



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

**Regular Meeting  
Monday, November 28, 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 November 14, 2022 regular meeting minutes. 4
  2. Payment of the bills. 8
  3. Acceptance of resignation of Cristy Litchy from the Para Educator position effective November 15, 2022.
  4. Acceptance of resignation of Breanna Bridgewater from the Lunch/Playground Aide position effective November 30, 2022.
  5. Acceptance of resignation of Jamila Henderson from the Para Educator position effective December 2, 2022.
  6. Approval of transfer of Para Educator position for Salina Lundstrom at a rate of \$18.47/hour effective November 29, 2022.
  7. Acceptance of resignation of Amanda Reed from the Para Educator position effective November 30, 2022.
  8. Approval of recommendation to hire Skyler Harju for Assistant Boys Swim Coaching position, effective November 28, 2022 with a stipend of \$4,538.
  9. Approval of recommendation to hire Matthew Strawser for the Assistant Wrestling Coaching position, effective November 21, 2022 with a stipend of \$4,538.
  10. Approval of recommendation to hire Nancy Reed for the JH Boys Swim Coaching position, effective November 28, 2022, with a stipend of \$3,105.

11. Approval of recommendation to hire John Stanaway for the Co-Jr. High Boys Basketball Coaching position for 8th Grade, effective November 21, 2022, with a stipend of \$1,552.50.
  12. Approval of recommendation to hire Kyle Colbert for the Jr. High Boys Basketball Coaching position for 7th Grade, effective November 21, 2022, with a stipend of \$3,105.
  13. Approval of recommendation to hire Kristen Samsa, ECFE Para Educator position at a rate of \$18.47/hour, effective December 7, 2022.
  14. Approval of recommendation to hire Breanna Peterson, Para Educator position at a rate of \$18.47 per hour, effective December 19, 2022.
  15. Approval of recommendation to hire David Setnicker for the Co-Assistant/Dive Swim Coaching position, effective 11/28/22 with a stipend of \$1,552.50
  16. Approval of recommendation to hire for Steven Begich as Co-Assistant/Dive Swim Coach, effective November 28, 2022, with a stipend of \$1,552.50.
  17. Acceptance and appreciation of a donation of school supplies from First National Bank of Gilbert to Laurentian Elementary School.
  18. Approval of recommendation to hire for Brittany Falk, Para Educator position at a rate of \$18.47/hour, effective November 29, 2022.
5. Reports:
1. Parkview Elementary Principal's Report.
  2. Superintendent.
    1. Voluntary Staff Survey. 16
  3. First Draft of Rock Ridge Coaches and Advisors Handbook. 24
  4. After-School Child Care Update. 60
  5. Course Offerings 2023-2024. 63
  6. Rough Draft Strategic Plan. 68
6. Administration Items:
1. Consider approval of MOU between Education Minnesota Rock Ridge and ISD 2909 regarding prep time on early release Wednesdays. 113
  2. Consider approval of Learning Experience Agreement between Essentia Health and ISD 2909. 114
  3. Consider submitting one Rock Ridge school board director's name as a nominee to be placed on the RAMS Board of Directors ballot. 122
  4. Consider submitting one school board director's name as a nominee for a one-year term to be placed on the RAMS Board of Directors ballot as a result of a RAMS Board member not being re-elected. 125
7. Meeting Announcements:
1. There will be a Negotiations/Admin. Committee meeting on Wednesday, November 30, 2022 at 4:00 PM at the Rock Ridge Administration Building - Superintendent Contract.
  2. The next regular meeting will be held Monday, December 12, 2022 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.
8. Adjournment.



**OFFICE OF THE SCHOOL BOARD  
INDEPENDENT SCHOOL DISTRICT NO. 2909  
MONDAY, NOVEMBER 14, 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  
Nicole Culbert-Dahl  
Tim Riordan

Matt Sjoberg  
Pollyann Sorcan  
Tom Tammaro

**Other Staff Present:**

Dr. Noel Schmidt, Superintendent  
Scott Manni, North Star Principal  
Mark Winter, VHS Principal  
Alicia Schroeder, K-12 Curriculum Coordinator  
Willie Spelts, Director of School To Work  
Engagement/Fundraising Coordinator

**Members Absent:**

Brandi Lautigar  
John Uhan

Stacey Scholz

- 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. **APPROVE AGENDA:**
- A. Chair RIORDAN pulled *Item 4.22 Approval of hire of Matt Sjoberg for the Head Boys' Golf Coach position with a stipend of \$5,732 effective March 20, 2023.* (Full board needed to vote on this item since hire is a board member.)
- B. Chair RIORDAN moved *Item 7.1 Consider approval of Naming Rights Agreement between the First National Bank of Gilbert and ISD 2909 in recognition and appreciation of the \$100,000 donation made by FNBG to the district to be included with Item 5.1 Fundraising update.*
- C. SORCAN motioned to **delete *Item 8.1 The Negotiations Committee will meet Wednesday, November 16, 2022 at 4:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia,*** seconded by CULBERT-DAHL. Motion failed 1-5 with ADDY, CULBERT-DAHL, RIORDAN, SJOBERG, and TAMMARO voting NO.
- D. SORCAN motioned to **remove *Item 6.2 Non- Substantive Policy Changes,*** seconded by CULBERT-DAHL. Motion failed 2-4 with SJOBERG, TAMMARO, ADDY, and RIORDAN voting NO.
- E. SORCAN asked for discussion on Policies 417, 418, 524, 603, 708, and 709 under *Item 6.1 Substantive Policy Changes - Final Reading* prior to voting on the final reading.
- F. Motion to **approve the agenda as amended** made by TAMMARO, seconded by CULBERT-DAHL. Motion passed 5-1 with SORCAN voting NO.
- III. **RECOGNITION OF VISITORS AND VISITOR INPUT:** Don Brewster – discussed having a Cultural Liaison on staff at Rock Ridge.
- IV. **CONSENT AGENDA:**
- A. Motion to **approve the Consent Agenda as amended** made by SJOBERG, seconded by TAMMARO. Motion passed unanimously.
1. Approval of October 24, 2022 regular meeting minutes.
  2. Payment of the bills.
  3. Approval of hire of returning winter coaches for the 2022-2023 school year:
    - **RR Boys Hockey**
      - Ben Johnson, Head Coach \$7,403
      - Ryan Cobby, Asst Coach \$5,015
      - Evan Friedlieb, Asst/JV Coach \$5,015
    - **RR Wrestling**
      - Dennis Benz, Head Coach \$6,209

- Garret Benz, Asst Coach \$4,538
- Tyler Walner, JV Coach \$3,105
- **RR Dance Team**
  - Emily Jankila, Head Coach \$5,732
- **RR Alpine \$13,375 (three positions co-coaching)**
  - Benji Neff, Co-Coach \$4,458
  - Lance Larsen, Co-Coach \$4,458
  - Eli Little, Co-Coach \$4,458
- **Speech**
  - Jason Ness, Head Coach \$3,400
- **One Act Play \$3,200 (two positions co-coaching)**
  - Jeremy Liimatta, Co-Coach \$1,600
  - Chris Chad, Co-Coach \$1,600

4. Approval of hire of Gary Kuopola for the Temporary Full-Time Custodial/General Maintenance/Grounds Driver position at a rate of \$24.25/hour effective October 24, 2022.
5. Approval of hire of Jamila Henderson for the Assistant Dance Coach position with a stipend of \$4,538 effective October 24, 2022.
6. Approval of hire of Ramona Dieryck for the Lunchroom/Playground Aide position at a rate of \$14.00/hour effective October 27, 2022.
7. Approval of hire of Alyssa Hicks for the Lunchroom/Playground Aide position at a rate of \$14.00/hour effective October 31, 2022.
8. Approval of hire of Elizabeth Dahlquist for the Lunchroom/Playground Aide position at a rate of \$14.00/hour effective October 31, 2022.
9. Approval of hire of Jamila Henderson for the Para Educator position at a rate of \$18.47/hour effective October 31, 2022.
10. Approval of hire of Jamila Henderson for Lunch/Playground Aide position at a rate of \$14.00/hour effective October 31, 2022,
11. Approval of hire of April Stupca for the Assistant After-School Child Care position at a rate of \$14.00/hour effective October 31, 2022.
12. Approval of transfer of Jamila Henderson, Lunch/Playground Aide and 12.75 hours/week Para Educator position to 29 hours/week Para Educator position at a rate of \$18.47/hour effective November 9, 2022.
13. Approval of hire of Gena Flank for the 8th Grade Girls' Basketball Coach position with a stipend of \$3,105 effective November 14, 2022.
14. Approval of hire of Kim Fultz for the Temporary Media Aide position (EGHS) at a rate of \$20.50/hour effective November 14, 2022.
15. Approval of hire of Julia Holien for the ECFE Parent Educator (Tuesdays @ LES) position at a rate of \$31.00/hour effective November 15, 2022.
16. Approval of hire of Amanda Elsner for the Para Educator position at a rate of \$18.47/hour effective November 21, 2022.
17. Approval of hire of Perry Brown for the Head Boys' Swim Coach position with a stipend of \$6,209 effective November 28, 2022.
18. Approval of hire of Gary Cornell for the Assistant Softball Coach position with a stipend of \$4,538 effective March 14, 2023.
19. Approval of hire of Darren Aho for the Junior Varsity Softball Coach position with a stipend of \$4,528 effective March 14, 2023.
20. Approval of hire of Jeff Teasck for the 8th Grade Softball Coach position with a stipend of \$3,105 effective March 14, 2023.
21. Approval of hire of Aimee Krebs for the 7th Grade Softball Coach position with a stipend of \$3,105 effective March 14, 2023.

22. Approval of transfer of Amanda Reed, current Para Educator (29 hours/week), to a Para Educator position (16.25 hours/week) at a rate of \$18.47/hour effective October 24, 2022.
23. Approval of transfer of Mindy Stanaway, current Para Educator, to another Para Educator position at a rate of \$18.47/hour effective November 3, 2022.
24. Acceptance of termination of Riley Schinderle from the Para Educator position effective October 28, 2022.
25. Acceptance of resignation of Maria Krebsbach from the Junior High Girls' Basketball Coach position effective October 31, 2022.
26. Acceptance of resignation of Debra Aas-Toivola from the Early Childhood Aide position effective October 31, 2022.
27. Approval of overnight trip for VHS senior choir students April 22- April 23, 2023 to Minneapolis.
28. Acceptance and appreciation of a donation from Eveleth Elks Lodge 11161 in the amount of \$2,300 to be given to Girls' C Team volleyball (\$400), Boys' C Team football (\$400), 6th Grade Laurentian Taste of MN (\$500), STEAM funding (\$500), and Metier Program (\$500).
29. Acceptance and appreciation of a donation of school supplies from First National Bank of Gilbert to North Star Elementary.
30. Approval of purchase of (12) Ricoh copy machines for Rock Ridge High School from Metro Sales Inc. for \$99,880.00. This is a state contract purchase, and is part of the technology soft cost construction budget.

V. **REPORTS:**

- A. Willie Spelts gave an update on the School to Work program and donations that have been given. He introduced Matt Uhan, President of the First National Bank of Gilbert and the bank's significant donation to the #RockRidgeRising campaign.
- B. Motion to **approve the Naming Rights Agreement between the First National Bank of Gilbert and ISD 2909 in recognition and appreciation of the \$100,000 donation made by FNBG to the district** made by SJOBERG, seconded by ADDY. Roll call vote. Motion passed unanimously.
- C. Principal Mark Winter gave a report about the last few months at VHS.
- D. Alicia Schroeder and Scott Manni discussed the proposed courses for grades 7-9 for the 2023-2024 school year.
- E. Dr. Schmidt gave a report on the upcoming rough draft of the Strategic Planning (November 28 board meeting), high school courses for 2023-2024, and the VHS sign in front of Virginia Secondary (sign and flagpole have been removed for construction purposes and both are in storage).

VI. **POLICIES:**

- A. Discussion was held on Policies 417, 418, 524, 603, 708, and 709.
- B. Motion to **approve the final reading of Policies 208, 209, 210, 410, 415, 416, 417, 418, 524, 603, 708, 709, and 721** made by TAMMARO, seconded by SJOBERG. Motion passed 5-0 with SORCAN abstaining.
- C. Motion to **approve Policies with Non-Substantive Changes: Policies 204, 205, 305, 422, 427, 504, 521, and 523** made by TAMMARO, seconded by ADDY. Motion passed 4-2 with SORCAN and CULBERT-DAHL voting NO.

VII. **ADMINISTRATION ITEMS:**

- A. Motion to **approve Clinical Experience Teaching Affiliation Agreement between University of Minnesota Duluth campus College of Education and Human Service Professions and ISD 2909 effective 2022-2027** made by TAMMARO, seconded by ADDY. Motion passed unanimously.

- B. Motion to **approve the Resolution Canvassing Returns of Votes of School District General Election** made by SJOBERG, seconded by TAMMARO. Roll call vote. Motion passed unanimously.
- C. Motion to **approve the Resolution Authorizing Issuance of Certificates of Election and Directing School Clerk to Perform Other Election Related Duties** made by SJOBERG, seconded by ADDY. Roll call vote. Motion passed unanimously.
- D. Motion to **approve the MOU between Bois Forte Health and Human Services and ISD 2909** made by TAMMARO, seconded by ADDY. Motion passed unanimously.
- E. *Item 7.6 Consider submitting one Rock Ridge school board director's name as a nominee to be placed on the RAMS Board of Directors ballot* will be placed on the next agenda for the full board to consider.
- F. Motion to **approve allowing booster clubs to have the first opportunity at selling concessions for their team's games and if they opt out, the booster club can then offer the opportunity to the other booster clubs to sell concessions** made by ADDY, seconded by TAMMARO. Following discussion, ADDY retracted his motion.
  - 1. Motion to **approve allowing booster clubs to have the first opportunity at selling concessions for their team's games and if they opt out, the booster club can then offer the opportunity to the other booster clubs to sell concessions** made by SJOBERG, seconded by CULBERT-DAHL. Motion passed 4-2 with SORCAN and ADDY voting NO.
- G. Motion to **approve bid from BSN for new track equipment in the amount of \$78,900, in which the district will get a 7% rebate to be used by the district to purchase additional equipment for all sports** made by ADDY, seconded by CULBERT-DAHL. Motion passed 5-1 with SORCAN voting NO.
- H. Motion to **approve 2-year agreement with Marquette Catholic School for MCS middle school students to participate in pre-determined athletic programs at Rock Ridge** made by TAMMARO, seconded by SJOBERG. Motion passed unanimously.
- I. Motion to **approve the updated 2022-2023 School Resource Officer Agreement with City of Virginia** made by TAMMARO, seconded by CULBERT-DAHL. Motion passed unanimously.
- J. Motion to approve the **revised 2022-2023 school calendar** made by TAMMARO, seconded by ADDY. Motion passed unanimously.

VIII. **MEETING ANNOUNCEMENTS** were made.

IX. **ADJOURNMENT:** Meeting adjourned at 8:11 P.M.

---

CHAIR - TIM RIORDAN

---

CLERK – BRANDI LAUTIGAR

November 28, 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>YEARS CODE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
9122	AT & T MOBILITY	E 01 005 690 000 000 320	Comm Telephone	\$348.15
<b>9122 Total</b>				<b><u>\$348.15</u></b>
9123	NORTHSTAR STUDENT TRANSPORTATION	E 03 005 760 000 723 361	ADD'L AMT DUE PER CONTRACT	\$29,010.69
9123	NORTHSTAR STUDENT TRANSPORTATION	E 03 005 760 000 723 361	FUEL ESCALATION	\$1,943.27
<b>9123 Total</b>				<b><u>\$30,953.96</u></b>
9124	AGI REPAIR INC	E 01 005 606 000 000 311	Prof Tech Services	\$1,743.00
9124	AGI REPAIR INC	E 01 005 606 000 000 311	Prof Tech Services	\$478.00
9124	AGI REPAIR INC	E 01 005 606 000 000 311	Prof Tech Services	\$239.00
9124	AGI REPAIR INC	E 01 005 606 000 000 311	Prof Tech Services	\$1,569.00
9124	AGI REPAIR INC	E 01 005 606 000 000 311	Prof Tech Services	\$99.00
<b>9124 Total</b>				<b><u>\$4,128.00</u></b>
9125	AIKEY ELECTRIC LLC	E 01 300 810 000 000 420	Repair Supplies	\$420.00
9125	AIKEY ELECTRIC LLC	E 01 300 810 000 000 420	Repair Supplies	\$480.00
9125	AIKEY ELECTRIC LLC	E 01 300 810 000 000 420	Repair Supplies	\$386.21
9125	AIKEY ELECTRIC LLC	E 01 300 810 000 000 420	Repair Supplies	\$702.23
9125	AIKEY ELECTRIC LLC	E 01 112 810 000 000 350	Repairs Maint Serv	\$583.38
<b>9125 Total</b>				<b><u>\$2,571.82</u></b>
9126	AMAZON CAPITAL SERVICES INC	E 04 500 580 000 325 401	General Supplies	\$36.99
9126	AMAZON CAPITAL SERVICES INC	E 01 300 211 000 000 430	Instruct Supplies	\$53.99
9126	AMAZON CAPITAL SERVICES INC	E 01 300 260 000 000 430	Instruct Supplies	\$176.96
9126	AMAZON CAPITAL SERVICES INC	E 01 300 260 000 000 430	Instruct Supplies	\$19.00
9126	AMAZON CAPITAL SERVICES INC	E 01 300 260 000 000 430	Instruct Supplies	\$38.86
9126	AMAZON CAPITAL SERVICES INC	E 01 300 260 000 000 430	Instruct Supplies	\$27.01
9126	AMAZON CAPITAL SERVICES INC	E 01 300 260 000 000 430	Instruct Supplies	\$64.19
<b>9126 Total</b>				<b><u>\$417.00</u></b>
9127	ANDERSON JEFF	E 03 005 760 000 720 366	Prof Tech Services	\$35.27
<b>9127 Total</b>				<b><u>\$35.27</u></b>
9128	ANDRIE JADE	E 01 300 250 000 000 460	Textbooks Workbooks	\$108.04
<b>9128 Total</b>				<b><u>\$108.04</u></b>
9129	APG MEDIA OF MN	E 01 005 010 000 000 380	Print-Publish	\$6,164.97
<b>9129 Total</b>				<b><u>\$6,164.97</u></b>
9130	ARCHITECTURAL TESTING INC	E 06 300 870 000 000 311	Prof Tech Services	\$11,245.00
<b>9130 Total</b>				<b><u>\$11,245.00</u></b>
9131	BECKER HIGH SCHOOL	E 01 300 294 702 000 364		\$57.50
9131	BECKER HIGH SCHOOL	E 01 300 296 702 000 364		\$57.50
<b>9131 Total</b>				<b><u>\$115.00</u></b>
9132	BIALKE ALYSON MARIE	E 04 701 590 000 350 311	Prof Tech Services	\$940.00
<b>9132 Total</b>				<b><u>\$940.00</u></b>
9133	BLOMBERG JANA	E 01 005 107 050 000 401	General Supplies	\$259.96
<b>9133 Total</b>				<b><u>\$259.96</u></b>
9134	BRELIE CIERRA	E 01 005 606 000 000 366	Travel	\$67.50
<b>9134 Total</b>				<b><u>\$67.50</u></b>
9135	BRYSON III BILL	E 01 005 640 000 316 366	Travel	\$493.88
<b>9135 Total</b>				<b><u>\$493.88</u></b>

9136	BUREAU OF EDUCATION & RESEARCH	E	01	005	640	000	316	366	REGISTRATION FOR BETH SPELTS FOR THE LIVE	\$279.00
9136	BUREAU OF EDUCATION & RESEARCH	E	01	005	640	000	316	366	REGISTRATION FOR ANITA TYMINSKI FOR THE I	\$279.00
9136	BUREAU OF EDUCATION & RESEARCH	E	01	005	640	000	316	366	Travel	\$489.00
<b>9136 Total</b>										<b><u>\$1,047.00</u></b>
9137	BURRESS GINA	E	01	005	640	000	316	366	Travel	\$430.00
<b>9137 Total</b>										<b><u>\$430.00</u></b>
9138	CADCA	E	01	005	107	050	000	820	Dues-Memberships-Lic-Fees	\$300.00
<b>9138 Total</b>										<b><u>\$300.00</u></b>
9139	CLARITY INTERPRETING SERVICES LLC	E	01	112	405	000	740	399	Spec Purchased Services	\$75.00
<b>9139 Total</b>										<b><u>\$75.00</u></b>
9140	COOLE SCHOOL	E	01	116	203	000	000	430	Instruct Supplies	\$881.25
<b>9140 Total</b>										<b><u>\$881.25</u></b>
9141	COSTIN GROUP INC	E	01	005	010	000	000	311	Prof Tech Services	\$3,500.00
<b>9141 Total</b>										<b><u>\$3,500.00</u></b>
9142	CULINEX	E	02	005	770	000	701	401	General Supplies	\$102.34
<b>9142 Total</b>										<b><u>\$102.34</u></b>
9143	CUNINGHAM GROUP	E	06	300	870	000	000	311	Prof Tech Services	\$31,603.54
9143	CUNINGHAM GROUP	E	06	116	870	000	000	311	Prof Tech Services	\$28,129.34
<b>9143 Total</b>										<b><u>\$59,732.88</u></b>
9144	CURRICULUM ASSOCIATES LLC	E	01	005	030	000	000	401	AS PER ATTACHED PILOT QUOTE ID: 287626.5	\$8,680.00
<b>9144 Total</b>										<b><u>\$8,680.00</u></b>
9145	DALCO	E	01	112	810	000	000	410	Custodial Supplies	\$68.21
<b>9145 Total</b>										<b><u>\$68.21</u></b>
9146	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$252.00
<b>9146 Total</b>										<b><u>\$252.00</u></b>
9147	DUALDRAW LLC	E	06	300	870	000	000	530	AS PER ATTACHED PROPOSAL NUMBER 060922	\$15,662.00
<b>9147 Total</b>										<b><u>\$15,662.00</u></b>
9148	EDUCATORS BENEFIT CONSULTANTS	E	01	005	110	000	000	311	Prof Tech Services	\$227.00
<b>9148 Total</b>										<b><u>\$227.00</u></b>
9149	ELLIOTT MISTY	E	01	005	640	000	316	366	Travel	\$559.08
<b>9149 Total</b>										<b><u>\$559.08</u></b>
9150	EMC INSURANCE COMPANIES	E	03	005	760	000	720	340		\$4,928.73
9150	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$1,816.55
9150	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$26,416.32
<b>9150 Total</b>										<b><u>\$33,161.60</u></b>
9151	ESSENTIA HEALTH	E	03	005	750	000	720	311	Prof Tech Services	\$216.00
<b>9151 Total</b>										<b><u>\$216.00</u></b>
9152	ESTATE OF JOSEPH SQUILLACE	R	01	005	000	000	000	097	Health Insur	\$46.97
<b>9152 Total</b>										<b><u>\$46.97</u></b>
9153	FARGO PUBLIC SCHOOL DISTRICT	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$162.00
<b>9153 Total</b>										<b><u>\$162.00</u></b>
9154	FIRST	E	01	300	298	719	000	430	Instruct Supplies	\$5,000.00
<b>9154 Total</b>										<b><u>\$5,000.00</u></b>
9155	FREEDOM FLIGHT MODELS	E	01	300	260	000	000	430	24CM PROPELLER ASSEMBLY	\$4.00
9155	FREEDOM FLIGHT MODELS	E	01	300	260	000	000	430	BROAD BLADE FLARING STYLE	\$4.50
9155	FREEDOM FLIGHT MODELS	E	01	300	260	000	000	430	15CM PROPELLER	\$3.00
9155	FREEDOM FLIGHT MODELS	E	01	300	260	000	000	430	ORANGE MOLDED PLASTIC	\$3.00
9155	FREEDOM FLIGHT MODELS	E	01	300	260	000	000	430	SHIPPING	\$5.00
<b>9155 Total</b>										<b><u>\$19.50</u></b>
9156	FROSTY FRUIT	E	01	300	214	038	000	401	General Supplies	\$716.10
<b>9156 Total</b>										<b><u>\$716.10</u></b>
9157	GRAINGER	E	01	005	810	000	000	410	Custodial Supplies	\$59.44
<b>9157 Total</b>										<b><u>\$59.44</u></b>

9158	GRP & ASSOCIATES INC	E	01	005	810	000	000	401	MB-2G-DUAL, DUAL-TWO GALLON SHARPS MAI	\$299.85
9158	GRP & ASSOCIATES INC	E	01	005	810	000	000	401	Freight	\$45.00
<b>9158 Total</b>										<b><u>\$344.85</u></b>
9159	HAGERMAN DAVID	E	01	112	203	000	000	305	General Supplies	\$1,375.00
<b>9159 Total</b>										<b><u>\$1,375.00</u></b>
9160	HAINNEY CASSANDRA	E	01	005	107	050	000	366	Travel	\$226.25
9160	HAINNEY CASSANDRA	E	01	005	107	050	000	401		\$425.78
9160	HAINNEY CASSANDRA	E	01	005	107	050	000	366		\$20.00
<b>9160 Total</b>										<b><u>\$672.03</u></b>
9161	HAMMER KYLE	E	01	005	107	050	000	366	Travel	\$20.00
<b>9161 Total</b>										<b><u>\$20.00</u></b>
9162	HAZELTON DIANNA	E	01	005	107	050	000	366	Travel	\$902.49
<b>9162 Total</b>										<b><u>\$902.49</u></b>
9163	HOLIDAY INN EXPRESS & SUITES	E	01	300	296	705	000	364	HOTEL RESERVATIONS FOR THE GIRLS STATE TI	\$453.52
<b>9163 Total</b>										<b><u>\$453.52</u></b>
9164	HOMETOWN FOCUS	E	04	500	580	046	325	430	Instructional Supply	\$614.25
9164	HOMETOWN FOCUS	E	01	005	199	000	000	319	Other Personal Srvcs	\$307.13
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$117.00
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$117.12
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$102.48
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$300.00
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$97.50
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$97.50
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$87.84
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
9164	HOMETOWN FOCUS	E	01	005	199	000	000	319	Other Personal Srvcs	\$307.13
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$175.50
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$97.50
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$87.84
9164	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
<b>9164 Total</b>										<b><u>\$3,347.83</u></b>
9165	HUTCHINGS KERRY	E	01	005	640	000	316	366	Travel	\$51.26
9165	HUTCHINGS KERRY	E	01	005	640	000	316	366	Travel	\$430.00
<b>9165 Total</b>										<b><u>\$481.26</u></b>
9166	IMSE	E	01	005	640	000	316	366	AS PER ATTACHED QUOTE #196790	\$23,835.00
<b>9166 Total</b>										<b><u>\$23,835.00</u></b>
9167	INFINITY ONLINE	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$1,580.00
9167	INFINITY ONLINE	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$395.00
<b>9167 Total</b>										<b><u>\$1,975.00</u></b>
9168	INNOVATIVE OFFICE SOLUTIONS	E	06	300	870	000	000	530	Equipment	\$28,628.03
9168	INNOVATIVE OFFICE SOLUTIONS	E	06	300	870	000	000	530	Equipment	\$187,421.49
<b>9168 Total</b>										<b><u>\$216,049.52</u></b>

9169	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$21,731.14
<b>9169 Total</b>										<b><u>\$21,731.14</u></b>
9170	ISD #2711	E	01	300	296	714	000	364	Entry Fees/Student Travel	\$180.00
<b>9170 Total</b>										<b><u>\$180.00</u></b>
9171	ISD #316	E	01	300	361	956	475	303	Purchased Services	\$751.41
<b>9171 Total</b>										<b><u>\$751.41</u></b>
9172	ISD #701	E	01	300	361	957	475	303	Purchased Services	\$565.84
<b>9172 Total</b>										<b><u>\$565.84</u></b>
9173	ISMIL CHRIS	E	01	300	294	702	000	430	Purchased Services	\$139.78
9173	ISMIL CHRIS	E	01	300	296	702	000	430	Purchased Services	\$139.78
9173	ISMIL CHRIS	E	01	300	296	702	000	364		\$913.46
9173	ISMIL CHRIS	E	01	300	294	702	000	364		\$913.46
<b>9173 Total</b>										<b><u>\$2,106.48</u></b>
9174	J W PEPPER & SON INC	E	01	300	259	002	000	430	Instruct Supplies	\$196.16
9174	J W PEPPER & SON INC	E	01	300	259	002	000	430	Instruct Supplies	\$163.00
9174	J W PEPPER & SON INC	E	01	300	259	002	000	430	Instruct Supplies	\$45.00
9174	J W PEPPER & SON INC	E	01	300	259	002	000	430	Instruct Supplies	\$38.89
<b>9174 Total</b>										<b><u>\$443.05</u></b>
9175	JANKILA EMILY	E	01	005	107	050	000	366	Travel	\$20.00
<b>9175 Total</b>										<b><u>\$20.00</u></b>
9176	JAY'S PAC-N-SHIP	E	01	005	810	000	000	350	Repairs Maint Serv	\$41.00
<b>9176 Total</b>										<b><u>\$41.00</u></b>
9177	KING KIM	E	04	500	560	000	321	430	Instruct Supplies	\$600.00
<b>9177 Total</b>										<b><u>\$600.00</u></b>
9178	KRAMER DARREN	E	01	005	640	000	316	366	Travel	\$17.92
<b>9178 Total</b>										<b><u>\$17.92</u></b>
9179	KRAUS-ANDERSON	E	06	116	870	000	000	311	Prof Tech Services	\$49,869.27
9179	KRAUS-ANDERSON	E	06	005	870	000	000	311	Prof Tech Services	\$49,214.03
<b>9179 Total</b>										<b><u>\$99,083.30</u></b>
9180	KREEGIER ROBERT	E	01	005	606	000	000	366	Travel	\$40.63
<b>9180 Total</b>										<b><u>\$40.63</u></b>
9181	KURITA AMERICA INC	E	01	117	810	000	000	420	Repair Supplies	\$1,642.10
<b>9181 Total</b>										<b><u>\$1,642.10</u></b>
9182	KUSH-JEFFERY SHANON	E	04	500	582	000	344	401	General Supplies	\$58.99
9182	KUSH-JEFFERY SHANON	E	04	500	580	046	325	430		\$50.00
9182	KUSH-JEFFERY SHANON	E	04	500	582	000	344	401		\$163.50
<b>9182 Total</b>										<b><u>\$272.49</u></b>
9183	KY INTERPRETING SERVICES INC	E	01	112	405	000	740	399	Spec Purchased Services	\$12,320.00
9183	KY INTERPRETING SERVICES INC	E	01	116	405	000	740	399	Spec Purchased Services	\$6,138.75
<b>9183 Total</b>										<b><u>\$18,458.75</u></b>
9184	L & M SUPPLY INC	E	01	300	211	027	000	430	Instruct Supplies	\$503.20
9184	L & M SUPPLY INC	E	01	300	211	027	000	430	Instruct Supplies	\$393.85
9184	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$29.97
9184	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$35.36
9184	L & M SUPPLY INC	E	05	300	850	052	302	520	Bldg Improvements	\$414.58
9184	L & M SUPPLY INC	E	05	300	850	052	302	520	Bldg Improvements	\$414.58
<b>9184 Total</b>										<b><u>\$1,791.54</u></b>
9185	LAMPPA STACIE	E	01	005	010	000	000	820	Dues/Mbrshp/Lic Fee	\$119.40
<b>9185 Total</b>										<b><u>\$119.40</u></b>
9186	LARSON PAULA	E	01	005	690	000	510	401	General Supplies	\$67.61
<b>9186 Total</b>										<b><u>\$67.61</u></b>
9187	MACNEIL ENVIRONMENTAL INC	E	03	005	750	000	720	311	Prof Tech Services	\$195.00
<b>9187 Total</b>										<b><u>\$195.00</u></b>

9188	MENARDS	E	01	005	690	000	510	401	General Supplies	\$18.28
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$64.55
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$119.63
9188	MENARDS	E	04	500	581	000	344	430	Instruct Supplies	\$44.36
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$135.84
9188	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$99.00
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$374.04
9188	MENARDS	E	01	302	255	000	000	430	Instructional Supply	\$80.63
9188	MENARDS	E	01	302	255	000	000	430	Instructional Supply	\$5.09
9188	MENARDS	E	04	500	580	000	325	401	General Supplies	\$29.80
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$171.62
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$139.31
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$99.71
9188	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$42.98
<b>9188 Total</b>										<b><u>\$1,424.84</u></b>
9189	MESABI SIGN CO INC	E	06	300	870	000	000	530	Equipment	\$1,434.12
<b>9189 Total</b>										<b><u>\$1,434.12</u></b>
9190	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$1,375.09
9190	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$3,961.66
<b>9190 Total</b>										<b><u>\$5,336.75</u></b>
9191	MINNESOTA ENERGY RESOURCES	E	01	005	810	000	000	440	Fuel For Buildings	\$799.43
<b>9191 Total</b>										<b><u>\$799.43</u></b>
9192	MINNESOTA NORTH COLLEGE	E	01	300	211	027	000	820	Dues-Memberships-Lic-Fees	\$4,957.00
<b>9192 Total</b>										<b><u>\$4,957.00</u></b>
9193	MINNESOTA POWER	E	01	005	810	000	000	331	Electricity	\$30.75
<b>9193 Total</b>										<b><u>\$30.75</u></b>
9194	MN STATE HIGH SCHOOL MATH LEAGUE	E	01	300	298	000	000	364	Entry Fees/Student Travel	\$600.00
<b>9194 Total</b>										<b><u>\$600.00</u></b>
9195	NORTHEAST SERVICE COOPERATIVE	E	01	005	640	000	316	366	Travel	\$450.00
<b>9195 Total</b>										<b><u>\$450.00</u></b>
9196	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$63.00
9196	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$61.00
9196	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$48.00
<b>9196 Total</b>										<b><u>\$172.00</u></b>
9197	PETERSON LINDA E	E	04	701	590	000	350	311	Prof Tech Services	\$1,720.00
<b>9197 Total</b>										<b><u>\$1,720.00</u></b>
9198	PIPKEN LAUREN	E	01	005	107	050	000	366	Travel	\$164.25
<b>9198 Total</b>										<b><u>\$164.25</u></b>
9199	PLTW	E	01	005	030	000	000	401	AS PER ATTACHED QUOTE	\$968.00
<b>9199 Total</b>										<b><u>\$968.00</u></b>
9200	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$3,260.63
<b>9200 Total</b>										<b><u>\$3,260.63</u></b>
9201	RADKO IRON & SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$207.64
9201	RADKO IRON & SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$330.00
<b>9201 Total</b>										<b><u>\$537.64</u></b>
9202	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$1,597.09
<b>9202 Total</b>										<b><u>\$1,597.09</u></b>
9203	RANGE MENTAL HEALTH CENTER INC	E	01	005	420	000	799	305	Consulting Fees	\$1,059.75
<b>9203 Total</b>										<b><u>\$1,059.75</u></b>
9204	ROCK RIDGE HOOPS CLUB	E	01	005	107	050	000	401	General Supplies	\$400.00
<b>9204 Total</b>										<b><u>\$400.00</u></b>

9205	ROCKLER WOODWORKING AND HARDWARE	E	06	300	870	000	000	530	AS PER ATTACHED QUOTE #: S8528859	\$1,764.46
9205	ROCKLER WOODWORKING AND HARDWARE	E	06	300	870	000	000	530	Equipment	\$142.70
<b>9205 Total</b>										<b><u>\$1,907.16</u></b>
9206	SAARISTO WILLIAM	E	01	100	810	000	000	401	General Supplies	\$9,400.00
<b>9206 Total</b>										<b><u>\$9,400.00</u></b>
9207	SCHOLASTIC BOOK FAIRS	E	01	116	620	000	000	401	General Supplies	\$4,018.03
<b>9207 Total</b>										<b><u>\$4,018.03</u></b>
9208	SCREEN VISION MEDIA	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$480.00
<b>9208 Total</b>										<b><u>\$480.00</u></b>
9209	SONOVA USA INC	E	01	116	405	000	740	433	AS PER ATTACHED QUOTATION 5120199168	\$1,742.67
<b>9209 Total</b>										<b><u>\$1,742.67</u></b>
9210	SUPER ONE	E	04	500	580	000	325	401	General Supplies	\$51.35
9210	SUPER ONE	E	04	500	580	000	325	401	General Supplies	\$23.33
9210	SUPER ONE	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$26.38
9210	SUPER ONE	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$32.56
9210	SUPER ONE	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$38.11
9210	SUPER ONE	E	01	005	107	050	000	401	General Supplies	\$36.18
9210	SUPER ONE	E	01	005	107	050	000	401	General Supplies	\$38.67
9210	SUPER ONE	E	01	116	203	404	000	430	Instruct Supplies	\$28.21
<b>9210 Total</b>										<b><u>\$274.79</u></b>
9211	SWEETWATER	E	01	005	107	050	000	401	General Supplies	\$119.99
<b>9211 Total</b>										<b><u>\$119.99</u></b>
9212	TEACHERS ON CALL	E	04	500	581	000	344	305		\$680.19
9212	TEACHERS ON CALL	E	01	302	420	000	740	307		\$719.95
9212	TEACHERS ON CALL	E	01	302	211	000	000	305		\$1,063.03
9212	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,769.46
9212	TEACHERS ON CALL	E	01	101	203	000	000	305		\$515.41
9212	TEACHERS ON CALL	E	01	300	420	000	740	307		\$1,217.58
9212	TEACHERS ON CALL	E	01	300	211	000	000	305		\$1,069.47
9212	TEACHERS ON CALL	E	01	116	420	000	740	307		\$1,150.66
9212	TEACHERS ON CALL	E	01	116	203	000	000	305		\$341.46
9212	TEACHERS ON CALL	E	01	112	420	000	740	307		\$2,415.70
9212	TEACHERS ON CALL	E	01	112	203	000	000	305		\$528.30
9212	TEACHERS ON CALL	E	01	005	690	000	510	303		\$172.55
9212	TEACHERS ON CALL	E	01	300	640	000	000	303		\$335.02
9212	TEACHERS ON CALL	E	01	116	640	000	000	303		\$354.34
9212	TEACHERS ON CALL	E	04	500	581	000	344	305		\$452.20
9212	TEACHERS ON CALL	E	01	302	420	000	740	307		\$844.90
9212	TEACHERS ON CALL	E	01	302	211	000	000	305		\$515.41
9212	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,570.80
9212	TEACHERS ON CALL	E	01	101	203	000	000	305		\$953.51
9212	TEACHERS ON CALL	E	01	300	420	000	740	307		\$1,798.60
9212	TEACHERS ON CALL	E	01	300	211	000	000	305		\$959.95
9212	TEACHERS ON CALL	E	01	116	420	000	740	307		\$633.50
9212	TEACHERS ON CALL	E	01	116	203	000	000	305		\$1,230.54
9212	TEACHERS ON CALL	E	01	112	420	000	740	307		\$1,582.70
9212	TEACHERS ON CALL	E	01	112	203	000	000	305		\$689.36
<b>9212 Total</b>										<b><u>\$23,564.59</u></b>
9213	TK ELEVATOR CORPORATION	E	01	117	810	000	000	350	Repairs Maint Serv	\$188.81
<b>9213 Total</b>										<b><u>\$188.81</u></b>
9214	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	Custodial Supplies	\$5.54
9214	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	Custodial Supplies	\$567.74
<b>9214 Total</b>										<b><u>\$573.28</u></b>

9215	VIGER SANDRA	E	01	005	640	000	316	366	Travel	\$51.04
9215	VIGER SANDRA	E	01	300	260	000	000	430	Instruct Supplies	\$19.47
<b>9215 Total</b>										<b><u>\$70.51</u></b>
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$497.04
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$305.50
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$99.56
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$2,571.42
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331	Electricity	\$11,887.05
9216	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334	Garbage	\$1,427.70
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$92.00
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$87.09
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$54.25
9216	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$632.50
9216	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	333		\$50.65
9216	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332		\$39.25
9216	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331		\$118.36
9216	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	440		\$192.20
9216	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	334		\$538.50
9216	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	333		\$205.52
9216	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	332		\$136.75
9216	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	331		\$2,028.14
9216	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	440		\$1,901.36
<b>9216 Total</b>										<b><u>\$22,864.84</u></b>
9217	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$410.00
9217	W A FISHER COMPANY	E	01	005	107	050	000	401	General Supplies	\$325.00
9217	W A FISHER COMPANY	E	01	005	107	050	000	401	General Supplies	\$1,416.00
9217	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$131.24
9217	W A FISHER COMPANY	E	01	005	107	050	000	401	General Supplies	\$150.00
9217	W A FISHER COMPANY	E	01	005	107	050	000	401	General Supplies	\$1,416.00
<b>9217 Total</b>										<b><u>\$3,848.24</u></b>
9218	WALKER GIROUX & HAHNE LTD	E	01	005	110	000	000	311	Prof Tech Services	\$5,000.00
<b>9218 Total</b>										<b><u>\$5,000.00</u></b>
9219	WINTER MARK	E	01	005	640	000	316	366	Travel	\$23.55
9219	WINTER MARK	E	01	005	640	000	316	366	Travel	\$430.00
<b>9219 Total</b>										<b><u>\$453.55</u></b>
9220	ABSOLUTE FIRE PROTECTION INC	E	06	116	870	000	000	520	Bldg Improvements	\$53,694.95
<b>9220 Total</b>										<b><u>\$53,694.95</u></b>
9221	ARROWHEAD CONSULTING & TESTING INC	E	06	005	870	000	000	311	Prof Tech Services	\$631.25
9221	ARROWHEAD CONSULTING & TESTING INC	E	06	005	870	000	000	311	Prof Tech Services	\$282.50
<b>9221 Total</b>										<b><u>\$913.75</u></b>
9222	BENCHMARK ENGINEERING INC	E	06	116	870	000	000	311	Prof Tech Services	\$632.50
<b>9222 Total</b>										<b><u>\$632.50</u></b>
9223	INAC INC	E	02	005	770	000	701	899	Misc Other Expense	\$143,384.27
<b>9223 Total</b>										<b><u>\$143,384.27</u></b>
9224	MINNESOTA TELECOMMUNICATIONS	E	01	302	810	000	000	320		\$222.39
9224	MINNESOTA TELECOMMUNICATIONS	E	01	300	211	000	000	320		\$444.78
9224	MINNESOTA TELECOMMUNICATIONS	E	01	117	810	000	000	320		\$222.39
9224	MINNESOTA TELECOMMUNICATIONS	E	01	112	203	000	000	320		\$222.39
9224	MINNESOTA TELECOMMUNICATIONS	E	01	005	810	000	000	320		\$3,409.98
9224	MINNESOTA TELECOMMUNICATIONS	E	01	005	606	000	000	320		\$815.43
9224	MINNESOTA TELECOMMUNICATIONS	E	01	005	020	000	000	320		\$222.39
9224	MINNESOTA TELECOMMUNICATIONS	E	01	101	203	000	000	320		\$850.00
9224	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$595.00

9224	MINNESOTA TELECOMMUNICATIONS	E	01	101	203	000	000	320		\$850.00
9224	MINNESOTA TELECOMMUNICATIONS	E	04	500	505	000	321	320		\$222.39
9224	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$1,408.47
9224	MINNESOTA TELECOMMUNICATIONS	E	02	005	770	000	701	320		\$222.39
9224	MINNESOTA TELECOMMUNICATIONS	R	01	005	000	000	000	099	Miscellaneous	\$5,784.10
<b>9224 Total</b>										<b><u>\$15,492.10</u></b>
9225	MN DEPT OF LABOR & INDUSTRY	E	01	300	810	000	000	350	Repairs Maint Serv	\$40.00
9225	MN DEPT OF LABOR & INDUSTRY	E	01	300	810	000	000	350	Repairs Maint Serv	\$10.00
9225	MN DEPT OF LABOR & INDUSTRY	E	01	300	810	000	000	350	Repairs Maint Serv	\$10.00
9225	MN DEPT OF LABOR & INDUSTRY	E	01	300	810	000	000	350	Repairs Maint Serv	\$30.00
9225	MN DEPT OF LABOR & INDUSTRY	E	01	300	810	000	000	350	Repairs Maint Serv	\$80.00
<b>9225 Total</b>										<b><u>\$170.00</u></b>
9226	RAM	B	01	215	270				Payroll Deductions-WC	\$17,093.08
<b>9226 Total</b>										<b><u>\$17,093.08</u></b>
9227	ST LOUIS COUNTY AUDITOR	E	01	005	110	000	000	896	Property Taxes/Assessments	\$432.00
<b>9227 Total</b>										<b><u>\$432.00</u></b>
290659	PAYROLL 11/15/22									\$855,210.99
	OASDI									\$50,637.52
	MEDICARE									\$11,975.18
	PERA									\$21,853.57
	TRA									\$47,142.83
	TSA MATCH									\$4,464.14
									<b>TOTAL DISBURSEMENTS &amp; PAYROLL</b>	<b><u>\$1,896,449.31</u></b>

Seconded by

that the above resolution be adopted.

Resolution adopted November 28, 2022.

---

Clerk

---

Chairperson

# Northeast Service Collaborative

## STAFF WELLNESS SURVEY

This survey includes a variety of questions designed to assess your current level of workplace stress, resources and supports that are currently in place, and additional supports that you would find beneficial. Your school or district will use the results to develop plans for supporting the health and well-being of all employees.

Aggregate responses and anonymous quotes may be shared with the district. No identifiable information will be shared with your district. Aside from the first question (below), you can skip any question(s) that you do not wish to answer.

The survey should take approximately 15 minutes to complete.

This survey was developed collaboratively by the Midwest Center for School Mental Health and the Northeast Service Cooperative (through the support of the Minnesota Department of Health Workforce Grant).

**School district:** \_\_\_\_\_

### CURRENT LEVEL OF STRESS

The first set of questions are designed to assess your current level of stress.

In the last month, how often have you...	Never	Almost never	Some-times	Fairly often	Very often
been upset because of something that happened unexpectedly?					
felt that you were unable to control the important things in your life?					
felt nervous and stressed?					
felt confident about your ability to handle your personal problems?					
felt that things were going your way?					
found that you could not cope with all the things that you had to do?					
been able to control irritations in your life?					
felt that you were on top of things?					
been angered because of things that happened that were outside of your control?					
felt difficulties were piling up so high that you could not overcome them?					

**How would you rate the way that work contributes to your overall level of stress?**

- Work is the **primary source** of stress in my life
- Work is a **major source** of stress in my life
- Work is a **moderate source** of stress in my life
- Work is a **minor source** of stress in my life
- Work is **not a source** of stress in my life

**According to the Mayo Clinic, job burnout is a "state of physical or emotional exhaustion that also involves a sense of reduced accomplishment and loss of personal identity." Based on this definition, would you describe yourself as currently feeling burned out?**

- Yes
- No

**What percentage of your co-workers would you estimate are currently feeling burned out? \_\_\_\_\_**

**CAUSES OF STRESS**

How much do the following issues contribute to your current level of job stress?

	<b>Not a source of job stress</b>	<b>Minor source of job stress</b>	<b>Moderate source of job stress</b>	<b>Major source of job stress</b>
Workload				
Managing student behavior				
Administrative tasks				
Staff shortages				
Lack of planning time				
Addressing parent or guardian concerns				
School safety				
Changing school policies				
Relationships with colleagues				
Relationships with my supervisor				

**Are there other significant sources of job stress for you? If so, what are they?**

## FEELINGS AT WORK

In the past month, at work I have generally felt...	Strongly agree	Agree	Disagree	Strongly disagree
Engaged				
Excited				
Frustrated				
Exhausted				
Happy				
Safe				
Overwhelmed				

Overall, I ...	Strongly agree	Agree	Disagree	Strongly disagree
Feel effective in my job				
Feel that the work that I do is important				
Feel connected to other adults in my school				
Feel a sense of belonging at school				
Feel valued at school				
Have someone to turn to at school if I have questions or concerns				

## PERSONAL COPING

Please rate the way that you typically cope with stressful situations.

	Does not describe me at all	Does not describe me	Neutral	Describes me	Describes me very well
I look for creative ways to alter difficult situations					
Regardless of what happens to me, I believe I can control my reaction to it					
I believe I can grow in positive ways by dealing with difficult situations					
I actively look for ways to replace the losses I encounter in life					

**What personal actions have you taken that have helped you the most in managing work-related stress?**

## ORGANIZATIONAL SUPPORTS

<b>Training and education</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My school provides education to all employees about stress and its impact on health and well-being					
My school provides all employees with education on the signs of burnout compassion fatigue and/or vicarious traumatization					
My school provides all employees with stress management trainings					
My school provides all employees with training related to their job tasks					
Staff are given opportunities to attend refresher trainings and trainings on new topics related to their role					
Staff coverage is in place to support training					
My school provides education on the steps necessary to advance in my role					

**If your school offered professional development on staff well-being, what topics would you like to learn more about?**

<b>Support and supervision</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My school offers an employee assistance program (EAP). And/or wellness incentives					
Employee job descriptions and responsibilities are clearly defined					
I have regular supervision					
Part of supervision is used to address job stress and self-care strategies					
Part of supervision is used for ongoing assessment of workload and time needed to complete tasks					

<b>Support and supervision</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
I am encouraged to understand my own stress reactions and take appropriate steps to develop my own self-care plans					
I can discuss concerns about the organization or my job with administrators without negative consequences (e.g., being treated differently, feeling like my job is in jeopardy or having it impact my role on the team)					
I am encouraged to take breaks, including lunch and vacation time					
My school supports peer-to-peer activities such as support groups and mentoring					
I am satisfied with the frequency of communication from our district administrative team					
I am comfortable voicing my opinions during team or staff meetings					
I have the information and resources needed to do my work efficiently					

<b>Employee control and input</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
I have opportunities to provide input into practices and policies					
My school reviews its policies on a regular basis to identify whether they are helpful or harmful to the health and well-being of its employees					
My school provides opportunities for me to identify my professional goals					
I have formal channels for addressing problems/grievances					
I have freedom to make decisions about how I do my work					
My school motivates me to come up with innovative ways to do my work					

<b>Communication</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
We have regularly scheduled team meetings					
Topics related to self-care and stress management are addressed in team meetings					
Regular discussions of how people and departments are communicating and relaying information are addressed in team meetings					
My school has a way of evaluating staff satisfaction on a regular basis					

<b>Work environment</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My work environment is well-lit					
My work environment is physically well maintained (e.g., clean, secure, etc.)					
Information about self-care is posted in places that are visible					
Employee rights are posted in places that are visible					
The organization provides opportunities for community building among employees					
The organization has a no-tolerance policy concerning sexual harassment					
The organization has a no-tolerance policy concerning bullying					
Workplace issues, including grievance issues and interpersonal difficulties, are managed by those in the appropriate role and remain confidential					

## **RECOGNITION**

<b>In the past month...</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I have received recognition from my administrator				
A colleague has expressed gratitude for a task I completed				

**What sort of recognition would make you feel most valued?**

**What kind of activities would you like to have at a staff appreciation event?**

## OVERALL SUPPORTS

**If following supports were made available to school staff, would you use them? Check all that apply.**

- General telehealth for compassion fatigue and secondary traumatic stress
- Telehealth access to a trauma informed child therapist to help offer strategies when trauma responses show up at school
- School Crisis Response team to help schools navigate tragic events.
- Time to debrief after a critical incident or event

**What has your school or district done that has been most helpful in managing work-related stress?**

**What additional services or supports would help you manage work-related stress?**

**Do you have any other comments?**

## RESPONDENT BACKGROUND

These final questions will be used only to describe the overall group of people who respond to the survey, and to explore region-wide trends in responses. Responses will be grouped together in district reports, so that district staff are not able to determine individual responses.

### What best describes your role(s)?

- Teacher or teaching assistant
- Secretarial or administrative support
- Food service worker
- Transportation/bus driver
- Building or district-level administrator
- Custodian/maintenance engineer
- School nurse
- Counselor or psychologist
- Other: \_\_\_\_\_ --

How many years of experience do you have in this role? \_\_\_\_\_

### With which age group(s) do you primarily work?

- Early childhood
- Elementary-level (grades K-5)
- Middle school level (grades 6-8)
- High school level (grades 9-12)
- Adults

# Coaches & Advisors Handbook



## **ATHLETIC STATEMENT OF PHILOSOPHY**

Athletics plays an important part in the life of Rock Ridge Junior and Senior High School students. Young people learn a great deal from their participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully are an integral part of each team in our athletic program. Athletic competition adds to our school spirit and helps all students – spectators as well as participants – develop pride in their school.

Adult leadership should be of the highest quality so as to exemplify to the participants the desired type of behavior to be developed from the athletic program. Measurement of leadership success should not be in terms of tangible evidence of victory and defeat record, but rather in the intangible character development factors that are an outgrowth of the major objectives of the athletic program.

Junior and Senior High student activities are considered to be supplemental to the School's program of education. Our entire program strives to provide experiences that will help to develop student/athletes physically, mentally, socially, and emotionally. Therefore, adult leaders should endeavor not to harm students/athletes in those areas.

The Athletic Program should always be in conformity with the general objectives of the School as established by the elected Board of Education. The Athletic Administration should be in line with the general policies of the School District. At no time should the program place the total educational curriculum secondary in emphasis; the program should constantly strive for the development of well-rounded individuals, capable of taking their place in society.

The interscholastic athletic program shall be conducted in accordance with existing Board of Education policies, rules and regulations. While the Board of Education takes great pride in winning, it does not condone "winning at any cost" and discourages any and all pressures that might tend to neglect good sportsmanship and good mental health. At all times, the athletic program must be conducted in such a way to justify it as an educational activity.

## **ADVISOR/COACHING EXPECTATIONS**

### **Advisor/Coaches' Professional and Personal Relationships and Expectations**

The need for precise job description specifications is becoming obvious with the stronger emphasis on credibility and accountability in advising/coaching. There is a definite need for precise criteria to measure advisor/coaching accomplishments within the framework of the Rock Ridge School District's objectives for their activity programs. These major performance areas stand out above others:

1. Rapport – An advisor/coach must be able to develop good rapport with any number of individuals and groups; team personnel, the student body, the professional staff, the community, spectators, officials, fellow advisors/coaches, media, and the parents of his/her players. Good rapport and an image of competency are invaluable for the advisor/coach.
2. Cooperation - The District expects a maximum of cheerful give and take between all individuals associated in any degree with the program. Advisors/Coaches must work hand in hand with their Activities Director, Principal, custodians, bus drivers, and other members of their staff.
3. Leadership - Diligence, enthusiasm, honesty and a love for the game are all part of professional pride that should be exhibited by all advisors/coaches. Personal appearance and dress should be exemplary. Dressing appropriately for practice, following practice schedules, and building positive attitudes are very important.
4. Discipline - Every facet of discipline is the advisor/coach's responsibility. Individually, the advisor/coach becomes a model of all that the program represents - observation of school rules, training rules, rules of the game, ideals of good sportsmanship, behavior of participants throughout the season - at home and away. Desire to do well, to win well or lose well, should be emphasized.
5. Improvement - An advisor/coach must constantly take advantage of the opportunities presented for self improvement. Attendance at section meetings, rules clinics, and advisor/coaches' meetings is a must. Membership should be maintained in professional organizations, advisors/coaches' associations, and similar groups. Keeping abreast of current literature in professional journals, newspapers and magazines is expected.
6. Communication - Cooperate fully with maintenance and transportation staff and all others involved with the program. Keep assistant advisors/coaches, managers, and statisticians well informed of expectations. Adhere to a highly efficient and technically sound program of injury prevention. When injuries do occur, follow a prescribed routine and maintain good communications with the patient, parents and doctor. Keep the athletic website updated with all practice times and locations, as well as rosters and game results.

7. Knowledge – An advisor/coach must use sound and acceptable teaching practices. Practice sessions should be well organized and game plans should be well constructed.

## **ATHLETIC ADMINISTRATIVE ORGANIZATION GENERAL GUIDELINES**

### **Chain of Command**

#### **A. School Board of Directors**

The Rock Ridge School Board of Directors oversees the Superintendent and the entire School District. The school board is the governing body of the Rock Ridge School District. The Superintendent of schools reports directly to the School Board.

#### **B. Superintendent of Schools**

The Superintendent is responsible to administer the schools according to adopted policies of the Board of Education, rules and regulations of the State Department of Education, and in accordance with State school code. It is his/her duty to establish a definite school athletic policy and to have an understanding of that policy. The Superintendent shall represent the School District as its chief executive officer and its foremost professional educator in its dealings with other school systems, social institutions and businesses.

#### **C. High School Principal**

The High School Principal is the official representative of the school and is directly responsible for the general attitude of the student body and the conduct of the athletic affairs by the Activities Director and the coaches. By delegation and by established precedent, the Principal is the official school representative in matters dealing with the Rock Ridge High School Athletic Association and conference affiliations. The Principal is solely responsible for any official action taken by his/her school.

#### **D. Activities Director**

The Activities Director is directly responsible to the Principal. The goal of the Activities Director is to develop a well-balanced interscholastic athletic program that will best serve the needs of the students of the Rock ridge School system. The Activities Director shall have primary responsibility for grades 7-12. The Activities Director's duties will be those described in his/her job description and any others as designated. He/she will provide the leadership necessary for the day-to-day operation of the athletic department.

#### **E. Head Coaches**

All Head Coaches shall be responsible to the Activities Director for the total operation of their respective sports programs. Head Coaches shall act as official representatives of the School as they carry out their interscholastic athletic responsibilities. Head Coaches will

be responsible for the normal duties required of interscholastic competition, those duties described in the coaches' job description, and/or any duties delegated by the Activities Director.

#### **F. Assistant Coaches**

All Assistant Coaches shall be responsible to the Head Coaches for the operation of their program. Assistant Coaches shall implement the sports program as outlined by the Head Coach.

### **Definition of the Administrative Chain.**

#### **A. School Board of Directors**

1. Is responsible for governing the School District and its representatives.
2. Delegates their authority and oversees the Policies of the School District through the Superintendent of Schools.

#### **B. Superintendent of Schools**

1. Is ultimately responsible for all phases of the public school program.
2. Delegates his/her power of administration of the interscholastic athletic program through the High School Principal to the Athletic Director.

#### **C. High School Principal**

1. Is responsible for all activities affecting students in his/her building.
2. Is closely involved with the operation of the athletic program.
3. Coordinates the athletic program with other school activities.
4. Implements the Code of Conduct for Activities Director.

#### **D. Athletic Director**

1. Is responsible for the overall administration, supervision and coordination of the interscholastic athletic programs.
2. Is responsible for the development and administration of the athletic budget under the direction of the High School Principal.
3. Is responsible for scheduling games, transportation, officials, workers, facilities.
4. Interprets and administers all MSHSL (Minnesota State High School League) rules pertaining to athletic events.
5. Implements the Code of Conduct for coaches.

## **E. Coaches**

1. Represent the school in interscholastic activities.
2. Conduct their work within the framework of the goals of the school system, the policies and procedures of the department of athletics, and the regulations of the Iron Range Conference and State athletic association.
3. Strictly enforce eligibility rules.
4. Determine team selections fairly.
5. Consider athletics as part of the total educational program, encouraging athletes to work to their maximum ability in academics as well as in sports.
6. Exhibit proper and exemplary behavior at all times.
7. Implement the Code of Conduct for student athletes.

### **Line of Authority**

1. School Board of Directors
2. Superintendent of Schools
3. High School Principal
4. Activities Director
5. Head Coach
6. Assistant Coach

## **Hiring Process of New Coaches**

### **A. Head Coach**

1. If the Head coach of any sport resigns from his/her position, all of the other coaching positions, underneath the Head, will be officially posted.
2. Once a new Head coach is officially approved, the head coach and Activities Director will interview for all other positions.

## **ATHLETIC COMMITTEE**

### **A. Purpose**

The Board of Education will establish an Activities Committee whose task is to provide oversight to the Rock Ridge Athletic Programs in accordance with the philosophy and objectives established by the Board of Education.

### **B. Function**

1. The Athletic Committee may recommend to the Board of Education athletic policies for the entire interscholastic athletic program.
2. Action concerning the implementation of the philosophy and objectives in athletics may come through the Athletic Committee prior to going to the Board of Education.

### **C. Membership**

The Athletic Committee shall be composed of one to three designated members of the Board of Education, Superintendent, Activities Director,

### **D. Meetings**

1. Regularly scheduled meetings will be held as the need arises..
2. The Board of Education, Activities Director or any member of the Athletic Committee may call special Athletic Committee meetings.

## **ATHLETIC OBJECTIVES OF PARTICIPATION**

### **Statement of Objectives**

To provide a positive image of school athletics at Rock Ridge Public Schools.

To strive always for playing excellence that will produce winning teams within the bounds of good sportsmanship and mental health of the student athlete.

To ensure growth and development that will raise the number of individual participants; that will give impetus to increasing attendance at each contest.

To provide opportunities that will allow the program to serve as a laboratory where students may cope with problems and handle situations similar to those encountered under conditions prevailing in the contemporary world. The laboratory should provide adequate and natural opportunities for:

1. Physical, mental and emotional growth and development.
2. Acquisition and development of special skills in activities of each student's choice.
3. Team play with the development of such commitments as loyalty, cooperation, fair play and other desirable social traits.
4. Directed leadership and supervision that stresses self-discipline, self-motivation, excellence and the ideals of good sportsmanship that make for winning and losing graciously.
5. A focus of interests on activity programs for the student body, faculty and community that will generate a feeling of unity.
6. Achievement of initial goals as set by the school in general and the student as an individual.
7. Provisions for worthy use of leisure time in later life, either as a participant or spectator.
8. Participation by the most skilled that will enable these individuals to expand possibilities for future vocational pursuits.
9. To provide a superior program of student activities that includes appropriate activities for every boy and girl.
10. To provide opportunity for a student to experience success in an activity he or she selects.
11. To provide sufficient activities to have an outlet for a wide variety of student interests and abilities.

12. To provide student activities which offer the greatest benefits for the greatest number of students.
13. To create a desire to succeed and excel.
14. To develop high ideals of fairness in all human relationships.
15. To practice self-discipline and emotional maturity in learning to make decisions under pressure.
16. To be socially competent and operate within a set of rules, thus gaining a respect for the rights of others.
17. To develop an understanding of the value of activities in a balanced educational process.

## **HEAD ATHLETIC COACH/ADVISOR**

### **Job Goal**

To instruct athletes in the fundamental skills, strategy and physical training necessary to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formulation of moral values, pride of accomplishment, acceptable social behavior, self-discipline, and self-confidence.

### **Duties and Responsibilities**

1. Has a thorough knowledge of athletic policies approved by the Rock Ridge School Board, and is responsible for its implementation by the entire staff of the sports program.
2. Has knowledge of existing system, state and league rules, implements and interprets them for staff.
3. Understands the proper administrative line of command and refers all requests or grievances through proper channels.
4. Establishes the fundamental philosophy, skills and techniques to be taught by staff. Designs staff meetings to insure awareness of the overall program.
5. Trains and informs staff, encourages professional growth by encouraging clinic attendance according to Rock Ridge District clinic policy.
6. Delegates specific duties, supervises implementation, and at season's end, analyzes staff effectiveness and evaluates all assistants and reports findings to the Activities Director.
7. Maintains discipline, addresses grievances and works to increase morale and cooperation.
8. Perform other duties which may be assigned by the Activities Director.
9. Assist the Activities Director in scheduling, providing transportation and meeting

requirements for tournament and special sports events.

10. Assists in the necessary preparation of scheduled sport events or practices and adheres to scheduled facility times. Coordinates programs with the community education department.
11. Provides documentation to fulfill state and system requirements concerning physical examinations, parental consent and eligibility.
12. Provides proper safeguards for maintenance and protection of assigned equipment sites.
13. Advises the Activities Director and recommends policy, method, or procedural changes.
14. Provide training rules and regulations of the sport to each athlete.
15. Gives constant attention to a student's grades and conduct.
16. By his/her presence at all practices, games and while traveling, provides assistance, guidance, and safeguards for each participant.
17. Initiates programs and policies concerning injuries, medical attention and emergencies.
18. Directs student managers, assistants, and statisticians.
19. Determines discipline, explains procedures concerning due process when the enforcement of discipline is necessary and contacts parents when a student is dropped from the team or becomes ineligible.
20. Encourages all athletes to participate in sports in other seasons as well as their own.
21. Assists athletes in their college or advanced educational selection.
22. Participates in the budgeting function with the Activities Director, recommends equipment guidelines, assists in the ordering of uniforms. **NO UNIFORMS MAY BE ORDERED WITHOUT THE APPROVAL OF THE ACTIVITIES DIRECTOR AND THE SCHOOL BOARD. UNIFORMS MAY ONLY BE PURCHASED FROM APPROVED VENDORS. THIS INCLUDES ANY ORDERS DONE BY OUTSIDE DONORS AND BOOSTER CLUBS.**
23. Is accountable for all equipment and collects the cost of any equipment lost or not returned. Arranges for issuing, storing, and reconditioning of equipment and submits annual inventory and current records of the same.

24. Properly marks and identifies all equipment before issuing or storing.
25. Monitors equipment rooms and advisor/coaches' offices, authorizes who may enter.
26. Permits the athletes to only be in authorized areas of the building.
27. Examines locker rooms before and after practices and games, checking on general cleanliness of the facility.
28. Responsible for cleanliness and maintenance of specific sport equipment.
29. Secure all doors, lights, windows and locks before leaving the building.
30. Instills in each player a respect for equipment and school properly.
31. Organizes parents, advisors/coaches, players and guests for preseason meetings.
32. Furnish rosters, pictures, records, etc. for tournament programs.
33. Promotes the sport within the school through recruiting athletes that are not in another sports program and promotes the sport outside the school through news media, elementary programs, and other feasible manners.
34. Responsible for the quality, effectiveness, and validity of any oral or written releases to the media. Maintain a high quality of appearance of team and individual pictures released to the media.
35. Responsible for maintaining good public relations with news media, booster club, parents, officials, volunteers, and fans.
36. Presents information (win or lose) to news media concerning schedules, tournaments and results. All newswire phone and fax numbers are in the activity office.

### **Qualifications**

1. Preferred to have a valid Minnesota teacher certification.
2. Preferred to be employed as a teacher in the Rock Ridge School District.
3. Has the ability to organize and supervise a total sports program.
4. Must have substantial knowledge of the technical aspects of the sport and at the same time must continue to examine new theories and procedures pertinent to the field.
5. Must have satisfied all MN State Statute licensure or certificate requirements to be a Head coach in the State of MN.

**Reports To**

The Activities Director

**Supervises**

Must advise, coordinate and support a staff of high school assistant coaches/advisors, middle school coaches/advisors, and elementary coaches/advisors.

**ASSISTANT/JUNIOR HIGH COACH/ADVISOR****Qualifications**

1. Prefer valid Minnesota teacher certification,
2. Prefer employed as a Teacher in the Rock Ridge School District,
3. Has knowledge and background in the assigned sport.

**Reports To**

The Head Coach/Advisor, in conjunction with the Activities Director.

**Supervises**

Athletes and team assigned to him/her and has control of all athletes in the program.

**Job Goal**

To carry out the aims and objectives of the sport program as outlined by the Head Coach/Advisor. To instruct athletes in individual and team fundamentals, strategy and physical training necessary for them to realize a degree of individual and team success.

**Duties and Responsibilities**

1. Has a thorough knowledge of the athletic policy approved by the Rock Ridge Board of Education, and is responsible for its implementation.
2. Has knowledge of the existing system, as well as all state and league rules and guidelines.
3. Understands the proper administration line of command and refers all student and parent requests or grievances through proper channels.
4. Maintains discipline and works to increase morale and cooperation within the school sports program.

**Administrative Duties of Coach/Advisor**

1. Assists the head coach/advisor in scheduling, providing transportation to

tournaments and special sporting events.

2. Assist in preparation of scheduled sporting events or practices and adheres to scheduled facility times.
3. Provides documentation to the Activities Director to fulfill state and system requirements concerning physical examinations, parental consent and eligibility.
4. Provides proper safeguards for maintenance and protection of assigned sites.

#### **Student Responsibilities of Coach/Advisor**

1. Provide training rules and other regulations of the sport to each athlete.
2. By his/her presence at all practices, games and while traveling, provides assistance and guidance to and safeguards for each participant.
3. Directs student managers and statisticians on respective teams.
4. Determines discipline, explains procedures concerning due process when the enforcement of discipline is necessary. Contacts a parent when a student is dropped or becomes ineligible.

#### **Equipment and Facilities staff**

##### **NO EQUIPMENT MAY BE PURCHASED WITHOUT A PURCHASE ORDER**

1. Is accountable to the Head Coach/Advisor for all equipment. Collects the cost of any equipment lost or not returned. Arranges for issuing and storing of equipment and submits to the Activities Director an annual inventory and current records.
2. Recommends to the Activities Director budgetary items for next year.
3. Monitors equipment rooms and advisor/coaches' office.
4. Permits the athletes to only be in authorized areas of the building.
5. Examines locker rooms before and after practices and games, checking on general cleanliness of the facility.
6. Secure all doors, lights, windows, and locks before leaving the building.
7. Instills in each player a respect for equipment and school property.
8. Assists the Head Coach/Advisor in carrying out his responsibilities.
9. Makes press releases and school announcements as directed by the **Head Coach/Advisor.**

10. Instructs team members as to changes in rules and teaches the fundamentals of the sport as outlined by the Head Coach/Advisor.
11. Works within the basic framework and philosophy of the Head Coach/Advisor of that sport.
12. Attends all staff meetings and carries out scouting assignments.
13. Arrives early enough before practice, contests and meetings to adequately prepare and remains long enough afterwards to help players with problems or to become involved in staff discussions.
14. Helps in the planning and implementation of both in-season and out-of-season conditioning and weight programs.
15. Never criticizes, admonishes or argues with the Head Coach/Advisor or any staff member within ears or eyes of players or parents.
16. Strives to improve skills by attending clinics and other resources made available by the Head Coach/Advisor.
17. Attends as many contests of other teams in the program as possible.
18. Performs duties that are consistent with the nature of the position and that may be requested by the Head Coach/Advisor.

## **BUDGET**

### **Budget Responsibilities**

1. Head coaches/advisors are responsible for making the budget requests for their entire program in the areas of uniforms and equipment. **NO UNIFORMS MAY BE ORDERED WITHOUT THE APPROVAL OF THE ACTIVITIES DIRECTOR AND THE SCHOOL BOARD. UNIFORMS MAY ONLY BE PURCHASED FROM APPROVED VENDORS AND A PURCHASE ORDER**
2. Assistant coaches/advisors in each activity will make their budget requests through the head coach/advisor.
3. Coaches/Advisors should use the following criteria for developing their budgets:
  - A. Present inventory of uniforms and equipment
  - B. Condition and age of existing equipment
  - C. Uniform rotation plan in place
  - D. Number of teams and participants in your program
  - E. Equipment rule changes
  - F. Projected long range needs of the program
4. The annual budget will be prepared by the Business Office and submitted to

the Administration and Board of Education for approval as part of the overall district budget.

### **Inventory of Equipment**

1. Head coaches/Advisors will be responsible for the care, issuing, and storage of athletic equipment and uniforms for their programs.
2. The Head Coach/Advisor will be responsible for permanently marking any new equipment.
3. Inventories shall be submitted to the Activities Director with end of season reports.
4. During the season all equipment will be secured in the proper storage areas after each contest or practice. Before the advisors/coaches' responsibilities end after the season, all equipment and uniforms shall be cleaned and stored in the designated areas until the following year.

### **State Tournament**

1. If a team qualifies for a State Tournament, all coaches (paid and volunteer), student-athletes and managers will receive meal stipends of \$40.00 per day. This is broken down into \$10.00 for Breakfast, \$10.00 for Lunch and \$20.00 for Dinner.

## **TRANSPORTATION POLICIES**

### **General Transportation Policy**

The Rock Ridge School District shall provide transportation for all players, personnel and coaches/advisors of activity teams in authorized vehicles when the contest has been scheduled away from the school site.

### **Procedures for Transportation Procurement**

1. The Activities Director shall be responsible for making transportation arrangements.
2. The Coach/Advisor in charge shall meet with the Activities Director before the start of the season to decide on departure and estimated return time for all away events.
3. Any changes in the departure time will be made by the Activities Director/Administrator.
4. In the event of a breakdown or accident, the driver is in charge. It is the Advisor/Coach's responsibility to provide supervision and protection of the students.

5. Supervision by a coach/advisor will be until the last participant is gone after an event.

### **Procedures Relative to the Use of School Buses**

1. A coach/advisor must ride the bus when it leaves the district.
2. A first aid kit must accompany all activity trips.
3. The coach/advisor will assume all responsibility for conduct and discipline on the bus.
4. All students should be at the point of departure 15 minutes prior to the designated time.
5. Students who miss the bus and arrive at the contest later shall not be permitted to participate. (Unless predetermined and approved)
6. The coach/advisor is responsible to see the bus is left in a clean condition.
7. All students are expected to dress appropriately and neatly for out of town trips.
8. All participants are expected to conduct themselves in an appropriate manner at all times on activity buses. Foul language or obscene actions will not be tolerated.
9. The coach/advisor should check with the driver to see that equipment and all personal belongings are removed after the trip.
10. The coach/advisor shall see to it that the host team's locker room/activity room is left clean and orderly with no damage. Report any infractions involving participants to the Activities Director as soon as possible.
11. All students shall return home on the same bus or vehicles in which they traveled to the contest. Only parents or guardians may transport students home from away events with prior approval.. There are no exceptions to this.
12. When it is necessary to cancel a trip due to the weather or road conditions, the decision will be made by the Transportation Supervisor and the Activities Director.
13. Bus drivers shall have the final authority on the decision as to staying or coming home due to weather conditions.

### **EQUIPMENT AND FACILITIES**

#### **Issuing of Athletic Equipment**

1. Each Head Coach/Advisor is directly responsible for the care and control of all equipment used.

- A. Coaches/Advisors should see that all equipment is numbered or labeled when purchased and this number is used when issuing equipment to identify the user.
  - B. No uniform of any kind will be issued until the Activities Director informs the coach/advisor that the athlete's activity fee has been paid, and all required forms are in.
  - C. Players are to be instructed in the proper use, care and maintenance of their equipment at the time of issue.
2. The athletes are responsible for the equipment issued. If the equipment is lost or has abnormal wear, the athlete will be charged accordingly.
  3. Coaches/Advisors shall inspect equipment and facilities during the season.
    - A. Helmets, bats, nets, supporting poles, etc. may break or deteriorate and become unsafe during the course of the year.
    - B. Deactivate unsafe or defective equipment.
    - C. Facility hazards should be reported to the Activities Director immediately.

### **Use of Athletic Equipment and Facilities**

1. It is important to emphasize to all athletes their responsibilities as squad members to take good care of school equipment and facilities.
2. It should be emphasized to all athletics that replacing equipment and repair to facilities results in a loss of monies that could be used elsewhere in the athletic program.
3. Athletic department issued equipment is to be worn only during practice sessions and interscholastic contests, or by permission of coaches/advisors (game day). At no time, without specific permission, are athletes to wear school issued equipment or uniforms for:
  - A. Gym classes
  - B. Work or job
  - C. Socially
  - D. School wear
4. Athletes may wear uniform tops or game jerseys on game days only.
5. Athletic equipment of the school district will not be loaned to outside groups except with the approval of the Activities Director in unusual circumstances. A lease agreement may be needed for certain equipment.
6. All athletic facilities will be scheduled by Community Education when requested by the coach/advisor.
7. Any time a coach/advisor uses school facilities, other than after school, they must be scheduled in advance through the activities office.

## **Collection and Storage of Athletic Equipment**

1. Coaches/Advisors are responsible for collecting all equipment which is dispersed during the year. The best time to do this is immediately after the season is over.
2. The Head Coach/Advisor shall supervise the collection, inventory and storage of all the equipment issued within his/her sports program.
3. As each athlete turns in their equipment, it should be checked off, noting the condition.
4. If any equipment is lost or has abnormal usage, the athlete shall be charged replacement costs.
5. Within two weeks after the season's end, all equipment is to be collected, cleaned, inventoried and stored in a secure place.
  - A. No equipment is to be discarded without the Activities Director's approval.
  - B. Equipment needing repair shall be so marked and given to the Activities Director.
  - C. All clothing will be laundered and repaired before storage.
6. Inventory, fines charged and collected and budget requests shall be turned in to the Activities Director at their end of the season.

## **COACHING/ADVISING RESPONSIBILITIES - PRESEASON**

### **Parent Meetings**

1. Please notify the Activities Director of any parent meeting for athletics during the year. The sponsoring coach/advisor is responsible for arranging the meeting.
2. A copy of any communications forwarded to parents directly or through the athletes will be turned into the Activities Director for filing. Such communication provides a basis for dealing with parent concerns and questions regarding a particular activity. Let the Activities Director see the written material **before** it is sent out in case of changes.
3. Notify the Activities Director's office of any banquet plans for your activity.
4. Coaches/Advisors are encouraged to state explicit expectations regarding their sons or daughters and parental role on their team. This is best accomplished at the preseason meeting.
5. Coffee, rolls, etc. are the financial responsibility of the coach/advisor sponsoring the activity.
6. Flowers or other such recognition items for parents or other honored guests are

the choice and responsibility of the coach/advisor sponsoring such social activity.

## **Team Meetings**

### **Sample Preseason Staff Meeting Agenda**

staff introduction	players' language
organization and team philosophy	attendance at practices and
games organizational structure of staff	behavior at practices and games
staff responsibilities	interactions with officials
problem solving procedures	discipline for misbehavior
staff conduct	behavior when traveling
athlete roster and eligibility	locker room behavior
athlete staff relations	parental issues
athletes' conduct	protecting valuables
appropriate dress (practice and game)	safety guidelines
plans for initial preseason team meeting	visitors at practice
season practice and games schedules	drug and alcohol
use travel procedures	training
criteria for awards	game strategy
trouble with the authorities	uniform care & responsibility

### **Sample Agenda for Preseason Team Meetings**

overview of program	introduction of
coaches/advisors coaches/advisors responsibilities	coaching/advising
philosophy introduction of players	eligibility requirements
team rules	expectations for player conduct
risks of the sport	season goals and objectives
importance of following staff directions	player selection
contingency plans for bad weather	practice and competition schedules
training and practice sessions	

### **Sample Agenda for Postseason Meetings**

season summary	review of goals and objectives
player recognition	farewell to departing players
staff personnel changes	prospects for next season
off season camps and clinics	planned changes in training
planning an off season outing	strategy for next year
off season conditioning	team social function

## **Rules Meetings**

Sponsored by the State High School League must be completed by the Head Coach/Advisor in each sport.

## **Managers**

If at all possible, managers shall be chosen from grades 7-12. The MSHSL will not allow

elementary grade students to be on the fields or courts during league sponsored tournaments.

## COACHING/ADVISING RESPONSIBILITIES - IN SEASON

### Activity Fees

A participation fee is being charged for the use of equipment which is supplied by the district for all of the activities recognized in our co-curricular program. The purpose of activity fees is to cut the direct costs of interscholastic activities and to assure continuation of the programs for the benefit of the students.

1. Except as indicated, all students who participate in an activity must pay the fee.
2. Fees will be charged for the following athletics: Skiing, Baseball, Football, volleyball, girls/boys tennis, girls/boys, cross country, girls/boys basketball, wrestling, softball, swimming, girls/boys golf, girls/boys hockey, and girls/boys track \* Note - Team managers will not be assessed fees.
3. Fees will be charged for the following fine arts: Speech, One Act Play and Spring and Fall Plays.
4. Fees will be changed in the “other” category for: Poms, Math Team, Knowledge Bowl.

Fee Breakdown:

		Reduced	Free
9-12 Athletics	\$130.00	0	0
9-12 Fine Arts/Activities	\$65.00	0	0
7-8 Athletics	\$120.00	0	0
7-8 Football	\$120.00	0	0
7-8 Fine Arts/Activities	\$35.00	0	0
Other (see list above)	\$35.00	0	0

5. Economically disadvantaged students will have a reduced fee assessment according to the following guidelines.
  - A. Students who qualify for free lunch will be assessed the fees at a rate of 0%.
  - B. Students who qualify for reduced lunch will be assessed the fees at a rate of 0%.
  - C. Individual hardship cases will be cleared through the Activities Director on an individual basis.
  - D. Refunds will be made according to the following guidelines:
  - E. No refunds will be granted after the first contest or three weeks of practice, whichever comes first. The benefits of the sport/activity have accrued to the amount of the fee assessed by the student.
  - F. Refunds made prior to the first contest or three weeks must meet the

following criteria:

- i. An injury/illness documented by a doctors report which prevents further participation will qualify for a full refund
  - ii. Students who transfer out of the district will qualify for a full refund.
  - iii. Students who choose to quit a team/club will not be eligible for a refund.
  - iv. Students who are removed from a team/club for a disciplinary reason will not be eligible for a refund.
6. Fee Payment:
- A. Athletic fees are to be paid to the Rock Ridge School District through Rschooltoday activity registration site.
  - B. All fees must be paid prior to the first practice. Unpaid fees will result in the student becoming ineligible to participate.

## **PRACTICE SESSIONS**

### **Coaches/Advisors Responsibilities**

1. A physical examination slip must be on file in the Activities Director's office (One every three years), before the participant is allowed to practice.
2. All eligibility forms must be completed through Rschooltoday Activity Registration before any participant is allowed to practice.
3. The morning following the first practice, each coach/advisor will submit a "squad roster" to the Activities Director of all candidates trying out.
4. Practice sessions will be scheduled so as to create the minimum amount of daily conflict with normal family activities of the participants and posted on the activities website.
5. Regular practice sessions will be well planned, well structured, and as a rule should not exceed 2 ½ hours, excluding the time required for dressing and showering.
6. Coaches/Advisors should be the first to arrive and the last to leave the practice sessions. At **no** time are athletes to practice by themselves.
7. All equipment used in practice sessions will be returned to its proper storage location at the end of each practice. Police and secure the practice area.
8. Any church-related tardy or absence is completely excused and the athlete should not be punished in any way for missing part or all of the practice session.
9. Upon completion of all afternoon classes, athletes are to take all needed items to their locker rooms in order to avoid entering hall areas after practices.

10. When practices are held in the gym prior to an evening athletic contest, the practice session must be completed 45 minutes before the evening contest is scheduled to begin.
11. All locker rooms being used by the visiting teams must be available 45 minutes before game time.

## **LOCKER ROOM AND RELATED FACILITIES**

### **Locker Room Responsibilities**

1. Each coach/advisor is responsible for the action of his/her squad from the time they report to the locker room for practice until they leave the building after practice.
2. It is the advisor/coach's responsibility to be present at the time that the athletes are to report for practice, games, meets, home or away, and stay until the last athlete has left.
3. The coach/advisor should see that the lights and showers are turned off, doors locked, equipment is locked up and the room left as neat as possible.
4. Since many coaches/advisors use the coaches' locker room, each coach/advisor must make an effort to keep this area as neat and clean as reasonably possible.
5. The coaches/advisors dressing and shower rooms are to be used by coaches/advisors only and are off limits to students.

### **Locker Room Procedures**

1. Rough housing and throwing towels or other objects are not allowed in the locker room.
2. Hazing of other players is not allowed.
3. All showers must be turned off after showering.
4. No one except coaches/advisors and assigned players are to be in the locker room.
5. No glass containers are permitted in the locker room.
6. No metal or hard plastic spikes are ever allowed in any part of the school building.
7. Equipment must be removed from all lockers by the end of the first day of school following the conclusion of each sports season.

### **Access to Facilities**

1. All keys and fobs to the building, locker rooms, equipment rooms, etc., will be issued to coaches/advisors by the Activities Director. All keys and fobs not being used should be returned unless special permission has been granted.
2. Coaches/Advisors are not to give athletes their keys or fobs at any time. Managers may use advisor/coaches' keys or fobs during practice but are not to have their own keys or fobs.
3. If keys or fobs are lost, the Activities Director should be notified immediately.

### **Equipment, Training, Weight Room**

1. Each coach/advisor is responsible for making sure that the equipment room is locked at all times except when equipment is being issued or received.
2. Athletes are not to be in the training room unless they are being examined or receiving treatment by a coach/advisor. Athletes are not to remove any equipment or supplies from the training room unless directed to do so by their coach/advisor.
3. Both out-of-season and in-season coaches/advisors may supervise the weight room on a schedule established by the Activities Director. At no time should athletes be in the weight room without authorized supervision.

All head coaches/advisors are responsible to develop and implement a comprehensive weight training program for their athletes. The program must be sequential and encompass grades 7-12.

### **OUT OF SEASON TRAINING FOR IN SEASON ATHLETES/FINE ARTS**

1. It is the goal of Rock Ridge Activities to encourage, facilitate, and support students to participate in multiple co-curricular activities. All research indicates that students who participate in several co-curricular activities tend to be successful. Students in the Rock Ridge District are encouraged to be multi-activity students.
2. Specialization in a single sport/activity will be actively discouraged by all coaches and advisors.
3. We recognize students will choose to participate in training opportunities.

#### **SUMMER PROGRAMMING**

- A. Coaches/Advisors should work cooperatively to create these

opportunities for students utilizing the following guidelines in the following order:

- i. Summer programming through Community Education; i.e. local camps, clinics, trips, etc. These must be communicated to Community Education prior to March 1<sup>st</sup> of each year.
- ii. Summer programming by Coaches/Advisors by researching and making recommendations to students or recommended camps and clinics outside of the District; i.e. Pacesetters, Jay Robinson Camps, etc.

#### SCHOOL YEAR PROGRAMMING

- iii. School year programming through Community Education; i.e. clinics, non-school sanctioned participation, etc.
  - iv. The Head Coach/Advisor of the out of season sport will communicate to all Head Coaches/Advisors of all in season sports activities. Decisions on participation will be made jointly using the following criteria:
    - a. Individual student needs and abilities, i.e. what is appropriate for Student A may not be appropriate for Student B.
    - b. Logistics of out of season training must not interfere with in season,
    - c. Immediate needs of in season activity will always take priority over out of season opportunities,
    - d. The decision to allow student to participate or not is fluid, and may change as the in season activity progresses and in season needs change, i.e. injuries, tournaments, etc
    - e. The decision by the two adults involved will be based on professional knowledge, sports medicine research, knowledge of individual student, etc. The decision will not be dependent upon positively impacting one or more programs, but rather, as the student as a well rounded individual.
  - v. If agreement cannot be reached between Head Coaches/Advisors, the decision of the in season Coach/Advisor will be final.
4. Coaches/Advisors **will not encourage** students to do any of the following;
- A. Cease participation in a current activity to specialize in a given activity to increase the odds of awards, scholarships, etc.
  - B. Participate in an out of season clinic, programs, competitive league, etc. in order to “earn a spot” in an upcoming school sponsored activity/team.
  - C. Cease participation in a current activity to “save themselves” for an upcoming school sponsored activity/team.
5. Coaches/Advisors **will encourage** students to do any of the following:
- A. If a student is not active in a given season, recruit students into any

- activity during that season.
- B. Jointly work together to facilitate a student who wants to exit one activity and enter another.
  - C. If possible, take advantage of out-of-season training opportunities and explain that while it does not impact playing time may help improve their personal skills relative to a specific activity, and as such, they may improve to a point where they could displace an individual who chooses not to take advantage of out-of -season training.
  - D. Participate in as many activities as possible during their career in Rock Ridge Public Schools.

## **PROCEDURE FOR HANDLING PLAYER/PARENT CONCERNS**

The advisor/coaching staff for each sport is responsible for making and determining, (1) team selection, (2) length and content of practice sessions, (3) game strategy, (4) individual playing time. These decisions will be based on the best judgment of the coach/advisor. If concerns arise on any of the above or related issues, the following procedure will be followed:

1. The player should talk to the captain(s).
2. The player should talk to the coach/advisor and/or the player and the team captains should talk to the coach/advisor.
3. The player and the parent should talk to the coach/advisor.
4. Include the Activities Director along with all parties involved.

Other concerns, such as illegal activities, immoral conduct, disrespectful treatment of players, failure to follow school/activities handbook policies or behavior that is unbecoming or degrading to the activity or community should be handled in the following manner:

1. Discuss the concern with the Activities Director. If there is no resolution...
2. Discuss the concern with the Principal. If there is no resolution...
3. Discuss the concern with the Superintendent.
4. Discuss the concern with the Board of Education.

## **ILLNESS OF COACHES/ADVISORS**

District employees who miss work because of personal illness will not, for the health of their team, be allowed to personally coach/advisor practice or an event on that day.

## **Student Handbook SPORTS & ACTIVITIES**

All students in grades 7-12 who participate in extracurricular activities outside of the classroom whether they are extra-curricular, co-curricular or athletics, are subject to the same eligibility requirements. It will be the duty of the sponsor of an activity to inform all participants as to the scholastic eligibility requirements. In order to participate in any MSHSL-sponsored activity, a student must meet all eligibility requirements set forth by the MSHSL and Rock Ridge Public Schools. These eligibility requirements are listed in the MSHSL Athletic Eligibility Information, which must be read and signed by each student and his/her parent/guardian prior to participating in the activity.

### **Academic Eligibility**

#### **MSHSL Athletics & Activities Academic Eligibility Procedures**

1. Grades will be checked quarterly and at midterms for a total of 8 times per year.
2. Students must have zero failing grades at each marking period to remain eligible.
3. Students cannot have incomplete grades. Students that earn an incomplete are ineligible to play until the incomplete has been made up and recorded in the office. If the ineligibility was the result of an incomplete grade, eligibility may be re-established once work for the incomplete grade is made up and the grade change is made in the office.
4. First quarter grades will determine winter sport eligibility regardless of the activity start date.
5. Fourth quarter grades will determine fall sport eligibility regardless of the activity start date.

#### **MSHSL Athletics & Activities Academic Eligibility Consequences**

##### *Mid-Term Eligibility*

1. Students can earn eligibility immediately following midterms as soon as they are passing all classes.
2. Students may travel with the team, if allowed by the coach, as long as they are not missing any class in order to do so.

##### *Quarter Eligibility*

1. Athletic/Activity schedules with 15 or fewer scheduled contests will serve a 1 contest penalty.
2. Athletic/Activity schedules with 16 or more scheduled contests will serve a 2 contest penalty.
3. Students must be passing all classes to resume eligibility.
4. Students may travel with the team, if allowed by the coach, as long as they are not missing any class in order to do so.
5. In an event where a student is academically ineligible and only participates in a category 2 activity, that student will follow the MSHSL guidelines for Category 2

activities for violations.

#### All Other Non-MSHSL Activities

No policy for any student grades 7-12

#### **Attendance Eligibility**

Any students who are considered to be chronically truant from school may be suspended from extracurricular activities under MSHSL Policy 206.

#### MSHSL Athletics & Activities Attendance Eligibility Consequences

Students participating in co-curricular or school sponsored clubs, sports, and activities must be present for all classes preceding any practice, activity, concert, contest, or game. Excuses documented by a medical note or funeral arrangement are exempt.

Students with 11+ accumulated absences are not eligible to participate in athletics or activities. If a student has exceeded the 10 allowable absences, he/she must make up the time to return to eligible status.

#### **Code of Conduct Eligibility**

##### Chemical Eligibility

The Minnesota State High School League recognizes the use of mood-altering chemicals including drugs, alcohol, tobacco, vaping, or other similar items as a significant health problem for many adolescents, resulting in negative effects on behavior, learning and the total development of each individual. The misuse and abuse of mood-altering chemicals for some adolescents affect co-curricular participation and development of related skills. Others are affected by the misuse and abuse by family, team members or other significant persons in their lives. Penalties shall be accumulative beginning with the student's first enrollment. This includes all students in grades 7-12. Rock Ridge Public Schools enforces the following chemical eligibility policies. Students violating the chemical policy will be subject to both Category I and Category II consequences, if applicable.

Students not accompanied by their parents are prohibited from entering bar areas, liquor establishments, or attending parties where liquor is made available to high school students. **This rule puts the burden on the student to know, in advance, whether alcoholic beverages will be made available to students at a party.** If there is any doubt, the student or parent/guardian should contact the host family to determine whether alcoholic beverages will be served. Students violating this rule are not eligible to participate in activities sponsored by the Rock Ridge schools for a period consistent with the Minnesota State High School League Rules (MSHSL

Bylaw Section 205.00 regarding the Use of Mood Altering Chemicals, i.e. Alcohol, Tobacco, Drugs or Marijuana). A student employed by a business establishment is exempt from this rule while working.

**Category I**

This includes all MSHSL sponsored activities in which the member school has a schedule of interscholastic contests, including league sponsored tournaments. This includes all Athletics, Speech & Debate Team, One Act Play, Robotics (if a season is scheduled), and other new activities if they meet the definition .

**Category II**

This includes MSHSL sponsored activities in which a member school does not have a schedule of interscholastic events. This includes Music Contests (including sections, subsections, state, etc), One Act Play, if only participating in one league sponsored tournament, Robotics, if only participating in one league sponsored tournament, Knowledge Bowl, Math Counts and other new activities if they meet the definition.

<b>Violation</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Special Provision</b>
1st Violation	The student shall lose eligibility for the next 2 consecutive interscholastic contests or two weeks, 14 calendar days, whichever is greater.	The student shall lose eligibility for the next contest or until 15 hours of community service is documented. The community service must be pre-approved by the administration and coaching staff of the activity.	
2nd Violation	The student shall lose eligibility for the next 9 consecutive interscholastic contests or 5 weeks, 35 calendar days whichever is greater.	The student shall lose eligibility for the next 2 contests or until 30 hours of community service is documented. The community service must be pre-approved by the administration and coaching staff of the activity.	

3rd + Violations	The student shall lose eligibility for the next 18 consecutive interscholastic contests or 7 weeks, 49 calendar days whichever is greater.	The student shall lose eligibility for the next 4 contests or until 45 hours of community service is documented. The community service must be pre-approved by the administration and coaching staff of the activity	A student who chooses to become a participant in a treatment program may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met: A) The student is assessed as chemically dependent B) The student enters treatment voluntarily C) The director of the treatment center certifies that the student is successfully participating and/or has successfully completed the treatment program D) All prior violation consequences must still be served.
---------------------	--	--	--

**Good Standing Eligibility**

Any student over the allowable absentee policy and any student with more than one detention [or other school consequence] to serve is not in good standing and is ineligible for extra curricular activities until all school consequences have been served.

Students serving administratively determined consequences in the in school suspension / intervention room / or other disciplinary location will be ineligible from participating in after school activities, practices, and athletic contests that day.

Bylaw 206 can be enacted for a variety of reasons beyond chemical eligibility and is not appealable.

**Transportation Policy for Students**

Participants in extracurricular contests are expected to use transportation provided by the school. Parents may request to have their student ride home with a parent, grandparent or immediate family member, in which case they assume all responsibility. No student may ride with another student under any circumstance.

Students with outstanding violations relating to alcohol, tobacco, or other mood altering chemicals will not be approved for overnight or out of state travel.

**Weather Related Policy**

Please be aware that just because school is closed, it does not mean all Rock Ridge School District events and contests are cancelled. Our policy is such that if school is closed before the start and the weather improves throughout the day, the administration can decide to play games as scheduled.

### **Wednesday & Sunday Activities**

It is the policy of the Rock Ridge School District to not schedule extra-curricular activities between 6:00 p.m. and 8:00 p.m. on Wednesdays. Playoff contests or other unforeseen circumstances could necessitate the scheduling of activities on Wednesday, but must be pre-approved by the activities director. Sunday practices are not allowed as stated in the rules of the Minnesota High School League.

### **National Honor Society**

Rock Ridge Schools supports the National Honor Society in which the four criteria of scholarship (GPA), leadership, service and character are given equal weight in determining membership. Potential candidates will be contacted following the second marking period and given instruction on making the appropriate application for membership. The selection procedure shall be determined by the Faculty Council and shall be consistent with the rules and regulations of NHS. \*The selection criteria is posted and available in the counseling office. NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters.

### **Student Council**

Student Council is an organization made up of students representing the student body. It furnishes responsible leadership training for student leaders. It is through this organization that student opinion and sentiment is brought to the attention of the faculty and administration.

### **Grades 9 -12**

The Student Council consists of a total of 32 members, including a president, vice president, secretary and treasurer. The membership shall be elected to the Council each spring for the following year. The qualifications that one should look for when electing their representative and officers are: good character and positive leadership ability.

### **Grades 7 & 8**

The Student Council in grades 7 & 8 has 8 students from each of the grades making a total of 16, including a president, vice president, secretary, and treasurer. The incoming seventh grade elects their representatives in the fall, while the current 7th grade elects next year's representatives in the spring.

## **UNIFORMS and EQUIPMENT**

The student will pay the replacement/repair cost of any lost, stolen or damaged equipment issued to or used by the student.

- A. All equipment and uniforms shall be returned as directed by the coach/athletic director.
- B. Students are responsible for properly maintaining, and caring for all uniforms and equipment issued to them, except for ordinary wear and tear.
- C. **The replacement of uniforms must go through the athletic office. Only approved uniforms will be allowed to be issued.**

### **PENALTIES:**

The student will pay the replacement /repair cost of any lost, stolen or damaged equipment issued to or used by the student.

## **CHAIN OF COMMAND**

All team management issues will be discussed between student/athlete and coach. The parents/guardians are encouraged to schedule a meeting with the coach to discuss the issue. If needed, the Activities Director will schedule a meeting to resolve the student/athlete's concern/objection. No team management issues will go up the chain of command.

If the issue is classified as immoral, illegal or unethical conduct, then the Principal will get involved and take the necessary action with communication to the Superintendent and/or School Board of Directors.

### **PARENT and/or STUDENT HOUSE and CELL PHONE RULES**

Parents or players who are texting, calling or leaving voicemails on a coach's personal cell phone or house phone that are degrading, vulgar, inappropriate, etc will not be tolerated.

- 1. Parents will receive a letter in the mail from the school district addressing their behavior and may be trespassed from all district facilities.
- 2. If the behavior happens again, the parent will be trespassed from all district facilities.

### **DUAL SPORTS GUIDELINE**

Students planning to play dual sports during the Fall or Spring sport season must follow the process below to be considered a dual student/athlete. The student must indicate to the Activities Director his/her intent to participate in dual sports three (3) days prior to

the start of the first practice of the respective sports. This would apply to Varsity squads only.

A meeting of the student/athlete and both coaches will be scheduled to discuss issues related to the potential dual sport/athlete before the start of the first practice.

Failure to notify the Activities Director three (3) days prior to the start of the first practice will void this potential agreement. Some of the areas addressed will be:

1. Determining a primary and secondary sport (within a 24 hour period).
2. Practice schedule associated with both sports.
3. A clear understanding from all individuals of the game, section, state, rain days, etc., and where the student/athlete will participate on those days.
4. Expectations from all will be expressed.
5. The student/athlete will pay participation fees for both sports.

## **FAIR HEARING PROCEDURE – STUDENT ELIGIBILITY**

Section 213.02 of the Constitution of the Minnesota State High School League provides a Fair Hearing Procedure for a student, parent, or guardian who wishes to contest a school's failure to certify the eligibility of a student.

It shall be the responsibility of the member school to inform the student, parent or guardian about the following Fair Hearing Procedure.

The Fair Hearing Procedure is to allow a local hearing panel to review the decision of the school representatives regarding the student's declaration of ineligibility. All rulings must be consistent with the League bylaws. Only the Board of Directors has the constitutional authority to waive the application of the penalty for the violation of any bylaw.

1. A student, parent or guardian wishing to contest a school's decision regarding eligibility may appeal that decision as follows:
  - A. Written notice shall be directed to the School Principal within 10 calendar days after the date of mailing of the school's decision requesting a hearing and stating the basis of a claim for eligibility.
  - B. The school principal shall convene a hearing panel of from three to five members within 10 calendar days after receipt of the notice of appeal. The hearing panel should include a member of the Board of Education, a member of the school's administrative staff and a member of the school faculty, or the school may elect to have the hearing conducted by an independent hearing officer. All costs shall be borne by the school. Two days written notice shall be given to the student and parent(s) or guardian(s) prior to the hearing. The notice shall state the date, time and place of the hearing.
  - C. The Hearing Panel shall:
    1. Designate one of the panel members as the presiding officer.
    2. Record and preserve the hearing, pending the outcome of the

- matter.
3. Hear both the evidence which purports to substantiate the allegations of ineligibility and that evidence which the student, or the student's spokesperson, presents to show that the student should not be found ineligible.
  4. Review the evidence presented at the hearing and determine if the school's initial declaration of ineligibility has been properly determined. The hearing panel shall consider all evidence presented at the hearing, but the hearing panel's final decision shall be bound by MSHSL bylaws.
  5. Prepare written findings of fact and conclusions which shall be based on the substantial evidence presented at the hearing. These written findings of fact and conclusions shall be mailed to the student, the parent(s) or guardian(s) and the executive director of the MSHSL or his designee, within two days after the date of the hearing.
  6. If, in the League's opinion, the hearing panel of a member school does not make findings consistent with the MSHSL bylaws, the executive director of the League, or his designee, may overrule the hearing panel's decision.
2. A student, parent, or guardian wishing to appeal the school hearing panel's decision or the decision made by the executive director of the League, or his designee, overruling the hearing panel's decision may appeal the decision to the Board of Directors of the League by:
- A. mailing a written notice of appeal to the school principal, and
  - B. a written notice of appeal to the Executive Director of the Minnesota State High School League must be postmarked within 10 calendar days after receipt of the written findings of fact and conclusion from the school hearing panel, and
  - C. mailing a copy of the written findings of fact and conclusions of the school's hearing panel to the Minnesota State High School League.
    1. The League shall schedule a hearing within 10 calendar days of receipt of the written notice of appeal unless an extension, not to exceed 5 days is requested, for good cause, by the school, student, parent(s) or guardian(s).
    2. The hearing shall be an original proceeding with the school having the burden of proving its allegations.
    3. The hearing shall take place before an independent hearing officer. The cost of the hearing officer shall be borne by the League.
    4. The proceedings of the hearing shall be recorded and preserved pending ultimate disposition of the matter. Testimony shall be given under oath.
    5. The student shall have a right to a representative of the student's choice, which may include legal counsel.
    6. The student, parent(s) or guardian(s) shall have the right to present evidence and testimony.
    7. The recommendation of the hearing officer shall be based solely upon evidence presented at the hearing, shall be in writing, and the

controlling facts upon which the recommendation is based shall be stated in sufficient detail to apprise the parties of the basis and reason for the recommendation. The recommendation of the hearing officer shall be made to the League office within four days following the end of the hearing. The recommendation of the hearing officer will govern the student's eligibility until formal Board of Directors review.

8. The decision of the Board of Directors shall be rendered at the board's next meeting after the receipt of the recommendation from the independent hearing officer.
9. The decision of the Board of Directors shall be final.

## **MSHSL Concussion Protocol**

### **Acute injury**

When a player shows any symptoms or signs of a concussion, the following should be applied:

1. The player should not be allowed to return to play in the current game or practice.
2. The player should not be left alone, and regular monitoring for deterioration is essential over the initial few hours after injury.
3. The player should be medically evaluated after the injury.
4. Return to play must follow a medically supervised step process.

A player should never return to play while symptomatic. "When in doubt, sit them out!"

### **Return to play protocol**

Return-to-play decisions are complex. An athlete may be cleared to return to competition only when the player is free of all signs and symptoms of a concussion at rest and during exercise. Once free of symptoms and signs of concussion, a step symptom free exercise process is required before a player can return to competition.

- \* Each step requires a minimum of 24 hours.
- \* The player can proceed to the next level only if they continue to be free of any symptoms and or signs at the current level.
- \* If any symptoms or signs recur, the player should drop back to the previous level.

The return to play after a concussion follows a step process.

1. No activity, complete rest until all symptoms have resolved. Once asymptomatic, proceed to level 2.
2. Light aerobic exercise such as walking or stationary cycling, no resistance training.
3. Sport specific exercise-for example, skating in hockey, running in soccer, progressive addition of resistance training at steps 3 or 4.
4. non-contact training drills.
5. Full contact training drills after medical clearance.
6. Game Play

The final return to competition decision is based on the clinical judgment and the may return only with written permission from a health care provider who is registered, licenced, certified, or otherwise statutorily authorized by the state to provide medical treatment; is trained and experienced in evaluating and managing concussions; and is practicing with the person's medical training and scope of practice.

Neuropsychological testing or balance testing may help with the return to play decision and may be used after the player is symptom free, but the tests are not required for the symptom free player to return to play.

For more information please refer to the references listed below and at [www.concussionsafety.com](http://www.concussionsafety.com).

### **Signs observed by Coaching Staff**

Appears dazed and stunned  
Is confused about assignment or position.  
Forgets sports plays  
Is unsure of game, score, or opponent  
Moves clumsily  
Answers questions slowly  
Loses consciousness (even briefly)  
Shows behavior or personality changes  
Can't recall events prior to hit or fall  
Can't recall events after hit or fall

### **Symptoms Reported By Athlete**

Headache or "pressure" in the head  
Nausea or vomiting  
Balance problems or dizziness  
Double or blurred vision  
Sensitivity to light  
sensitivity to noise  
Feeling sluggish, hazy, foggy, or groggy  
Concentration or memory problems  
Confusion  
Doesn't "feel right"



**Acute injury**

When a player shows any symptoms or signs of a concussion, the following should be applied.

1. The player should not be allowed to return to play in the current game or practice.
2. The player should not be left alone, and regular monitoring for deterioration is essential over the initial few hours after injury.
3. The player should be medically evaluated after the injury.
4. Return to play must follow a medically supervised stepwise process.

A player should never return to play while symptomatic. "When in doubt, sit them out!"

**Return to play protocol**

Return-to-play decisions are complex. An athlete may be cleared to return to competition only when the player is free of all signs and symptoms of a concussion at rest and during exercise. Once free of symptoms and signs of concussion, a stepwise symptom free exercise process is required before a player can return to competition.

- Each step requires a minimum of 24 hours.
- The player can proceed to the next level only if he/she continues to be free of any symptoms and or signs at the current level.
- If any symptoms or signs recur, the player should drop back to the previous level.

The return to play after a concussion follows a stepwise process:

1. No activity, complete rest until all symptoms have resolved. Once asymptomatic, proceed to level 2.
2. Light aerobic exercise such as walking or stationary cycling, no resistance training.
3. Sport specific exercise—for example, skating in hockey, running in soccer; progressive addition of resistance training at steps 3 or 4.
4. Non-contact training drills.
5. Full contact training after medical clearance.
6. Game play.

The final return to competition decision is based on clinical judgment and the athlete may return only with written permission from a health care provider who is registered, licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment; is trained and experienced in evaluating and managing concussions; and is practicing within the person's medical training and scope of practice.

Neuropsychological testing or balance testing may help with the return to play decision and may be used after the player is symptom free, but the tests are not required for the symptom free player to return to play.

For more information please refer to the references listed below and [www.concussionsafety.com](http://www.concussionsafety.com).

**Signs Observed By Coaching Staff**

- Appears dazed and stunned
- Is confused about assignment or position
- Forgets sports plays
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

**Symptoms Reported By Athlete**

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

REV. 8-3-2016

## COMMUNITY ED INFORMATION

Summer Day Camp Program made \$96,055 in gross income during the 11-week program in the Summer of 2022.

With just the students who are currently have signed up for After School Care, it will bring in over \$60,000 in gross income this school year. I play to bring in around \$62,000-\$65,000.

### HOW DOES OUR PROGRAM WORK:

#### ***After School Care:***

We have one site at Parkview. We bus kids from North Star to Parkview.

**Ages:** Program is for PreK (including Headstart) to 6<sup>th</sup> graders.

**Hours of Operation:** Monday-Friday after school until 5:30pm

**Cost:** \$200/month full time, \$143/month for part time (up to 12 days in a month)

**Staff ratios:** 1:15

**Average amount of kids per day:** 25-38

**Current number of students registered:** 44

**Average number of Staff:** 2-3

**Average Staff Wages for the school year:** \$25,000 @ \$12/hour (would like to see this increase in the future)

**Supplies:** Supplies are minimal \$500/school year

**Snack Costs per child:** Free-No Cost, Reduced-\$.54, Paid-\$.99 (Average \$200/Month)

We provide a safe environment for kids to come after school. We offer homework help, physical activity, arts and crafts and a healthy snack daily. Snack is provided through INAC and at minimal cost to the YMCA. We do not accept County Assistance; we have always set up our own financial assistance program.

#### ***Summer Day Camp Program***

**Location:** Parkview (we open the program to kids from any district)

**Ages:** 3 'camp groups' separated by grades. Tadpoles K-1<sup>st</sup>, Pathfinders 2-3<sup>rd</sup>, Explorers 4-6<sup>th</sup>

**Hours of Operation:** Generally, 10-11 weeks during the Summer. This past summer was 11

weeks June 13-August 26<sup>th</sup> (week of the 4<sup>th</sup> of July was a 3-day week)

Monday-Friday 7:00am-5:30pm

**Cost:** Daily rate of \$35-45 (*This would likely change as we had a membership structure for pricing*)

**Staff Ratios:** 1:12 for younger age, 1:15 for older groups

**Number of students registered:** 96 kids

**Kids were from the following School Districts:** Rock Ridge, MIB, Cherry, Mesabi East, Hibbing, Ely, Cook and Duluth

**Average Number of Staff:** 6-8

**Staff Wages:** Just under \$27,000 was spent on wages @ \$12/hour (would like to see this increase in the future)

**Supplies:** \$1,000

**Field Trips:** \$825 (Duluth Zoo, CEC Theater (2xs), The Freeze, Northern Twisters, Greens on Fourteenth)

**Transportation Costs:** \$1175 (Shubat Transportation) Local transportation we used Arrowhead Transit at no cost.

We provided full day programming for students across the Range. Structured activities mixed with fun field trips to local places as well as a trip to Duluth. Breakfast and lunch meals were provided. This service is provided through INAC at no cost to the YMCA.

Camp Income \$97,000

After School Care Income \$60,000

**Total \$157,000**

Financial Assistance for the year \$15,000

**Total \$142,000**

Total Director Wages \$50,000

Staff Wages for Camp \$27,000

Staff Wages for After School Care \$25,000

**Total Staff Wages \$102,000**

Camp Supplies \$1000

After School Care Supplies \$500

Snack Supplies \$1800

Camp Field Trips \$1000

Transportation Costs \$1200

**Total Cost in expenses \$4600**

**Total Net Profit \$35,400**

***What is the director's role in the program?***

- Registrations
- Billing
- Scheduling
- Staff hiring/evaluations etc.
- Program Planning
- Grant writing/donations
- Youth & Family events and programs

***Future of the Program:***

- Having a uniform program throughout all of the schools (Parkview, North Star and Laurentian).
- Knowing the program is ran through the School District and Community ED will be a huge selling point for families.
  - After the Mesabi Y shut down families became leery as to if the Duluth YMCA after school program would be consistent or if at any time they would close up as well. Being run through the School District and Community Ed would give families peace of mind.
- I believe the program could grow tremendously with the backing of the school district. As well as being able to use the marketing streams the school is able to use. I.E. School social media pages, website etc.
- Profits would increase at the Laurentian After School program. Rates would need to raise to be uniform. We have had no issue of parents paying more for the program for years at Parkview. We moved away from hourly rates about 5 years ago and have had no complaints and makes billing easier on our end.
- Before School Care could be discussed at all schools if need is there.
- After School Programs can help with afternoon busing issues. Keep the kids at the schools instead of busing home each day.
- Many of my staff are already Rock Ridge Staff. I have paras, a school readiness teacher, bus driver and lunch/playground staff who also currently work for me in the programs. I was also a past employee at Parkview.



## 7th and 8th Grade Courses



### Grade Course offerings (2023-24 SY)

7th grade	term	credit
English/Enriched	year	1
Math/Enriched	year	1
US Studies/Enriched	year	1
Integrated Science/Enriched	year	1
All year-EOD Music/PE	sem	0.5
All year-EOD PE/Music	sem	0.5
Intro to Academies/Leadership/AV	sem	0.5
STEAM expeditions / computer sc	sem	0.5
FCS	sem	0.5
Art	sem	0.5
Other		
REACH	sem	0.5 / 1.0

8th grade	term	credit
English/Enriched	year	1
Math/Enriched	year	1
Global Studies/Enriched	year	1
Integrated Science/Enriched	year	1
All year-EOD Music/PE	sem	0.5
All year-EOD PE/Music	sem	0.5
Intro to Academies/Leadership/AV	sem	0.5
STEAM expeditions / computer sc	sem	0.5
Industrial Tech	sem	0.5
Health	sem	0.5
Other		
REACH	sem	0.5 / 1.0



# 9th Grade Exploration

Required Courses				
English 9 or Honors English 9	Algebra 1 or Honors Geometry	Earth Science or Honors Earth Science	Geography 9 or Honors Geography 9	Career and Citizenship

Elective Opportunities				
Academy:	Agriculture, Natural Resources, Manufacturing, Construction, Engineering and Science	Business, Management, Administration, Arts, Communications, and Information Systems	Health and Human Services	Exploratory
<p><i>** 9th grade students can earn up to 7 credits. 3 of those credits are elective opportunities</i></p> 	<ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Web Design &amp; Info Graphics</li> <li>• Jewlery and Metals</li> <li>• Intro to Computer Science</li> <li>• Robotics 1</li> <li>• Robotics 2</li> <li>• Small Engines</li> <li>• Sculpture</li> <li>• Exploring Math in the Trades</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday Fitness</li> <li>• Strength and Conditioning</li> <li>• General PE</li> <li>• Personal Health Studies</li> <li>• Individual/Dual Sports/Racket Sports</li> </ul>	<ul style="list-style-type: none"> <li>• Foods and Nutrition</li> <li>• Textile Design and Production</li> <li>• Ceramics</li> <li>• Web Design &amp; Info Graphics</li> <li>• Art through Culture &amp; History</li> <li>• Drawing</li> <li>• Painting</li> <li>• Stained Glass</li> <li>• Photography</li> <li>• Cartoon Animation</li> <li>• General Art</li> <li>• Printmaking</li> <li>• Music and Art Comparisons</li> <li>• Marketing Strategies</li> <li>• Advanced Marketing</li> <li>• Intro to Business</li> <li>• Personal Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Orchestra</li> <li>• 9th Grade Band</li> <li>• Choir: Bel Canto or Kantorei</li> <li>• Industrial Technology I</li> <li>• Industrial Technology II</li> <li>• German I</li> <li>• Spanish I</li> <li>• Reach 9</li> <li>• AVID 9</li> <li>• Math Concepts (9-10)</li> </ul>





## Grades 10-12 Core Classes



### 10 Grade Required Courses

Math (3 Credits 9-12)	Language Arts (4 Credits 9-12)	Social Studies 3.5 Credits 9-12)	Science (3 credits 9-12)
<ul style="list-style-type: none"> <li>• Geometry (10)</li> <li>• Honors Algebra 2 (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Communication (10-12)</li> <li>• Honors Global and Intercultural Literature (10)</li> <li>• English Concepts for Engineering and Natural Resources (10-12)</li> <li>• English Concepts for Health and Human Services (10-12)</li> <li>• English Concepts for Arts/Business (10-12)</li> </ul>	<ul style="list-style-type: none"> <li>• World History (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Biology (10)</li> <li>• AP Biology (10)</li> </ul>

### 11 Grade Required Courses

Math (3 Credits 9-12)	Language Arts (4 Credits 9-12)	Social Studies 3.5 Credits 9-12)	Science (3 credits 9-12)
<ul style="list-style-type: none"> <li>• High School Algebra 2 (11)</li> <li>• Math Applications (11)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Communication (10-12)</li> <li>• English Concepts for Engineering and Natural Resources (10-12)</li> <li>• English Concepts for Health and Human Services (10-12)</li> <li>• English Concepts for Arts/Business (10-12)</li> <li>• Journalism I and II (11-12)</li> <li>• CIS College Composition I (11-12)</li> <li>• CIS College Composition II (11-12)</li> <li>• CIS American Lit Beginning through Civil War (11-12)</li> <li>• CIS American Lit 1865- Present (11-12)</li> </ul>	<ul style="list-style-type: none"> <li>• US History 11 (11)</li> <li>• American Hist-1877 CIS (11-12)</li> <li>• American Hist 1877-Present CIS (11-12)</li> <li>• Economics (11-12)</li> <li>• AP Economics (11-12)</li> <li>• American Government (11-12)</li> <li>• AP American Government (11-12)</li> </ul>	<ul style="list-style-type: none"> <li>• HS Chemistry (11-12)</li> <li>• Food Science (11-12)</li> <li>• CIS Chemistry (11-12)</li> <li>• CIS Physics (11-12)</li> </ul>

### 12 Grade Required Courses

Math (3 Credits 9-12)	Language Arts (4 Credits 9-12)	Social Studies (3.5 Credits 9-12)	Science (3 credits 9-12)
<ul style="list-style-type: none"> <li>• High School Algebra 2</li> <li>• Math Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Communication (10-12)</li> <li>• English Concepts for Engineering and Natural Resources (10-12)</li> <li>• English Concepts for Health and Human Services (10-12)</li> <li>• English Concepts for Arts/Business (10-12)</li> <li>• Journalism I and II (11-12)</li> <li>• CIS College Composition I (11-12)</li> <li>• CIS College Composition II (11-12)</li> <li>• CIS American Lit Beginning through Civil War (11-12)</li> <li>• CIS American Lit 1865- Present (11-12)</li> </ul>	<ul style="list-style-type: none"> <li>• American Hist-1877 CIS (11-12)</li> <li>• American Hist 1877-Present CIS (11-12)</li> <li>• Economics (11-12)</li> <li>• AP Economics (11-12)</li> <li>• American Government (11-12)</li> <li>• AP American Government (11-12)</li> </ul>	<ul style="list-style-type: none"> <li>• HS Chemistry (11-12)</li> <li>• CIS Chemistry (11-12)</li> <li>• CIS Physics (11-12)</li> <li>• Food Science (11-12)</li> </ul>





# Special Education Classes



## 7-12 Special Education Courses

Math	Language Arts	Social Studies	Science	Electives
<ul style="list-style-type: none"> <li>• Functional Math (7-12)</li> <li>• Everyday Math (7-12)</li> <li>• Resource Math I (7-12)</li> <li>• Resource Math II (7-12)</li> <li>• Resource Math III (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Functional English (7-12)</li> <li>• Intermediate English (7-12)</li> <li>• Resource English I (7-12)</li> <li>• Resource English II (7-12)</li> <li>• Resource English III (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday Social Studies (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Science Lab (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Org and Study Skill Jr (7-8)</li> <li>• Resource Org and Study Skill Sr (9-12)</li> <li>• Post-Secondary Education &amp; Career Readiness (11-12)</li> <li>• Life Skills (7-12)</li> <li>• Art Explorations (7-12)</li> <li>• Work Experience (11-12)</li> <li>• Recreation and Leisure (7-12)</li> </ul>





## Elective Course Offerings Grades 10-12



Agriculture, Natural Resources, Manufacturing, Construction, Engineering and Science	Business, Management, Administration, Arts, Communications, and Information Systems	Health and Human Services	Exploratory
<ul style="list-style-type: none"> <li>• Sculpture (9-12)</li> <li>• Jewlery and Metals (9-12)</li> <li>• Web Design &amp; Info Graphics (9-12)</li> <li>• Intro to Computer Science (9-12)</li> <li>• Small Engines (9-12)</li> <li>• Wood Technology I (10-12)</li> <li>• Wood Technology II (10-12)</li> <li>• Welding 1 (10-12)</li> <li>• Welding 2 (10-12)</li> <li>• Welding 3 (10-12)</li> <li>• Auto Maintenance (10-12)</li> <li>• Autos Mechanics (10-12)</li> <li>• Building Construction 1 (10-12)</li> <li>• Building Construction 2 (10-12)</li> <li>• Construction Careers (10-12)</li> <li>• Home Maintenance (10-12)</li> <li>• Engineering 1 (10-12)</li> <li>• iDesign (10-12)</li> <li>• Robotics 1 (9-12)</li> <li>• Robotics 2 (9-12)</li> <li>• Mining and Millwrighting (10-12)</li> <li>• Metals/Machining (10-12)</li> <li>• Iron Range History</li> <li>• World Wars (10-12)</li> <li>• Astronomy (10-12)</li> <li>• Science Topics (10-12)</li> <li>• Environmental Science (11-12)</li> <li>• Project Science (11-12)</li> <li>• Work Study (11-12)</li> <li>• Exploring Math in the trades (9-11)</li> <li>• Prob and Stats(Science Topics) (11-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Ceramics (9-12)</li> <li>• Web Design &amp; Info Graphics (9-12)</li> <li>• Art through Culture &amp; History (9-12)</li> <li>• Drawing (9-12)</li> <li>• Painting (9-12)</li> <li>• Stained Glass (9-12)</li> <li>• Photography (9-12)</li> <li>• Cartoon Animation (9-12)</li> <li>• General Art (9-12)</li> <li>• Printmaking (9-12)</li> <li>• Music and Art Comparisons (9-12)</li> <li>• Photoshop &amp; Graphic Design (11-12)</li> <li>• Videography (11-12)</li> <li>• Marketing and Advertising with Visual Arts (11-12)</li> <li>• Marketing Strategies (9-12)</li> <li>• Advanced Marketing (9-12)</li> <li>• Intro to Business (9-12)</li> <li>• Personal Finance (9-12)</li> <li>• Entrepreneurship (11-12)</li> <li>• Foods and Nutrition (9-12)</li> <li>• Culinary Arts 1 (10-12)</li> <li>• Culinary Arts 2 (11-12)</li> <li>• Textile Design and Production (9-12)</li> <li>• World Wars (10-12)</li> <li>• Work Study (11-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Development (CIS) (11-12)</li> <li>• Exploring Careers in Education (10-12)</li> <li>• AP Psychology (11-12)</li> <li>• Law and Criminal Justice (10-12)</li> <li>• World Wars (10-12)</li> <li>• Everyday Fitness (9-12)</li> <li>• Personal Health Studies (9-10)</li> <li>• Coaching/Leadership (10-12)</li> <li>• Advanced Health Studies (10-12)</li> <li>• Community Health and Wellness CPR,AED, &amp; First Aid (11-12)</li> <li>• CIS General Bio (11-12)</li> <li>• CIS Forensic Bio (11-12)</li> <li>• CIS Anatomy and Physiology I &amp; II (11-12)</li> <li>• Medical Terminology (11-12)</li> <li>• Microbiology (11-12)</li> <li>• World Wars (10-12)</li> <li>• Work Study (11-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Food Science (11-12)</li> <li>• Industrial Technology I (9-12)</li> <li>• Industrial Technology II (9-12)</li> <li>• German I (9-12)</li> <li>• German II (10-12)</li> <li>• German III (11-12)</li> <li>• Spanish I (9-12)</li> <li>• Spanish II (10-12)</li> <li>• Spanish III (11-12)</li> <li>• Ojibwemowin I (9-12)</li> <li>• Strength and Conditioning (9-12)</li> <li>• General PE (9-10)</li> <li>• Individual/Dual Sports/Racket Sports (9-12)</li> <li>• Outdoor Recreation (10-12)</li> <li>• Advanced Strength and Conditioning (10-12)</li> <li>• Team Sports (10-12)</li> <li>• A Cappella Choir (10-12)</li> <li>• Bel Canto Choir (9-12)</li> <li>• Kantorei Choir (9-12)</li> <li>• HS Band (10-12)</li> <li>• HS Orchestra (10-12)</li> <li>• Zoology (10-12)</li> <li>• Math Concepts (9-10)</li> <li>• High School Trig (11-12)</li> <li>• College Algebra (11-12)</li> <li>• CIS Trig/College Algebra (11-12)</li> <li>• CIS Tech Math (12)</li> <li>• Senior High Math Topics (12)</li> <li>• CIS Calculus (12)</li> <li>• Calculus (12)</li> <li>• Probability and Statistics (11-12)</li> </ul>



# ### = 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

**CAREER FOCUSED**

**Engaging Business and Industry in Systems Design**

**I. Academy Scope & Sequence**

**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

**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](#)

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

**Lagging Indicators**

Business meetings took place and data collected.  
Academy Advisory committees are in place and meeting regularly.  
Students are working with businesses in WBL experience activities.

**Leading Indicators**

Teachers and school leaders are integrating the data from meetings into high school courses.  
Students want to take part in the WBL experiences within community.  
High school course descriptions regularly updated.

2. Academy Systems

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>All staff have a shared understanding and commitment to the vision for the new school. <a href="#">[Alicia and Willie and Todd and Mark]</a></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"> <li>Establish expectation that core academic classes integrate applied learning associated with Academy themes</li> <li>Establish common language (i.e. cluster vs. pathway)</li> </ul> <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"> <li>A comprehensive career exploration resources and guidance system (career awareness, exploration, application/immersion, and career management/entrepreneurialism)</li> <li>Student career and education plans</li> <li>Preparation of students to choose among pathway programs</li> <li>Engagement of parents and family members</li> </ul> <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"> <li>Integrate employer input, research and improve upon existing programs at other schools, and develop integrated curriculum ideas</li> <li>Examine industry- and career readiness-related standards, including the <a href="#">Common Career Technical Core Standards</a>, <a href="#">Career Cluster frameworks</a>, <a href="#">MN's Academic Standards</a>, and <a href="#">Career and College Readiness</a></li> </ul>	<p>Establish post secondary partnerships and articulation opportunities:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Determine college credit high school course options/dual enrollment articulation agreement</li> <li>Introduce RPS teachers to associated postsecondary program teachers to discuss opportunities for alignment. <b>Willie</b></li> </ul> <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"> <li>Ensure that common planning time is included for academy teams</li> </ul> <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"> <li>Develop a general communications plan (process protocol, communication calendar, and a common 'elevator speech')</li> <li>Determine how to articulate the Return on Investment of the new school</li> </ul> <p>Curriculum development:</p> <ul style="list-style-type: none"> <li>Develop curriculum maps</li> <li>Determine how to integrate applied lessons into core academic classes</li> </ul> <p><b>Name Career Academics [Alicia]</b></p>	<p>Create and broadcast basic Academy information to share with students, parents, and counselors:</p> <ul style="list-style-type: none"> <li>Include postsecondary options associated with each cluster and related job/occupation descriptions and outlook information</li> </ul> <p>Sequences of courses are established that constitute each cluster offering, including core and elective classes:</p> <ul style="list-style-type: none"> <li>All cluster classes reinforce industry-specific and general key knowledge and skills from 10-12th grades</li> <li>Course descriptions clearly state the expected competencies</li> <li>New courses are offered related to each Academy.</li> </ul> <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"> <li>Establish a consistent meeting protocol that addresses both student social and emotional needs as well as curriculum coordination;</li> <li>Counselors and other support staff are included</li> <li>Planning time includes opportunities for teachers to identify and develop alignment across classes</li> </ul> <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"> <li>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.</li> </ul> <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>

**Lagging Indicator**

Courses are evaluated and updated yearly. The district has a process and it is used regularly for reviewing and updating curriculum. 95% of Rock Ridge seniors feel they are prepared as they graduate high school and are attending colleges, entering apprenticeships, or are joining the workforce.

**Leading Indicator**

Student courses and curriculum are keeping pace with the business and industry trends.

3. Academy Training and Development

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Initial industry cluster introductory classes/lessons/activities are developed and offered to 7-9th grade students.</p> <p>[Todd and Mark and Alicia] How do AVID and Career Academics 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 <u>determine how components can be integrated</u> into all aspects of the school experience, including:</p> <ul style="list-style-type: none"> <li>21st Century Big Four                             <ul style="list-style-type: none"> <li>Creativity &amp; Innovation</li> <li>Critical Thinking &amp; Problem Solving</li> <li>Communication Locally &amp; Globally</li> <li>Collaboration</li> </ul> </li> <li>21st Century Contributors                             <ul style="list-style-type: none"> <li>Global Competence</li> <li>Citizenship</li> <li>Character</li> <li>Entrepreneurship</li> </ul> </li> </ul> <p>Determine extent of financial resources that can be used to support PD and need 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 classroom.</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"> <li>Faculty continually employs evidence-based instructional practices that are highly engaging, rigorous, and relevant to each cluster/pathway.</li> <li>Students are able to internalize knowledge and develop creativity, problem-framing, and problem solving skills.</li> <li>Integration of design process (domain 4 of this plan).</li> </ul>

**Lagging Indicator**

Portrait of a Graduate, 9th grader, and 6th grader have been developed. Staff receive training and opportunities associated with the industries. Teachers have taught applied learning with high levels of inquiry.

**Leading Indicator**

Portraits are used as the driving force of daily instruction. Teachers are taking the workforce data and are integrated into their curriculum maps. Teachers are reaching out to the business community on a regular basis. Students apply learning with high levels of inquiry.

## Intentional and Integrated Career Exploration

### I. Grades PK-6

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Develop rigorous and fully integrated career exposure activities throughout the elementary experience.</p> <ul style="list-style-type: none"> <li>Teachers work collaboratively to develop and implement exploration experiences for students</li> <li>Regular integration of technology for collaboration, creativity and problem solving [Angie, Sheema, Scott, Alicia]</li> </ul> <p>Ensure K-6 teachers understand 21st Century skills and <a href="#">integrate them into coursework and classroom activities</a> giving students the opportunity to continually practice and reflect on them, including:</p> <ul style="list-style-type: none"> <li>21st Century Big Four (Summer Institute and PBL Works Training) -Alicia</li> <li>Creativity &amp; Innovation</li> <li>Critical Thinking &amp; Problem Solving</li> <li>Communication Locally &amp; Globally</li> <li>Collaboration</li> </ul> <ul style="list-style-type: none"> <li>21st Century Contributors</li> <li>Global Competence</li> <li>Citizenship</li> <li>Character</li> <li>Entrepreneurship</li> </ul> <p>Field Trips to area organizations: tours of facility</p> <ul style="list-style-type: none"> <li>Organizations that would pique the interest of young kids</li> <li>Prepare tour hosts on what kind of context they should provide, including people at work and what they do</li> <li>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)</li> </ul>	<p>Hands-on classroom activities exploring different occupations/introduction to work readiness skills</p> <ul style="list-style-type: none"> <li>Variety of engaging in-class activities related to different industry sectors</li> <li>May include guest activity facilitators from industry</li> <li>Parents visit the classroom to give career talks</li> </ul> <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"> <li>Organizations that would pique the interest of young kids</li> <li>Prepare tour hosts on what kind of context they should provide, including people at work and what they do</li> </ul>	<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"> <li>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.</li> </ul>	<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>

**Lagging Indicator**

Lesson plans, classroom walkthroughs, and teacher evaluations support PBL, 21st Century skills, and community and business partnerships. A college and career going culture is evident when you walk through the school i.e. student work, clubs, projects, etc.

**Leading Indicator**

Teachers collaborate through PLCs and continue to add field trips, guest speakers, etc. in regards to career exploration and exposure. Student enrollment increases as the community begins to see and hear about the work our students are doing. Students will want to be at school; behaviors will decrease and attendance will increase as students are more engaged and interested in their education.

2. Grades 7-9

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Ensure grades 7-9 teachers understand 21st Century skills and <a href="#">integrate them into coursework and classroom activities</a> giving students the opportunity to continually practice and reflect on them, including: [Todd, Mark, Alicia]</p> <p>21st Century Big Four <a href="#">Summer Institute and PBL Works Training</a> -Alicia</p> <p>Creativity &amp; Innovation Critical Thinking &amp; Problem Solving Communication Locally &amp; 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"> <li>• Application of interest, aptitude, and work values assessments to help students connect themselves to the world of work</li> <li>• Learning about their personal strengths and relevant weaknesses as well as how they relate to the world of work</li> </ul> <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.</p>	<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"> <li>• A schedule is created for speaking opportunities for each grade.</li> <li>• Speakers are prepared to make connections between occupations and core academic subjects and the school environment</li> <li>• Students are prepared to ask questions and actively engage with speakers</li> <li>• 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</li> </ul> <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"> <li>• Understanding the variety of industries that make up our economy</li> <li>• Seeing a variety of workplaces and understanding the commonalities and differences between them [alternately restrict tours to one grade-level experience]</li> </ul> <p>Continued activities around developing self-awareness in the context of the world of work (exploring personal occupational interests). -Willie</p> <p>7th &amp; 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 into choosing an academy that fits best for 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"> <li>• Groups conduct occupation research, create and deliver presentations about their chosen occupations</li> </ul> <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"> <li>• Tour hosts are prepared to emphasize a systems perspective and how collaboration, communication, critical thinking, and creativity are employed in their workplace</li> <li>• Students engage in collaborative post-tour discussion and review of what was learned</li> <li>• At least one site tour per cluster</li> <li>• Skills used in the workplace, not just jobs</li> </ul> <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"> <li>• Decision processes considers short and long term goals and time spent examining the pros and cons of different clusters</li> </ul> <p>Continued activities around developing self-awareness in the context of the world of work (exploring personal occupational interests).</p>	<p>Systems-thinking is built into everything</p> <ul style="list-style-type: none"> <li>• Learning is continually made visible - students begin to learn about how experts think</li> <li>• Explicit connections to real-world through classes, projects, clubs and experiential learning opportunities</li> <li>• General curriculum built around problem-solving, collaboration and critical thinking</li> <li>• Strength-based orientation of all curriculum and structured approaches to helping students overcome weaknesses associated with their career field of choice.</li> <li>• Students are given many opportunities to practice work-related skills</li> <li>• 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</li> <li>• Use of integrated thematic units in core academic subjects related to career clusters in each grade level</li> <li>• Problem-solving techniques are taught in all classes</li> </ul>

**Lagging Indicator**

Lesson plans, classroom walkthroughs, and teacher evaluations support PBL, 21st Century skills, and community and business partnerships. A college and career going culture is evident when you walk through the school i.e. student work, clubs, projects, etc. Students feel they are prepared to select an Academy based on their prior career experiences and self-awareness.

**Leading Indicator**

Teachers collaborate through PLCs and continue to add field trips, guest speakers, etc. in regards to career exploration and exposure. Student enrollment increases as the community begins to see and hear about the work our students are doing. Students will want to be at school; behaviors will decrease and attendance will increase, GPA's will increase, as students are more engaged and interested in their education.

3. Grades 10-12

EXPLORING (10th)	EMERGING (11th)	SUSTAINING (12th)	EXTENDING
<p>Ensure 10-12 teachers understand 21st Century skills and <a href="#">integrate them into coursework and classroom activities</a> giving students the opportunity to continually practice and reflect on them, including:</p> <p>21st Century Big Four (<b>Summer Institute and PBL Works Training</b>) - <b>Alicia</b>                      Creativity &amp; Innovation                      Critical Thinking &amp; Problem Solving                      Communication Locally &amp; Globally                      Collaboration</p> <p>21st Century Contributors                      Global Competence                      Citizenship                      Character                      Entrepreneurship</p> <p>Job Shadowing different occupations related to their chosen career cluster - <b>Willie Spells</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Students formally reflect on and evaluate their experience (write a report, make a presentation, etc.)</li> </ul> <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"> <li>Engage industry professionals as advisors</li> </ul> <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>	<p><b>CAP (Community Action Partnership)</b> 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"> <li>Data related to career cluster - job outlook, wages, where the job opportunities are, etc.</li> <li>Understanding career pathways related to cluster</li> <li>Educational requirements and associated postsecondary training programs</li> <li>Skills required to be successful in the chosen cluster</li> <li>Evaluate and reflect on what they learned - <b>Willie</b></li> </ul> <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"> <li>Engage industry professionals as advisors</li> </ul> <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"> <li>Creation of an electronic portfolio of all their learnings and experience in a cluster.</li> <li>Major research paper related to a topic, career field, or social problem of interest.</li> <li>Development of a product or service associated with a career field of interest and related business plan.</li> <li>Presentation of the final project, portfolio, business plan, etc., to a panel of teachers and community members.</li> <li>Involve fieldwork or a project that benefits the community</li> </ul> <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"> <li>Engage industry professionals as advisors</li> </ul> <p>Students confirm postsecondary training choice.</p>	<ul style="list-style-type: none"> <li>Active industry advisory groups for each Academy are engaged in exploration activities</li> <li>Continual focus on purpose and essential questions related to the world of work</li> <li>General curriculum built around problem-solving, collaboration and critical thinking</li> <li>Systems thinking is built into everything</li> <li>Problem-solving techniques are taught in all classes</li> <li>Learning is continually made visible related to how experts think</li> <li>Explicit connections to the world of work through classes, projects, clubs and experiential learning opportunities</li> <li>Students are given many opportunities to practice work-related skills</li> <li>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</li> <li>Pathway-related course teachers are given externship opportunities to learn in-depth about the cluster with which they are associated</li> <li>Orientation and training is offered to all participating employers to help them prepare to work with students</li> </ul>

**Lagging Indicator**

Students complete Capstone projects.  
Lesson plans, classroom walkthroughs, and teacher evaluations support PBL, 21st Century skills, and community and business partnerships.  
A college and career going culture is evident when you walk through the school i.e. student work, clubs, projects, etc.  
Students take courses related to a career academy of their choice.

**Leading Indicator**

Teachers collaborate through PLCs and continue to add field trips, guest speakers, real world experiences in regards to career preparation and exposure.  
Student enrollment increases as the community begins to see and hear about the work our students are doing. students will want to be at school: behaviors will decrease and attendance will increase , GPA's will increase, as students are more engaged and interested in their education.  
Students leave Rock Ridge prepared and contribute to society in a positive way.

**INSTRUCTIONAL DESIGN**

**1. Rigorous Inquiry, Lesson Design, and Assessment**

**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.

**Resources:**

[I.1.4 Higher Level Thinking](#) [I.1.5 Structures for Inquiry](#) [I.1.4 Higher Level Thinking](#) [I.1.5 Structures for Inquiry](#) [Making Thinking Visible \(Routines\)](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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. <b>[Alicia, principals]</b>  <b>And who trains in new teachers?</b></p> <p>Lesson mainly includes activities and assessments that 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) <b>[Alicia and the principals]</b></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: <b>[Alicia and principals]</b></p> <ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Communication Locally &amp; Globally</li> <li>• Collaboration</li> <li>• Global Competence</li> <li>• Citizenship</li> <li>• Character</li> </ul>	<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>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><b>Richard Dufour's PLC Focus Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What do we want all students to know and be able to do?</b></li> <li>• <b>How will we know if they learn it?</b></li> <li>• <b>How will we respond when some students do not learn?</b></li> <li>• <b>How will we extend the learning for students who are already proficient?</b></li> </ul>	<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 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>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>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"> <li>• Creativity &amp; Innovation</li> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Communication Locally &amp; Globally</li> <li>• Collaboration</li> <li>• Global Competence</li> <li>• Citizenship</li> <li>• Character</li> <li>• Entrepreneurship</li> </ul>

--	--	--	--	--

- Entrepreneurship

**Lagging Indicator**

Lesson plans, assessments, curriculum maps, classroom walkthroughs, and observations exist which support a learning culture of high expectations and high levels of inquiry.

**Leading Indicator**

Teachers PLCs are built around improving instruction and ensuring strategies and discussions are around supporting the needs of ALL students.

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

**Resources:**

[WICOR Strategies](#) [I.1.3 Focused Note Taking](#) [I.1.8 Structures for Collaboration](#) [I.1.11 Critical Reading Process](#) [Organizational Tools \(Binder\)](#) [I.1.3 Focused Note Taking](#) [I.1.8 Structures for Collaboration](#)  
[I.1.14 Critical Reading Process](#) [AVID Binder](#)

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"> <li>Students participate in whole-group instruction, engage with the essential question, and utilize the focused-note taking process; Teachers facilitate whole group instruction.</li> <li>Teachers are aware of the Focus book. [This book is an excellent summary of how to do direct instruction well.] <b>[Alicia and principals]</b></li> </ul> <p>Integration of culturally responsive activities in application of learning.</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>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>Students facilitate whole group instruction.</p>

**Lagging Indicator**

80% or more students meet the lesson objectives during whole group instruction.  
 Students facilitate whole group instruction.  
 Students understand the importance of their notes and how they help them to be more successful.

**Leading Indicator**

Students are using collaboration, critical thinking and are more engaged in their learning.  
 Classrooms shift to a more student-led environment.  
 All students are using Focused notes.

### 3. Small Group Instruction/Flex Groupings

**Resources:**

- [I.1.9 Organizational Methods \(Goal Setting\)](#) [I.1.7 Technology as a Tool for Collaboration](#) [Access Digital Info](#) [I.1.11 Organizational Methods \(Goal Setting\)](#) [I.1.7 Technology as a Tool for Collaboration](#)
- [I.1.10 Leadership Skills](#) [Access Digital Info](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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"> <li>Coaching Workshop:                             <ul style="list-style-type: none"> <li>Small group (2-10) instruction based on learner needs (reteaching, Q&amp;A, absences, etc)</li> </ul> </li> <li>Learner-Led Workshop:                             <ul style="list-style-type: none"> <li>Small group (2-10) learner facilitated workshops that reteaches and provides additional practice.</li> </ul> </li> </ul> <p>Teachers facilitate small group instruction. <b>[Alicia and principals]</b></p>	<p>Teacher-Learner Conference:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>articulate their needs, strengths, and interests</li> <li>partner in setting their learning goals</li> <li>partner in shaping their learning pathways and experiences</li> <li>assess, monitor, and reflect on their progress</li> <li>advocate for needed support from teachers, peers, technology, and other resources</li> </ul> <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>

**Lagging Indicator**

Classroom instruction is student centered built around students' needs/voice and choice. Teachers provide purposeful feedback

**Leading Indicator**

Students are able to facilitate learning to and with their peers. Students use purposeful feedback.

**4. Flexible learning spaces and teacher and student goals**

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

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

**Resources:**

- [Collaborative Expectations/Rolls Collaborative Study Groups](#) [I.1.9 Organizational Methods \(Goal Setting\)](#) [Creating a Social Contract](#) [I.1.9 Collaborative Study groups](#) [I.1.11 Organizational Methods \(Goal Setting\)](#)
- [K-12 Activating Student Agency](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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. <i>[Alicia and principals]</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>In partnership with the teacher, students take ownership and have agency in making sound educational decisions based on their personal learning goals.</p> <p>Students and teachers choose appropriate learning spaces.</p>	<p>Learner agency has been established and students regularly use higher levels of inquiry to achieve educational goals and learning spaces.</p> <p>Students select learning spaces to reflect the task or activity at hand and effectively use these spaces.</p>

**Lagging Indicator**

Teachers are trained in learning goals.  
Classroom data is analyzed and used by teachers to create appropriate groupings.

**Leading Indicator**

All students set personal learning goals and strive to achieve them.  
Students develop agency and hold themselves to high standards.  
Student flex spaces are being used effectively.

**5. Safe, Welcoming, and Culturally Responsive Learning Environment**

**Resources:**

[Relational Capacity Energizers/ice-breakers](#) [Growth Mindset](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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"> <li>Establish classroom norms/expectations (social contract)</li> <li>Ensure that the room is clean and inviting</li> <li>Provide room for movement and interaction</li> <li>Spaces for collaboration</li> <li>Offer organized and accessible material</li> <li>College and career environment</li> </ul> <p>[Alicia, principals, Beth Sherman]</p>	<p>Teachers make connections beyond the classroom:</p> <ul style="list-style-type: none"> <li>Communication with parents/positive phone calls home</li> <li>Invites parents into the classroom</li> <li>Volunteers/Guest speakers</li> <li>Connects students with mentors/role models</li> </ul> <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>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"> <li>Restorative conversations become the norm</li> <li>Intentional connections are made with disengaged students</li> <li>Growth mindset and a belief that all students are capable of success.</li> </ul> <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>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>

**Lagging Indicator**

Classroom Norms and expectations are established. Increased community and school connections are made. Decrease the number of bullying and discipline referrals.

**Leading Indicator**

Students' academics increase. Our School culture attracts parents, guest speakers, and community members to support our schools and students. Our school culture shows that we believe "All students are capable of Success!"

**GRADING AND ASSESSMENT**

**1. Feedback and Grading of Learning (Summative)**

**Resources:**

- [Grading and Reporting for Educational Equity | Great Schools Partnership](#)
- [Grading-and-Reporting-for-Educational-Equity-Full-Book.pdf \(greatschoolspartnership.org\)](#)
- [Culturally Relevant Teaching](#)
- [Kauphoff: Beyond Grif](#)
- <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.**

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Culturally responsive systems focus on grades that detail academic factors and essential learning targets.</p> <ul style="list-style-type: none"> <li>• Avoid incorporating nonacademic factors such as behavior, attendance, and effort into final grade</li> <li>• Avoid grading on a curve</li> <li>• Utilize individual versus group grades</li> </ul> <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 <b>[Beth Shermoen and principals and Alicia]</b></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"> <li>• 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.</li> </ul> <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"> <li>• Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices</li> </ul> <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>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"> <li>• product mastery/achievement of learning</li> <li>• on learning</li> <li>• progress learning elements that articulate growth (pushes those that know early to extend and those that struggle to achieve mastery)</li> </ul> <p>Redo/Retake opportunities</p> <ul style="list-style-type: none"> <li>• Learners have an opportunity to retake assessments or record redo of work in product areas without an averaged grade.</li> <li>• Consider and use new formats for the redo</li> <li>• 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</li> <li>• Understand the underlying reasons why a student may score lower the second time and always record the higher grade if a student scores lower</li> <li>• 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</li> </ul>	<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>

		thinking	
--	--	----------	--

**Lagging Indicator**

The Rock Ridge Grade scale is consistent and is a true reflection on their learning and mastery of the standards. Feedback and assessments are primarily teacher driven.

**Leading Indicator**

Students have retake and redo opportunities to demonstrate their learning. Formative assessments exist in all classes and are used daily. Feedback and assessments are primarily student driven.

2. Feedback and Grading for Learning (Formative)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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"> <li>Formative assessments guide the daily teaching, but are not factored into benchmark grading although they can be entered in gradebook for record</li> <li>Focus is on feedback not grades</li> <li>Select informal assessments that validate and consider students' linguistic and cultural identities.</li> </ul> <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><b>[Beth Shermoen, principals, and Alicia]</b></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"> <li>Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices</li> </ul> <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"> <li>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</li> <li>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</li> <li>Give students multiple opportunities to show what they have learned</li> <li>Offer choice</li> </ul> <p>Redo/Retake opportunities</p> <ul style="list-style-type: none"> <li>Learners have an opportunity to retake assessments or record redo of work in product areas without an averaged grade.</li> <li>Consider and use new formats for the redo</li> <li>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 redo assessment in combination with redo work</li> <li>Understand the underlying reasons why a student may score lower the second time and always record the higher grade if a student scores lower</li> <li>The original work must be stapled with 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</li> </ul> <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>Modify the traditional recognition system</p> <ul style="list-style-type: none"> <li>Honors Distinctions                             <ul style="list-style-type: none"> <li>Consider sequence of requirements versus individual courses</li> </ul> </li> <li>Valedictorians/Salutatorians vs Top Percentage</li> <li>Recognize Student Growth</li> <li>Academy Recognitions</li> </ul> <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</p> <p>Assessments focus on top of Costa's</p>

**Lagging Indicator**

Clear evidence that formative assessments guide instruction not grades.  
Curriculum maps show evidence of Power Standards being the focus.

**Leading Indicator**

Teachers provide effective feedback and use formative assessment data to improve and guide instructions.  
Deep learning is taking place and students are using higher level thinking skills daily (Costa house).

3. System Design

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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. <b>[Principals]</b></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"> <li>• 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.</li> <li>• Natural implementation of words such as “not yet” versus failure.</li> <li>• Rubric reflects content not natural abilities such as art expertise (unless it's an art class)</li> </ul> <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"> <li>• Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices</li> </ul> <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"> <li>• Scaffolds such as an AVID elective or student conferencing may need to be utilized to help students understand their choices</li> </ul>	<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"> <li>• Units have rubrics that identify the essential learning and encourage student choice on how to meet those criterion</li> <li>• Includes Product, Process, and Progress Feedback</li> </ul> <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, Guskey, p. 20)</i></p> <p>Failure and learning from failure are central and critical to student learning</p>

**Lagging Indicator**

Grading is consistent across the district: common grade scale and Common Formative assessments and rubrics are in place. Teachers allow redo/retake opportunities at full credit.

**Leading Indicator**

Students and teachers are able to provide constructive feedback following an assessment rubric (teacher, self, and peer feedback) Students are not punished for incorrect learning attempts.

11/28/2022

**4. Rigorous Levels of Assessments**

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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 &amp; 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>

**Lagging Indicator**

Teachers develop meaningful, level three assessments to challenge all learners.

**Leading Indicator**

Learners are prepared for these rigorous assessments and overall grades increase.

## DESIGN PROCESS

### 1. Challenging Problem

**Philosophy:**

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

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

**Resources:**

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

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge. <i>[principals, Alicia, Willie]</i></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"> <li>• It has a single or simple answer.</li> <li>• It is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher).</li> </ul>	<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"> <li>• open-ended; there is more than one possible answer.</li> <li>• understandable and inspiring to students.</li> <li>• aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</li> </ul>	<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>

**Lagging Indicator**

Teachers use their PBL training knowledge to help learners think deeply and come up with innovative ideas and problems to solve.

**Leading Indicator**

Learners are creative and come up with current, local, or global issues to centralize their projects around.

2. Sustained Inquiry

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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 &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</p>	<p>Inquiry is driven by high levels (top 1/4 of Costa's house) of student-generated questions throughout the project.</p>

**Lagging Indicator**

Teachers have high expectations of their learners and require them to use high levels of inquiry in classroom discussions, collaboration activities, and projects.

**Leading Indicator**

Learners engage in high level academic discussions, debates, and collaborative groups regarding their projects.

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

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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>

**Lagging Indicator**

Teachers prepare learners to think critically and create projects that help solve real world problems.

**Leading Indicator**

Learners create high level and meaningful projects that make a positive impact.

4. Student Voice and Choice

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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. [Principal, 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).  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).  Learners have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.  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>

**Lagging Indicator**

Teachers provide opportunities for learners to make decisions based on their learning style and interests.

**Leading Indicator**

Learners are engaged and take pride in their work.

**5. Reflection**

EXPLORING	EMERGING	SUSTAINING	EXTENDING
Learners and teachers reflect on the learning, the quality of student work, and obstacles that arise, and strategies for overcoming them. [ <a href="#">principals</a> , <a href="#">Alicia</a> , <a href="#">Willie</a> ]	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.	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	Learners use <b>autonomy</b> 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.

**Lagging Indicator**

Teachers provide opportunities for learners to reflect during and after they complete a project.

**Leading Indicator**

Learners engage in ongoing reflection on their learning.

6. Critique and Revision

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<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>

**Lagging Indicator**  
Teachers provide opportunities for students to give and receive feedback.

**Leading Indicator**  
Learners take constructive feedback to improve their work.

**7. Public Product**

EXPLORING 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] Change wording— <u>PBL</u>	EMERGING Learners' work is made public only to classmates and the teacher. Learners present products, but are not asked to explain how they worked and what they learned.	SUSTAINING Learners' work is made public by presenting, displaying, or offering it to people beyond the classroom.	EXTENDING Learners make their project work public by sharing it with and explaining or presenting it to people beyond the classroom. Learners are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.
---	---	---	--

**Lagging Indicator**  
Learners explain and present their projects to others beyond the classroom.

**Leading Indicator**  
Learner PBL projects are used to help solve real world problems within our schools and community.

**Finance**

**Create a strategic three-year budget plan that is aligned to district goals**

*Philosophy:*

- Rock Ridge is committed to using its financial resources for the betterment of all students.
- Rock Ridge is committed to a balanced budget.
- Rock Ridge is committed to financial transparency.

*Resources:*

- <https://resources.finalseite.net/images/v1657656121/district112.org/ocemx>
- <https://www.asbointl.org/AMBA/npa/Logfweov/26/2022-2023Budget.pdf>

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>Research other Minnesota School Districts multi-year budget plans.</li> <li>Review the Association of School Business Officials International meritorious budget award guidelines to incorporate into Rock Ridge's budget presentation.</li> <li>Understand the district goals from the approved strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with department administration to understand their needs and goals over the next several years.</li> <li>Meet with the School Board Finance Committee to review goals and objectives.</li> <li>Draft three-year budget plan to align with district goals from the approved strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>The school board approves the three-year budget plan that is aligned to district goals.</li> </ul>	<ul style="list-style-type: none"> <li>Annually review and update the revolving three-year budget plan.</li> </ul>

**Lagging indicators**

Compare budget vs actual.

**Leading indicators**

Meet quarterly with department administration to ensure alignment of district goals with the budgetary three-year plan.  
 Future student enrollment  
 Create a three-year budget

### Create a monthly budget-to-actual report

**Philosophy:**

- Rock Ridge is committed to reviewing the budget on a monthly basis
- Rock Ridge is committed to a balanced budget.
- Rock Ridge is committed to adjusting resources during the school year to areas of need.

**Resources:**

- [Add a resource](#)
- 

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• Research other Minnesota School Districts monthly reporting.</li> <li>• Explore best practices for monthly financial reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and create a sample report with assistance from administration.</li> <li>• Meet with the School Board Finance Committee to gain feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly reports provided to the school board.</li> <li>• Monthly reports provided to administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Annually review the monthly reporting process.</li> </ul>

**Lagging indicators**

The report is provided to the school board.

**Leading Indicators**

Meeting with the administrative group monthly.  
Quarterly meeting with the school finance committee.

**Food Service**

Initial Rollout Fall 2023

**Rock Ridge will investigate and create an effective, efficient, and nutritious food service delivery model**

*Philosophy:*

- Rock Ridge is committed to providing healthy meals to students and staff.
- Rock Ridge is committed to using farm-to-school processes when available and economically feasible
- Rock Ridge is committed to keeping meals affordable

*Resources:*

- <https://www.farmtoschoolmn.org/>

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• Explore farm-to-school options</li> <li>• Explore using a food service management company or operating a district-run food service</li> </ul>	<ul style="list-style-type: none"> <li>• Determine feasibility of farm-to-school options</li> <li>• Determine feasibility of a food service management company or operating a district-run food service.</li> </ul>	<ul style="list-style-type: none"> <li>• School board decides on farm-to-school plan</li> <li>• School board decides on food service management delivery model</li> <li>• Rock Ridge has an effective, efficient, and nutritious food service model</li> </ul>	<ul style="list-style-type: none"> <li>• Food Service budget balances without general fund contributions</li> </ul>

**Lagging indicators**

We have a food service plan and delivery model

**Leading Indicators**

Committee investigates school-to-farm options and delivery model. Program and budget comparison of district-run food service and food service management company. Decision made in March of 2023.

**Technology**

**Bring all of our new buildings online and ready for instructional use and shut down the old schools.**

*Philosophy:*

- Rock Ridge is committed to providing all K-12 students with a digital device to aid in their learning.
- Rock Ridge is committed to providing all teachers with a digital device to aid in their instruction.
- Rock Ridge is committed to providing a reliable network and instructional systems.
- Rock Ridge is committed to providing secure and safe facilities.

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>Some grade levels are 1:1 but not all students have a device.</li> <li>Staff have access to a computer.</li> <li>Classroom AV systems are installed, but not fully functioning.</li> <li>Door access components installed, but not functioning</li> <li>Camera Security system installed but not functioning</li> <li>Usable technology components not identified in old buildings.</li> <li>District begins thinking about hiring individual for managing public and building performance technology.</li> </ul>	<ul style="list-style-type: none"> <li>All high school students have a device.</li> <li>All staff have a laptop.</li> <li>Classroom AV systems are installed, and working, but staff don't know how to use them.</li> <li>Door access components installed, some but not all staff have appropriate access.</li> <li>Camera Security system installed but not archiving.</li> <li>Usable technology components identified in old buildings.</li> <li>District has processes and procedures in place to hire individual for managing public and building performance technology.</li> </ul>	<ul style="list-style-type: none"> <li>All students K-12 have a device.</li> <li>All staff have a laptop and tablet device.</li> <li>Classroom AV systems are installed and working, staff are trained how to use them.</li> <li>For security and safety, all door access components installed, all staff have access to the buildings they need.</li> <li>For security and safety, all camera security systems installed and provide a month of archived video.</li> <li>Usable technology components identified in old buildings and removed for sale or re-use.</li> <li>District has individual hired for managing public and building performance technology.</li> </ul>	<ul style="list-style-type: none"> <li>All students Pre-K-12 have a device.</li> <li>All Staff have both a laptop and tablet device that are used to provide a collaborative learning environment.</li> <li>Classroom AV systems are installed and working, staff are using these systems for collaborative teaching and student led instruction.</li> <li>Door access components installed, all staff have access to the buildings they need.</li> <li>Camera Security system installed and provides a month of archived video.</li> <li>Usable technology components identified in old buildings and removed for sale or re-use.</li> <li>District has efficient and effective building performance technology support.</li> </ul>

**Lagging indicators**

- All students and staff have a 1:1 device.
- Door access and classroom AV system and cameras installed per specifications.
- We have identified usable technology components for sale or re-use.
- We have removed usable technology components from older buildings.

**Leading Indicators**

- All students and staff are proficient with their 1:1 device.
- Teachers are collaborating on instructional topics.
- Students are leading instruction.
- Usable technology components from older buildings are being removed.
- Door access, classroom AV systems, and cameras ordered and placements in buildings determined.

**Custodial**

**All custodians and their work details and assignments, will be finalized in all new buildings and older buildings.**

**Philosophy:**

- Rock Ridge is committed to having a clean environment for our students and staff
- Rock Ridge is committed to having staff properly trained
- Rock Ridge is committed to having safe work environment

**Resources:**

- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• Research current building custodial and maintenance needs and consider placement of maintenance and custodial staff.</li> <li>• Training of custodians and staff has started</li> </ul>	<ul style="list-style-type: none"> <li>• Continual readjusting of staff as new buildings open and old buildings close.</li> <li>• Training of custodians and staff is mostly completed</li> </ul>	<ul style="list-style-type: none"> <li>• All custodians will have their work details and duties and assignments</li> <li>• Properly Train Custodial/Maintenance staff in new cleaning areas by square footage in the new buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• Custodial and staff assignments will be determined by square footage formulas</li> <li>• All custodians and staff will have the skills and training to perform multiple job duties</li> </ul>

**Lagging indicators:**

Custodians and staff complete work details and assignments.

**Leading Indicators:**

Custodians and staff will be trained.  
 Custodians and staff will be properly assigned.  
 Square footage per custodian and staff will be initiated and completed.

**Buildings and Grounds**

**Achieve efficiency in the management of all of our athletic facilities including training staff and performance in turf management**

*Philosophy:*

- Rock Ridge is committed to having a clean environment for our students and staff
- Rock Ridge is committed to having staff properly trained
- Rock Ridge is committed to having safe work environment

*Resources:*

- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• Analyze what equipment and what staff we will need to take care of turf maintenance.</li> <li>• All turf fields are properly maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Make a two year schedule of continual training for staff on turf maintenance</li> <li>• All turf fields are properly maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Make a five year schedule of continual training for staff on turf maintenance</li> <li>• All turf fields are properly maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Make a ten year schedule of continual training for staff on turf maintenance</li> <li>• All turf fields are properly maintained</li> </ul>

**Lagging indicators:**

Games and practices are successfully held on turf fields

**Leading Indicators:**

We have the proper equipment to perform our turf maintenance procedures.

Staff are properly performing their turf maintenance procedures.

**Transportation**

**Initial Rollout Fall 2023**

**We will provide safe and efficient transportation to all students at the lowest possible district cost.**

**Philosophy:**

- Rock Ridge is committed to provide all PreK -12 students with transportation that is safe and efficient at the lowest possible cost to the district.
- Rock Ridge is committed to provide students with an up to date fleet of buses that provides modern technology for the learning process.
- Rock Ridge is committed to providing training for employees involved in transportation in order to provide a positive and safe experience for students riding district buses.

**Resources:**

- [www.transfinder.com](http://www.transfinder.com)
- [www.hoglundbus.com](http://www.hoglundbus.com)
- [www.telimgroup.co](http://www.telimgroup.co)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>Hold meetings with the district's bus routing software company representatives and consultants to determine the best way to proceed. This includes contracting with our software company for consulting services.</li> <li>Explore and seek bid proposals under the Minnesota State Cooperative Purchasing Program each year no later than February 15th for bus purchases in the next fiscal school year.</li> <li>Collaborate with our bus software company to establish a training program for using the bussing software. Determine the characteristics needed for effective utilization for the program and possibly hire a router/driver.</li> </ul>	<ul style="list-style-type: none"> <li>Hold meetings with administration and school board committee members to discuss options for transportation scenarios for the upcoming school year.</li> <li>Provide the school board with annual bids received no later than March 15 to determine the number of older buses to be retired and the number of new buses to be purchased.</li> <li>Select the router/driver for the training and set up a regimented schedule with the software company and the employee.</li> </ul>	<ul style="list-style-type: none"> <li>Complete comprehensive bus routing for students PK through grade 12 for all district elementary schools and the new Rock Ridge High School. This plan must address student safety, route efficiency and transporting students at the lowest cost possible.</li> <li>Implement a school bus rotation program with a goal that no bus be more than ten years in age.</li> <li>The router/driver utilizes school district bus routing software. This person is able to use the software to provide seamless operations in regard to student transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Bus routing software is working flawlessly.</li> <li>No school bus is older than 8 years.</li> <li>Additional employee works routing software flawlessly and helps out as needed in transportation.</li> </ul>

**Lagging indicators**

Measure runs per bus, students per bus, miles per bus, cost per student and cost per mile. The number of buses and length of time they have been in service. The training of a router/driver creates a better work flow in the transportation Department.

**Leading Indicators**

Meetings with our district bus software company to formulate a plan for routing. Meetings with administration to discuss options. Bus quotes discussed and approved early so that buses are ordered on time. Collaborate effectively with routing experts. Routing/driver hired.

## Activities

### Develop quality and sustaining programs while providing students with ample opportunities to participate in a variety of activities.

1. To establish programs that can sustain and compete at the next level. (moving up a class)
2. To develop more student athletes and more leaders in the community.
3. Present a common message throughout all of the activities, athletics and clubs offered in the district, building a positive Rock Ridge culture.

**Philosophy:**

Rock Ridge is a place that provides a fun and safe learning environment for all students who participate in extracurricular activities.  
 Rock Ridge is a place where all coaches have a purpose statement for their athletes. Rock Ridge is a place that develops well rounded student athletes who will be our future leaders

**Resources:**

- <https://rrps.org/activities/athletics/>
- <https://www.mshsl.org/>
- <https://www.ironrangeconference.org/g5-bin/client.cgi?G5genie=37>
- <https://www.nfhs.org>

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• Examining/studying Intramural Sports to give students more opportunities. ie. Men's VB, Water Polo, Soccer, Etc.</li> <li>• Examining/studying how to get every student into at least one activity</li> <li>• Examine/study how to get all our programs to compete at the next MSHSL class size.</li> <li>• Examine/study how to effectively use our strength coach for all programs in and out of each season.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing some Intramural Sports are operational to give students more opportunities.</li> <li>• More students are involved in at least one activity</li> <li>• Develop a comprehensive activities/ athletics handbook for coaches and advisors</li> <li>• Initiating a plan to get all our programs competing at the next MSHSL class size.</li> <li>• Utilize the strength coach and our new weight room.</li> <li>• Coaches understand the reason of why we play and athletes know the difference between goals and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Multiple Intramural Sports are effectively giving students more opportunities.</i></li> <li>• <i>Most students are involved in at least one activity in each sport.</i></li> <li>• <i>Athletes model the principals of why we play and athletes model the difference between goals and purpose</i></li> <li>• <i>All athletes and coaches utilize the strength and weight program on a regular basis</i></li> </ul>	<ul style="list-style-type: none"> <li>• All sports have successfully made the transition to the next MSHSL class size</li> <li>• All students are involved in at least one activity</li> <li>• Developing more leaders of the future through student athletes.</li> <li>• All athletes and coaches maximize the strength and weight program on a year round basis.</li> </ul>

**Lagging indicators**

Number of students involved in activities.  
 Number of students utilizing the weight room.  
 Number of teams advancing in section competition.

**Leading Indicators**

Coaches are developing/educating students on the “why we play” and knowing the difference between goals and purpose.  
 Coaches and athletes are effectively utilizing the weight room and tracking progress through “Train Heroic” or a similar program.  
 Intramural sports exist for students to participate in and students participating in the intramural sports.

11/28/2022

**Community Education**

To improve the overall quality of the programs offered by the Rock Ridge Community Education department by extending the range and number of programs offered.

1. To establish a self-sustaining, high quality before and after School Aged Child Care program at each elementary school site in the School District.
2. To provide positive enrichment activities to promote life skills and to supplement academic achievement of the Rock Ridge students.
3. To enhance relationships and increase community involvement and build on the resources available to families in the Rock Ridge School District.
4. To explore the possibility of running a day care in the district

**Philosophy:**

Rock Ridge is committed to serving the community by providing sustainable enrichment activities.  
 Rock Ridge is committed to enhancing the quality of life and educational opportunities on the Iron Range through programming and enrichment activities.  
 Rock Ridge is committed to providing programs based on engagement, enrichment, community, family, choice, voice, collaboration and communication.

**Resources:**

- <https://mn-mcea.org/>
- <https://rps.org/community/community-education-sports/>
- <https://rps.org/community/community-education/>

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• Explore/study how we can build a sustainable School Age Child Care program.</li> <li>• Studying how we can provide classes/activities to meet student and adult needs.</li> <li>• Investigate the design of a new flier/booklet/pamphlet and ways to generate advertising revenue.</li> <li>• Investigate interest for school-run day care</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator is hired to run school age child care and planning continues and planning continues.</li> <li>• Schooled hild care is operational at Laurentian, Parkview, and North Star.</li> <li>• The range and number of classes/activities offered is growing to meet student and adult needs.</li> <li>• Implementing the design of a new flier/booklet/pamphlet and are generating advertising revenue</li> <li>• Investigate cost, facilities, staffing, location, for school-run day care</li> </ul>	<ul style="list-style-type: none"> <li>• The school district is effectively running school age child care at Laurentian Elementary and Parkview Elementary and North Star Elementary.</li> <li>• The range and number of classes/activities offered is sufficient to meet student and adult needs.</li> <li>• The design of a new flier/booklet/pamphlet exists and we are generating significant advertising revenue.</li> <li>• Report to school board on feasibility of school-run day care</li> </ul>	<ul style="list-style-type: none"> <li>• The school district is a model for running school age child care in the State of Minnesota.</li> <li>• The range and number of classes/activities offered is a model in the State of Minnesota..</li> <li>• The design of a new flier/booklet/pamphlet wins awards and the generation of advertising revenue is a model for the State of Minnesota.</li> <li>• School board makes decision on feasibility of school-run day care</li> </ul>

**Lagging indicators**

The number of students and adults in the classes/activities and the number of classes/activities offered.  
 Current flier/booklet/pamphlet exists and advertising dollars are counted.  
 Number of children attending school age child care at Laurentian, Parkview, and North Star.  
 Feasibility report for school-run day care is complete.

**Leading Indicators**

Students/families are eager to continue and are effectively utilizing school age child care offered by the district.  
 Class/activity evaluations are positive and students/parents are eager to continue participation.  
 11/28/2022

New flier/booklet/pamphlet is created on-schedule and released on-time for students and parents to sign up.  
The flier/booklet/pamphlet is compared to other districts' and the best ideas are taken for our use.  
Local businesses are eager to advertise in the flier/booklet/pamphlet.  
Determine interest and cost-effectiveness of school-run day care.

**Fundraising**

Initial Rollout Fall 2023

**Recognize and reach out to potential donors that match district purchasing needs and wants**

**Philosophy:**

Rock Ridge is dedicated to honoring our alumni from the four previous high schools; Eveleth, Eveleth-Gilbert, Gilbert, and Virginia. Rock Ridge will work to create partnerships with local and global companies/businesses/corporations to best prepare our students for post high school planning.

**Resources:**

- [Alumni.rms.org](http://Alumni.rms.org)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• We will identify alumni that might be potential partners</li> <li>• We will identify companies/businesses/corporations that might be potential partners.</li> </ul>	<ul style="list-style-type: none"> <li>• We will contact alumni that might be potential partners.</li> <li>• We will contact companies/businesses/corporations that might be potential partners.</li> </ul>	<ul style="list-style-type: none"> <li>• We will achieve agreements with these alumni for both donations and sponsorships.</li> <li>• We will achieve agreements with these companies/businesses/corporations for both donations and sponsorships.</li> </ul>	<ul style="list-style-type: none"> <li>• We will achieve significant agreements with these alumni that exceed our basic needs and wants for donations and sponsorships.</li> <li>• We will achieve significant agreements with these companies/businesses/corporations for both donations and sponsorships that exceed our basic needs and wants.</li> </ul>

**Lagging indicators**

We have raised the money we need for our basic needs and wants  
We have the agreements with companies/businesses/corporations for our needs and wants for donations and sponsorship

**Leading Indicators**

Alumni are contacting Rock Ridge because they heard of this Alumni opportunity  
Businesses are contacting Rock Ridge because they heard of the great opportunities we are providing for both our students and the businesses.  
Alumni lists are formed.  
The alumni webpage is up and running  
Business lists are formed.

## School to Work Engagement

**Create robust career exploration opportunities for our students and create a database of active professional partners interested in providing our students with fantastic career exploration opportunities.**

**Philosophy:**

- Rock Ridge is committed to achieving student Career Exploration opportunities
- Rock Ridge is committed to gaining on and off campus experiences for our students
- Rock Ridge is committed to developing meaningful partnerships with our employment stakeholders
- Rock Ridge will develop opportunities for on campus student leadership

**Resources:**

- [Academy Model at Rock Ridge High School](#)
- [Rock Ridge Ambassador Program](#)
- [Link inserted here in blue color](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>We will identify companies that might be potential partners.</li> <li>We will consider an Ambassador Program for our Senior High Students to allow for leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>We will contact companies that might be potential partners.</li> <li>We will work together to identify the potential students and make contact with these students.</li> </ul>	<ul style="list-style-type: none"> <li>We will achieve long term sustainable agreements with these companies for both on and off campus student experiences.</li> <li>We will provide this program to grades 10-12 students.</li> </ul>	<ul style="list-style-type: none"> <li>We will achieve significant and sustaining long term agreements with these companies for both on and off campus student experiences.</li> <li>We will grow this program to include grades 6-9 students.</li> </ul>

**Lagging indicators:**

All students participate in on and off campus student experiences with businesses/companies  
All students in grades 10-12 participate.

**Leading Indicators:**

Students and teachers are motivated to create and participate in student work experiences  
Companies and businesses are motivated to create and participate in student work experiences

### Teacher Evaluation and Feedback

Rock Ridge will have an effective Teacher Evaluation and Feedback system that supports the district direction of 21st Century Skills, which includes Critical Thinking, Communication, Collaboration, Creative, Citizenship, Entrepreneurial, Character, and Global Awareness. This Teacher Evaluation and Feedback system will include a focus on the primary supporting systems to achieve 21st Century Skills, which includes direct instruction, project based learning, research-based teaching, whole class instruction, a culture of thinking, visible learning, literacy, WICOR, a coherent and sequenced curriculum, backwards design, and Costa's House.

*Philosophy:*

- Rock Ridge is committed to delivering world class education to the students.
- Rock Ridge is committed to having world class teachers delivering the instruction.
- Rock Ridge is committed to having world class feedback for the teachers.

*Resources:*

- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>• We will investigate and explore various teachers evaluation and feedback systems. We will select an evaluation and feedback system which enables us to meet our goal area.</li> <li>• While we are exploring various teacher evaluation and feedback systems, we will continue our old system, which is a modification of the Charlotte Danielson system.</li> </ul>	<ul style="list-style-type: none"> <li>• We will have an effective teacher evaluation and feedback system which is implemented by all principals in all buildings. All non-tenured teachers will receive formal evaluations and feedback three times a year. All tenured teachers will receive formal evaluations and feedback once every three years.</li> <li>• The system will be easy for teachers to understand and implement and will not require significant paperwork on the part of the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• We will have an effective teacher evaluation and feedback system which is implemented by all principals in all buildings. All non-tenured teachers will receive formal evaluations and feedback three times a year. All tenured teachers will receive formal evaluations and feedback once every two years.</li> <li>• The system will be easy for teachers to understand and implement and will not require significant paperwork on the part of the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• We will have an effective teacher evaluation and feedback system which is implemented by all principals in all buildings. All non-tenured teachers will receive formal evaluations and feedback four times a year. All tenured teachers will receive formal evaluations and feedback twice every year.</li> <li>• The system will be easy for teachers to understand and implement and will not require significant paperwork on the part of the teachers.</li> </ul>

**Lagging Indicators**

Principals complete the required number of evaluations on non-tenured and tenured staff.

**Leading Indicators**

Principals and teachers use specific data in the evaluation and feedback system to improve their teaching. Teachers and principals welcome and look forward to the formal evaluations and feedback sessions. Teachers and principals act as if the formal evaluations and feedback are the among the most important duties of the teacher and principal.

**Student Enrollment**

Rock Ridge will retain 99% of its students on a year-to-year basis and grow its student base by 2% a year for the next 5 years.

*Philosophy:*

- Rock Ridge is committed to serving students within the district boundaries with outstanding educational opportunities and teaching
- Rock Ridge is committed to serving students outside our district boundaries with outstanding educational opportunities and teaching
- Rock Ridge is committed to retaining ALL its students on a year-to-year basis.

*Resources:*

- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> <li>Rock Ridge will retain 95% of its students on year-to-year basis.</li> <li>Rock Ridge will grow its student base by .5% a year for the next five years.</li> </ul>	<ul style="list-style-type: none"> <li>Rock Ridge will retain 97% of its students on a year-to-year basis.</li> <li>Rock Ridge will grow its student base by 1 % a year for the next 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>Rock Ridge will retain 99% of its students on a year-to-year basis.</li> <li>Rock Ridge will grow its student base by 2% a year for the next 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>Rock Ridge will retain 99.5% of its students on a year-to-year basis.</li> <li>Rock Ridge will grow its student base by 2.5% year for the next 5 years.</li> </ul>

**Lagging indicators**

% of students who are retained on a year-to-year basis.  
% of new students who attend Rock Ridge over the next 5 years.

**Leading Indicators**

Satisfaction of students and parents with the education they are receiving.  
Perceived satisfaction of education students and parents will receive if they attend Rock Ridge schools.  
Desire and skills of teachers, principals, and staff to deliver world class education to the students.  
Desire of teachers, principals, and staff to not lose a single student to another district or educational entity.

Memorandum of Understanding

Prep Time on Early Release Wednesdays

Both Education Minnesota Rock Ridge- Local #7394 and Rock Ridge Public Schools- I.S.D. 2909 acknowledge that the instructional minutes and prep time minutes outlined in the master agreement are not being met on early release Wednesdays. For the remainder of the 2022-2023 school year, on Wednesdays, the time between student dismissal and the beginning of P.L.C.'s will be considered teacher prep time. Both parties agree this will satisfy the contractual prep time requirements outlined in the Master Agreement.

Furthermore, both parties agree to continue under the current Wednesday schedule for the remainder of the 2022-2023 school year, and agree to address this issue during negotiations for a successor agreement. This MOU will expire at the conclusion of the 2022-2023 school year.

**122A.50 PREPARATION TIME.**

*Beginning with agreements effective July 1, 1995, and thereafter, all collective bargaining agreements for teachers provided for under chapter 179A, must include provisions for preparation time or a provision indicating that the parties to the agreement chose not to include preparation time in the contract. If the parties cannot agree on preparation time the following provision shall apply and be incorporated as part of the agreement: "Within the student day for every 25 minutes of classroom instructional time, a minimum of five additional minutes of preparation time shall be provided to each licensed teacher. Preparation time shall be provided in one or two uninterrupted blocks during the student day. **Exceptions to this may be made by mutual agreement between the district and the exclusive representative of the teachers.**"*

Signed:

Education Minnesota Rock Ridge, #7394

Rock Ridge Schools, I.S.D. #2909

\_\_\_\_\_  
(Head Negotiator / Spokesperson) (Date)

\_\_\_\_\_  
(Superintendent of Schools) (Date)

\_\_\_\_\_  
(Local President) (Date)

\_\_\_\_\_  
(School Board Chairperson) (Date)

## LEARNING EXPERIENCE AGREEMENT

This LEARNING EXPERIENCE AGREEMENT (“Agreement”) is entered into effective as of November 21, 2022 (“Effective Date”), by and between Essentia Health, a Minnesota nonprofit corporation (“Essentia Health”), and Rock Ridge Public Schools, ISD 2909 (“Institution”).

### RECITALS

WHEREAS, Essentia is an integrated healthcare system which provides healthcare services at its facilities throughout the regions it services, and which recruits and trains a wide range of healthcare professionals.

WHEREAS, Institution desires to secure clinical or other applicable practice experience for Institution’s healthcare students (hereafter referred to as “Student” or “Students”) by permitting the use of Essentia Health’s facilities and resources.

WHEREAS, Essentia Health is willing to provide such clinical or other applicable practice experience for Students at one or more of Essentia Health’s facilities.

WHEREAS, this Agreement does not contemplate the payment of a fee or remuneration by either party to the other but is intended to jointly benefit both parties by improving education through professional preparation of Students.

NOW, THEREFORE, in consideration of the mutual promises hereinafter contained, it is agreed:

#### ***Section 1. Responsibilities of Essentia Health.***

- A. *Access to Essentia Health Facilities.* Essentia Health agrees to furnish clinical or such other resources as may be appropriate to Students and/or Faculty (defined below) for the purpose of providing training to Students in order to supplement their classroom learning and enhance their development as healthcare professionals and/or technicians.
- B. *Use of Medical Library.* Essentia Health agrees to permit Students to use its medical library according to Essentia Health’s standard policies, which may be amended from time to time.
- C. *Emergency Medical Care.* Essentia Health agrees to provide emergency medical care or arrange transportation to receive emergency care for Students who suffer an illness or injury requiring emergency care while on the premises of Essentia Health. Institution shall allow Essentia Health to direct the course of such care for any Faculty or Students in its sole discretion. The cost for medical care will be charged to the Student or Faculty and will be the Student or Faculty’s responsibility, unless such medical treatment is necessitated by some act or omission of Essentia Health, its agents or employees, which act or omission occurs within the scope of their agency or employment.

#### ***Section 2. Responsibilities of Institution.***

- A. *Preparation for and Administration of Participation in Program.*
  - i. Institution agrees to appoint a Program coordinator for Institution to act as a liaison with Essentia Health and to coordinate, prior to each academic term, clinical or other area of study, dates, times, and number of Students, which are mutually agreeable to Essentia Health

- ii. Institution agrees to submit a written request for Program clinical rotation sites (as applicable), dates, and times to Essentia Health for approval. The written request for the Program shall be provided by Institution to Essentia Health within such time as reasonably requested by Essentia Health.
- iii. Institution agrees to provide to Essentia Health, five (5) weeks prior to Student placement the following: (a) names and number of students who will be assigned to the Program during a given period of time; (b) dates and hours students will be present in the Essentia Health facility; and (c) Faculty names and number for assigned Program.
- iv. Institution agrees to ensure that all professionally credentialed Students must possess current licensure, registration, or certification. Validation of current professional licensure will be provided to the Essentia Health representative for either Minnesota, Wisconsin, or North Dakota as appropriate, prior to participation in Program at Essentia Health.
- v. Institution shall obtain and maintain all required licenses, accreditations and approvals of its educational programs as are required by law, professional or technical boards or authority and shall be solely responsible to ensure that its educational programs and activities under this Agreement comply with all applicable U.S. and other state laws, as appropriate. Upon request by Essentia Health, Institution shall provide Essentia Health with evidence of licensure, accreditation and/or approval of applicable educational programs.
- vi. If this Agreement involves the placement of nursing students with an Essentia Health facility located in Minnesota, the Institution shall ensure that its educational programs and activities under this Agreement comply with the supervising instructor requirements for nursing students as set forth in Minn. Rule Part 6305.0300. If this Agreement is with an Institution located in a state other than North Dakota and involves the placement of nursing students with an Essentia Health facility which is located in North Dakota, then the Institution must follow the North Dakota Board of Nursing Guidelines for Out of State Nursing Education Programs Seeking Student Nurse Placement in North Dakota.
- vii. Institution agrees to ensure that all Students, prior to their first day of participation in the Program at Essentia Health, have reviewed and returned to Essentia Health a signed copy of the then-current Student/ Faculty/ Resident/ Fellow Orientation Guide which may be amended from time to time.
- viii. As may be applicable depending on Program class size and Program Objectives, Institution shall provide a faculty member(s) (“Faculty”) who is appropriately qualified and competent in the Program discipline.
- ix. Institution agrees to provide the level of supervision of Students as solely determined by Essentia Health. Institution agrees to remove any Student or Faculty whose conduct is determined by Essentia Health, in its sole discretion, to be determinantal to Essentia Health or its patients, visitors, employees, or agents.
- x. Institution shall provide Essentia Health with written objectives for the Program (“Program Objectives”) and shall cooperate with Essentia Health in working towards such objectives.
- xi. Institution shall be responsible for planning, directing and evaluating the Students’ learning experience in accordance with Program Objectives. Essentia Health shall not be responsible for any grades or academic assessment of a Student, and the parties agree that such responsibility

shall rest solely upon Institution. Upon request, Essentia Health may furnish to Institution an evaluation of a Student's performance in the Program.

- xii. Institution shall ensure that Students and Faculty participating in the Program are covered by general and professional liability insurance in such amounts as further set forth in Section 5 below.
- xiii. Institution shall ensure that all Students participating in the Program are appropriately trained and qualified for their educational level.

**Section 3. Adherence to Essentia Health Policies.** Essentia Health agrees to provide Institution, Students, and Faculty with access to copies of Essentia Health's policies and procedures for the facilities included in the Program. Institution agrees to advise all Students and Faculty of their obligation to comply with Essentia Health's policies while within Essentia Health, as well as the need to maintain the privacy and confidentiality of information concerning patients and treatment delivered to patients. Essentia Health will inform Institution of any changes in policies or staffing which may affect Students' participation in Program.

- A. *Background Checks.* The Institution shall perform background studies on Faculty and Students which may include criminal background studies and state-specific required background studies. The Essentia Health affiliate where the Student or Faculty will be placed shall notify the Institution of its background study requirements prior to the placement of any Student or Faculty with that affiliated entity. Institution shall provide a copy to Essentia of any background study that showed any results or "hits."
- B. *Immunizations.* Institution agrees to ensure all Students and Faculty have received the required immunizations and have an acceptable health status as solely determined by Essentia Health.
- C. *Parental Consent.* Institution agrees to ensure that all minor Students obtain parental/guardian consent required for participation in the Program, as well as for any medical examinations, immunizations, and screens conducted pursuant to this Agreement.

**Section 4. Understanding of the Parties.**

- A. *Term of the Agreement.* The initial term of this Agreement shall be for one (1) year commencing on the Effective Date ("Initial Term"). Thereafter, this Agreement shall automatically renew for additional, successive one-year terms (each, a "Renewal Term"), unless one party notifies the other party of an intent not to renew at least sixty days prior to the expiration of the then-current Term. (The "Initial Term" and all "Renewal Terms" are collectively referred to herein as the "Term.")
- B. *Termination of the Agreement.*
  - i. Termination without Cause. Either party may terminate this Agreement without cause upon not less than sixty (60) days written notice to the other party. The parties may mutually agree to terminate the Agreement in writing at any time.
  - ii. Termination for Cause. Either party shall have the right to terminate this Agreement upon written notice of such termination to the other party in the event that: (1) either party is in material breach of any provision of this Agreement and the breaching party has not cured the breach within thirty (30) days of receipt of notice from the non-breaching party; (2) the business of either party is terminated or suspended; (3) a petition for bankruptcy is filed by or against either party;

(4) a receiver is appointed on account of either party's insolvency; or (5) if any assignment is made of either party's business for the benefit of its creditors. In addition, Essentia Health shall have the right to terminate this Agreement without notice in its sole discretion to preserve the quality of patient services and/or to protect the health, safety, or welfare of patients, employees, or other persons. Additionally, this Agreement will terminate automatically upon the occurrence of the conditions described Section 14 of this Agreement.

- iii. Termination of Student from Program. Essentia Health has the right to terminate a Student's participation in Program and use of its facilities, equipment, or supplies where flagrant or repeated violations of Essentia Health's rules, regulations, policies or procedures occur. Such action will not normally be taken until the issues involving the Student have been discussed with the appropriate representative of Institution. However, Essentia Health reserves the right to take immediate action, where necessary or desirable, to preserve the quality of patient services, to protect the health, safety, or welfare of patients, employees, or other persons, and/or to maintain operation of its facilities free from interruption. Institution will not reassign any previously terminated Student to Essentia Health without prior approval of Essentia Health.
- iv. No Guarantee of Placement. Although Essentia Health will make every effort to accommodate and place Institution's Students in the Program as requested by Institution, there may be circumstances that prevent the requested placement. Essentia Health will notify Institution as soon as possible if such circumstances arise.

#### ***Section 5. Insurance and Indemnification.***

##### ***A. Insurance.***

- i. Worker's compensation coverage will not be provided by Essentia Health to Students or Faculty.
- ii. Each party shall maintain usual and customary insurance applicable to its obligations under this Agreement, including minimum coverage amounts of: \$1,000,000 per occurrence and \$3,000,000 annual aggregate for each of commercial general and professional liability; \$1,000,000 per occurrence for automobile liability; and applicable statutory limits for workers' compensation. These coverage limits are not intended to limit either party's liability. If either party's insurance policies are "claims-made" policies, that party shall purchase "tail" coverage upon the termination of such policy. Such "tail" coverage shall provide for an indefinite reporting period.

- B. *Indemnification.* The Institution shall indemnify, hold harmless and defend Essentia Health, its parents, subsidiaries, affiliates, directors, officers, employees, and agents from and against all losses, claims, suits, damages, actions, causes of action, proceedings, demands, assessments, settlements, judgments, costs, expenses or any other liability of any kind or nature (including attorneys' fees) imposed on or asserted against Essentia Health as a result of or arising out of the acts or omissions of the Institution, its agents, faculty or students while engaged in the activities contemplated under this Agreement.

***Section 6. Patient Care.*** Essentia Health has the right to have and retain the responsibility for supervision of patient care through the established Essentia Health chain of command to ensure that the services provided pursuant to this Agreement will not interfere with the primary mission of patient care and treatment of the patient including the application of all pertinent federal, state, and local facility regulations regarding patient care and treatment. The Students will be allowed to observe and participate in patient care only with the supervision and discretion of Essentia Health staff.

**Section 7. Accidental Exposure to Patient Blood or Bodily Fluids.** The parties mutually concur with the Center for Disease Control Statement that there is a risk for accidental exposure to blood or bodily fluids for Students in health profession education programs and, therefore, mechanisms for risk assessment and initiation of prompt treatment situations of high-risk exposures are necessary. If an accidental exposure to blood or bodily fluids occurs to a Student or Faculty member while involved in a Program at Essentia Health, the Student or Faculty member will be treated as a Essentia Health employee under Essentia Health's exposure incident policy as provided in and limited by the next paragraph of this subsection.

Essentia Health is responsible for (a) assessing potential risk; (b) if necessary, securing informed consent and a blood sample from the source patient for testing; and (c) cost and performance of blood testing. The Student or Faculty member is responsible for obtaining and paying for follow-up care, including emergency treatment of high-risk exposures, and is liable for the expense. A report of any occurrence of an accidental exposure involving Students or Faculty shall be forwarded to Institution; such report shall not include information regarding blood test results, follow-up care, or the Student or Faculty member's medical status, absent written consent of the Student or Faculty member.

**Section 8. Compliance with Essentia Health Code of Integrity.** In connection with the services to be rendered under the Agreement, the parties shall comply with the Essentia Health *Values* as set forth in the *Essentia Health Code of Integrity*, which is currently available at <https://www.essentiahealth.org/vendors/>.

**Section 9. Legal Compliance.** Each party shall comply with all applicable laws, rules, and regulations in connection with their respective obligations hereunder.

**Section 10. Nondiscrimination.** Neither Party shall discriminate in the provision of services to patients based on race, color, national origin, ancestry, religion, gender, marital status, disability, sexual orientation, age, or any other legally prohibited basis, except as may be medically indicated.

**Section 11. Confidentiality.** The parties shall maintain the confidentiality of patient medical records and treatment in accordance with state and federal laws. Institution acknowledges that information regarding Essentia Health's business operations, including, but not limited to, procedures, policies, programs, billing codes and systems, reimbursement schedules, contracts, business plans and such other business records is proprietary and confidential, and agrees to hold such information in strict confidence and not to disclose or make available such information to any third party, except as required by law. This provision shall survive termination of this Agreement.

**Section 12. Health Insurance Portability and Accountability Act of 1996.** Both parties agree that Students and Faculty shall be governed as members of Essentia Health's workforce for purposes of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended. Students and Faculty shall access, use, and disclose protected health information of Essentia Health only as permitted under Essentia Health's HIPAA policies and shall be subject to sanctions, including exclusion from Essentia Health's facilities, upon violation.

**Section 13. Notices.** All notices and other communications required or permitted to be given hereunder shall be in writing and shall be considered given and received when (a) personally delivered to the party, (b) delivered by courier, (c) delivered by facsimile, or (d) deposited in the United States mail, postage prepaid, return receipt requested, properly addressed to a party at the address set forth below, or at such other address as such party shall have specified by notice given in accordance with the provisions of this section:

**If to Essentia Health:**

Essentia Institute of Rural Health  
Attn: Director, Medical and Health  
Sciences Education  
502 E. 2<sup>nd</sup> Street  
Mail Stop 6AV-2  
Duluth, MN 55805

***With a copy by regular United  
States mail, postage prepaid, to:***

Essentia Health  
General Counsel  
502 E. 2<sup>nd</sup> Street  
Duluth, MN 55805

**If to Institution:**

Rock Ridge Public Schools, ISD 2909  
1405 Progress Pkwy  
Eveleth, MN 55734

***With a copy by regular United  
States mail, postage prepaid, to:***

***Section 14. No Exclusion / Debarment.*** Each party hereby represents and warrants to the other that neither it nor any employee, contractor, or agent now or hereafter engaged by such party to provide services under the Agreement (collectively, a “Representative”) is, and at no time has been, excluded from participation in any federally-funded health care program, including the Medicare and Medicaid programs. Each party hereby agrees to immediately notify the other of any threatened, proposed, or actual exclusion of such party or any Representative from any federally-funded health care program, including the Medicare and Medicaid programs. In the event that a party or any Representative is excluded from participation in any federally-funded health care program during the Term of this Agreement, or if at any time after the Effective Date it is determined that a party or a Representative is in breach of this Section, the Agreement shall automatically terminate as of the date of such exclusion or breach; provided, however, that if the breaching party immediately removes a Representative who is so excluded or has otherwise breached the provisions of this Section from the performance of services under the Agreement, the Agreement shall not automatically terminate. Each party shall indemnify (the “Indemnifying Party”) and hold harmless the other party against all actions, claims, demands and liabilities, and against all loss, damage, costs, and expenses, including reasonable attorneys’ fees, arising directly or indirectly, out of any violation of this Section by the Indemnifying Party. The provisions of this Section shall survive the expiration or termination of the Agreement for any reason.

***Section 15. Jeopardy.*** If Essentia Health reasonably determines that the continued performance of this Agreement jeopardizes its or an affiliated entity’s (i) licensure, (ii) participation in or recovery from any reimbursement or payment programs, (iii) accreditation status, or (iv) tax-exempt or bond-financing status, Essentia Health shall notify Institution so the parties may resolve the issues. If no resolution is reached within fifteen (15) days, Essentia Health may terminate the Agreement immediately and without penalty.

***Section 16. Independent Relationship.*** None of the provisions of this Agreement are intended to create any relationship between the parties other than that of independent entities contracting with each other solely for the purpose of effecting the provisions of this Agreement. Neither of the parties, nor any of their respective officers, directors, employees or agents, shall have the authority to bind the other or shall be deemed or construed to be the agent, employee or representative of the other except as may be specifically provided herein. Neither party, nor any of their employees or agents, shall have any claim under this Agreement or otherwise against the other party for Social Security benefits, workers’ compensation, disability benefits, unemployment insurance, vacation, sick pay or any other employee

benefits of any kind. Institution agrees to comply with and assist Essentia Health in observing federal and state accreditation standards.

**Section 17. Access to Records.** If required by 42 U.S.C. § 1395x(v)(1)(I), until the expiration of four (4) years after the termination of this Agreement, Institution shall make available, upon written request by the Secretary of the Department of Health and Human Services, or upon request by the Comptroller General of the United States General Accounting Office, or any of their duly authorized representatives, a copy of this Agreement and such books, documents, and records as are necessary to certify the nature and extent of the costs of the services provided by Institution under this Agreement. If Institution carries out any of its duties under this Agreement through a subcontract with a value or cost of \$10,000 or more over a twelve (12) month period, such subcontract shall contain the same requirements.

**Section 18. Governing Law.** This Agreement shall be subject to, construed under, and governed by the laws of the State of Minnesota without regard to the choice of law principles thereof.

**Section 19. No Assignment.** Neither this Agreement nor any rights or duties under this Agreement may be assigned by either party, except upon written agreement signed by both parties.

**Section 20. Severability.** In the event any term or provision of this Agreement is rendered invalid or unenforceable by any valid act of Congress or state legislature, or by any regulation duly promulgated by officers of the United States or State of Minnesota acting in accordance with law, or is held by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.

**Section 21. Waiver.** Waiver of a breach of or default under any term or provision of this Agreement by either party, by course of dealing or otherwise, shall not be deemed a waiver of any other breach of or default under the same or a different provision of this Agreement.

**Section 22. Entire Agreement.** This Agreement and any Exhibits referenced herein constitute the entire written agreement of the parties regarding the subject matter of this Agreement and supersedes any prior agreements of the parties and any prior agreements between Institution and Essentia Health, whether written or oral, regarding the subject matter of this Agreement.

**Section 23. Authority.** By executing this Agreement, the undersigned individuals represent that they are duly authorized to make and enter into this Agreement and that this Agreement constitutes the valid and binding obligations of the parties and is enforceable in accordance with its terms.

**Section 24. Successors.** This Agreement shall be binding upon and inure to the benefit of the parties named herein and their respective successors and permitted assigns.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the Effective Date.

**ESSENTIA HEALTH**

**INSTITUTION**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

DATE: November 1, 2022  
TO: RAMS MEMBERS  
RE: NOTICE OF NOMINATIONS FOR RAMS BOARD OF DIRECTORS

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

**Nominated by Townships, Cities or School Districts:**

➤ Eleven (11) vacancies (2-year term – 1/1/2023-12/31/2024)

**Nominated by Superintendents Association:**

➤ One (1) vacancy (2-year term – 1/1/2023-12/31/24)

Attached is a list of the twelve current board members whose term of office on the RAMS Board of Directors expires at the end of 2022. Each member unit (City, Township, School District) has the right to submit one nominee to be placed on the ballot, which will be voted on **in person at the Annual Meeting**. You may decide to nominate the same person whose term has expired, if they still hold an elected seat with your local government unit, or someone else from your elected officials. You may decide not to nominate anyone – the choice is yours.

**PLEASE MAKE CERTAIN THIS ITEM IS PLACED ON YOUR BOARD AGENDA IN NOVEMBER OR EARLY DECEMBER in order to submit the nomination by the December 9<sup>th</sup>, 2022, deadline. Nominations received by this date will be placed on the official ballot.**

**PLEASE RETURN THE OFFICIAL NOMINATION FORM BY DECEMBER 9<sup>th</sup>, 2022 in one of the following ways:**

Email: [idarukavina@ramsmn.org](mailto:idarukavina@ramsmn.org)

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

If you have any questions, please do not hesitate to contact either myself at 218-235-0029, or Kristen (RAMS Office Administrative Assistant) at 218-748-7651 or by email at rams@ramsmn.org.

Thanks for your immediate attention to this matter.

Sincerely,



Ida Rukavina  
RAMS Executive Director

**Range Association of Municipalities and Schools Board Members  
(Term Expiring 12/31/2022)**

<b>Medure, Pat</b>	School Board	ISD 318-Grand Rapids
<b>Scholz, Stacey</b>	School Board	ISD 2909-Rock Ridge
<b>Adams, Dale</b>	City Council	City of Grand Rapids
<b>Anderson, Glenn</b>	City Council	City of Babbitt
<b>Fisher, Jim</b>	Township Supervisor	McDavitt Township
<b>Hoff, Shane</b>	City Council	City of Silver Bay
<b>Lehman, Stuart</b>	City Council	City of Buhl
<b>McLaughlin, Kim</b>	School Board	ISD 701-Hibbing
<b>Pittman, Ron</b>	Township Supervisor	Cherry Township
<b>Saari, Cal</b>	City Councilor	City of Nashwauk
<b>Warwas, Cal</b>	Township Supervisor	Clinton Township
<b>Schmidt, Noel</b>	Superintendent Association	ISD 2909-Rock Ridge

**OFFICIAL NOMINATION FORM  
RAMS BOARD OF DIRECTORS  
JANUARY 2023-DECEMBER 2024**

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

Name
Elected Title

for the following term:

**TWO YEAR TERM (TOWNSHIPS, CITIES, SCHOOL BOARD)**

JANUARY 1, 2023-DECEMBER 31, 2024 (11 vacancies)

Submitted by:

\_\_\_\_\_

Title

\_\_\_\_\_

Date

\_\_\_\_\_

Entity

**NOMINATIONS MUST BE SUBMITTED BY DECEMBER 9<sup>th</sup>, 2022, IN ORDER TO BE INCLUDED ON THE OFFICIAL BALLOT. The election will be held at the Annual Meeting, December 15<sup>th</sup>, 2022...SAVE THE DATE!!**

EMAIL: [idarukavina@ramsmn.org](mailto:idarukavina@ramsmn.org) MAIL: RAMS, 5525 Emerald Ave., Mt Iron, MN 55768

**OFFICIAL NOMINATION FORM  
RAMS BOARD OF DIRECTORS  
JANUARY 2023-DECEMBER 2023**

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

Name
Elected Title

for the following term:

**ONE YEAR TERM (TOWNSHIPS, CITIES, SCHOOL BOARD)**

JANUARY 1, 2023-DECEMBER 31, 2023 (1 vacancy)

Submitted by:

\_\_\_\_\_

Title

\_\_\_\_\_

Date

\_\_\_\_\_

Entity

**NOMINATIONS MUST BE SUBMITTED BY DECEMBER 9<sup>th</sup>, 2022, IN ORDER TO BE INCLUDED ON THE OFFICIAL BALLOT. The election will be held at the Annual Meeting, December 15<sup>th</sup>, 2022...SAVE THE DATE!!**

EMAIL: [idarukavina@ramsmn.org](mailto:idarukavina@ramsmn.org) MAIL: RAMS, 5525 Emerald Ave., Mt Iron, MN 55768