26
		PO#: 2882	Voucher #: 13442	Invoice	Invoice No: INV2044752	6/9/2022	Paid Amt:	\$88.26
				E 01	101 203 000 000 370	#110328		\$191.10
		PO#: 2882	Voucher #: 13443	Invoice	Invoice No: INV2050448	6/9/2022	Paid Amt:	\$191.10
							Check Amount:	\$425.36
2909	1	7669	1287	E 01	302 280 000 000 435	Honor Tasseis	Check	\$132.00
		PO#: 3635	Voucher #: 13478	Invoice	Invoice No: 173	6/9/2022	Paid Amt:	\$146.25
				E 01	302 280 000 000 435	Shipping		\$14.25
							Check Amount:	\$146.25
2909	1	7670	10800	E 01	302 810 000 000 440	UTILITIES	Check	\$5,536.27
		PO#: 3652	Voucher #: 13483	Invoice	Invoice No: 22MAY	6/9/2022	Paid Amt:	\$5,536.27
				E 01	100 810 000 000 440	UTILITIES		\$2,570.04
		PO#: 3652	Voucher #: 13484	Invoice	Invoice No: 22MAY	6/9/2022	Paid Amt:	\$2,570.04
				E 01	302 810 000 000 440	UTILITIES		\$216.54
		PO#: 3652	Voucher #: 13485	Invoice	Invoice No: 22MAY	6/9/2022	Paid Amt:	\$216.54
				E 01	005 810 000 000 440	UTILITIES		\$202.16
		PO#: 3652	Voucher #: 13486	Invoice	Invoice No: 22MAY	6/9/2022	Paid Amt:	\$202.16
							Check Amount:	\$8,525.01
2909	1	7671	11630	B 01	215 002	DENTAL INSURANCE	Check	\$4,783.20
		PO#: 3652	Voucher #: 13448	Invoice	Invoice No: 22JUNE	6/9/2022	Paid Amt:	\$4,783.20
							Check Amount:	\$4,783.20
2909	1	7672	1427	E 03	005 760 000 720 401	low viscosity oil	Check	\$26.99
		PO#: 3652	Voucher #: 13466	Invoice	Invoice No: 05-113393	6/9/2022	Paid Amt:	\$26.99
							Check Amount:	\$26.99
2909	1	7673	12480	E 01	302 810 000 000 401	field chalk	Check	\$67.95
		PO#: 3624	Voucher #: 13482	Invoice	Invoice No: 228000	6/9/2022	Paid Amt:	\$67.95
							Check Amount:	\$67.95
2909	1	7674	1623	E 01	005 105 000 000 329	POSTAGE	Check	\$366.00
		PO#: 3652	Voucher #: 13445	Invoice	Invoice No: 60622	6/9/2022	Paid Amt:	\$366.00
							Check Amount:	\$366.00

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
2909	1	7675	13710	E 01	SCHMITT MUSIC CENTER		Check	
					Maximizing Student Performance in Band and			
						6/9/2022		\$9.56
					PO#: 3636 Voucher #: 13462 Invoice	Invoice No: 4616934	Paid Amt:	\$9.56
							Check Amount:	\$9.56
2909	1	7676	14140	E 01	SHERWIN WILLIAMS		Check	
					Field Paint for baseball			
						6/9/2022		\$159.00
					PO#: 3646 Voucher #: 13472 Invoice	Invoice No: 4575-2	Paid Amt:	\$159.00
							Check Amount:	\$159.00
2909	1	7677	15040	E 01	SUPER ONE		Check	
					Groceries and supplies, blanket			
						6/9/2022		\$10.72
					PO#: 2878 Voucher #: 13463 Invoice	Invoice No: 00030081	Paid Amt:	\$21.44
							Check Amount:	\$21.44
2909	1	7678	15460	E 04	TEXTILESPLUS		Check	
					Performance Tee			
						6/9/2022		\$152.80
					PO#: 3639 Voucher #: 13475 Invoice	Invoice No: 5811	Paid Amt:	\$1,666.00
							Check Amount:	\$1,666.00
2909	1	7679	16470	E 01	VERMILION COMMUNITY COLLEGE		Check	
					Concurrent Enrollment Courses			
						6/9/2022		\$9,000.00
					PO#: 3638 Voucher #: 13479 Invoice	Invoice No: 00099786	Paid Amt:	\$9,000.00
							Check Amount:	\$9,000.00

Report Total: \$191,366.21

Elisa Boe

EDUCATION

MSE - School Counseling

2020-2022 (projected) University of Wisconsin-Superior Superior, Wisconsin

Professional Certification

2004-2006 Pacific Lutheran University Tacoma, Washington

Bachelor of Arts - English Education

1995-1999 St. Olaf College Northfield, Minnesota

WORK EXPERIENCE

Teacher, English, REACH, AVID

Eveleth-Gilbert High School, Rock Ridge School District 2017-present

- Am currently teaching content area classes in ELA, AVID and REACH programs

Summer School Coordinator

Eveleth-Gilbert Schools, Rock Ridge School District Summer 2021

- Facilitated all aspects of summer school programming for the 120 k-12 students on the Eveleth campus including empowering teachers, redirecting and motivating students, discipline, parent contact and administrative duties.

Dean of Students

Eveleth-Gilbert High School, Rock Ridge School District, Eveleth, Minnesota 2020-2021

- Served in all capacities of student affairs, from discipline, technology, covid support, truancy, scheduling, and a wide variety of other tasks to support student education

Teacher, HOPE Program

Eveleth-Gilbert School District - Eveleth, Minnesota 2017-2020

- Worked with students in this ALP to help get their credits and classwork on track to graduate
- Worked diligently to create an environment of encouragement, accountability, and nonjudgmental support

Substitute Teacher

Eveleth-Gilbert School District - Eveleth, Minnesota 2015-2017

- Substitute taught for all grade levels, pre-K through senior high, in many subject areas

High School English Teacher

Sequim High School - Sequim, Washington 2001-2007

- Department Chair 2005-2007
- Curriculum Development Team 2004-2006
- Worked with a team to create a multifaceted, interdepartmental collaborative Senior Project

High School Language Arts Teacher

Technical High School - St Cloud, Minnesota 1999-2001

- Taught a wide variety of content and skill level English courses
- Rewrote sophomore curriculum in literature and composition to create comprehensive language arts course

Student Teacher

Benito Juarez High School - Chicago, Illinois 1999

- Assumed responsibility for British Literature, American Literature, and Writing Skills under the supervision of three cooperating teachers

Karlene D. Leseman



Objective

Compassionate, Dedicated, Resourceful. I am an accomplished, highly qualified professional educator. I am very motivated and experienced in creating a learning environment that will meet the needs and social growth of all learners. With my experience in working with students at many age levels and ability levels, I am ready to take on the ever-changing future with confidence and success!

Education

BEMIDJI STATE UNIVERSITY
Master's in Special Education Currently enrolled

BEMIDJI STATE UNIVERSITY
Bachelor of Science 1992
Major: Elementary Education—(K-6th)
Minor: Early Childhood Education

Experience

EAST RANGE ACADEMY OF TECHNOLOGY AND SCIENCE
High School Special Education 2015-2016

CHERRY HIGH SCHOOL, CHERRY, MN
Special Education Teacher 2014-2015

NORTHLAND LEARNING CENTER, VIRGINIA, MN
Level IV Alternative School
Pre-K – Kindergarten Special Education Teacher 2013-2014
LSS Teacher 2012-2013

AREA IRON RANGE SCHOOLS
Substitute Teacher, Grade Levels K-12 2008-2013

EVELETH-GILBERT SCHOOL DISTRICT, EVELETH, MN
Special Education Teacher 2010-2011
1st Grade Classroom Teacher/Title I Teacher (Lead) 2009-2010
Title I Teacher (Lead) 2008-2009
Title I Teacher 2007-2008

Additional Duties
Homebound Instructor— (5th and 6th Grades)
Outdoor Playground Supervisor 2009-2011

Skills & Achievements

DUTIES

- Preparing thoughtful and meaningful lesson plans (according to district policy and state standards)
- Creating Differentiated Lesson Plans for all academic areas
- Student Motivation; Family Fun Night; Family Reading Night; Timber Wolves Reading Goals, Field Trips
- Organizational skills, class scheduling, classroom preparation, working with colleagues
- Parent/teacher communications and conferencing
- Title I grant writing
- State audit interviews
- Report card preparation
- IEP's/child study meetings
- Goal setting for IEP's
- Evaluations

ASSESSMENTS

- RTI (Interventions)
- Aimsweb
- NWEA,
- MCA's
- Oddessey/Compass Learning,
- Accelerated Reader
- Reading Counts
- IXL
- Observations

COMPUTER SKILLS

- Microsoft Word
- Internet Explorer
- Smart Board technology
- Power School
- iPad
- Infinite Campus

Karlene D. Leseman

References

SUSAN D. OSTMAN, Due Process Facilitator

Northland Special Education Cooperative
1201 S 13th Avenue
Virginia, MN 55792

EMAIL: sostman@northlandsped.org
CELL: 218-290-1968

ANITA SKENZICH, 3rd Grade Teacher

Eveleth-Gilbert School District #2154
801 Jones Street
Eveleth, MN 55734

PHONE: 218-750-0312

JACKIE WARD, Special Education Supervisor

Northland Special Education Cooperative
1201 S 13th Avenue
Virginia, MN 55792

PHONE: 218-471-1046

Benjamin James Norman

EDUCATION

North Dakota State University, Fargo, N.D.

December 2017

Bachelor of Science degree in English education, Minor: Journalism

GPA: 3.814/4: *magna cum laude*

American College of Education, Indianapolis, I.N.

Anticipated June 2022

Master of Science degree in literacy

GPA: 4.0/4

WORK EXPERIENCE

Fargo South High School

August 2018 – present

English language arts teacher

- Design engaging curriculum for six unique preps in four years, ranging from remedial to honors classes.
- Foster connections with a diverse student population, guiding all students to essential learning outcomes.
- Empower student leaders through advising roles, leading the journalism program and student council chapter.

NDSU STEM Kids Camp

August 2018 – present

Senior instructor

- Manage dynamic classroom environments, ensuring student safety and encouraging participation for all kids.
- Create both in-person and take-home science experiments, promoting active learning within given constraints.

Fargo Parks and Recreation

June 2019 – August 2020

Youth golf head coordinator

- Coach children on the basics of golf, differentiating based on age (6-16) and skill level (SNAG golf to JV).
- Manage a team of golf coaches on our home course, ensuring all sessions are fully staffed and effectively run.

The Spectrum of NDSU

May 2016 – May 2017

Editor-in-Chief

- Oversee production of the student-run newspaper, publishing a 12-page paper twice a week.
- Advocate for free speech and journalism, adhering to the Society of Professional Journalists' Code of Ethics.

LEADERSHIP AND INVOLVEMENT

Fargo Education Association

May 2020 – present

High school representative, governance committee

- Welcome new educators to the teacher's union, including acting as a liaison and presenting at summer events.
- Chair the union governance committee, organizing get-out-the-vote campaigns and drafting union ordinances.

Course Captain

August 2020 – present

English III representative

- Communicate successes and concerns of the English III team at Fargo South at the district level.
- Revamp course curricula to foster inclusiveness, alignment of standards, and plan for evidence-based reporting.

TEACHING INTERESTS

- New literacies
- American literatures
- Publications and media writing
- Equitable grading
- Technology integration
- Curriculum development

Nick Slack Sales, LLC
 200 Point Township Drive
 Northumberland, PA 17857
 United States

T: 612-251-1036
 F: 612-605-0148

Quote # 36308
 Date 06-02-2022
 Price Firm For 30-Days 06-16-2022
 Contact Nick Slack

Prepared for Rock Ridge High School
 Dennis Benz - Head Wrestling Coach
 1403 Progress Pkwy
 Eveleth, MN 55734
 United States

 T: 218-750-0410
 E: benzdennisb@gmail.com

ACCEPT QUOTE

Classic Mat *← wgt 2,205*

Type	Item	Qty	Price	Total
Product	Classic RSP-625 1.25 " Thick / Meets ASTM F355 Shock Absorbency / Includes: Straps, Tubes and 3-year Warranty Maximum longevity: Resilite Classic Mats are double-sided, giving you two complete wrestling surfaces and doubling the life of the mat. They're coated on all sides with our exclusive #457 poly-vinyl coating leaving no exposed foam, and can be reconditioned for extended use. Best Impact Protection, Inch for Inch: The Resilite "G-Max Approved" seal indicates that our Classic Mats meet or exceed the ASTM 355 impact test, and our closed-cell rubber nitrile foam core is one of the most shock-absorbing foams for its thickness. Long-term, high-value investment: The closed-cell rubber nitrile foam core is the longest-lasting foam available. With their higher density and greater thickness, Resilite Classic Mats last up to twice as long as standard lightweight mats. Resilite (Code: RSP-625) Resilite_Classic_RSP625_Specifications.pdf (348 KB) Size: 42'x42'x1.25"	1	\$14,376.60	\$14,376.60
CLASSIC MATS	One Piece Charge 1 Piece Classic Mats Over (1444 square feet) Manufacturer: Resilite	1764	\$0.30	\$529.20
Product	Wrestling Mat Markings & Options Code: MRKG. Included Markings: NFHS/NCAA Compliant Competition Markings (MRKG001)	1	\$0.00	\$0.00

42'

M

ROCK RIDGE



WOLVERINES

42'

HOME

VISITOR

SCORE TABLE

MAT DETAILS:

7 Sections - Vertical
Size: 42' Wide x 42' High

27' Logo - DIGIPRINT

Protection Area: DIGIPRINT
30' Wrestling Circle Line: White
Ref/Starting Lines: Pinstripe

TAPE-FREE



WARNING

Any activity involving motion, height, or physical contact creates the possibility of serious bodily injury, including permanent paralysis, or death, from falling or landing on the neck, head or other parts of the body.

The risk can be reduced by using the mat only under the supervision of trained instructors and by complying with the Instructions for Care, Handling, and Safe Use available on our website at: www.resilite.com

Best Practices When Designing Your Mat:

1. Consider the speed and type of the drill; skill level, size and age of the users; number of participants, and available space.
2. Always make sure you have allowed enough space to properly and safely perform the chosen maneuver(s).
 - Allow an adequate buffer zone from other users and from the end of the mat.
 - Note that each maneuver or drill may require different buffer zones.
3. It may be necessary to add additional mats to the outside perimeter of this mat/mats to create a proper safety mat area.

**This mat has been designed according to customer specifications*

PROJECT: Rock Ridge Competition Mat #3

OPTION / ORDER#: LW #2

DATE: 3-25-2022 Drawn By: RTD

DEALER: Nick Slack

LITEWEIGHT MAT PROOF: LW # 2

Customer Approval: _____

Date: _____

Connection Type: _____

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Due to printing / electronic limitations, colors may vary from what is shown. Please request actual color swatches if color is critical.



Nick Slack Sales, LLC
 200 Point Township Drive
 Northumberland, PA 17857
 United States

Quote # 36209
Date 05-24-2022
Price Firm For 30-Days 06-23-2022
Contact Nick Slack

T: 612-251-1036
 F: 612-605-0148

Prepared for Rock Ridge High School
 Dennis Benz - Head Wrestling Coach
 1403 Progress Pkwy
 Eveleth, MN 55734
 United States

 T: 218-750-0410
 E: benzdennisb@gmail.com

ACCEPT QUOTE

Resilite Sports Products

Type	Item	Qty	Price	Total
Product	1-3/8" Crosslink Foam Underlayment (6'x42' Rolls)	14	\$535.00	\$7,490.00*
	Ships Common Carrier			
	6'x42' Roll			
	Code: UND			

* Recurring fees billed monthly with 1 upfront payment(s).

Total Monthly	\$7,490.00 USD
One-Time	\$0.00
Recurring Up-front	\$7,490.00*
Shipping and Handling	\$1,750.00
Total Up-front	\$9,240.00 USD

* Recurring fees billed monthly with 1 upfront payment(s).

ACCEPT QUOTE

Cost Breakdown

Type	Monthly Fees
Product	\$7,490.00
Shipping and Handling	—
Total	\$7,490.00 USD

Shipping Destination:: School

Nick Slack Sales, LLC
 200 Point Township Drive
 Northumberland, PA 17857
 United States

T: 612-251-1036
 F: 612-605-0148

Quote # 36208
 Date 05-24-2022
 Price Firm For 30-Days 06-23-2022
 Contact Nick Slack

Prepared for Rock Ridge High School
 Dennis Benz - Head Wrestling Coach
 1403 Progress Pkwy
 Eveleth, MN 55734
 United States

 T: 218-750-0410
 E: benzdennisb@gmail.com

DigiPrint Liteweight Mat - *Wgt - 970*

Type	Item	Qty	Price	Total
Product	LiteWeight Mat <i>1 5/8" thick</i> - 5/8" Thick / includes: Transporting Bags, Straps, and 3-year Warranty Storage Bags are Available at an Additional Cost! *Microban included with all painted mats Over 900 Square Feet. Code: RLW  Resilite_RLW758_Specs_0415.pdf (182 KB) Standard Size Mat: LiteWeight 42'x42' -7 section (RLW-7581764)	1	\$9,172.80	\$9,172.80
Product	Wrestling Mat Markings & Options Code: MRKG. Included Markings: NFHS/NCAA Compliant Competition Markings (MRKG001)	1	\$0.00	\$0.00
Product	DigiPrint Mat Option <ul style="list-style-type: none"> • Unlimited colors and graphics printed in intricate detail • Eco-friendly, UV-cured inks. • Includes a color enhancing topcoat for added durability and easy cleaning. Resilite (Code: DPWRS-ARTWORK)	1764	\$1.75	\$3,087.00

One-Time Subtotal	\$12,259.80
Shipping and Handling	\$1,146.60
Total One-Time	\$13,406.40 USD

Nick Slack Sales, LLC
 200 Point Township Drive
 Northumberland, PA 17857
 United States

T: 612-251-1036
 F: 612-605-0148

Quote # 36330
 Date 06-03-2022
 Price Firm For 30-Days 06-17-2022
 Contact Nick Slack

Prepared for Rock Ridge High School
 Dennis Benz - Head Wrestling Coach
 1403 Progress Pkwy
 Eveleth, MN 55734
 United States

 T: 218-750-0410
 E: benzdennisb@gmail.com

Wainscot Wall Padding

Type	Item	Qty	Price	Total
Product / Wall Padding	Conventional Wainscot Panels	87.5	\$211.00	\$18,462.50
	Resilite (Code: WCC)			
	<u>SAFEGUARD PLUS - 14oz Vinyl Only: Safeguard Plus 2" - 2'x5' (WCC5101)</u>			

One-Time Subtotal	\$18,462.50
Shipping and Handling	\$2,396.00
Total One-Time	\$20,858.50 USD

Cost Breakdown

Type	One-Time Fees
Product / Wall Padding	\$18,462.50
Shipping and Handling	\$2,396.00
Total	\$20,858.50 USD

Layout Information:: 175' of wall padding
 Shipping Destination:: School

Information

Resilite offers four different thicknesses of protective padding, from our basic 2" thick Guardian wall padding to our SafeGuard Plus padding that meets the requirements of Class-A fire-retardant padding.

NOTE: Always follow recommended installation procedures when installing wall padding. Wall padding should be installed NO MORE than 4-inches above the floor surface per ASTM Standard F2440-04.

Type	Item	Qty	Price	Total
Product	Wrestling Mat Markings & Options Code: MRKG. <u>Included Markings</u> : Quadrant Layout (MRKG013)	1	\$0.00	\$0.00
Product	Lettering Code: ART LET01-03 <u>32"-60" High Lettering</u> : One-Color Lettering (LET01)	19	\$55.00	\$1,045.00
Product	LOGOS & ARTWORK Note: There will be a \$250 set-up fee for logos and supplied Art-Work that are not of good quality and must be redrawn. Code: ART.  <u>Custom Size Logo</u> : Custom Size Logo (CUSTART)	1	\$3,250.00	\$3,250.00
Product	<input type="checkbox"/> MICROBAN <small>Optional</small> Microban antimicrobial product protection is a built-in active ingredient that enables products to resist the growth of microbes such as bacteria, mold, and mildew. Microban protection helps products stay cleaner, fresher, and last longer than products with untreated surfaces. Code: MICR	1764	\$0.45	\$0.00

One-Time Subtotal	\$19,200.80
Shipping and Handling	\$1,146.60
Total One-Time	\$20,347.40 USD

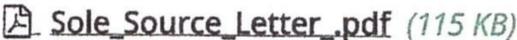
ACCEPT QUOTE

Cost Breakdown

Type	One-Time Fees
Product	\$18,671.60
CLASSIC MATS	\$529.20
Shipping and Handling	\$1,146.60
Total	\$20,347.40 USD

'PLEASE SEE LAYOUT BELOW'





Wrestling Mat Layout Proof

Customer: Rock Ridge

Order #:

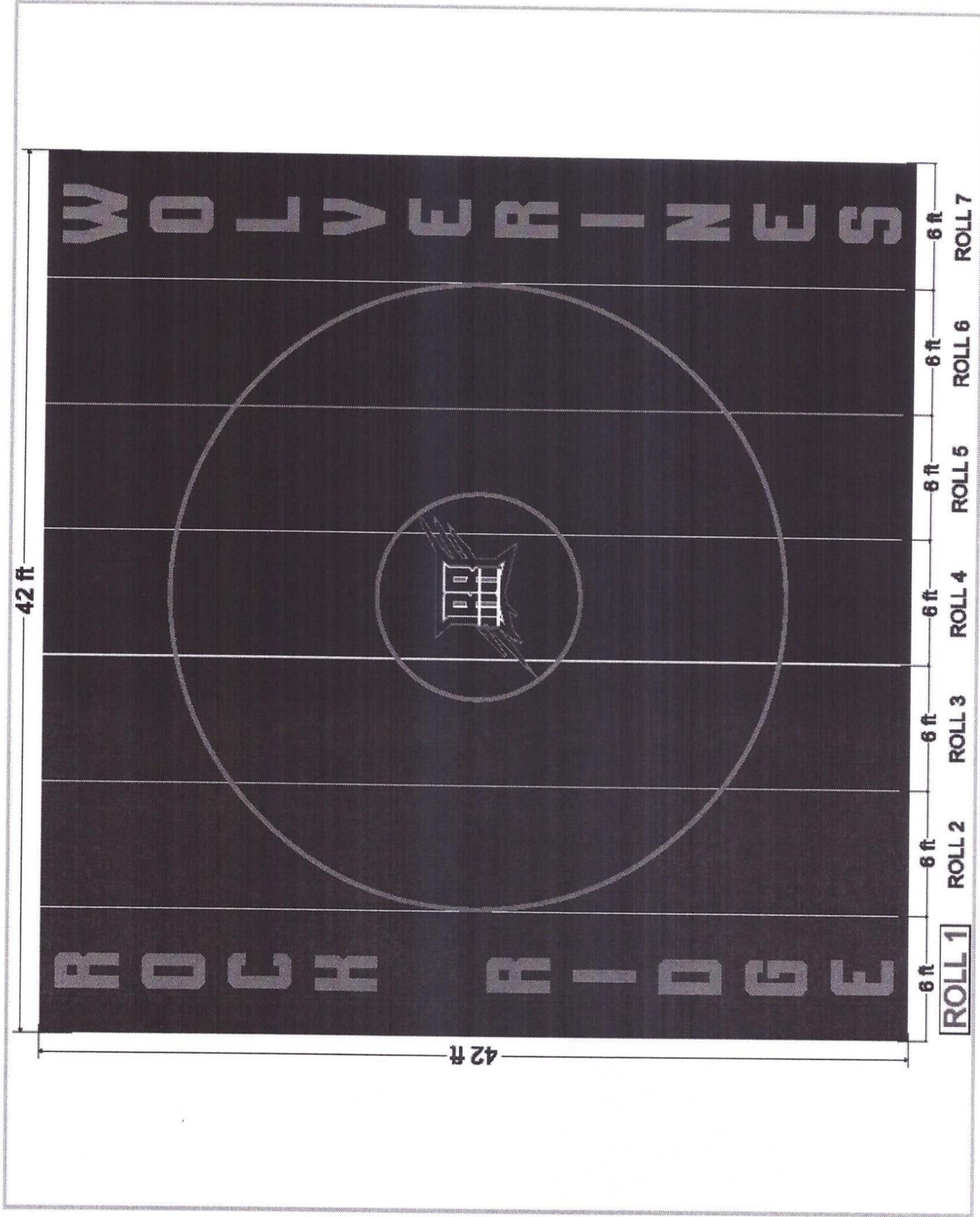
DOLLAMUR.

SPORT SURFACES

SALESPERSON Vinny Barber
PHONE 512-797-9684
EMAIL vbarber@dollamur.com

FLEXI-Connect: YES NO
(Velcro System)

Mat Size: 42ft x 42ft x 2in
 Mat Color: BLACK
 Circle Sizes: 10' and 30'
 Color: PMS 2250C
 Start Marks: WHITE #100 - RED/GREEN
 Practice Circles: PC Sizes:
 PC Color:
 PC Start Marks: Color:
 Letters: STANDARD
 Font: FM College
 Letter Size: 36"
 Letter Colors: PMS 2250C
 Artwork: RR
 Artwork Color: PMS 2250C, White, Black (mat)
 Artwork Size: 92in wide
 Paint Out-of Bounds:
 Paint In-Between:
 Paint inside 10':
 Special Instructions
 Logo redrawn, production ready



Customer Approval Signature: _____

Date: _____

Before signing ART PROOF, please ensure every detail is correct. Colors are for representational purposes only. Please request a color sample if necessary. All special or required measurements, placement of artwork, lettering or registration markings need to be represented on the signed drawing. Start marks will be placed on or into any artwork in the center circle. The artwork or markings may shift during final placement for the best look and to conform to the NFHS rule book. © Copyright Dollamur Sport Surfaces.

Layout By: Kim 3 05/23/2022

EDUCATION TO INSPIRE THE NEXT GENERATION

OUR ROADMAP TO BECOMING THE WORLD'S BEST



Rock Ridge Vision

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



This document is a living document that will be updated as new learning and ideas become available.
All elements interconnect and it should not be assumed that the first domain is more valuable than another.
To best understand each element, read from left (exploring) to right (extending) to gain understanding of indicators of best practices

Resources:

- [Work Based Learning in Linked Learning](#)
- [MState’s Experiential Education: Internships & Work-Based Learning](#)
- [Iowa’s Work Based Learning Guide](#)
- [Behaviors of Teaching and Learning Continuum](#)
- [National Standards of Practice for Career Academies](#)
- [College and Career Readiness](#)
- [Communities of Practice](#)

Philosophy:

- **Rock Ridge is committed to creating collaborative educational experiences with immediate real-world applications**
- **Rock Ridge is committed to providing meaningful integration of community professionals into the daily education of students**
- **Rock Ridge is committed to integrating key industry standard and industry-recognized skills, knowledge, and abilities into all facets of the school experience**

Engaging Business and Industry in Systems Design

1. Academy Scope & Sequence

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING and SUSTAINING, as well as the following:</i>
<ul style="list-style-type: none"> • Hold initial business meetings to validate key skills and knowledge to inform course topics for each cluster/pathway. • Include associated teachers, counselors, admin and staff in meetings with employers • Validate essential technical skills required by specific industries [From Michelle Ufford. Alicia will look into] • Identify Industry Recognized Credentials [Alicia will look into.] that can be offered at the high school level; determine how/where these can be integrated into curriculum. • Identify industry trends from the perspective of business leaders to inform curriculum and experiential learning activities. • Establish modes of thinking that are important to the industry/occupation and ways to validate this in the classroom • Use information gathered through meetings with occupational professionals about what is important to their industry to work backwards to sketch sequences of courses <p>Determine the mix of core and elective classes related to each cluster [Alicia and Willie will start mapping out these sequences. Done by January 2023]</p> <ul style="list-style-type: none"> • How many classes per cluster/pathway within each Academy are feasible to offer <p>Develop clear and specific ways the employer community can engage with students and teachers</p>	<p>Engage business/industry reps as active co-creators of both elective and core academic courses (topics, lessons, activities) (CTE skilled assessments.)</p> <ul style="list-style-type: none"> • Validate industry-based and technical assessments associated with each cluster/pathway • Identify possible sources of funding to help pay for costs associated with any credentialing assessments <p>Determine curriculum resources that are appropriate for each academy.</p> <p>Establish methods of assessing whether students have successfully demonstrated the achievement of industry standard behavior and skills.</p>	<p>Engage industry advisory committees for each Academy with an established meeting schedule</p> <ul style="list-style-type: none"> • Teachers are continually briefed on relevant economic and workforce data and integrate this knowledge into classwork. • Teachers participate in industry advisory meetings <p>Industry professionals are active co-creators of curriculum and related activities to ensure applicability to their industry.</p>	<p>Industry reps vet and continually refine established protocol for business volunteers to effectively work with students in all WBL activities.</p> <ul style="list-style-type: none"> • Orientation for employer volunteers before activities begin • Outline clear goals, expectations and desired outcomes for each activity • How to track and measure efficacy of activities <p>Structured activities for students to effectively perform in and learn from a work-based learning experience.</p> <ul style="list-style-type: none"> • Pre-experience preparation activities include how to conduct themselves in a professional setting and giving forethought to what they hope to accomplish during the experience. • Post-experience activities to provide space for reflection to reinforce learning. • An established system for ongoing monitoring and support of student work-based learning activities. <p>Continually identify business and industry future trends to ensure curriculum and experiential learning activities are keeping pace.</p>

2. Academy Systems

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>All staff have a shared understanding and commitment to the vision for the new school. [Alicia and Willie and Todd and Marcia]</p> <p>Determine opportunities to engage student, parent and teacher voices in the design and development phase.</p> <p>Reach consensus on essential organizational elements that each Academy will reflect:</p> <ul style="list-style-type: none"> Establish expectation that core academic classes integrate applied learning associated with Academy themes Establish common language (i.e. cluster vs. pathway) <p>Assemble a team of teachers and staff to explore and develop strategies related to career and industry exploration. Develop strategies to address:</p> <ul style="list-style-type: none"> A comprehensive career exploration resources and guidance system (career awareness, exploration, application/immersion, and career management/entrepreneurialism) Student career and education plans Preparation of students to choose among pathway programs Engagement of parents and family members <p>Identify and revise district policies and procedures that don't support the Academy structure.</p> <p>Identify and address state- and national-level policies that will help or hinder the new system.</p> <p>Curriculum development:</p> <ul style="list-style-type: none"> Integrate employer input, research and improve upon existing programs at other schools, and develop integrated curriculum ideas Examine industry- and career readiness-related standards, including the Common Career Technical Core Standards, Career Cluster frameworks, MN's Academic Standards, and Career and College Readiness 	<p>Establish post secondary partnerships and articulation opportunities:</p> <ul style="list-style-type: none"> Identify PS programs related to Academy clusters at all levels (short- and long-term); identify various 'exit points' for post secondary education and associated jobs; Determine college credit high school course options/dual enrollment articulation agreement Introduce RRPS teachers to associated postsecondary program teachers to discuss opportunities for alignment. Willie <p>Establish cluster interdepartmental instructional teams in each Academy to start designing course sequences; these teams may change over time as Academies evolve</p> <p>Explore/review current master schedule to identify ways it can be modified to work with a cluster/pathways system; explore cohort scheduling</p> <ul style="list-style-type: none"> Ensure that common planning time is included for academy teams <p>Create communication materials that articulate the goals and purpose of the new system with community members, parents, employers and other partners.</p> <ul style="list-style-type: none"> Develop a general communications plan (process protocol, communication calendar, and a common 'elevator speech') Determine how to articulate the Return on Investment of the new school <p>Curriculum development:</p> <ul style="list-style-type: none"> Develop curriculum maps Determine how to integrate applied lessons into core academic classes <p>Name Career Academies [Alicia]</p>	<p>Create and broadcast basic Academy information to share with students, parents, and counselors:</p> <ul style="list-style-type: none"> Include postsecondary options associated with each cluster and related job/occupation descriptions and outlook information <p>Sequences of courses are established that constitute each cluster offering, including core and elective classes:</p> <ul style="list-style-type: none"> All cluster classes reinforce industry-specific and general key knowledge and skills from 10-12th grades Course descriptions clearly state the expected competencies New courses are offered related to each Academy. <p>Academy-related clubs and extracurricular activities are established.</p> <p>Academy teams have common planning time on a regular basis:</p> <ul style="list-style-type: none"> Establish a consistent meeting protocol that addresses both student social and emotional needs as well as curriculum coordination; Counselors and other support staff are included Planning time includes opportunities for teachers to identify and develop alignment across classes <p>Equal value is placed on 'college prep' and 'career prep' classes.</p> <p>A 'culture of thinking' is established and all students continually learn and practice thinking routines.</p> <p>Academic and social support are continually offered to all students.</p>	<p>Courses are continually evaluated to ensure alignment with in-demand industry needs, workforce trends, and the future world of work.</p> <ul style="list-style-type: none"> Courses address the high priority needs of local and regional employers but are broad enough to engage the full range of student interests and state and national career opportunities. <p>The district has a systematic process for reviewing and updating curriculum on a continual basis rather than a predetermined curriculum cycle. The focus is on a "just in time" model.</p> <p>Continually identify business and industry future trends to ensure curriculum and experiential learning activities are keeping pace.</p> <p>Teachers increasingly align their practices and beliefs to the common purpose of preparing all students for college and career readiness as well as students' long-term success in college, career, and life.</p>

3. Academy Training and Development

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Initial industry cluster introductory classes/lessons/activities are developed and offered to 7-9th grade students.</p> <p>[Todd and Marcia and Alicia] How do AVID and Career Academies and Visible Learning integrate</p> <p>Portrait of a Graduate, Portrait of a ninth grader, Portrait of a sixth grader.</p> <p>Focus on 21st Century Skills as the common career-life readiness definition and ensure that all staff understand each component and work together to determine how components can be integrated into all aspects of the school experience, including:</p> <p>21st Century Big Four Creativity & Innovation Critical Thinking & Problem Solving Communication Locally & Globally Collaboration</p> <p>21st Century Contributors Global Competence Citizenship Character Entrepreneurship</p> <p>Determine extent of financial resources that can be used to support PD and needs to identify additional funding sources.</p>	<p>Staff receive training and opportunities to learn about the industry cluster(s) they are associated with (work site visits, externships, connection to industry mentors/resources, etc.). - Willie</p>	<p>Teachers are continually briefed on relevant economic and workforce data and integrate this knowledge into classwork.</p> <p>Teachers are well connected to the business community for insight and involvement in the classroom and lesson planning.</p>	<p>Targeted professional development, teacher externships, peer collaboration, and instructional coaching is provided on an on-going basis.</p> <p>There is on-going emphasis on problem-based, project-based, and inquiry-based learning in all classes.</p> <p>All courses offer integrated or applied learning, including problem solving, exploring and using information appropriately and effectively, and integrating ideas and applying them to learning situations within and beyond the classroom.</p> <ul style="list-style-type: none"> ● Faculty continually employs evidence-based instructional practices that are highly engaging, rigorous, and relevant to each cluster/pathway. ● Students are able to internalize knowledge and develop creativity, problem-framing, and problem solving skills. ● Integration of design process (domain 4 of this plan).

Intentional and Integrated Career Exploration

1. Grades PK-6

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Develop rigorous and fully integrated career exposure activities throughout the elementary experience.</p> <ul style="list-style-type: none"> Teachers work collaboratively to develop and implement exploration experiences for students Regular integration of technology for collaboration, creativity and problem solving [Angie, Sheena, Scott, Alicia] <p>Ensure K-6 teachers understand 21st Century skills and integrate them into coursework and classroom activities giving students the opportunity to continually practice and reflect on them, including:</p> <p>21st Century Big Four (Summer Institute and PBL Works Training) -Alicia</p> <ul style="list-style-type: none"> Creativity & Innovation Critical Thinking & Problem Solving Communication Locally & Globally Collaboration <p>21st Century Contributors</p> <ul style="list-style-type: none"> Global Competence Citizenship Character Entrepreneurship <p>Field Trips to area organizations: tours of facility</p> <ul style="list-style-type: none"> Organizations that would pique the interest of young kids Prepare tour hosts on what kind of context they 	<p>Hands-on classroom activities exploring different occupations/introduction to work readiness skills</p> <ul style="list-style-type: none"> Variety of engaging in-class activities related to different industry sectors May include guest activity facilitators from industry Parents visit the classroom to give career talks <p>Continually introduce/reinforce ‘soft skill’ concepts and deliberately connect how/why these skills are important in both school and the world of work (critical thinking, collaboration, creativity, and communication)</p> <p>Field Trips to area organizations/tours of facility:</p> <ul style="list-style-type: none"> Organizations that would pique the interest of young kids Prepare tour hosts on what kind of context they should provide, including people at work and what they do 	<p>Continual development of strategies to help young students understand the world of work (different kinds of work, goal-setting and decision-making, what it means to be a good worker).</p> <p>Sustained effort to get students to think globally.</p> <p>Students are pushed to realize their potential and given opportunities and encouragement to increase confidence.</p> <p>Competencies for career awareness by grade level are fully integrated (document to come later).</p> <p>Curriculum mapping includes exploration activities</p> <ul style="list-style-type: none"> 5-6th Grade students discover the way they learn best (How are you Smart?), identify their strengths and weaknesses to find the truest, happiest, and greatest version of themselves through the Metier Program. 	<p>Students learn about and reflect on the connection between their experience in school and how that helps prepare them for the world of work with an emphasis on personal habits, social skills, and emotional intelligence.</p>

<p>should provide, including people at work and what they do</p> <ul style="list-style-type: none"> All field trips include career exploration activities (a visit to the zoo might teach about zoo keepers, veterinarians or a visit to a theme park might include teach about engineers) 			
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2. Grades 7-9

<p>EXPLORING</p>	<p>EMERGING</p> <p><i>Includes all of EXPLORING, as well as the following:</i></p>	<p>SUSTAINING</p> <p><i>Includes all of EXPLORING and EMERGING, as well as the following:</i></p>	<p>EXTENDING</p> <p><i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i></p>
<p>Ensure grades 7-9 teachers understand 21st Century skills and integrate them into coursework and classroom activities giving students the opportunity to continually practice and reflect on them, including: [Todd, Marcia, Alicia]</p> <p>21st Century Big Four (Summer Institute and PBL Works Training) -Alicia</p> <p>Creativity & Innovation Critical Thinking & Problem Solving Communication Locally & Globally Collaboration</p> <p>21st Century Contributors Global Competence Citizenship Character Entrepreneurship</p> <p>Explore changing teacher assessment to assess use of 21st century skills and AVID, Visible Learning, Project Based Learning, etc.</p> <p>Developing self-awareness and exploring personal career interests:</p> <ul style="list-style-type: none"> Application of interest, aptitude, and work values assessments to help students connect themselves to the world of work Learning about their personal strengths and relevant weaknesses as well as how they relate to the world of work 	<p>Guest speakers from Academy-related industry sectors are invited into the classroom to talk about their jobs and how they got there. -Willie</p> <ul style="list-style-type: none"> A schedule is created for speaking opportunities for each grade; Speakers are prepared to make connections between occupations and core academic subjects and the school environment Students are prepared to ask questions and actively engage with speakers Teachers are prepared to make this a natural integration with the essential unit goals instead of a stand alone project that is added to the curriculum <p>Introductory business worksite tours with the goal of introducing students to different kinds of work sites. Emphasis on: -Willie</p> <ul style="list-style-type: none"> Understanding the variety of industries that make up our economy Seeing a variety of workplaces and understanding the commonalities and differences between them [alternately restrict tours to one grade-level experience] <p>Continued activities around developing self-awareness in the context of the world of work (exploring personal occupational interests). -Willie</p> <p>7th & 8th Grade Students will continue the Metier Program and will explore different careers and identify if it makes them come alive or if they dislike it. This will guide them</p>	<p>Cohort career research project-based learning: students are grouped with others with similar interests to explore and research-related careers</p> <ul style="list-style-type: none"> Groups conduct occupation research, create and deliver presentations about their chosen occupations <p>Students conduct general informational interviews with professionals in different career fields of interest to narrow down their choice of Academy.</p> <p>Continued business work site tours with more sophisticated goals of understanding how different industry systems work.</p> <ul style="list-style-type: none"> Tour hosts are prepared to emphasize a systems perspective and how collaboration, communication, critical thinking, and creativity are employed in their workplace Students engage in collaborative post-tour discussion and review of what was learned At least one site tour per cluster Skills used in the workplace, not just jobs <p>Mock Interviews - all students participate in a mock interview event with community volunteers.</p> <p>Students select an Academy to enter (consider some kind of ‘signing’ ceremony or another way of making the decision exciting)</p> <ul style="list-style-type: none"> Decision processes considers short and long term goals and time spent examining the pros and cons of different clusters 	<ul style="list-style-type: none"> Systems-thinking is built into everything Learning is continually made visible - students begin to learn about how experts think Explicit connections to real-world through classes, projects, clubs and experiential learning opportunities General curriculum built around problem-solving, collaboration and critical thinking Strength-based orientation of all curriculum and structured approaches to helping students overcome weaknesses associated with their career field of choice. Students are given many opportunities to practice work-related skills Teachers are given ample opportunities to get out into the business community to learn about what different employers do, the career opportunities they offer, and identify connections to the school environment Use of integrated thematic units in core academic subjects related to career clusters in each grade level Problem-solving techniques are taught in all classes

Students learn about and reflect on the connection between their experience in school and how that helps prepare them for the world of work.	into choosing an academy that fits best for them.	Continued activities around developing self-awareness in the context of the world of work (exploring personal occupational interests).	
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3. Grades 10-12

EXPLORING (10th)	EMERGING (11th) <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING (12th) <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Ensure 10-12 teachers understand 21st Century skills and integrate them into coursework and classroom activities giving students the opportunity to continually practice and reflect on them, including:</p> <p>21st Century Big Four (Summer Institute and PBL Works Training) -Alicia Creativity & Innovation Critical Thinking & Problem Solving Communication Locally & Globally Collaboration</p> <p>21st Century Contributors Global Competence Citizenship Character Entrepreneurship</p> <p>Job Shadowing different occupations related to their chosen career cluster -Willie Spelts</p> <ul style="list-style-type: none"> Both students and shadowing hosts are prepared for the experience with an understanding of the goals of the experience and how they will be accomplished Students formally reflect on and evaluate their experience (write a report, make a presentation, etc.) <p>Participation in career cluster-oriented clubs like HOSA (health occupations), robotics, student-run school-based</p>	<p>CAP (Community Action Partnership) Internship related to chosen career cluster OR work on a project based on an in-depth exploration of career cluster:</p> <ul style="list-style-type: none"> Data related to career cluster - job outlook, wages, where the job opportunities are, etc. Understanding career pathways related to cluster Educational requirements and associated postsecondary training programs Skills required to be successful in the chosen cluster Evaluate and reflect on what they learned -Willie <p>Participation in career cluster-oriented clubs like HOSA (health occupations), robotics, student-run school-based businesses, etc.</p> <ul style="list-style-type: none"> Engage industry professionals as advisors <p>Students identify personal postsecondary training options.</p> <p>Students examine the ethical and regulatory issues related to their cluster.</p>	<p>Capstone project: a culminating learning activity that encourages critical thinking and research, promotes conversation and problem solving, results in real-life application of prior and acquired knowledge, and demonstrates mastery of 21st Century Skills. A capstone project may be individual or group and should involve a proposal process. Capstone components might include:</p> <ul style="list-style-type: none"> Creation of an electronic portfolio of all their learnings and experience in a cluster. Major research paper related to a topic, career field, or social problem of interest. Development of a product or service associated with a career field of interest and related business plan. Presentation of the final project, portfolio, business plan, etc., to a panel of teachers and community members. Involve fieldwork or a project that benefits the community <p>Participation in career cluster-oriented clubs like HOSA (health occupations), robotics, student-run school-based businesses, etc.</p> <ul style="list-style-type: none"> Engage industry professionals as advisors <p>Students confirm postsecondary training choice.</p>	<ul style="list-style-type: none"> Active industry advisory groups for each Academy are engaged in exploration activities Continual focus on purpose and essential questions related to the world of work General curriculum built around problem-solving, collaboration and critical thinking Systems thinking is built into everything Problem-solving techniques are taught in all classes Learning is continually made visible related to how experts think Explicit connections to the world of work through classes, projects, clubs and experiential learning opportunities Students are given many opportunities to practice work-related skills Teachers are given ample opportunities to get out into the business community to learn about what different employers do, the career opportunities they offer, and identify connections to the school environment Pathway-related course teachers are given externship opportunities to learn in-depth about the cluster with which they are associated Orientation and training is offered to all participating employers to help them prepare to work with students

<p>businesses, etc.</p> <ul style="list-style-type: none"> Engage industry professionals as advisors <p>Students explore different levels of postsecondary options related to career cluster (direct entry into the workforce; short- and long-term programs related to different occupations in the cluster)</p>			
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INSTRUCTIONAL DESIGN

Initial Rollout Spring 2021

Resources:

- Higher Order Thinking Routines and Costa's Levels of Thinking

Philosophy:

- Rock Ridge is committed to ensuring that teachers and students are co-designers of their learner focused instruction:**
 - High-level questioning, assessments, classroom activities, modes of thinking routines, and the opportunity to learn from failure requires intentional planning so that students' thinking, questioning, and responses to questions are geared toward the objectives of the learning task. The activities should include opportunities for high-level questioning at strategic and purposeful points within the lesson design.
- Rock Ridge is committed to Facilitating Learning throughout the career focused units of inquiry:**
 - The instructor consistently provides opportunities for students to demonstrate mastery at various Costa's levels and uses high levels of inquiry to guide student learning. The distinguished communicator also knows that questioning is much more about student thinking and generation of challenging ideas than it is about well designed, teacher-created questions. Student-generated questions and responses allow the teacher to monitor student participation and understanding so that all learners can move to more independent thinking.
- Rock Ridge is committed to Creating a Safe and Welcoming Learning Environment:**
 - The teacher-created learning environment will foster a classroom culture where students encourage each other's efforts and engage in meaningful collaboration needed for high-level questioning to become more student-centered and well-developed.

1. Rigorous Inquiry, Lesson Design, and Assessment

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Teachers/Students develop a level of understanding about Costa's level of thinking. Teachers incorporate Costa's House and use higher level thinking skills in daily activities, lessons, and assessments. [Alicia, principals] And who trains in new teachers?</p> <p>Lesson mainly includes activities and assessments that</p>	<p>Students make thinking visible by fully explaining and justifying their thinking at all levels. Including questions that require analysis, synthesis, and evaluation of information. During the lesson students generate questions about content that demonstrate rigorous independent thinking.</p>	<p>Teachers and students alike welcome higher levels of thinking. The process evolves to something more. Using the strategies (i.e., tutorials, collaborative study groups, class discussions, socratic seminars, philosophical chairs, and problem solving activities) that allow high levels of academic discussion; extending and modifying them to increase student-driven inquiry and ask</p>	<p>Lessons are developed and assessed with student voice and choice as a dominant factor in lesson design.</p> <p>Lesson includes activities and assessments that ensure a minimum of 1/3 at the gathering, 1/3 at the processing, and 1/3 at the applying levels of thinking.</p>

<p>focus on basic gathering and recall (level 1) of information or the processing of information (level 2).</p> <p>Students have opportunities to engage and ask questions to increase student-driven inquiry and demonstrate comprehension of content. (Avid Strategies and Visible Learning) [Alicia and the principals]</p> <p>The lesson includes activities and questions at a range of levels, but not all students are required to engage and respond.</p> <p>Students are introduced to the concepts of 21st Century skills to further extend their knowledge in a subject, with concepts including: [Alicia and principals]</p> <ul style="list-style-type: none"> ● Creativity & Innovation ● Critical Thinking & Problem Solving ● Communication Locally & Globally ● Collaboration ● Global Competence ● Citizenship ● Character ● Entrepreneurship 	<p>The lesson uses open-ended questioning that supports students in moving to higher levels of thinking, leading to student-driven inquiry; where all students are engaged in the learning.</p> <p>Teacher's use the backwards design process to determine desired results, determine acceptable evidence, and plan learning experiences and instruction.</p> <p>At least 50% of the unit planning should be around formative assessment of the essential learning/desired result.</p> <p>Should we have something in here about PLCs? Teachers use Richard DuFour's PLC Questions:</p> <ul style="list-style-type: none"> ● What do we want all students to know and be able to do? ● How will we know if they learn it? ● How will we respond when some students do not learn? ● How will we extend the learning for students who are already proficient? 	<p>thought-provoking questions.</p> <p>Students think critically and actively develop and engage in rigorous activities, questions, discussions, and assessments to challenge the thinking of their peers and deepen their understanding</p> <p>Backwards lesson design is intended to inspire all students to engage in high-levels of inquiry to probe the meaning of texts, solve problems, and/or design investigations.</p>	<p>All classroom discussions primarily occur in the top 1/3 (applying) of Costa's house.</p> <p>Students are introduced to the concepts of 21st Century skills to further extend their knowledge in a subject, with concepts including:</p> <ul style="list-style-type: none"> ● Creativity & Innovation ● Critical Thinking & Problem Solving ● Communication Locally & Globally ● Collaboration ● Global Competence ● Citizenship ● Character ● Entrepreneurship
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K-6 AVID Resources & Supports (Instruction Domain): [I.1.4 Higher Level Thinking](#) [I.1.5 Structures for Inquiry](#)
7-12 AVID Resources & Supports (Instruction Domain): [I.1.4 Higher Level Thinking](#) [I.1.5 Structures for Inquiry](#) [Making Thinking Visible \(Routines\)](#)

2. Whole Group Instruction *This is occasionally referred to as a seminar.*

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>(District Grade Level/Subject Curriculum Maps are followed) Direct Instruction is teacher-led and driven by WICOR methodology for students to process, clarify, and reflect on the learning (i.e. 10-2-2 strategy, Focused Note Taking Process, Critical Reading, WICOR etc.).</p> <ul style="list-style-type: none"> ● Students participate in whole-group instruction, engage with the essential question, and utilize the focused-note taking process; Teachers facilitate whole group instruction. ● Teachers are aware of the Focus book. [This book is an excellent summary of how to do direct instruction well.] [Alicia and principals] <p>Integration of culturally responsive activities in application of learning.</p>	<p><i>Includes all of EXPLORING, as well as the following:</i></p> <p>Teacher has explicitly taught and requires students to follow the 5 steps of the Focused Note-Taking process.</p> <p>Culturally responsive classrooms are mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students' differences in the planning phases of backwards lesson design.</p>	<p><i>Includes all of EXPLORING and EMERGING, as well as the following:</i></p> <p>Students participate in inquiry and discussion-based instruction, frequently interacting and collaborating with others to process and clarify information, and utilize the critical reading process in all content areas (i.e., Marking the Text, Writing in the Margins etc.)</p> <p>Students reflect/summarize on the learning throughout the lesson. (i.e., 3-2-1 Reflection, One Sentence summary, exit ticket, etc.)</p>	<p><i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i></p> <p>Students facilitate whole group instruction.</p>

K-12 AVID Resources & Supports (Instruction Domain): [WICOR Strategies](#)
K-6 AVID Resources & Supports (Instruction Domain): [I.1.3 Focused Note Taking](#) [I.1.8 Structures for Collaboration](#) [I.1.11 Critical Reading Process](#) [Organizational Tools \(Binder\)](#)
7-12 AVID Resources & Supports (Instruction Domain): [I.1.3 Focused Note Taking](#) [I.1.8 Structures for Collaboration](#) [I.1.14 Critical Reading Process](#) [AVID Binder](#)

3. Small Group Instruction/Flex Groupings

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Based on learner needs and ongoing formative assessment, the teacher uses a coaching workshop (small group reteaching) after hosting a whole group (direct instruction).</p> <ul style="list-style-type: none"> Coaching Workshop: Small group (2-10) instruction based on learner needs (reteaching, Q&A, absences, etc) Learner-Led Workshop: Small group (2-10) learner facilitated workshops that reteaches and provides additional practice. <p>Teachers facilitate small group instruction. [Alicia and principals]</p>	<p>Teacher-Learner Conference:</p> <ul style="list-style-type: none"> One-on-one conference between teacher and learner which is designed to allow students to articulate their needs, co-design their learning and assessment, and integrate needed support from teachers, peers, or other resources. This is often used as an informal, formative assessment to guide the teacher when planning future instruction. 	<p>Students are able to:</p> <ul style="list-style-type: none"> articulate their needs, strengths, and interests partner in setting their learning goals partner in shaping their learning pathways and experiences assess, monitor, and reflect on their progress advocate for needed support from teachers, peers, technology, and other resources <p>The teacher moves to learner agency (student voice) by allowing students to lead instruction.</p> <p>The teacher is providing purposeful, formative assessments to guide instruction and is giving learners timely feedback to encourage growth and learner agency.</p>	<p>Utilizing 21st Century Skills, students have the proficiency to use personal autonomy to further extend their knowledge in a subject, with concepts including those listed in the systems indicator.</p> <p>Students facilitate small group instruction.</p>

K-6 AVID Resources & Supports (Instruction Domain): [I.1.9 Organizational Methods \(Goal Setting\)](#) [I.1.7 Technology as a Tool for Collaboration](#) [Access Digital Info](#)
7-12 AVID Resources & Supports (Instruction Domain): [I.1.11 Organizational Methods \(Goal Setting\)](#) [I.1.7 Technology as a Tool for Collaboration](#) [I.1.10 Leadership Skills](#)
[Access Digital Info](#)

4. Flexible Learning Design

Personal Flex: Students have personal work time to work towards meeting learning goals.

Group Flex (collaborative study groups): Small group of learners work together in collaboration to achieve learning goals/project completion.

<p style="text-align: center;">EXPLORING</p> <p>Based on learner needs and formative assessment, the teacher uses flexible learning spaces after hosting a whole group or coaching workshop. Students work in personal or group flex, across grade levels, on interdisciplinary projects or activities.</p> <p>Uses unique spaces such as stations in a classroom, small group or large group meeting rooms. These are the spaces where kids go work in small groups [flex spaces]</p> <p>Students are responsible, respectful, and are able to work in any group setting. [Alicia and principals]</p>	<p style="text-align: center;">EMERGING</p> <p style="text-align: center;"><i>Includes all of EXPLORING, as well as the following:</i></p> <p>Students self-select which flex design best meets their needs.</p> <p>Teachers organize students intentionally and fluidly for different learning experiences over a relatively short time frame (e.g., two weeks). Groupings are well-matched to task purpose and fueled by classroom assessment results and other student characteristics. Classroom norms are designed by the learners with the teacher as the facilitator.</p>	<p style="text-align: center;">SUSTAINING</p> <p style="text-align: center;"><i>Includes all of EXPLORING and EMERGING, as well as the following:</i></p> <p>In partnership with the teacher, students take ownership and have agency in making sound educational decisions based on their personal learning goals.</p>	<p style="text-align: center;">EXTENDING</p> <p style="text-align: center;"><i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i></p> <p>Learner agency has been established and students regularly use higher levels of inquiry to achieve educational goals .</p> <p>Students select learning spaces to reflect the task or activity at hand and effectively use these spaces.</p>
<p>K-6 AVID Resources & Supports (Instruction Domain): Collaborative Expectations/Rolls Collaborative Study Groups I.1.9 Organizational Methods (Goal Setting) 7-12 AVID Resources & Supports (Instruction Domain): Creating a Social Contract I.1.9 Collaborative Study groups I.1.11 Organizational Methods (Goal Setting) K-12 Activating Student Agency</p>			

5. Safe, Welcoming, and Culturally Responsive Learning Environment (may be revised to incorporate 21st century SEL competencies)

<p style="text-align: center;">EXPLORING</p> <p>Teachers build relational capacity (i.e., ice-breakers, energizers, and community builders), fosters a growth mindset, and begins to develop it with their learners. Creates a learning environment that is safe, supportive, and respectful. Acknowledges and celebrates differences. Laughs with and uses humor; not sarcasm.</p> <p>The culturally aware professional is mindful of their own culture and their implicit biases and the effect it may have on the people in their work setting.</p> <p>Staff are aware of Charlie Applestein’s work on No Such Thing as a Bad Kid</p> <p>Learning environment:</p> <ul style="list-style-type: none"> ● Establish classroom norms/expectations (social contract) ● Ensure that the room is clean and inviting ● Provide room for movement and interaction ● Spaces for collaboration ● Offer organized and accessible material ● College and career environment <p>[Alicia, principals, Beth Shermoen]</p>	<p style="text-align: center;">EMERGING</p> <p style="text-align: center;"><i>Includes all of EXPLORING, as well as the following:</i></p> <p>Teachers make connections beyond the classroom:</p> <ul style="list-style-type: none"> ● Communication with parents/positive phone calls home ● Invites parents into the classroom ● Volunteers/Guest speakers ● Connects students with mentors/role models <p>With teacher guidance, learners begin to develop a growth mindset to help them improve academically, socially, and mentally.</p> <p>Teachers across the school provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding.</p> <p>Teachers consistently advocate for equity and access to challenging coursework for all and help students find their voice and achieve their aspirations through creating strong relationships and providing appropriate guidance.</p>	<p style="text-align: center;">SUSTAINING</p> <p style="text-align: center;"><i>Includes all of EXPLORING and EMERGING, as well as the following:</i></p> <p>Teachers build relational capacity and provide an environment that promotes community building amongst students. Classrooms emanate engaged learning, thoughtful teacher/student interactions, and positive peer relationships.</p> <p>Teachers actively engage with students and consistently evaluate their teaching practices and adopt a willingness to change in order to address the ways in which their students learn.</p> <ul style="list-style-type: none"> ● Restorative conversations become the norm ● Intentional connections are made with disengaged students ● Growth mindset and a belief that all students are capable of success. <p>Learners have the skills and determination to self-advocate and become responsible for their own success.</p> <p>Teachers are champions for equity who actively seek out and eliminate educational barriers that would limit or restrict students’ access to meaningful and challenging learning opportunities.</p>	<p style="text-align: center;">EXTENDING</p> <p style="text-align: center;"><i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i></p> <p>Classroom culture of high expectations where all students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, and emotional skills.</p> <p>All learners research opportunities, set goals, make choices that support their long-term aspirations.</p>
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GRADING AND ASSESSMENT

Initial Rollout Fall 2021

Resources:

- [Grading and Reporting for Educational Equity | Great Schools Partnership](#)
- [Grading-and-Reporting-for-Educational-Equity-Full-Book.pdf \(greatschoolspartnership.org\)](#)
- [Culturally Relevant Teaching](#)
- [Kamphoff: Beyond Grit](#)
- <https://cedar.education.ufl.edu/portfolio/culturally-responsive-teaching/>
- <https://www.frontiersin.org/articles/10.3389/feduc.2019.00040/full>
- [On Your Mark](#), by Thomas Guskey
- Rick Wormeli, [Fair Isn't Always Equal](#)
- [Dweck: Growth Mindset](#)
- [Top 20 Teens](#)
- [Joe Feldman: Grading for Equity](#)

Philosophy:

**Rock Ridge is committed to developing talent rather than selecting talent and our grading and assessment practices will align to this commitment.
 Rock Ridge is committed to creating an educational environment designed to inspire passion and joy for everyone.**

1. Feedback and Grading of Learning (Summative)

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Culturally responsive systems focus on grades that detail academic factors and essential learning targets.</p> <ul style="list-style-type: none"> ● Avoid incorporating nonacademic factors such as behavior, attendance, and effort into final grade ● Avoid grading on a curve ● Utilize individual versus group grades <p>Elimination of compliance grading such as rewarding with extra credit, signed syllabi, school events, hall pass, tissues, or other behaviors or punishing for not bringing supplies, which ensures equity for all [Beth Shermoen and principals and Alicia]</p>	<p>If the standards aren't appropriate for students with IEP's, the general education teacher needs to jointly determine standards at the start of each unit</p> <ul style="list-style-type: none"> ● Determine if a P/F or reduced scale is the best option or whether we advocate for a conversation that determines how the content should be differentiated rather than the feedback. <p>Integration of culturally responsive and authentic assessments of learning and application of learning</p> <p>Instructional design ensures that students that struggle/fail are given opportunities to recover and grow within the classroom. The 'safety nets' are embedded into all classroom instruction.</p> <p>Systems that encourage rigor by choice rather than selection, especially in terms of course and academy selection.</p> <ul style="list-style-type: none"> ● Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices <p>Culturally responsive assessments are mindful of the</p>	<p>Systems clearly articulate multiple types of feedback without combining them and confusing the information. Separating habits of work from academic proficiency ensures that a student's good behavior or work habits cannot mask a lack of proficiency, and that a student's poor behavior or work habits cannot mask their attainment of proficiency.</p> <ul style="list-style-type: none"> ● product mastery/achievement of learning ● process elements such as work habits or participation on learning ● progress learning elements that articulate growth (pushes those that know early to extend and those that struggle to achieve mastery) <p>Redo/Retake opportunities</p> <ul style="list-style-type: none"> ● Learners have an opportunity to retake assessments or record redo of work in product areas without an averaged grade. ● Consider and use new formats for the redo ● Consider requirements for work to be done as practice prior to redoing an assessment. If grading is to be focused on mastery, consider <i>new</i> practice to be able to redo assessment or the policy that requires a redone assessment in combination with redone work 	<p>Systems align to a standards based outcome.</p> <p>Consider the elimination of recording zeros for work not done.</p> <p>Summative grading shows what students have learned</p> <p>Summative evals occur 2 to 5 times per quarter/course</p>

	<p>student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students' differences in the planning phases of an assessment</p>	<ul style="list-style-type: none"> • Understand the underlying reasons why a student may score lower the second time and always record the higher grade if a student scores lower • The original work must accompany the new work hence a revised way to show mastery--make the student come up with the solution to advocate for creativity and critical thinking 	
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2. Feedback and Grading *for* Learning (Formative)

<p style="text-align: center;">EXPLORING</p>	<p style="text-align: center;">EMERGING <i>Includes all of EXPLORING, as well as the following:</i></p>	<p style="text-align: center;">SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i></p>	<p style="text-align: center;">EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i></p>
<p>All staff have a shared vision for a culturally responsive system rooted in the growth mindset and believe talents can be developed through hard work, good strategies, and input from others</p> <p>Units are planned with a variety of formative assessments and do not rely solely on written examinations</p> <ul style="list-style-type: none"> • Formative assessments guide the daily teaching, but are not factored into benchmark grading although they can be entered in gradebook for record • Focus is on feedback not grades • Select informal assessments that validate and consider students' linguistic and cultural identities. <p>Instruction is focused on essential learning and bundled units; transition to deep learning versus exposure learning. This will require a new perspective on what has always been taught. [Beth Shermoen, principals, and Alicia]</p>	<p>Instructional design ensures that students that struggle/ fail are given opportunities to recover and grow within the classroom. The 'safety nets' are embedded into all classroom instruction.</p> <p>Systems that encourage rigor by choice rather than selection, especially in terms of course and academy selection.</p> <ul style="list-style-type: none"> • Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices <p>Culturally responsive assessments are mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students' differences in the planning phases of an assessment.</p> <p>Instruction is focused on essential learning and bundled units; transition to deep learning versus exposure learning. This will require a new perspective on what has always been taught.</p>	<p>System supports creativity through the recovery of failure. In order for students to learn from practice and feedback, they need chances to practice, make mistakes, and get feedback based on common scoring criteria, without worrying that early mistakes will count heavily against them.</p> <ul style="list-style-type: none"> • Teaching multiple ways and accepting multiple ways of solving a problem, presenting a solution, or showcasing mastery rather than replicating the teachers preferred option as long as the answer is correct (this doesn't mean not showing work) this means accepting multiple ways of showing work • Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it, and provide alternative perspectives • Give students multiple opportunities to show what they have learned • Offer choice <p>Redo/Retake opportunities</p> <ul style="list-style-type: none"> • Learners have an opportunity to retake assessments or record redo of work in product areas without an averaged grade. • Consider and use new formats for the redo • Consider requirements for work to be done as practice prior to redoing an assessment. If grading is to be focused on mastery, consider <i>new</i> practice to be able to redo assessment or the policy that requires a redone assessment in combination with redone work • Understand the underlying reasons why a student may score lower the second time and always record the higher grade if a student scores lower • The original work must be stapled with the new work hence a revised way to show mastery--make the 	<p>Modify the traditional recognition system</p> <ul style="list-style-type: none"> • Honors Distinctions <ul style="list-style-type: none"> ◦ Consider sequence of requirements versus individual courses • Valedictorians/Salutatorians vs Top Percentage • Recognize Student Growth • Academy Recognitions <p>Instruction is focused on essential learning and bundled units; transition to deep learning versus exposure learning. This will require a new perspective on what has always been taught.</p> <p>Essential questions are clearly visible Assessments focus on top of Costa's</p>

		<p>student come up with the solution to advocate for creativity and critical thinking</p> <p>Instruction is focused on essential learning and bundled units; transition to deep learning versus exposure learning. This will require a new perspective on what has always been taught.</p>	
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3. System Design

<p>EXPLORING</p>	<p>EMERGING <i>Includes all of EXPLORING, as well as the following:</i></p>	<p>SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i></p>	<p>EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i></p>
<p>Grading descriptors are objective and clear; for example, they do not use subjective phrases such as “correct spelling” because this means zero words incorrect. Instead try 3 or fewer spelling errors.</p> <p>Provide assistance and interventions to all students regardless of IEP or 504 determination (this may involve using a matrix, graphic organizers, rubric, reminders) in order to more accurately represent what students know.</p> <p>Monitor interventions that are successful for a small group of students and consider the robust use within the classroom. It’s common to have additional students benefit. [Principals]</p>	<p>Strong implementation of rubrics to provide quality feedback (self, peer, and teacher). Rubrics are for large items such as units or products like essays that can be replicated or easily tweaked but typically list the essential content skills they must display rather than project specifics. One rubric can be used for any student choice project (one rubric that can be used for essay, speech, or 3D project) with the same content skills listed.</p> <ul style="list-style-type: none"> • Rubrics have four boxes of proficiency (A, B, C, D or 1, 2, 3, 4) or words like this rubric to match the grading protocol. Anything not in at least the first box means it won’t be accepted for grading and it must be redone. • Natural implementation of words such as “not yet” versus failure. • Rubric reflects content not natural abilities such as art expertise (unless it's an art class) <p>Systems that eliminate barriers to courses of rigor and instead encourage participation by choice rather than selection, especially in terms of course and academy selection.</p> <ul style="list-style-type: none"> • Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices <p>Instructional design ensures that students that struggle/ fail are given opportunities to recover and grow within the classroom. The ‘safety nets’ are embedded into all classroom instruction.</p> <p>Systems that encourage rigor by choice rather than selection, especially in terms of course and academy selection.</p> <ul style="list-style-type: none"> • Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices 	<p>Grading system is the same across the spectrum rather than departmentalized or even worse, teacher driven</p> <p>5-score grading (A, B, C, D, F) versus 13-score grading (A+, A, A-, B+, etc) the 13 point scale diminishes statistical reliability</p> <ul style="list-style-type: none"> • Units have rubrics that identify the essential learning and encourage student choice on how to meet those criterion • Includes Product, Process, and Progress Feedback <p>Student self assessment can accurately predict and score their own work prior to peer or teacher; coaching conferences allow for growth in this area.</p> <p>Failure and learning from failure are central and critical to student learning</p>	<p>Inter-rater reliability on project, essay, or open ended assessments. This means that grading and feedback from multiple teachers would produce similar outcomes.</p> <p>Transition from letter grade reporting system to a system that reports only mastery of learning objectives.</p> <p>The report card is seen as part of a continuous and ongoing reporting process. The report card communicates information to facilitate improvements in student learning. (<i>On Your Mark</i>, Guskey, p. 20)</p> <p>Failure and learning from failure are central and critical to student learning</p>

4. Rigorous Levels of Assessments

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Teachers/Students develop a level of understanding about Costa’s level of thinking. Teachers incorporate Costa’s House and use higher level thinking skills in summative and formative assessments.</p> <p>Most assessments focus on basic gathering and recall (level 1) of information or the processing of information (level 2) (Examples: Multiple choice, True & False, matching)</p> <p>Students have some opportunities to answer and engage and ask questions to demonstrate basic comprehension of content during classroom discussion.</p> <p>The lesson includes activities and questions at a range of levels, but not all students are required to engage and respond.[principals]</p>	<p>Students fully explain and justify their thinking at all levels. Including questions that require analysis, synthesis, and evaluation of information. During the assessment students generate questions about content that demonstrate rigorous independent thinking.</p> <p>The assessment uses open-ended questioning that supports students in moving to higher levels of thinking, leading to student-driven inquiry; where all students are engaged in the learning and assessment.</p>	<p>Teachers and students utilize higher levels of thinking. The process evolves to something more. Using the strategies (i.e., thinking routines, tutorials, collaborative study groups, class discussions, socratic seminars, philosophical chairs, and other problem solving activities) that allow high levels of academic discussion; extending and modifying them to increase student-driven inquiry and ask thought-provoking questions.</p> <p>Students think critically and actively develop and engage in rigorous activities, questions, discussions, and assessments to challenge the thinking of their peers and deepen their understanding</p> <p>Assessment is designed to inspire all students to engage in high-levels of inquiry to probe the meaning of texts, solve problems, and/or design investigations.</p>	<p>Assessments are developed with student voice and choice as a dominant factor.</p> <p>Assessments are at the application level of Costa’s House (Level 3)</p> <p>All classroom discussions primarily occur in the top 1/3 level (application) of Costa’s house.</p>

Resources:

[Buck Institute](https://www.pblworks.org/what-is-pbl/gold-standard-project-design)

<https://www.pblworks.org/what-is-pbl/gold-standard-project-design>

Philosophy:

Rock Ridge is committed to ensuring that teachers and students are co-designers of their learning, including the following components:

1. Challenging Problem
2. Sustained Inquiry
3. Authenticity
4. Student Voice and Choice
5. Reflection
6. Critique and Revision
7. Public Product

1. Challenging Problem

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge. [principals, Alicia, Willie]</p> <p>The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.</p> <p>The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example:</p> <ul style="list-style-type: none"> ● it has a single or simple answer. ● it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher). 	<p>The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.</p> <p>The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).</p> <p>The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.</p>	<p>The project is focused on a central problem or question, at the appropriate level of challenge.</p> <p>The project is framed by a driving question, which is</p> <ul style="list-style-type: none"> ● open-ended; there is more than one possible answer. ● understandable and inspiring to students. ● aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills. 	<p>The project is focused on a central problem or question, at the appropriate level of challenge that addresses current local or global challenges or fosters future innovative ideas and connections.</p>

2. Sustained Inquiry

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Students engage in a rigorous, extended process of posing questions, finding resources, and applying information. [principals, Alicia, Willie]</p> <p>With teachers as facilitators, students effectively communicate their learning journey and progress. They then work with their teacher to determine their next steps for learning.</p> <p>The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry.</p> <p>There is no process for students to generate questions to guide inquiry.</p>	<p>Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked).</p> <p>Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</p>	<p>Routinely asks questions using the top two levels of Costa's House</p> <p>Requires all students to respond to the question rather than just a few</p> <p>Routinely use structures for inquiry such as socratic seminar, philosophical chairs, collaborative study groups, student academic discussions</p> <p>Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</p>	<p>Inquiry is driven by high levels (top 1/3 of Costa’s house) of student-generated questions throughout the project.</p>

3. Authenticity (Real World - Real Impact - Right Now)

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives. [principals, Alicia, Willie]</p> <p>The project resembles traditional "schoolwork;" it lacks a real-world context, tasks and tools, and does not make a real impact on the world or speak to students' personal interests.</p>	<p>The project has some authentic features, but they may be limited or feel contrived.</p>	<p>The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and/or speaks to students' personal concerns, interests, or identities.</p>	<p>The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and/or speaks to students' personal concerns, interests, or identities.</p>

4. Student Voice and Choice

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Learners are not given opportunities to express their voice and make choices affecting the content or process of the project; it is teacher-directed. [principals, Alicia, Willie] (Or) Learners are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.</p>	<p>Learners are given limited opportunities to express their voice and make choices, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).</p> <p>Learners work independently from the teacher to some extent, but they could do more on their own.</p>	<p>Learners have opportunities to express their voice and make choices on important matters (topics to investigate, questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks).</p> <p>Learners have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.</p> <p>Learners make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice. Respected as capable co-designers, students have the freedom to design the way they showcase their learning based on individual styles, experiences, passions, and needs. They showcase their learning based on their individual styles, experiences, passions, needs, and knowing "what's next" for their ongoing development.</p>	<p>Learners take great pride in their successes, learn to recover and adjust from occasional setbacks, and ultimately find meaning and value in their work within the context of school and throughout their lives.</p>

5. Reflection

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Learners and teachers reflect on the learning, the quality of student work, and obstacles that arise, and strategies for overcoming them. [principals, Alicia, Willie]</p>	<p>Learners and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise, and strategies for overcoming them.</p>	<p>Learners and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's real world applications</p>	<p>Learners use autonomy to engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's real world applications.</p>

6. Critique and Revision

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Learners are provided with opportunities to give and receive feedback about the quality of products and work-in-progress from teachers, but they may be unstructured or only occur once.</p> <p>Learners are invited, but not required, to use feedback to revise and improve their work. [principals, Alicia, Willie]</p>	<p>Learners are provided with opportunities to give and receive feedback about the quality of products and work-in-progress from teachers and peers, but they may be unstructured or only occur once.</p> <p>Learners look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</p> <p>Learners give, receive, and apply feedback to improve their processes and products.</p>	<p>Learners are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom.</p> <p>Learners use feedback about their work to revise and improve it.</p>	<p>Learners use autonomy to critique and revise their projects.</p>

7. Public Product

EXPLORING	EMERGING <i>Includes all of EXPLORING, as well as the following:</i>	SUSTAINING <i>Includes all of EXPLORING and EMERGING, as well as the following:</i>	EXTENDING <i>Includes all of EXPLORING, EMERGING & SUSTAINING, as well as the following:</i>
<p>Learners do not make their work public by presenting it to an audience, including the classroom, or offering it to people beyond the classroom. [principals, Alicia, Willie]</p> <p>Change wording—PBL</p>	<p>Learners' work is made public only to classmates and the teacher.</p> <p>Learners present products, but are not asked to explain how they worked and what they learned.</p>	<p>Learners' work is made public by presenting, displaying, or offering it to people beyond the classroom.</p>	<p>Learners make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.</p> <p>Learners are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</p>

SYSTEMIC STRUCTURES

This is an ongoing list of items that have not yet been unpacked:

- Special Education Programs
- Academy Coaches
- Policies & Procedures [Board, Building, Faculty & Staff, Students]
- School Song

The remaining AVID Domains: Culture/Leadership/Systems (the Instruction Domain has been embedded)

RESOURCES

https://my.pblworks.org/resource/document/project_design_rubric

https://www.pblworks.org/sites/default/files/2019-01/PBL_Evidence_Matters_Volume_I.pdf

Staff development opportunities:

- <https://www.pblworks.org/services/project-based-learning-101-foundational-workshop>
- [Getting Started with Project Based Learning | PBLWorks](#) (includes a guide for teachers, access to 70 gold standard projects, download free tools and resources)
- The Power of Making Thinking Visible: <http://www.pz.harvard.edu/professional-development/events-institutes/the-power-of-making-thinking-visible>
- Cultures of Thinking in Action:
http://www.cvent.com/events/cultures-of-thinking-in-action/event-summary-deaccd8722f24ae583a433259d5550cf.aspx?_ga=2.50784169.1600758993.1607622734-1331568998.1607622734

ESSENTIAL PROJECT DESIGN ELEMENTS CHECKLIST <https://my.pblworks.org/system/files/documents/PBLworks-Essential-Project-Design-Elements.pdf>

DEFINITIONS ~

LOI Levels of Implementation

Exploring

Emerging

Sustaining

EXTENDING

Learner Centered Strategies

Focus Book
Feldman
Hattie
Wormeli
Marzano
Danielson
Reeves
Paul Emeric France
Archer
Brooks
Mathematical Mindset by Jo Boaler
AVID

Partner with LSS AmeriCorps Seniors

Lutheran Social Service of Minnesota (LSS) partners with AmeriCorps Seniors to offer the Foster Grandparent Program. AmeriCorps Seniors is national service agency that connects over 200,000 volunteers with people and organizations that need them the most.

We work with many local nonprofit organizations to create meaningful opportunities for Foster Grandparent volunteers, individuals ages 55 and older, to use their talents, stay active and earn extra income. All volunteers must pass background checks.

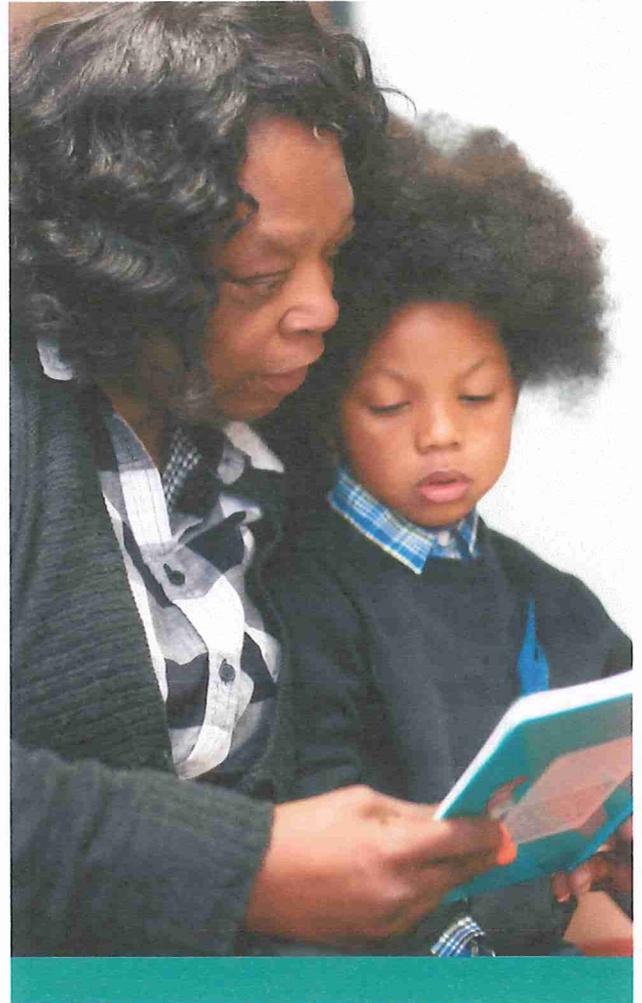
Benefits for Partner Organizations

- Volunteers serve consistently to develop meaningful relationships with your organization and the children and youth you support.
- Volunteers provide one-on-one support to children and youth. They help them build language skills, fine and gross motor skills, empower them to reach academic goals and support teachers in meeting their individualized needs.
- LSS conducts all initial volunteer interviews, performs background checks and approves volunteers for the program..
- LSS provides initial and ongoing volunteer training and holds recognition events. An LSS program coordinator will be your point person to support you throughout the partnership.
- The program is customized to meet the needs of your organization, the children and youth you serve and the volunteers.

How it Works

As a partner site, your organization will:

- **Designate your primary contact** for the partnership. We will go over details with them.
- **Interview LSS approved volunteers** to see if they are a good fit. If so, provide site-specific training.
- **Match volunteers with children and youth** and help them develop and maintain plans for the individuals they serve.
- **Supervise, evaluate and recognize** volunteers.
- **Identify the site:** Foster Grandparent Program partner organizations provide the volunteer location.
- **Make a nominal financial contribution:** This cost share helps cover volunteer costs and helps us to meet our federal required match.



"Foster Grandma Rita has built strong and loving relationships with every child in the service. The children light up when she enters the room and always want more hugs from her. She does a great job helping these children feel unconditionally heard and loved."

– Meredith Johnson of People Serving People



Foster Grandparent Program

Support for Your Organization, Educators and Students

Lutheran Social Service of Minnesota (LSS) partners with AmeriCorps Seniors, a national service agency, to offer the Foster Grandparent Program.

Support for educators

to meet students' individual needs.

Emotional support,

encouragement and mentoring to build a positive self-image.

One-on-one support

that equips students to achieve their academic goals and grow their academic performance.

Individualized Attention

leading to increased social and emotional development, language skills and fine and gross motor skills.



Consistent Interaction

with students to develop meaningful relationships and encourage a welcoming climate.

Volunteer Training

LSS provides pre-service and ongoing volunteer training and support.

Volunteer Approval

LSS conducts all initial volunteer interviews and background checks and approves volunteers for service.

Customizable

The program is customizable to fit your organization's needs and culture.

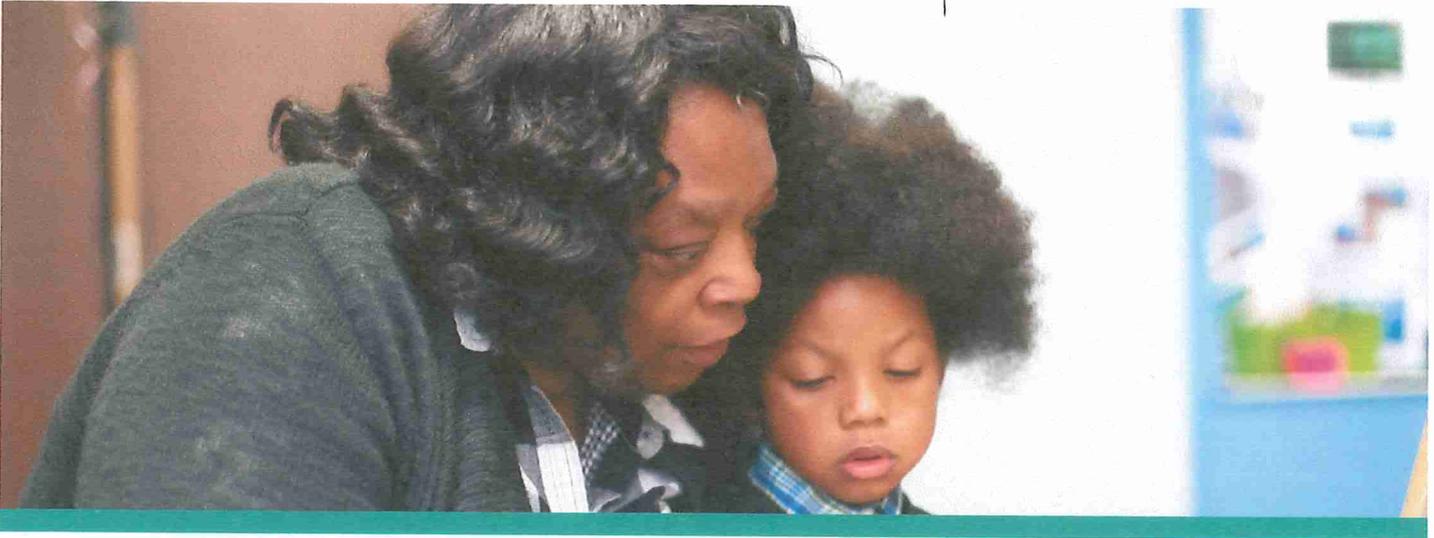
"Foster Grandma Rita has built strong and loving relationships with every child in the service. The children light up when she enters the room and always want more hugs from her. She does a great job helping children feel unconditionally heard and loved."

– Meredith Johnson of
People Serving People

"This program allows me to stay busy and useful. It keeps me young and moving! These children make me happy every day."

– Foster Grandma Charolette

Foster Grandparents



Create relationships with at-risk youth to help them boost their self-esteem and overall success. Provide direct academic and social support to children to make a positive and lasting impact on their personal growth and social and emotional development.

Service Description:

- Provide competent, reliable and ongoing academic and social support to children.
- Act as a role model, mentor and resource to help children develop essential social skills, recognize their strengths and grow in confidence.
- Participate as a member of a team that helps keep children motivated and inspired.
- Attend and participate in program orientation and pre-service training, monthly volunteer development meetings and quarterly trainings.
- Maintain and submit monthly timesheets and other paperwork as required.

Benefits:

- Non-taxable stipend of \$3.00 per hour. The stipend does not affect Social Security benefits, housing subsidies or any other income-based assistance.
- Transportation reimbursement, time off stipend, initial and ongoing training, and excess coverage accident and personal liability insurance while volunteering.

Qualifications:

- 55 years of age or older and in good general health.
- Have dependable transportation and be willing to travel to and from site.
- Be compassionate, patient, flexible and show respect for others.
- Work well with diverse individuals, families, groups and organizations.
- Because volunteers have recurring contact with vulnerable populations, this position requires a national sex offender check (NSOPW) and state Bureau of Criminal Apprehension (BCA) and federal FBI fingerprint background checks. Eligibility to serve is contingent upon the results of these checks.

Time Commitment:

Serve 10 or more hours each week to qualify for the stipend.

For more information, please contact:

 Christina Bartos

 christina.bartos@lssmn.org

 (218) 290-0186



2022 General Election Timeline (No Primaries)

First Tuesday After First Monday in November		
November 8, 2022		
		No later than:
Last day for school board to publish notice of filing period.	14 days before filing opens	July 19, 2022
Last day for school district to post notice of filing period.	10 days before filing opens	July 23, 2022
Candidate filing period for General Election.	Not less 98 to 84 days before the election	August 2 to 16, 2022
Last day for candidates to withdraw. Send candidate information to County Auditor(s).	5 p.m. 2 days after filing closes	August 18, 2022
Last day to adopt resolution calling General Election.	74 days prior to election	August 26, 2022
Last day to notify county auditors with written notice of General Election.	74 days prior to election	August 26, 2022
First day absentee ballots must be available for General Election.	46 days prior to election	September 23, 2022
Last day to preregister for General Election.	5 p.m. 21 days prior to election	October 18, 2022
Last day to publish first notice of General Election.	At least 14 days prior to election	October 25, 2022
Last day to post notice of General Election.	10 days prior to election	October 29, 2022
Campaign finance reports due if spent or received more than \$750, an initial report was filed, and the name is on the ballot.	10 days prior to election	October 29, 2022
Last day to publish second notice of November General Election.	At least 7 days prior to election	November 1, 2022
Last day to post sample ballot of November General Election.	At least 4 days prior to election	November 4, 2022
General Election Day. No public meetings or school events may be held between 6 p.m. and 8 p.m. Voting hours are 7 a.m. to 8 p.m.		November 8, 2022
Time period to canvass results of the General Election. Note that districts should NOT canvass on Veterans Day, Nov. 11.	3 to 10 days after election	November 11 to 18, 2022
Last day for candidates to file Campaign Financial Report Certification of Filing form.	7 days after election	November 15, 2022

Time period for candidates to request a recount.	Up to 7 days after canvass period ends	November 18 to 25, 2022
Time period to issue certificate of election. (IF candidate has filed the Campaign Financial Report Certification of Filing form, AND no recounts are requested.	Up to 7 days after recount period ends	November 18 to 25, 2022
Time period for newly elected school district officers to file acceptance of office and oath forms.	Within 30 days of Receiving Certificate of Election	
Campaign finance reports due.	30 days after election	December 8, 2022
Terms begin for members elected at 2022 November Election.	First Monday in January After Election	January 2, 2023



ADMINISTRATOR ON SPECIAL ASSIGNMENT

The School Boards of Independent School District No.706, Virginia, and Independent School District No. 2154, Eveleth Gilbert ("School Districts"), enter into this Contract with Jeffrey Carey, who agrees to perform the duties described in this Agreement for the proposed consolidated District that will include Independent School District No. 706 and Independent School District No. 2154 ("Consolidated District" or "School Board").

The School Districts and the Mr. Carey agree as follows:

I. Entire Agreement

Upon the commencement date specified in Paragraph III (A), all prior contracts and Agreements between the Parties are terminated by mutual consent of the Parties. This Agreement constitutes the entire agreement between the Parties concerning the employment of Mr. Carey, and supersedes all prior agreements and discussions between the parties concerning such subject matter. If Independent School District No.706 and Independent School District No. 2154 are not officially consolidated by July 1, 2020, this Agreement shall remain in full force and effect and Mr. Carey's employment will be shared between the individual school districts.

II. Consolidation

The Parties agree that the terms of this Agreement will survive the consolidation and remain binding upon the Consolidated School District pursuant to the authority of both School Districts.

III. Duration, Subsequent Contract, Expiration, Termination During the Term, Mutual Consent and Contingency:

A. Duration.

This Contract is for a term of two (2) years, commencing on July 1, 2020, and automatically ending on June 30, 2022. It shall remain in full force and effect unless modified by mutual consent of the School Board and Mr. Carey or unless terminated as provided herein.

B. Expiration.

This Contract shall expire at the end of the term specified in III (A) hereof. At the conclusion of its term, neither party shall have any further claim against the other and the School District's employment of Mr. Carey shall cease, unless a subsequent contract is entered between the Parties.

C. Termination During the Term.

Mr. Carey's employment may be terminated during the term of this contract for reason or cause as set forth in Minn. Stat. 122A.40, Subds. 9 or 13. Except for purposes of describing or setting forth the grounds or reasons for termination, the provisions of Minn. Stat. 122A.40 shall have no application other than as set forth herein by reference. Mr. Carey has no rights to a continuing contract in this position. If the school board proposes to terminate Mr. Carey during the term of the contract for cause, it shall notify Mr. Carey in writing of the proposed grounds or reasons for termination. Mr. Carey can request a hearing within the timelines set forth in Minn. Stat. 122A.40, Subd. 15(a), otherwise the right to a hearing shall be considered waived. Any such hearing shall be before an independent hearing officer hired by the board of education and such independent hearing officer shall make findings of fact, conclusions of law and recommendations to the board. The hearing process shall be in accordance with Minn. Stat. 122A.40, Subd. 14.

No language or timelines in this contract will by inaction or action extend the life of this contract or automatically provide for a subsequent contract.

D. Contingency.

If this Contract is a subsequent contract entered into prior to the completion of an existing Contract, this subsequent contract is contingent upon Mr. Carey completing the terms of the existing Contract prior to the effective date of this Contract.

IV. Duties:

A. Special Assignment

Mr. Carey shall serve as a member of the Consolidated District's administrative team and assume general responsibility for the construction of the new buildings. This position will also serve as the educational liaison between the district and the construction management team, helping to ensure the goals and interests of the district are being met. A Job Description will be created for the Position that will fully outline all expectations and duties for the position (see Addendum A).

The duties assigned to the Construction Liaison may be revised or changed at the sole discretion of the Consolidated District, and Mr. Carey may be reassigned by the District to another position. Mr. Carey must faithfully perform all duties that the School Board or Superintendent prescribes or assigns to Mr. Carey, regardless of whether those services are specifically described in this Agreement or in the related job description.

V. Duty Year and Leaves:

A. Basic Work Year.

Mr. Carey's duty year shall be for the entire twelve (12) month Contract year as provided herein, and Mr. Carey shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines. Mr. Carey shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

B. Vacation.

Mr. Carey shall earn 20 working days of annual paid vacation each Contract year. Unused vacation must be taken within six months after the end of the Contract year in which it is earned. Conversion option: Mr. Carey will have an option at the end of the contract year to have five (5) days of unused vacation converted, at the Administrator on Special Assignment's daily rate of pay, and deposited in Mr. Carey's Health Care Savings Plan. Mr. Carey will carryover 20 days of unused vacation days from the 2019-2020 year which will have to be taken before December 31, 2020. See (Addendum B) for HCSP contribution of remaining vacation days.

C. Holidays.

Mr. Carey shall be entitled to a total of 12 paid holidays each Contract year as designated by the School Board. (New Year's Eve, New Year's Day, Martin Luther King Day, President's Day, Good Friday, Memorial Day, July Fourth, Labor Day, Thanksgiving Day, The day after Thanksgiving, Christmas Eve, Christmas Day) If Mr. Carey must work on any of the above dates, Mr. Carey will use an alternative holiday with approval of the Board chair.

D. Sick Leave.

Mr. Carey shall earn paid sick leave at the rate of 15 day(s) for each working year, which may be accumulated to a maximum of 135. Mr. Carey shall start with 104 days of sick leave that are available to use upon commencement of this Agreement. Accrual of sick days shall begin upon commencement of the Agreement as outlined in III(A).

E. Emergency Leave.

Mr. Carey may be granted paid emergency leave during the Contract year at the direction of the School Board. Days utilized will be deducted from sick leave.

F. Bereavement Leave.

Mr. Carey shall be granted bereavement leave for a death within Mr. Carey's immediate or close family. The time utilized shall be in a reasonable amount and shall be determined after conferring with the School Board Chair. Three (3) days will be paid and all other days utilized will be deducted from sick leave.

G. Disability.

If Mr. Carey is unable to perform the essential functions of his job duties and responsibilities because of illness or medical disability, he is required to use and exhaust all accrued sick leave, personal days and vacation days before being eligible to apply for long-term disability. Should all sick leave, personal days and vacation days be exhausted, Mr. Carey shall either resign or be subject to termination. Mr. Carey could request a leave of absence without pay from the board of education, but any such leave would be within the discretion of the board. Any request for a medical leave must be accompanied by a comprehensive written report from a treating physician setting forth the nature of the illness, pathology or health condition which makes Mr. Carey unable to perform the essential functions of the job, and, further, at what point in time it is expected and anticipated that Mr. Carey would be able to perform the essential functions of the job. If on medical leave granted by the board, Mr. Carey is eligible to participate in group health and other insurance programs, but at his expense. If a leave of absence is not granted by the board, Mr. Carey shall resign or be subject to termination.

H. Medical Leave.

Should Mr. Carey resign or be terminated under this section, this will not impair his ability to be eligible for long-term disability and/or TRA disability. Any sick leave or other leave utilized by Mr. Carey shall run concurrent with FMLA leave and any leave of absence which might fall under the provisions of Minn. Stat. 122A.40, Subd. 12, and shall not be in addition thereto.

VI. Insurance:

A. Health and Hospitalization.

The Consolidated District shall provide Mr. Carey and his dependents with health and hospitalization insurance, including the deductible amount of a "high deductible" plan, and dental insurance coverage, under the Consolidated District's group plan, at the expense of the Consolidated District. The District will contribute to Mr. Carey's health insurance premium as follows:

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

The District will annually contributed to Mr. Carey's VEBA savings account as follows: Annual District VEBA Contribution: 85% of VEBA deductible. VEBA contribution deposits will be made quarterly starting in September.

C. Life Insurance.

The Consolidated District shall provide, at the expense of the Consolidated District, term life insurance for Mr. Carey under the School District's group life insurance plan in the amount of \$100,000, payable to Mr. Carey's named beneficiary.

D. Long Term Disability Insurance.

The School District shall provide, at the School District expense, long term disability insurance coverage for Mr. Carey under the School District's group plan.

E. Liability Insurance.

The School District shall provide, at School District expense, liability insurance naming Mr. Carey as an insured, along with the School District, in an amount not less than that which is required by law for the School District.

F. Claims Against the School District.

The eligibility of Mr. Carey or Mr. Carey's dependents or beneficiary for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this section. It is understood that the School District's only obligation is to purchase the insurance policies described herein, and no claim shall be made against the School District as a result of denial by an insurer of insurance benefits if the School District has purchased the policies and paid the premiums described herein.

VII. Other Benefits:

A. Tax-Sheltered Annuities

Mr. Carey is eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law during the term of this contract. The School district will match Mr. Carey's payroll deduction up to an amount of \$2,000 annually.

B. Health Care Savings Plan.

Mr. Carey will be eligible for participation in the MSRS Health Care Savings Plan program per ISD 706 Board Policy #430, or pursuant to any successor policies put into place by the Consolidated District.

C. Health Care Savings Plan Contributions.

If Mr. Carey resigns or retires during the term of this agreement, Mr. Carey's accumulated unused sick leave days and accumulated unused vacation days, shall be multiplied by the Administrator On Special Assignment's daily rate of pay, and the resulting amount shall be deposited in Mr. Carey's Health Care Savings Plan.

VIII. Salary:

The Mr. Carey shall be paid an annual salary of \$102,000 for the 2020-21 school year, and \$104,958 for the 2021-22 school year. The annual salary may be modified, but shall not be reduced, during the term of this Contract. The salary shall be paid in 24 equal installments during the Contract year.

IX. Other Provisions:

A. Outside Activities.

Mr. Carey shall devote full time and due diligence to the affairs and the activities of the duties outlined in this Agreement and in the accompanying job descriptions.

Mr. Carey shall not engage in other employment, consultant service or other activity for which a salary, fee, or honorarium is paid without the prior approval of the School Board.

B. Indemnification and Provision of Counsel.

In the event that an action is brought or a claim is made against Mr. Carey arising out of or in connection with Mr. Carey's employment, and Mr. Carey is acting within the scope of employment or official duties, the School District shall defend and indemnify to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District herein shall be subject to the limitations as provided in Minnesota Statutes, Chapter 466.

X. Severability:

If any provision of this Contract is held to be invalid by operation of law, the remainder of the Contract shall not be affected thereby and shall remain in full force and effect.

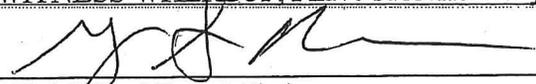
This Contract shall be effective only upon signatures of Mr. Carey and of the officers of the School Boards after authorization for such signatures by the officers is given by the School Board in appropriate action in its minutes.

IN WITNESS WHEREOF, I have subscribed my signature this 11th day of May, 2020

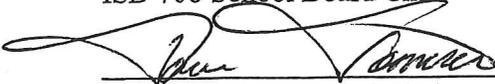


Jeffrey Carey

IN WITNESS WHEREOF, I have subscribed my signature this 26th day of May, 2020

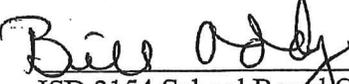


ISD 706 School Board Chair



ISD 706 School Board Clerk

IN WITNESS WHEREOF, I have subscribed my signature this 20th day of May, 2020



ISD 2154 School Board Chair



ISD 2154 School Board Clerk

(Addendum A) Job Description

I. Title Position: Administrator on Special Assignment

Unit: Eveleth-Gilbert and Virginia Schools

FLSA Status: Exempt

II. Reporting Relationship: The administrator reports to the Superintendent of schools and is responsible to that person for the proper interpretation and performance of the duties and responsibilities of the position.

III. Basic Function of the Position: As a team member of the district's administrative team, assume general communication responsibility for the construction of the new buildings. Serve as ~~the educational liaison between the district, construction management team and A/E team.~~
helping to ensure the goals and interests of the district are being met.

IV. Duties and Responsibilities of the Position:

1. Represent the district at construction meetings that are orchestrated by the CM
2. Inform superintendent and other staff of overall progress
3. Main point of contact/liason between the district and construction management team
4. Attend group discussions, with assistance of the CM, when questions related to construction arise
5. Organize groups to make recommendations related to furniture, fixtures, and equipment
6. Review change orders & budgets with Construction Manager team and make joint recommendations to the Superintendents for signature. This role does not have authority to approve changes unless specific permission is given by the Superintendent of Schools, and/or, specific leeway given to certain amount determined by the Superintendent of Schools.
7. Review commissioning with the architect
8. Coordinate moving into new facilities
9. Other duties as assigned

VI. Other Potential Duties:

1. Facilitate public meetings as needed
2. Inventory existing FF&E
3. Organize sale or discarding of unwanted FF&E
4. Inventory historical artifacts and develop recommendations
5. Work with realtor on sale of existing facilities
6. Organize staff development opportunities related to new buildings
7. Maintain district social media for construction updates
8. Develop a district storage plan.
9. Organize group discussions on interior design
10. Inventory current custodial equipment, make needs assessment

General Definition of Work:

Reporting to the Superintendent, the director of buildings and grounds and maintenance oversees the district's buildings and grounds and maintenance in accordance with state law, board policies, and district administrative guidelines. Provides overall direction with respect to the supervision, evaluation, and coordination of work schedules for the staff assigned to provide services in maintenance, and buildings and grounds. Provides oversight and direction with respect to staff development and training for all buildings and grounds and maintenance staff.

Qualification Requirements:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.

Essential Functions:

Responsible for meeting the budgetary objectives of the District for all areas related to custodial, buildings and grounds, and maintenance. Develops, implements and administers programs, procedures, and activities necessary to meet or exceed the District's high expectations for safe, effective, and efficient operations of facilities. Recommends comprehensive short and long range planning and scheduling of preventative maintenance and repair requirements of the District. Develops a prioritized list of needed facility upgrades and repairs. Oversees the scheduling of the work of outside contractual firms and the inspection of the work performance of such firms. Provides reports to the Superintendent as to the status and completion of all projects and work. Oversees, implements and conducts a continuing program of staff training, safety awareness, and personnel development that moves buildings and grounds and maintenance staff toward achievement of goals with respect to safety and efficiency within this area of operations. Provides oversight in the hiring of candidates for employment in buildings and grounds and maintenance. Makes recommendations for hiring, assignment, and termination of employment of all personnel encompassed within this area of operations. Assigns, supervises, evaluates, and disciplines all full time and substitute staff in buildings and grounds and maintenance. Establishes training schedules with District personnel to ensure that all employees meet appropriate licensing and job description requirements. Oversees the monitoring of District Security and Safety Systems to ensure all are operational and meeting the diverse needs of the District. Oversees the development and implementation of work schedules and procedures for the regular ongoing custodial, pool care, and maintenance of all buildings and grounds owned and/or leased by the Board of Education.

Ensures that all school buildings and grounds are inspected on a regular basis to determine that high standards of safety, security, cleanliness, and workmanship are maintained. Conducts safety inspections and training programs to create a safe work environment. Ensures District compliance with all state and federal regulations pertinent to this area of operations. Maintains all records and monitors all State and Federally regulated plans. Advises the Superintendent on road hazards for decision on school closing during inclement weather. Is responsible for the oversight, management and the meeting of all responsibilities and requirements associated with the District's Energy Management Program. Serves in special administrative assignments and provides other services and duties as assigned by the Superintendent. IAQ Coordinator, Health and Safety Coordinator, Drug and Alcohol Coordinator.

Essential Construction Liaison Functions

As a member of the district's administrative team, assume general responsibility for the construction of the new buildings. Serve as the educational liaison between the district(s) and the construction management team, helping to ensure the goals and interests of the district are being met.

Represent the district at construction meetings arranged by the construction manager. Inform superintendent and other staff of overall progress. Maintain point of contact between the district and construction management team. Organize group discussions, with the construction manager, when questions related to construction arise. Review commissioning with the architect. Facilitate public meetings as need. Help coordinate moving into new facilities. Review change orders and cost with construction management team and make recommendations to the Superintendent for signature. Other duties as assigned

Knowledge, Skills and Abilities:

General knowledge of cleaning methods, materials and equipment; general knowledge of life safety procedures; general knowledge of maintenance and storage of hazardous materials; general knowledge of painting equipment and supplies; general knowledge of school board policies and procedures as they relate to terms of employment; general skill using cleaning and snow removal equipment; general skill operating standard office equipment; general skill in the use of cleaning and maintenance of tools and standard tools of the trade; ability to make arithmetic computations using whole numbers, fractions and decimals; ability to take written direction and perform work duties with little or no supervision or guidance; ability to read cleaning supply labels and requirements for handling; ability to be thorough and maintain cleanliness of a building; ability to establish and maintain effective working relationships with building staff, students, co-workers, tradesman, associates and general public.

Education and Experience:

Minimum AA degree or equivalent combination of education and experience. Preferred Bachelor's degree in Building Management/Operations, Business Management, Transportation Fleet Management, or related field preferred. Five years of experience in building management, custodial, maintenance and/or transportation services. Three to five years of demonstrated supervisory experience.

Physical Requirements:

This work requires the regular exertion of up to 25 pounds of force and occasional exertion of up to 100 pounds of force; work regularly requires standing, walking, speaking or hearing, using hands to finger, handle or feel and repetitive motions, frequently requires stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling and lifting and occasionally requires sitting, climbing or balancing and tasting or smelling; work requires close vision, ability to adjust focus, depth perception, color perception and peripheral vision; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, visual inspection involving small defects and/or small parts, using of measuring devices, assembly or fabrication of parts within arm's length, operating machines, operating motor vehicles or equipment and observing general

surroundings and activities; work frequently requires working near moving mechanical parts and exposure to outdoor weather conditions and occasionally requires wet, humid conditions (non-weather), working in high, precarious places, exposure to fumes or airborne particles, exposure to toxic or caustic chemicals, exposure to extreme cold (non-weather), exposure to extreme heat (non-weather), exposure to the risk of electrical shock, exposure to vibration and exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

VI. Supervisory Responsibilities: None

VII. Education and/or Experience: Licensed in the following areas: administration. Strong background in construction, education with at least 5 years' experience in administration.

VIII. Certificates, Licenses and Registrations: Valid Minnesota License.

(Addendum B)

Mr. Carey will have the remaining 43.5 vacation days that he earned as the Superintendent at Eveleth-Gilbert, and that are not being carried over to this new position, multiplied by the Administrator on Special Assignment's daily rate of pay and the resulting amount shall be deposited in Mr. Carey's Health Care Savings Plan.

Jeff Carey Vacation Taken From 7/1/2020 through 6/8/2022

Date	# of Hours Taken	# of Days Taken	
3/30/21		1	
3/31/21		1	
4/1/21		1	
4/6/21		1	
7/7/21	8		
7/8/21	8		
7/12/21	8		
7/13/21	8		
8/16/21	8		
8/17/21	8		
8/18/21	8		
8/19/21	8		
8/20/21	8		
12/1/21	8		
12/2/21	8		
12/3/21	8		
4/6/22	8		
4/8/22	8		
5/20/22	8		
5/24/22	8		
5/25/22	8		
5/26/22	8		
5/27/22	8		
5/31/22	8		
6/1/22	8		
6/2/22	8		
6/3/22	8		
6/6/22	8		
6/7/22	8		
6/8/22	8		
Total	208 Hours	4 Days	4 days x 8 hours = 32 Hours

Grand Total of 240 Hours Vacation time taken from 7/1/20 - 6/8/22

ISD 2909 Rock Ridge Public Schools
Employee TimeOff Activity

07/01/2020 Through 06/30/2021

Id	Name	Date	Description	New Year	Usage	Accrual	Available	New Year Lost	Accrual Lost	
22834	Carey, Jeffrey M		Loc: ISD 2909			Union: Admin/Support Staff				
	VAC_DAYS		Vacation Days			Group: Everyone			Unit: DAY	
		Wed 07/01/2020	Manual accrual			20.0000	20.0000		0.0000	
		Wed 07/01/2020	Manual accrual			43.5000	63.5000		20.0000	
		Tue 03/30/2021	Vacation		1.0000		62.5000			
		Wed 03/31/2021	Vacation		1.0000		61.5000			
		Thu 04/01/2021	Vacation		1.0000		60.5000			
		Tue 04/06/2021	Vacation		1.0000		59.5000			
		Wed 06/30/2021	Vacation		43.5000		16.0000			
Totals for VAC_DAYS				0.0000	47.5000	63.5000	16.0000	0.0000	20.0000	
Employee Count 1				Grand Totals:		0.0000	47.5000	63.5000	0.0000	20.0000

this was not paid out per contract ← 43.5000

ISD 2909 Rock Ridge Public Schools
Employee TimeOff Activity

07/01/2021 Through 06/30/2022

Id	Name	Date	Description	New Year	Usage	Accrual	Available	New Year Lost	Accrual Lost
22834	Carey, Jeffrey M		Loc: ISD 2909			Union: Admin/Support Staff			
	VAC_HOURS_JULY		Vacation Hours			Group: Everyone			Unit: HOUR
		Thu 07/01/2021	Beginning balance	0.0000			0.0000	0.0000	
		Thu 07/01/2021	Accrual			160.0000	160.0000		0.0000
		Thu 07/01/2021	Manual accrual			128.0000	288.0000		0.0000
		Wed 07/07/2021	Vacation		8.0000		280.0000		
		Thu 07/08/2021	Vacation		8.0000		272.0000		
		Mon 07/12/2021	Vacation		8.0000		264.0000		
		Tue 07/13/2021	Vacation		8.0000		256.0000		
		Mon 08/16/2021	Vacation		8.0000		248.0000		
		Tue 08/17/2021	Vacation		8.0000		240.0000		
		Wed 08/18/2021	Vacation		8.0000		232.0000		
		Thu 08/19/2021	Vacation		8.0000		224.0000		
		Fri 08/20/2021	Vacation		8.0000		216.0000		
		Wed 12/01/2021	Vacation		8.0000		208.0000		
		Thu 12/02/2021	Vacation		8.0000		200.0000		
		Fri 12/03/2021	Vacation		8.0000		192.0000		
		Fri 12/31/2021	Unused Vacation		32.0000		160.0000		
			→ lost per contract						
		Wed 04/06/2022	Vacation		8.0000		152.0000		
		Fri 04/08/2022	Vacation		8.0000		144.0000		
		Fri 05/20/2022	Vacation		8.0000		136.0000		
		Tue 05/24/2022	Vacation		8.0000		128.0000		
		Wed 05/25/2022	Vacation		8.0000		120.0000		
		Thu 05/26/2022	Vacation		8.0000		112.0000		
		Fri 05/27/2022	Vacation		8.0000		104.0000		

District #2909

ISD 2909 Rock Ridge Public Schools
Employee TimeOff Activity
 07/01/2021 Through 06/30/2022

Id	Name	Date	Description	New Year	Usage	Accrual	Available	New Year Lost	Accrual Lost
22834	Carey, Jeffrey M		Loc: ISD 2909		Union: Admin/Support Staff				
	VAC_HOURS_JULY		Vacation Hours		Group: Everyone			Unit: HOUR	
		Tue 05/31/2022	Vacation		8.0000		96.0000		
Totals for VAC_HOURS_JULY				0.0000		288.0000		0.0000	
					192.0000		96.0000		0.0000
Employee Count	1	Grand Totals:		0.0000		288.0000		0.0000	
					192.0000		96.0000		0.0000

**MOU between Education Minnesota Rock Ridge, Local #7394 and
ISD #2909, Rock Ridge Public School District concerning Longevity pay for former
Eveleth-Gilbert teachers during the 21-23 contract cycle**

- 1) Since all former Eveleth-Gilbert teachers' earned longevity payments have been factored into their initial placement on the new Rock Ridge Salary Schedule, such teachers will not get an additional payment for the duration of the 21-23 contract.

- 2) All former Eveleth-Gilbert teachers will continue to accrue service credit toward longevity during the 21-23 contract and will have this additional up to two years of service credit added to their previous years of credit to determine longevity tier placement, beginning July 1, 2023. These teachers will then receive longevity benefits as per the negotiated CBA from July 1, 2023 onward.

- 3) This MOU will remain in place until ratification of a successor agreement to the 21-23 Rock Ridge CBA.

Signed:

For Education Minnesota Rock Ridge, Local #7394 for ISD #2909, Rock Ridge Public Schools

(Head Negotiator / Spokesperson) (date)

(Superintendent of Schools) (date)

(Local President)

(date)

(School Board Chairperson)

(date)

Memorandum of Understanding between Education Minnesota Rock Ridge, Local #7394 and Rock Ridge Public Schools, ISD #2909 concerning provisional language on possible legislative action

In the event that the Minnesota State Legislature amends Minn. Stat. Sec. 123A.485 to provide an inflationary, or other, funding increase to the current formula, 39.6% of any additional revenue gained by the Rock Ridge School District as a result of this legislation will be shared equally among Rock Ridge teachers based on FTE in the form of (a) service recognition check(s), which will be paid within 30 days of the end of the school year in which the District receives the funds. Any teacher on staff during that school year will receive a pro-rated amount based on the amount of year the teacher worked in the Rock Ridge District. The remaining funds will belong to the District.

Signatures:

For Education Minnesota Rock Ridge, Local #7394

For Rock Ridge Public Schools, ISD #2909

(signed - Chief Negotiator) (date)

(signed - Superintendent) (date)

(signed - Local President) (date)

(signed - School Board Chair) (date) /

MOU between Education Minnesota Rock Ridge, Local #7394
and ISD #2909, Rock Ridge Public School District concerning 403B matching
reimbursements for SY21-22

- 1) Any teachers receiving an increase in their 403B match for SY21-22 will have until June 30, 2022 to deposit any additional contributions eligible for a match by the District.
- 2) The District will have until Sept. 30, 2022 to provide their matching contributions to the effected individual accounts of teachers eligible for an increased match.
- 3) This MOU has no bearing on additional contractual 403B match contributions for SY22-23 and expires on October 1, 2022 or after all District matching contributions owed from SY21-22 are deposited, whichever comes later.

Signed:

For Education Minnesota Rock Ridge, Local #7394 for ISD #2909, Rock Ridge Public Schools

(Head Negotiator / Spokesperson) (date)

(Superintendent of Schools)

(date)

(Local President)

(date)

(School Board Chairperson)

(date)

**MOU between Education Minnesota Rock Ridge, Local #7394 and ISD #2909,
Rock Ridge Public School District concerning the state-mandated Teacher
Development and Evaluation Plan**

To aid in the consolidation process, and as we work toward the development and implementation of a unified Teacher Development and Evaluation (TDE) Plan, the District and Local agree to the following:

- 1) Former Eveleth-Gilbert teachers will continue to be observed and evaluated under the provisions of the old Eveleth-Gilbert Teacher Evaluation plan.
- 2) Former Virginia teachers will continue to be observed and evaluated under the provisions of the old Virginia Teacher Evaluation plan.
- 3) Rock Ridge teachers hired 2021 and thereafter will be observed under the TDE plan that corresponds with their primary building assignment.
 1. Rock Ridge teachers working in the following buildings (Laurentian Elementary, Franklin Elementary, and Eveleth-Gilbert Junior High/High School) will be observed under the Eveleth-Gilbert Teacher Evaluation plan.
 2. Rock Ridge teachers working in the following buildings (Parkview Elementary, North Star Elementary (formerly Roosevelt Elementary), Virginia Junior High/High School) will be observed under the Virginia Teacher Evaluation plan.
- 4) The District and Local further agree to jointly work toward developing a new unified TDE Plan, with the goal of implementing such a plan by the beginning of the 23-24 school year. This MOU will remain in force until such a new Rock Ridge TDE plan is formally adopted and agreed to by both the Local and District.

(Head Negotiator/Spokesperson)

(date)

(Superintendent of Schools)

(date)

(Local President)

(date)

(School Board Chairperson)

(date)



West Forty RV Park & Campground
245 Highway 37
PO Box 463
Gilbert, MN 55741

www.westfortyrvpark.com
Email: west40rv@gmail.com
Phone: **218-248-7362**

Date:
June 3, 2022

To:
Rock Ridge School District
c/o Stacie Lampa

OFFER TO PURCHASE – Gilbert Campus Flagpole

This letter is to request the purchase of the Gilbert School Campus Flagpole to be reused as historic feature item at West Forty RV Park and Campground.

We are offering \$250 for the purchase of the flagpole.

Upon agreement of the sale, the school district will be responsible for removing the pole from the ground. West Forty RV Park and Campground will be responsible for removing the item from the Gilbert campus and transporting it to our property.

Our intention is to place the flagpole near the center of our campground and add a sign to call attention to its history on the Gilbert school campus. Please let us know if this is something the district would consider.

Regards,

Paul Skrbec
Eveleth-Gilbert class of 1989
Owner, West Forty RV Park and Campground
pskrbec@gmail.com | 404-718-9967

FAITH BAPTIST BIBLE COLLEGE

COOPERATIVE AGREEMENT – FIELD EXPERIENCES

This agreement entered into by and between Faith Baptist Bible College (FBBC) and Rock Ridge Public School, Gilbert, Minnesota in accordance with the Code of Iowa Rules for Practitioner Programs sets forth the conditions which shall exist and the procedures which shall be followed in the placement of the teacher education students in the classrooms of the cooperating school.

1.0 FBBC Students - Placement

- 1.1 The assignment of FBBC students to specified teachers in the cooperating school shall be by mutual agreement of the professional staffs of both institutions.
- 1.2 Placement shall be initiated by the Field Experience Coordinator of the FBBC teacher education program. The Field Experience Coordinator shall provide the cooperating school with an official verification and any necessary documentation of each student's completed course work and/or previous experiences in the K-12 setting if so requested.
- 1.3 FBBC reserves the right to decline the services of any proposed cooperating teacher; however, such decision shall not be based on race, color, sex, national origin, or handicap.
- 1.4 The cooperating school reserves the right to decline the placement of any proposed FBBC student; however, such decision shall not be based on race, color, sex, national origin, or handicap.

2.0 Scheduling FBBC Students' Field Experiences

- 2.1 The FBBC Field Experience Coordinator will contact the cooperating school or district administrator at least one month prior to the beginning of the proposed dates for field experiences.
- 2.2 The FBBC Field Experience Coordinator will provide the cooperating school with a listing of the FBBC students and their preferred grade level placements at least two weeks in advance of each field experience.

3.0 Qualifications of Cooperating Teachers

- 3.1 For pre-student teaching experiences, a FBBC student shall be assigned to a teacher with at least two years total teaching experience.
- 3.2 For student teaching experiences, the cooperating teacher must have at least three years of successful teaching experience and be properly credentialed for the level and/or content area in which the FBBC student teacher is placed.

- 3.3 Cooperating teachers shall understand the purpose of the field experience. The FBBC Field Experience Coordinator will provide all cooperating teachers with information that explains the purpose(s) of the field experiences. For student teaching experiences, the cooperating teacher must attend a cooperating teacher "workshop" - an orientation and information session conducted by the Field Experience Coordinator.

4.0 Termination or Change of Assignment

- 4.1 The FBBC Field Experience Coordinator may, at his/her discretion, terminate or change the field experience assignment of a student. Prior to this, the coordinator shall make reasonable efforts to consult with all parties involved regarding reasons for the termination or change of assignment.
- 4.2 If the cooperating teacher or administrator notices a problem with the FBBC student or the assignment, he/she shall immediately notify the FBBC Field Experience Coordinator. After a joint conference of the parties involved, the field experience assignment may be terminated or changed.

5.0 Supervision and Evaluation

- 5.1 FBBC students will be subject to the rules and regulations of the cooperating school and Faith Baptist Bible College.
- 5.2 Cooperating teachers of student teachers will be asked to complete ongoing and extensive assessments of the student teacher's progress and attainment of the program's teaching standards. Cooperating teachers of the extended pre-student teaching experiences (junior and senior year practica) shall complete a final evaluation form. Cooperating teachers of freshman and sophomore field experiences will be required to complete a brief assessment form.
- 5.3 Members of the FBBC teacher education program faculty shall make limited observations of FBBC students in classroom settings who are engaged in **junior and senior** pre-student teaching field experiences. The FBBC faculty will make frequent visits to the cooperating school and classrooms to observe and assess the student teacher. *(A Student Teaching Handbook provides detailed information about the roles and responsibilities of the college and the cooperating school for the student teaching experience. The handbook is available upon request and is given to all cooperating teachers of student teachers well in advance of the student teaching experience.)*

6.0 Attendance

- 6.1 The FBBC student shall be responsible to notify the cooperating teacher in advance of any absence or change of plans.
- 6.2 The cooperating teacher or administrator shall notify the Field Experience Coordinator if a FBBC student is absent without notification to the cooperating teacher.

FAITH BAPTIST BIBLE COLLEGE COOPERATIVE AGREEMENT – FIELD EXPERIENCES*

*The signatures below indicate acceptance of this agreement.
Please detach this page from the agreement form and mail or fax to the
FBBC Field Experience Coordinator.*

Faith Baptist Bible College	Rock Ridge Public School
(FBBC Field Exp. Coordinator)	(Cooperating School)
Date	Date

* "Field Experiences" includes all the experiences in the K-12 setting that the FBBC student (teaching candidate) undertakes throughout the FBBC preparation program. Those field experiences are summarized below and include the following:

- Freshman Year: 15 hours of observation with minimal participation and interaction with students encouraged.
- Sophomore Year: 30 hours – (only 20 for Music Majors) of observation with participation and interaction with students encouraged. This is typically completed in five afternoons in the fall semester and five more in the spring.
- Junior Year: 30 hours – (only 20 for Music Majors) of observation and direct involvement with students. The teaching of one or more lessons is expected.
- Senior Year (Pre-student teaching): The "Practicum" experience involves five school days (25-30 hours) of direct involvement with students. The FBBC student is expected to teach several lessons and to become engaged significantly with students and their learning.
- Senior Year (Student Teaching): Student teaching is a twelve-week experience during which the student teacher gradually takes on the role and responsibilities of the classroom teacher. A minimum of two weeks of full time teaching with all teacher duties is required.

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