



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

**Regular Meeting
Monday, February 13, 2023 at 6:00 PM
Rock Ridge Administration Building, 1405 Progress Parkway,
Virginia, MN 55792**

AGENDA

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors and visitor input.
4. Consent Agenda:
 1. Approval of January 23, 2023 regular meeting minutes. 5
 2. Approval of baseball volunteer coach for the 2022-23 school year - Gary Flannigan.
 3. Approval of extra duties for Secondary Teachers Troy Caddy and Brian Hake - Lunch Supervisor (2nd Semester) with a stipend of \$1,433 each.
 4. Approval of hire of Richard Heitke for the Paraprofessional position at a rate of \$18.47/hour effective February 1, 2023,
 5. Approval of hire of Alissa Pulles for the Paraprofessional position at a rate of \$18.47/hour effective February 1, 2023.
 6. Approval of hire of Ashley Peters for the Paraprofessional position at a rate of \$18.47/hour effective February 1, 2023.
 7. Approval of hire of Nichole Malich for the Paraprofessional position at a rate of \$18.47/hour effective February 6, 2023.
 8. Approval of hire of Charlotte Hill for the Lunchroom/Playground Aide position at a rate of \$14.00/hour effective February 6, 2023.
 9. Approval of hire of Stacey Fabish for the Paraprofessional position at a rate of \$18.47/hour effective February 8, 2023.
 10. Approval of hire of Chelsea Winans for the Long-Term Substitute Teacher position effective approximately February 13, 2023 pending 10

obtaining licensure (BA Step A \$45,085 to be prorated).

11. Approval of hire of Lyn Nelson for the Casual Bus Driver position at a rate of \$23.64/hour effective February 13, 2023.
12. Approval of hire of Karen Trimble for the Casual Bus Driver position at a rate of \$23.64/hour effective February 21, 2023.
13. Acceptance of resignation of Sierah Watkins from the Paraprofessional position effective January 30, 2023.
14. Acceptance of resignation of Breanna Peterson from the Paraprofessional position effective February 2, 2023.
15. Acceptance of resignation of Elizabeth Young from the Paraprofessional position effective February 10, 2023.
16. Acceptance of resignation for the purpose of retirement of Richard Heitzman, Carpenter, effective March 31, 2023.
17. Acceptance of resignation for the purpose of retirement of Peggy Hejda, Paraprofessional, effective at the end of the 2022-23 school year.
18. Acceptance of resignation for the purpose of retirement of Secondary Teacher Lee Anne Herrmann at the end of the 2022-23 school year.
19. Acceptance of resignation for the purpose of retirement of Elementary Teacher Sharon Keute at the end of the 2022-23 school year.
20. Approval of out-of-state travel for Robert Kreegier to the Brainstorm Conference March 12 -14, 2023 in Wisconsin Dells. We have partnered with ARCC who is covering the conference fees for Robert.

21. Acceptance and appreciation of a donation from Jack and Maija Biondich in the amount of \$100 to be used for the #RockRidgeRising Campaign - Sklasz Dugout. This donation is made in appreciation for and memory of Joe Sklasz, a long time softball pitching coach for both former school districts.
22. Acceptance and appreciation of a donation from Hannah Bezek in the amount of \$2,000 to be used for the #RockRidgeRising Campaign. This is part of a donation from the Bezek Family. The Bezek Family donation, totalling \$20,000, will be recognized by naming the Career Center, "Bezek Career Center".
23. Acceptance and appreciation of a donation from Maggie (Bezek) Spivey in the amount of \$1,500 to be used for the #RockRidgeRising Campaign. This is part of a donation from the Bezek Family. The Bezek Family donation, totalling \$20,000, will be recognized by naming the Career Center, "Bezek Career Center".
24. Acceptance and appreciation of a donation from Sam Bezek in the amount of \$1,000 to be used for the #RockRidgeRising Campaign. This is part of a donation from the Bezek Family. The Bezek Family donation, totalling \$20,000, will be recognized by naming the Career Center, "Bezek Career Center".
25. Acceptance and appreciation of a donation from Sarah Bezek in the amount of \$1,000 to be used for the #RockRidgeRising Campaign. This is part of a donation from the Bezek Family. The Bezek Family donation, totalling \$20,000, will be recognized by naming the Career Center, "Bezek Career Center".
26. Acceptance and appreciation of a donation of a popcorn machine to the baseball/softball concession from Kristin Dosan from Blue Cross Blue Shield.

5. Reports:

| | |
|--|-----|
| 1. Fundraising and School to Work. | |
| 2. WAIT (We Are One Team) program for students. | |
| 3. VHS Principal's Report. | |
| 4. Rock Ridge Draft Bell Time Study update. | 11 |
| 5. Minnesota Student Survey results. | |
| 6. Superintendent. | |
| 1. Rough Draft Equity Plan. | 47 |
| 2. Athletic Co-ops. | |
| 3. Paras in buildings. | |
| 4. Legislative update. | |
| 6. Policies: | |
| 1. Substantive Policy Changes - First Reading: | |
| 1. 203.2 Order of the Regular School Board Meeting. | 52 |
| 2. 206 Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations. | 54 |
| 7. Administration Items: | |
| 1. Consider approval of Grant and Naming Rights Agreement between the Cleveland-Cliffs Foundation and Rock Ridge Public Schools which would allow the Main Commons area of RRHS to be named "Cleveland-Cliffs Commons" in appreciation and recognition of a \$350,000 donation for purchasing educational equipment and machinery for the CTE program. | 62 |
| 2. Eveleth Special Area Plan. | 68 |
| 3. Consider approval of MOU between Wolf Head Recovery and Discovery, Inc. and Rock Ridge Public Schools. | 92 |
| 4. Consider approval of Rock Ridge Community Education Rental Prices. | 96 |
| 5. Consider approval of quote from Iron Oakes Fencing for fencing in front of the eight new dugouts at RRHS - Varsity and JV baseball and softball. | 97 |
| 6. Consider approval of draft of "Letter of Intent - Coaching/Advising". | 98 |
| 7. Consider submitting letters of support for both a Rebuilding American Infrastructure with Sustainability and Equity grant with USDOT and MnDOT's Corridors of Commerce program for the highway improvements in the Eveleth/Virginia area in response to the new Rock Ridge school campus. | 99 |
| 8. Consider approval of purchase of wall mats for wrestling/multi-purpose room. | 102 |
| 9. Consider approval of 2023 School Board Committees. | 104 |
| 8. Meeting Announcements: | |
| 1. The next regular meeting will be held Monday, February 27, 2023 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Parkway, Virginia. | |
| 9. Adjournment. | |

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, JANUARY 23, 2023, 6:00 P.M.**

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

Members Present:

Bill Addy Pollyann Sorcan
Nicole Culbert-Dahl John Uhan

Brandi Lautigar Lisa Westby
Tim Riordan

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Willie Spelts, Director of School to Work
Engagement/Fundraising Coordinator
Scott Manni, North Star Principal
Spencer Aune, Business Manager

Members Absent:

None

- I. CHAIR RIORDAN called the regular meeting to order at 6:00 P.M.
- II. **APPROVE AGENDA:**
- A. LAUTIGAR asked to add *School Safety* to the agenda.
 - B. SORCAN asked for discussion on the *Superintendent Evaluation* (Administration Item 10.5). SORCAN also added *Discussion on listing the vacated buildings with a broker* (Superintendent Report 7.3.2).
 - C. ADDY moved *10.1 Consider approval of purchase of StageTek Tiered Riser Staging System to be used in the new choir studio at Rock Ridge High School* to Reports 7.4.
 - D. Motion to **approve the agenda as amended** made by UHAN, seconded by RIORDAN. Motion passed unanimously.
- III. **RECOGNITION OF VISITORS AND VISITOR INPUT:** Teri Radtke – Equity Plan, Tom Walton – *Policy 206 Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations*, and Gerald Williams – Visitor Input.
- IV. **CONSENT AGENDA:**
- A. Motion to **approve the Consent Agenda** made by LAUTIGAR, seconded by RIORDAN.
 - 1. SORCAN pulled Items *4.3 Payment of the bills* and *4.4 Approval of hire of ShaQuanda Owens for the WAIT Advisor position* for further discussion.
 - 2. Motion passed unanimously.
 - a. Approval of January 9, 2023 organizational and regular meeting minutes.
 - b. Approval of January 17, 2023 working session minutes.
 - c. Approval of hire of Sierah Watkins for the Para Educator (Study Hall) position at a rate of \$18.47/hour effective January 17, 2023.
 - d. Approval of hire of Timothy Martinson for the Playground/Lunch Aide position at a rate of \$14.00/hour effective January 23, 2023.
 - e. Approval of hire of Cindy Gulbranson for the Early Childhood Para Educator at a rate of \$18.47/hour effective January 23, 2023.
 - f. Approval of hire of Mary Rantala for the Medical Terminology Secondary Teacher position (0.1 FTE) with a salary of \$5,223.30 effective January 23, 2023 pending Tier 2 licensure approval.
 - g. Approval of hire of Kyle Lawrence and Willie Spelts as Co-Assistant Girls' Golf Coaches effective March 1, 2023. They will be splitting the combined pay of the Assistant and Junior High Coaches for a stipend of \$3,463 each. (A Junior High Coach will not be hired.)

- h. Approval of hire of Krystal Klander for the Assistant Girls' Track Coach position with a stipend of \$4,538 effective March 13, 2023.
- i. Approval of hire of Steve Manninen for the Assistant Girls' Track Coach position with a stipend of \$4,538 effective March 13, 2023.
- j. Approval of hire of Christopher Ismil for the Assistant Boys' Track Coach position with a stipend of \$4,538 effective March 13, 2023.
- k. Approval of hire of Ryan Malich for the Assistant Boys' Track Coach position with a stipend of \$4,538 effective March 13, 2023.
- l. Approval of volunteer coach for Varsity Softball for the 2022-23 school year - Michael Madden.
- m. Approval of transfer of Makayla Goerdts from the Para Educator to the Indian Education High School Coordinator position at a rate of \$19.25/hour effective January 17, 2023.
- n. Approval of transfer of Kendra Mariucci from the Indian Education Academic Advisor to the Para Educator position at a rate of \$18.47/hour effective January 17, 2023.
- o. Approval of transfer of Maria Poderzay from the Para Educator to the Indian Education Elementary Academic Advisor position at a rate of \$19.25/hour effective January 25, 2023.
- p. Acceptance of resignation of Brittany Falk from the Para Educator position effective January 6, 2023.
- q. Acceptance of resignation of Kirsti Axelson from the Early Childhood Para Educator position effective January 17, 2023.
- r. Acceptance of resignation of Markee Abernathy from the Para Educator position effective January 19, 2023.
- s. Acceptance of resignation of Stephanie Bloomquist from the Para Educator position effective January 27, 2023.
- t. Acceptance of resignation for the purpose of retirement from Kelly Kennedy, Elementary Counselor, effective June 2, 2023.
- u. Approval of lane change for Sheila Takanen from MA to MA+10.
- v. Approval of lane change for Jessica Kortekaas from BA to BA+10.
- w. Approval of lane change for James Eichholz from BA+20 to MA.
- x. Acceptance and appreciation of a donation from Scott Witty in the amount of \$200 to the #RockRidgeRising Campaign - RRHS Boys' Basketball program.
- y. Acceptance and appreciation of donations in the amounts of \$2,688 and \$6,561 from the Virginia Community Foundation for annual disbursement. These donations come from two designated funds within the VCF: the Wolverine Fund and the Rock Ridge Education Fund.
- z. Acceptance and appreciation of a donation from the Golden Bear Foundation in the amount of \$500 for Laurentian Elementary School – “Calming Classroom Creation”.

V. **ITEMS PULLED FOR DISCUSSION:**

- A. *4.3 Payment of the bills.* Following discussion, motion to **add a Treasurer’s Report to future agendas (report to include payments and fund balances)** made by SORCAN, seconded by WESTBY. Motion passed 6-1 with RIORDAN voting NO.
- B. Motion to **approve the payment of the bills** made by RIORDAN, seconded by UHAN. Motion passed unanimously.
- C. *4.4 Approval of hire of ShaQuanda Owens for the WAIT Advisor position...*Details of the position were asked. Following discussion, motion to **approve the hire** made by LAUTIGAR, seconded by ADDY. Motion passed 4-3 with SORCAN, CULBERT-DAHL, and WESTBY voting NO.

- VI. Motion to **approve work agreements for the following individuals** made by UHAN, seconded by LAUTIGAR. Motion passed 6-1 with SORCAN voting NO.
- A. Approval of work agreement for Cierra Brellie, Data Specialist/1:1 Coordinator, for 2022-23 (\$60,343) and 2023-24 (\$61,550).
 - B. Approval of work agreement for Stephanie McDermid, Finance Assistant/Payroll, for 2022-23 (\$47,406) and 2023-2024 (\$48,354).
 - C. Approval of work agreement for Sandy Viger, Finance Officer, for 2022-2023 (\$63,240) and 2023-2024 (\$64,505).
 - D. Approval of work agreement for Janelle Dolinsek, Payroll Benefits Clerk, for 2022-23 (\$63,240) and 2023-24 (\$64,505).
 - E. Approval of work agreement for Andrea Lintula, Controller, for 2022-2023 (\$65,280) and 2023-24 (\$66,586).
 - F. Approval of work agreement for Debbie Wiirre, Executive Assistant/HR, for 2022-23 (\$61,200) and 2023-24 (\$62,424).
 - G. Approval of work agreement for Stacie Lamppa, Superintendent's Secretary, for 2022-23 (\$61,200) and 2023-24 (\$62,424).
 - H. Approval of work agreement for Willie Spelts, School to Work and Fundraising and Grants, for 2022-23 (\$115,700) and 2023-24 (\$118,014).
 - I. Approval of work agreement for Chad Hazelton, Activities Director, for 2022-23 (\$90,836) and 2023-24 (\$92,653).
 - J. Approval of work agreement for Mike Hoag, Supervisor of Maintenance/Custodians, for 2022-23 (\$80,070) and 2023-24 (\$81,671).
 - K. Approval of work agreement for Bob Voss, Transportation Director, for 2022-23 (\$83,640) and 2023-24 (\$85,313).
 - L. Approval of work agreement for Bill Bryson, Technology Director, for 2022-2023 (\$100,614) and 2023-24 (\$102,626).
 - M. Approval of work agreement for Spencer Aune, Business Manager, for 2022-23 (\$141,079) and 2023-24 (\$143,901).

VII. **INPUT FROM AND DISCUSSION WITH JOSH LAMPPA, ACTIVITIES DIRECTOR** (regarding his work agreement). Board agreed to discuss Josh's contract at the next Negotiations Committee meeting.

VIII. **REPORTS:**

- A. Spencer Aune provided additional information requested at the last board meeting by board members (What was the 3.1 million from the general fund for capital projects used for? Why did administrative expenses increase? Does the board have to approve the auditor's report? And if so, when?)
 - 1. Motion to **approve the audit report** made by RIORDAN, seconded by UHAN. Motion passed unanimously.
- B. Principal Scott Manni gave a report about PBL projects taking place at North Star Elementary.
- C. Dr. Schmidt gave a report on North Star Elementary (The \$4.7 million loan from IRRR will be used on NSE only, not demolition costs. This is per the IRRR request.). The report also included an update on the Gilbert and Eveleth buildings that are for sale.
 - 1. The board requested that Supt. Schmidt continue to market the buildings that are for sale.
- D. Willie Spelts requested approval to purchase a staging system to be used in the RRHS choir studio using a donation from Mr. Robert Birnstihl. Motion to **approve the purchase** made by SORCAN, seconded by CULBERT-DAHL. Motion passed unanimously.

IX. **CONSTRUCTION PROJECTS – QUARTERLY UPDATE:**

- A. Patrick Gallagher, Max Vergeldt, and Pete Auvinen provided the January 2023 Quarterly Update – NSE, RRHS, and demolition projects.

1. Motion to **approve Kraus-Anderson CM Contract Amendment #07** made by RIORDAN, seconded by UHAN. Motion passed unanimously.

X. POLICIES:

A. Substantive Policy Changes – Final Reading.

1. 203.2 Order of the Regular School Board Meeting – ADDY asked to remove #10. *Other old or unfinished business* from the agenda listed in the policy. Motion to **approve the removal** made by LAUTIGAR, seconded by RIORDAN. Motion passed 5-2 with WESTBY and SORCAN voting NO.
2. 206 Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations – Motion by SORCAN to **delete**, “**If a person wishes to address ~~a non-agenda item the school board~~, a request must be submitted to the district office or school board chair ~~or superintendent~~ in a timely manner and on an official form created by the district. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.” and “All those wishing to address the school board shall notify the district office or school board chair at least three hours prior to the start of the school board meeting. The school board chair may make exceptions and is authorized to use his/her discretion if a request is submitted less than three hours prior to the start of the school board meeting.”, seconded by CULBERT-DAHL. Motion failed 3-4 with LAUTIGAR, UHAN, ADDY, AND RIORDAN voting NO.
 - a. Motion by LAUTIGAR to accept Policy 206 as presented with the exception of changing “AND on an official form” to “OR on an official form” (“If a person wishes to address ~~a non-agenda item the school board~~, a request must be submitted to the district office or school board chair ~~or superintendent~~ in a timely manner **and OR** on an official form created by the district.”), seconded by RIORDAN.
 - (1) Amendment to LAUTIGAR’s motion made by SORCAN, seconded by WESTBY to add, “or sign up at the meeting” (“If a person wishes to address ~~a non-agenda item the school board~~, a request must be submitted to the district office or school board chair ~~or superintendent~~ in a timely manner **and OR** on an official form created by the district or sign up at the meeting.”) Motion failed 3-4 with LAUTIGAR, UHAN, ADDY, AND RIORDAN voting NO.
 - (2) Motion to **approve LAUTIGAR’s motion** passed 5-2 with SORCAN and WESTBY voting NO.**
3. Motion to **approve the final readings of 515 Protection and Privacy of Pupil Records, 534 School Meals Policy, 604 Instructional Curriculum, 722 Public Data Requests, 801 Equal Access to School Facilities, 802 Disposition of Obsolete Equipment, and 805 Waste Reduction and Recycling** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously.

XI. ADMINISTRATION ITEMS:

- A. Motion to **direct Supt. Schmidt to add another floating paraprofessional to monitor hallways/bathrooms at EGHS** made by LAUTIGAR, seconded by WESTBY. Motion passed unanimously.
- B. Motion to **approve the three-year Partnership Agreement between the University of Wisconsin-Superior and Rock Ridge Public Schools** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.
- C. Motion to **approve the MOU between Fond Du Lac Tribal and Community College and RRPS to provide student teaching or field experiences at Rock Ridge** made by RIORDAN, seconded by CULBERT-DAHL. Motion passed unanimously.
- D. School board committees will be finalized and presented at the next meeting for approval.

E. Superintendent Evaluation – LAUTIGAR suggested getting guidance from MSBA. SORCAN discussed following our policy – having an instrument to measure performance using a job description and to set goals and expectations. A job description is needed for the position of Superintendent. CHAIR ADDY will look into evaluation options for the board.

XII. **MEETING ANNOUNCEMENTS** were made.

XIII. **ADJOURNMENT:** Meeting adjourned at 8:52 P.M.

CHAIR - BILL ADDY

CLERK – BRANDI LAUTIGAR

Chelsea Winans

EDUCATION

Bemidji State University - Bemidji, MN, December 2022, Elementary Education

University of Minnesota - Duluth, MN, August 2017 - August 2019, Elementary Education

Mesabi Range College - Virginia, MN, May 2017, A.A. Degree (PSEO during junior/senior year of high school)

Mountain Iron-Buhl HS - Mountain Iron, MN, May 2017, High School Diploma

EXPERIENCE RELATED TO TEACHING

Math Practicum, Parkview Elementary School, Virginia, MN Fall 2021

Science Practicum, Parkview Elementary School, Virginia, MN Fall 2021

Language Arts Practicum, Parkview Elementary School, Virginia, MN Fall 2021

Assistant Infant Teacher, Summit School, Duluth, MN 2018-2019

- Worked with infants ages 6 weeks - 16 months old
- Attended to the needs of the infants in the room
- Assisted the lead teacher with gathering development assessments to present to the parents during conferences

Early Head Start Teacher, Bois Forte Vermilion Head Start, Tower, MN 2019-Present

- Teach children ages 18 months - 3 years old
- Attend to any of the needs children may have
- Conduct parent-teacher meetings 3 times a year to keep in contact with each child's development and goal setting for their children.

Volunteer Basketball Coaching, Mountain Iron, MN 2015-2017

- Attend Elementary practice to teach children aged 5-13 the fundamentals of basketball

Student Teaching, Parkview Elementary School, Virginia, MN Fall 2022

OTHER WORK EXPERIENCE

Laborer, ULLAND BROS. INC., Virginia, MN Summer of 2017

- Worked as a flagger to manage traffic through construction zones for safety measures

ACTIVITIES AND RECOGNITION

College:

Dean's List
Graduated Cum Laude

High School:

Varsity Basketball
Women's Player of the Year
All-Star First Team
Miss Basketball Top 5 Finalist
D.A.R.E

INTERESTS

Fishing, hunting, trapping, snowboarding, snowmobiling, hiking, traveling, sports, family, and friends



Bell Time Study

Prepared for

Rock Ridge Public Schools

Virginia, MN

January 10, 2023

DRAFT

Submitted by:

Danielle Roberts, Senior Professional Services Consultant

Transfinder® Corporation

440 State St

Schenectady, NY 12305

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1.800.373.3609

Executive Summary

Transfinder Professional Services was contracted to perform a Bell Time Study with potential bell time recommendations for coming years. Professional Services utilized data from district sources to complete the process.

Overview

Rock Ridge Public Schools is consolidating school districts. The consolidation is taking 2 high schools and combining them into a single school serving the entire combined district. The additional distances involved transporting to one building has forced looking into changing school bell times.

A summary of the report includes the following:

- A baseline summary of nationally recognized Key Performance Indicators (KPIs), which could be used for future comparisons
- Suggestions for routing policy enhancements which may create efficiencies.
- An overview of trip pairing to determine possible conflicts which could increase late bus service.
- Possible bell time changes that could enhance transportation efficiency

Key Performance Indicators

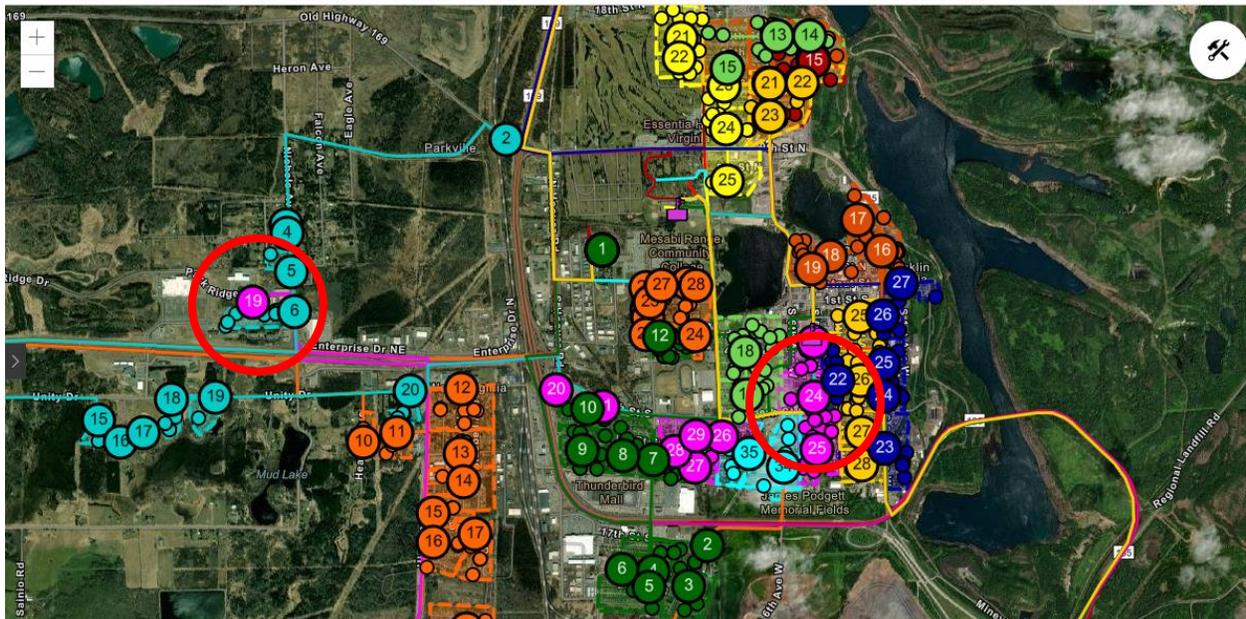
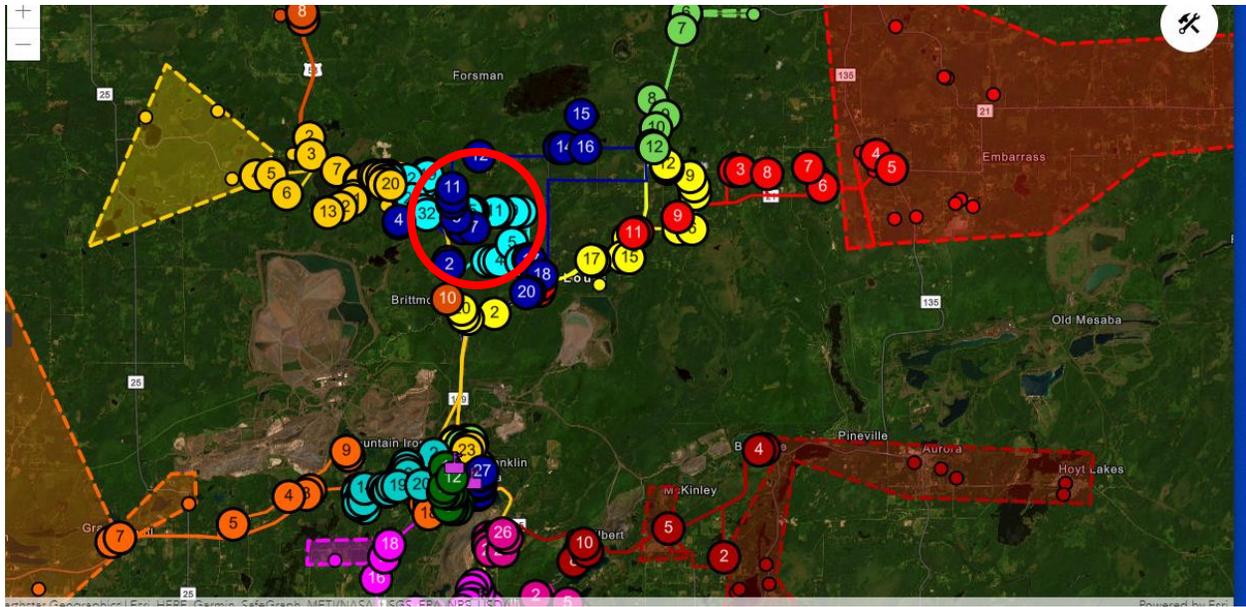
Key Performance Indicators (KPIs) are nationally recognized measurements of your current transportation operation. KPIs allow you to compare your operational performance year after year. They can also provide a comparison of your own performance in relation to other school districts of similar size, if that information is available. This report provides the baseline for you to use in further comparisons.

Efficiency Routing Concepts

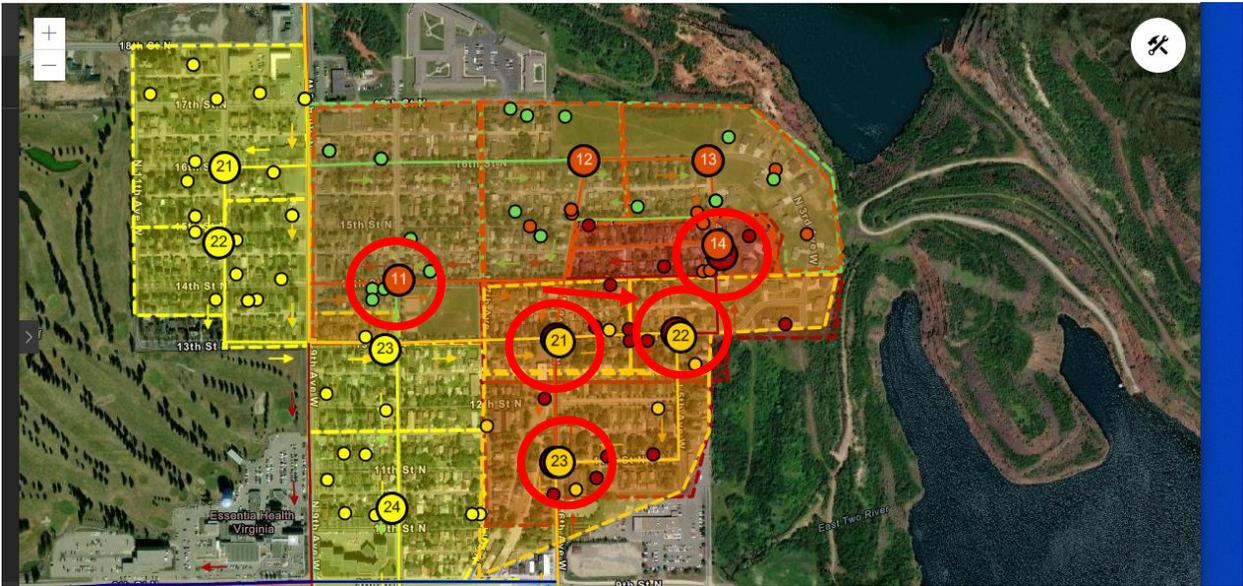
Analyzing current routing efficiency to potentially achieve the fewest number of buses, Transfinder Professional Services staff utilized several strategies to review current routing.

The following maps are from the district's 2022-2023 transportation data. The maps show bus trips in unique colors.

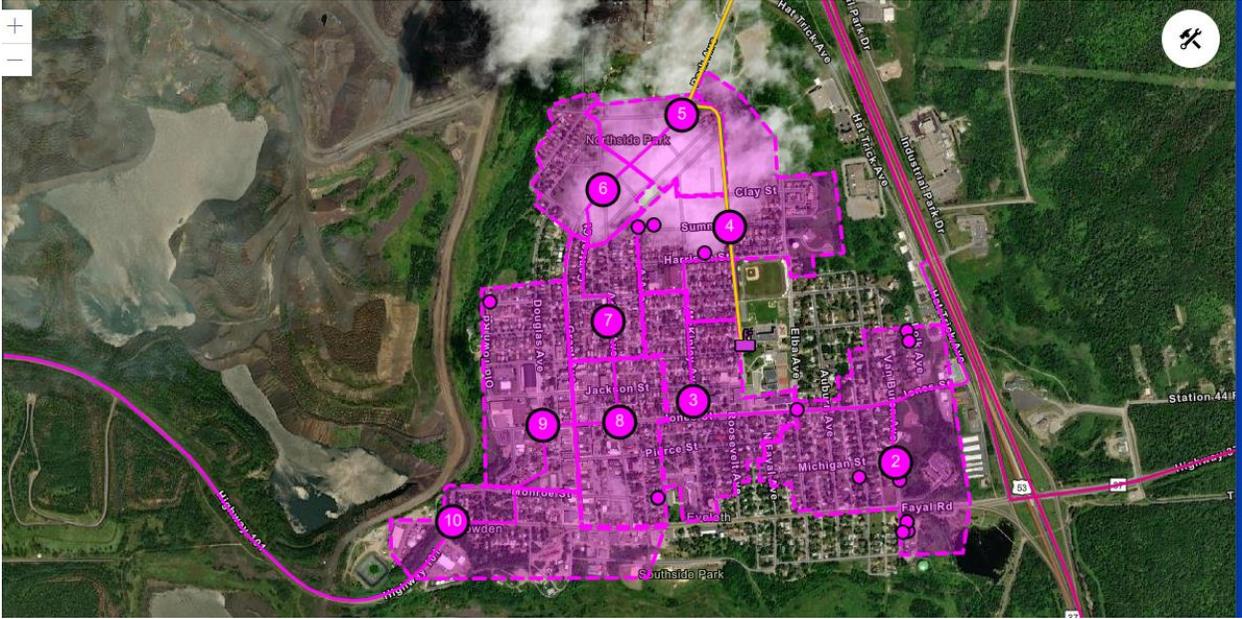
Professional Services looked for trips that overlap service areas. Overlapping service areas tend to cause extra time on the routes that decreases efficiency. There were some service area overlaps across the district as shown in the following maps. The overlaps are not significant enough to require additional buses, but some trips could have their time shortened by eliminating this practice.



Professional Services looked for stops that overlap walk-to-stop areas. Overlapping walk-to-stop areas don't allow students to be assigned automatically to trips. There was one area with stops overlapping as shown in the following map. The overlaps are not significant enough numerically to require additional buses but could allow some additional efficiency by eliminating this issue.



We looked for stops that were close enough to consolidate. It appeared that stops were balanced for potential riders as shown in the following map. There are no recommendations for improvement in this area.



Overall, the trips are scheduled efficiently given current routing parameters. Addressing the issues found in this review might allow the district to reduce some stops but route design is efficient and effective.

Trip Pairing

The ability to utilize buses multiple times both morning and afternoon is another indicator of routing efficiency. The following trips do not account for normal service delays such as weather, accidents, breakdowns, or staff shortages. The chart shows the grade level of the buses operating at specific times for district schools. It is intended to show the level of utilization of the fleet during peak service hours.

Each trip is color coded.

| Bus | Morning | | | | Afternoon | | |
|-----|---------|----------|----|--|-----------|----------|----|
| | ES | Parkview | HS | | ES | Parkview | HS |
| 2 | X | X | X | | X | X | X |
| 3 | X | X | X | | X | X | X |
| 4 | X | X | X | | X | X | X |
| 5 | X | X | X | | X | X | X |
| 6 | X | X | X | | X | X | X |
| 7 | X | X | X | | X | X | X |
| 9 | X | X | X | | X | X | X |
| 10 | X | X | X | | X | X | X |
| 11 | X | X | X | | X | X | X |
| 12 | X | X | X | | X | X | X |
| 13 | X | X | X | | X | X | X |
| 14 | X | X | X | | X | X | X |
| 16 | X | | X | | X | | X |
| 18 | X | | X | | X | | X |
| 19 | X | | X | | X | | X |
| 20 | X | | X | | X | | X |
| 21 | X | | X | | X | | X |
| 22 | X | | X | | X | | X |
| 23 | X | | X | | X | | X |
| 24 | X | | X | | X | | X |
| 25 | X | | X | | X | | X |
| 26 | X | | X | | X | | X |
| 28 | X | | X | | X | | X |

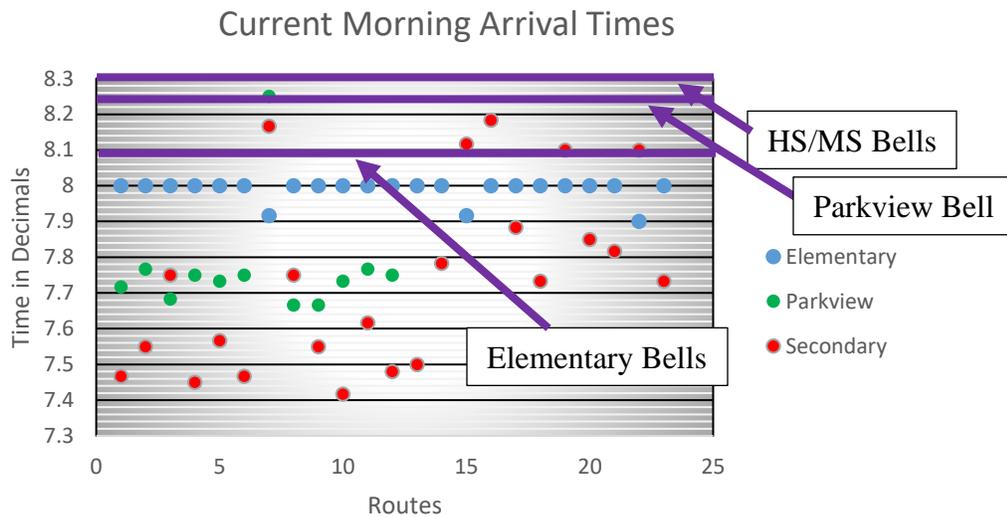
Trip pairing analysis shows the buses are scheduled efficiently.

Trip Length KPI

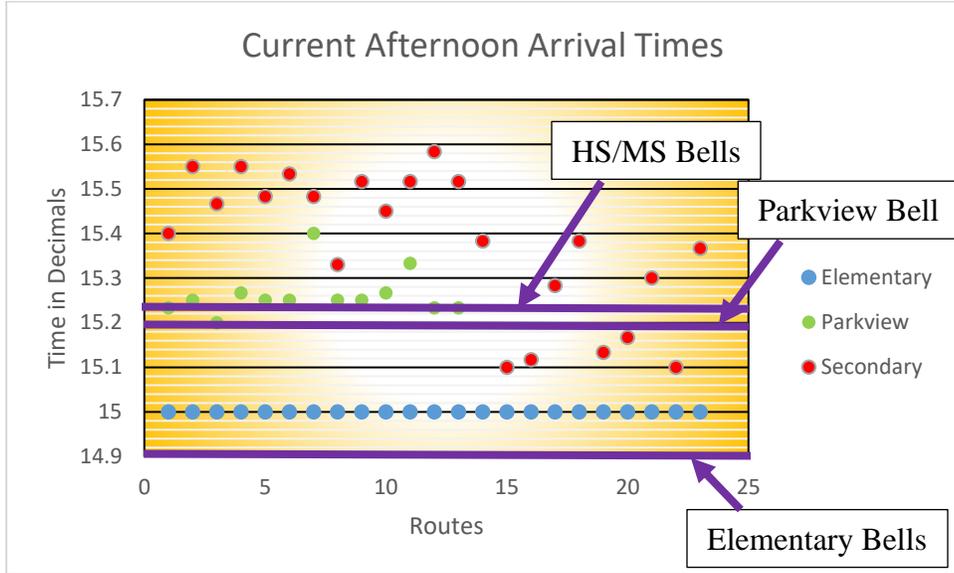
School bell times and student ride times form the basis for routing efficiency. The more time the bus can pick up or deliver students increases the potential for completely utilizing every bus at every tier. The following charts show the times students are scheduled to be picked up and delivered at district schools. The buses are shown on the horizontal axis and delivery times are shown on the vertical axis. The purple lines indicate school bell times.

| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 6:50 |
| | Parkview | 8:20 | 3:10 | 6:50 |
| | Secondary | 8:15 | 3:12 | 6:57 |

Morning



Afternoon



The chart below shows the number of vehicles required within the current single tier system if every bus arrived and departed exactly on time. The number is significantly higher than the 23 buses currently utilized to serve district schools. The differences in current bus utilization and having students served “on-time” shows that transportation is being as efficient as possible minimizing the number of buses needed while reducing some service levels to students.

The chart below shows the number of vehicles required within the single tier system. The number of “early or late” arrival times below does not count any trips within five minutes of the bell time in the afternoon or within 15 minutes of the bell time in the morning.

| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 7:00 |
| | Parkview | 8:20 | 3:10 | 7:00 |
| | Secondary | 8:5 | 3:12 | 7:00 |

Statistics for the Current Single Tier System

| Current System | Runs | | Runs |
|--------------------------------|-----------|--------------------------------|-----------|
| ES Buses AM | 23 | ES Buses PM | 23 |
| Early ES Buses AM | 0 | Late ES Buses PM | 0 |
| Total ES AM Buses | 23 | Total ES PM Buses | 23 |
| | | | |
| Parkview Buses AM | 13 | Parkview Buses PM | 13 |
| Early Parkview Buses AM | 13 | Late Parkview Buses PM | 2 |
| Total Parkview AM Buses | 26 | Total Parkview PM Buses | 15 |
| | | | |
| HS Buses AM | 23 | HS Buses PM | 23 |
| Early HS Buses AM | 17 | Late HS Buses PM | 16 |
| Total HS AM Buses | 40 | Total HS PM Buses | 39 |
| | | | |
| Expected AM Buses | 40 | Expected PM Buses | 39 |

Bell Time Study

The purpose of a bell time study is to explore the needed resources in various scenarios to deliver on-time service.

The first two scenarios explore options for the consolidation of two secondary schools into one while continuing a single tier system. The charts show scheduled arrival and departure times at district schools.

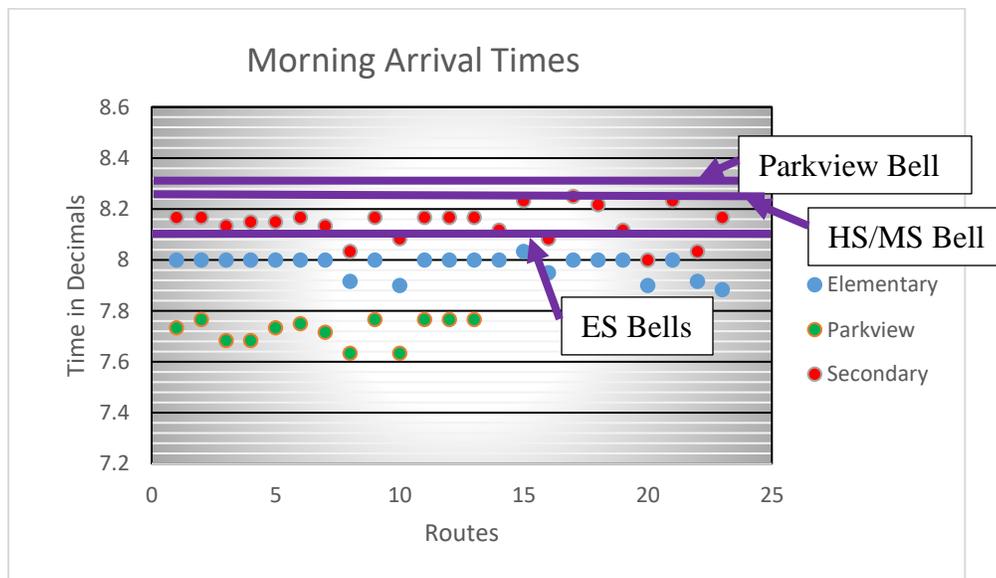
The third and fourth scenarios have charts that show trip times with “dead head time” between runs and load time in the afternoon. The trips do not show pre-trip times before schools are picked up or the post-trip time when the buses return to the terminal. The buses are shown on the horizontal axis and run minutes are shown on the vertical axis. The purple lines indicate a potentially conflicting tier of service.

Scenario 1 This scenario keeps the current bell times while consolidating into a single high school.

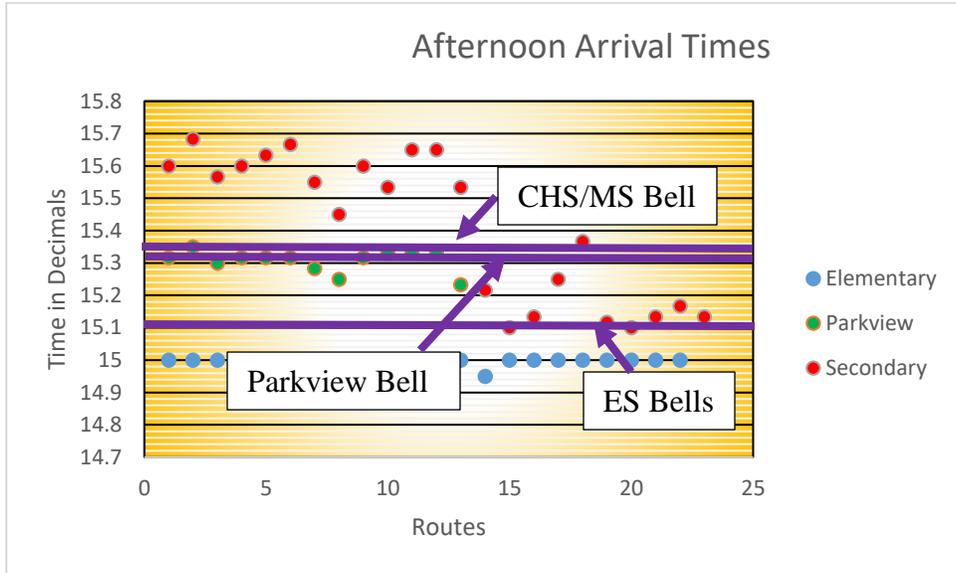
| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 6:50 |
| | Parkview | 8:20 | 3:10 | 6:50 |
| | Secondary | 8:15 | 3:12 | 6:57 |

Morning

The first tier of service in the morning does not have potential conflicts with other tiers of service since it completes before any other tiers.



Scenario 1



Scenario 1

As can be seen in the previous charts, time is a major factor in route efficiency. All schools have the same length of instructional day in this scenario. This view shows that if current trips are held to utilize current school bell times, it would require 36 buses to provide “on-time” service. Additionally, the delivery time at secondary is very close to the bell time for several trips. These trips could be run earlier in the morning to correct this issue.

The chart below shows the number of vehicles required within the single tier system. The number of “early or late” arrival times below does not count any trips within five minutes of the bell time in the afternoon or within 15 minutes of the bell time in the morning.

| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 6:50 |
| | Parkview | 8:20 | 3:10 | 6:50 |
| | Secondary | 8:40 | 3:37 | 6:57 |

Statistics for the Scenario 1 - Single Tier System

| Scenario 1 | Runs | | Runs |
|--------------------------------|-----------|--------------------------------|-----------|
| ES Buses AM | 23 | ES Buses PM | 23 |
| Early ES Buses AM | 0 | Late ES Buses PM | 0 |
| Total ES AM Buses | 23 | Total ES PM Buses | 23 |
| | | | |
| Parkview Buses AM | 13 | Parkview Buses PM | 13 |
| Early Parkview Buses AM | 13 | Late Parkview Buses PM | 0 |
| Total Parkview AM Buses | 26 | Total Parkview AM Buses | 13 |
| | | | |
| HS Buses AM | 23 | HS Buses PM | 23 |
| Early HS Buses AM | 0 | Late HS Buses PM | 13 |
| Total HS AM Buses | 23 | Total HS PM Buses | 36 |
| | | | |
| Expected Buses AM | 26 | Expected Buses PM | 36 |

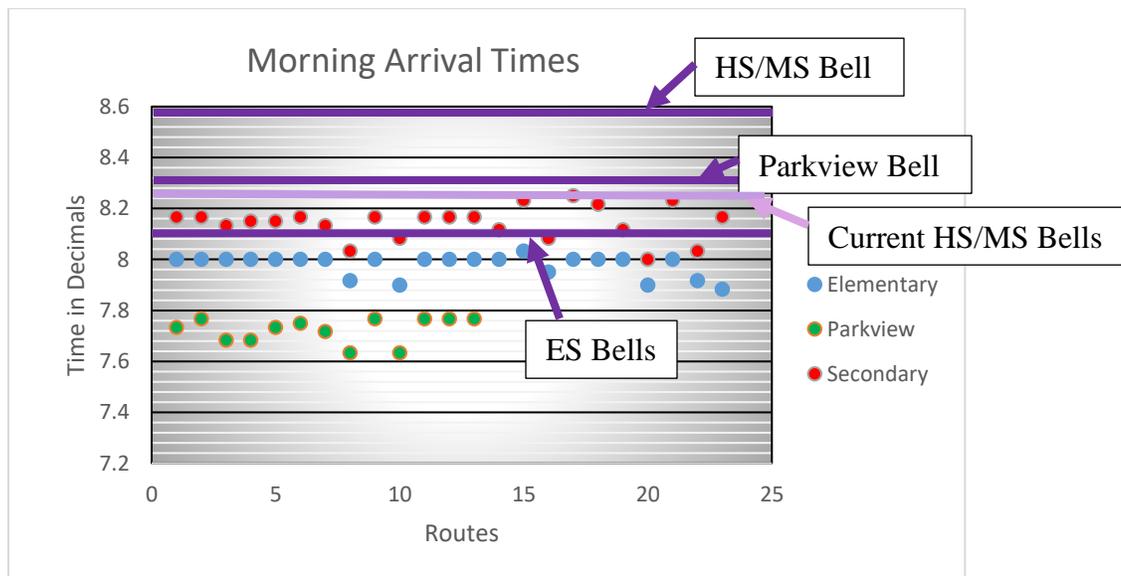
The drawback to this model is that some younger students will experience about a 20 minute longer ride in the afternoon while other secondary students will have approximately 12 minutes additional time on the bus in the morning. The additional time is due to collapsing into a single secondary school while maintaining a single tier system.

Scenario 2 This scenario consolidates into a single secondary school with a single tier. It moves secondary later in the day to allow buses to arrive in a timely manner in the afternoon.

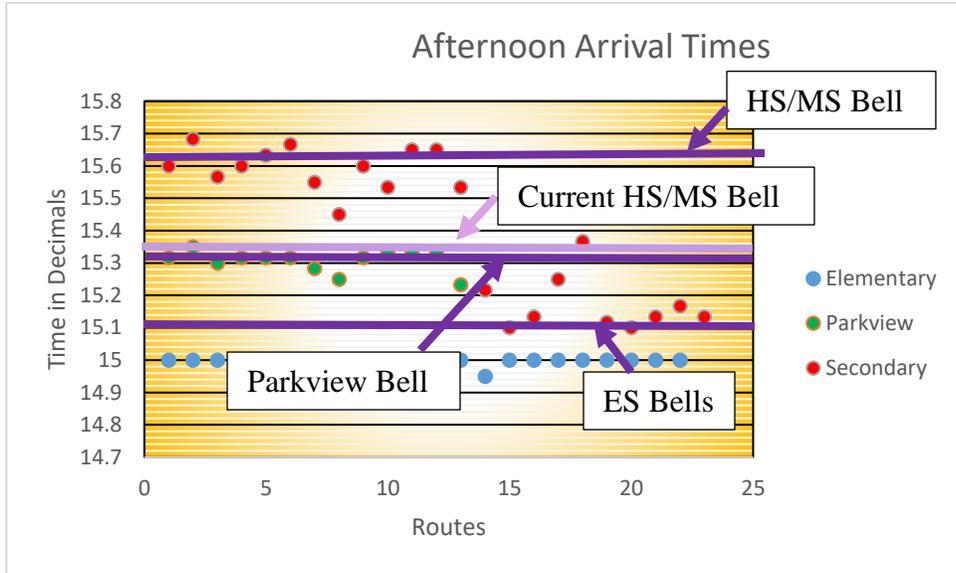
| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 6:50 |
| | Parkview | 8:20 | 3:10 | 6:50 |
| | Secondary | 8:40 | 3:37 | 6:57 |

Morning

The first tier of service in the morning does not have potential conflicts with other tiers of service since it completes before any other tiers.



Scenario 2



Scenario 2

As can be seen in the previous charts, time is a major factor in route efficiency. All schools have the same length of instructional day in this scenario. This view shows that if current trips are held to utilize current school bell times except at secondary, it would require 26 buses to serve all students “on-time”. Moving secondary bell times back 25 minutes in the morning would allow all buses to arrive on time in the afternoon.

The chart below shows the number of vehicles required within the single tier system. The number of “early or late” arrival times below does not count any trips within five minutes of the bell time in the afternoon or within 15 minutes of the bell time in the morning.

| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 6:50 |
| | Parkview | 8:20 | 3:10 | 6:50 |
| | Secondary | 8:40 | 3:37 | 6:57 |

Statistics for the Scenario 2 - Single Tier System

| Scenario 2 | Runs | | Runs |
|--------------------------------|-----------|--------------------------------|-----------|
| ES Buses AM | 23 | ES Buses PM | 23 |
| Early ES Buses AM | 0 | Late ES Buses PM | 0 |
| Total ES AM Buses | 23 | Total ES PM Buses | 23 |
| | | | |
| Parkview Buses AM | 13 | Parkview Buses PM | 13 |
| Early Parkview Buses AM | 13 | Late Parkview Buses PM | 0 |
| Total Parkview AM Buses | 26 | Total Parkview PM Buses | 13 |
| | | | |
| HS Buses AM | 23 | HS Buses PM | 23 |
| Early HS Buses AM | 0 | Late HS Buses PM | 0 |
| Total HS AM Buses | 23 | Total HS PM Buses | 23 |
| | | | |
| Expected Buses AM | 26 | Expected Buses PM | 23 |

The drawback to this model is that some younger students will experience about 25 minutes longer ride in the afternoon while other secondary students will have approximately 12 minutes additional time on the bus in the morning. The additional time is due to collapsing into a single secondary school while maintaining a single tier system.

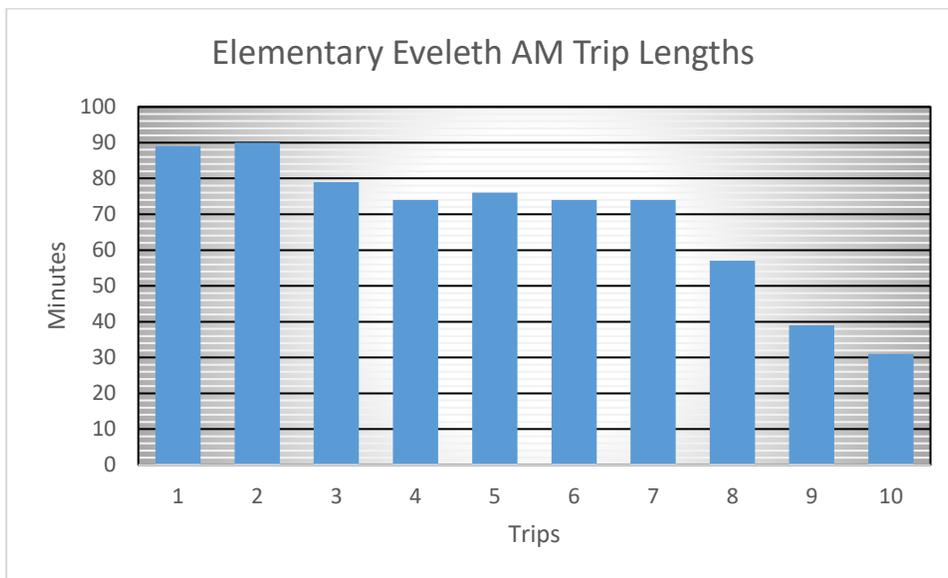
Scenario 3 Scenario 3 moves from a single-tier system to a two-tier. This scenario is designed to reduce the early and late arrivals at schools.

The following charts show trip times with “dead head time” between runs and load time in the afternoon. The trips do not show pre-trip times before schools are picked up or the post-trip time when the buses return to the terminal. The buses are shown on the horizontal axis and run minutes are shown on the vertical axis. The purple lines indicate a potentially conflicting tier of service.

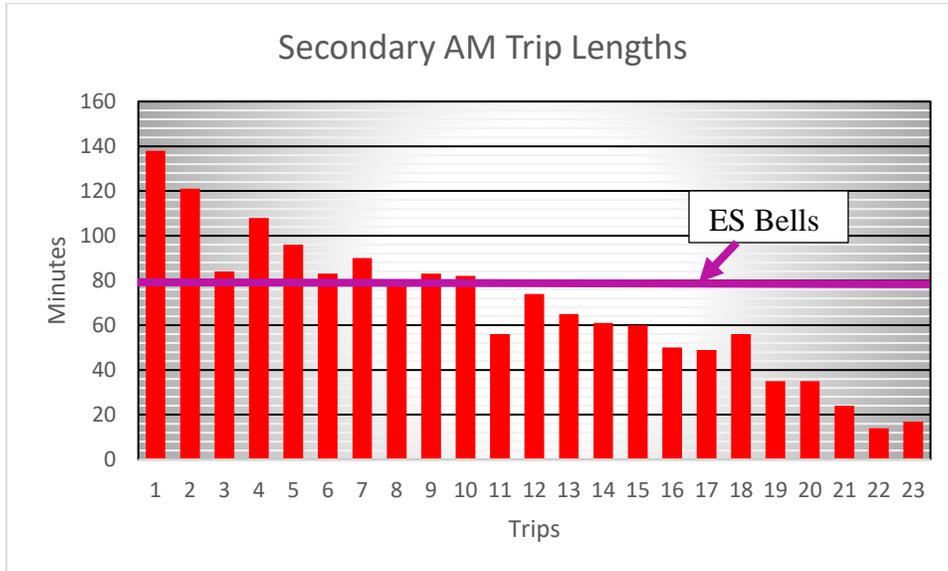
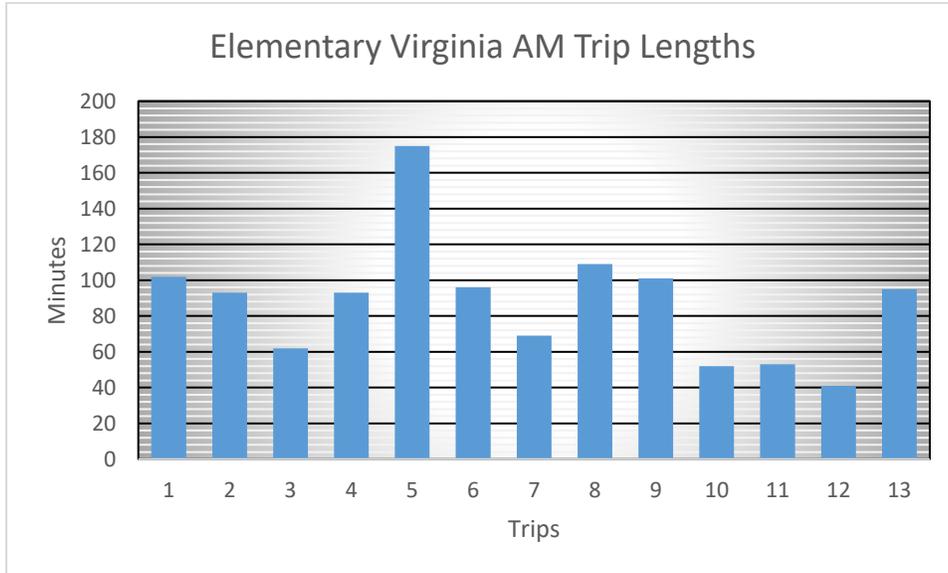
| | Schools | Start | End | Instructional Day |
|--------|------------|-------|------|-------------------|
| Tier 1 | Elementary | 7:40 | 2:30 | 6:50 |
| Tier 2 | Secondary | 9:00 | 3:57 | 6:57 |

Morning

The first tier of service in the morning does not have potential conflicts with other tiers of service since it completes before any other tiers.

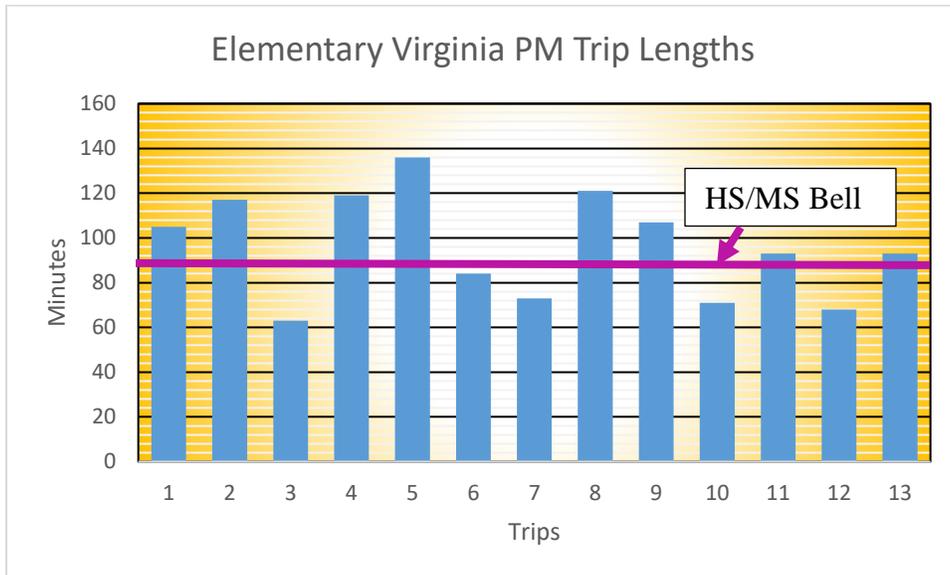
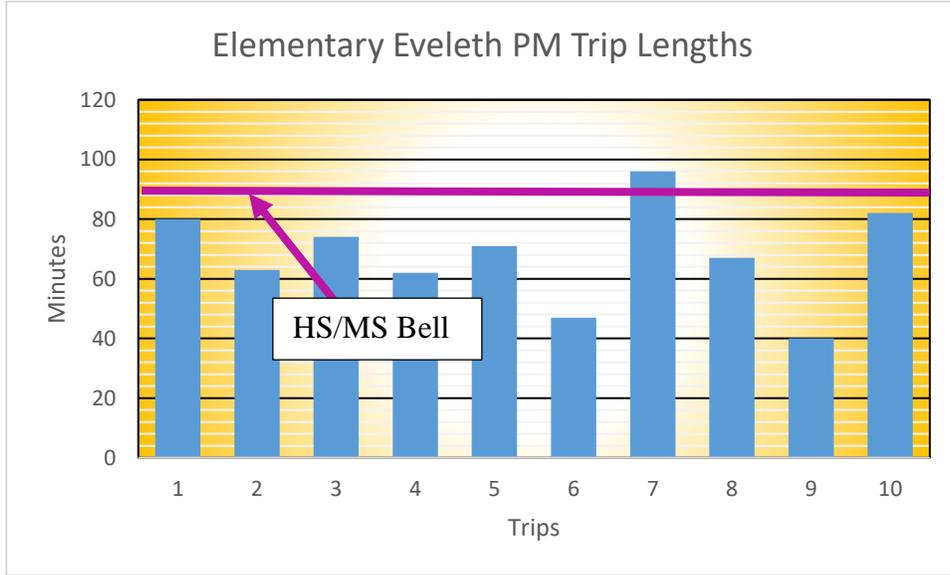


Scenario 3

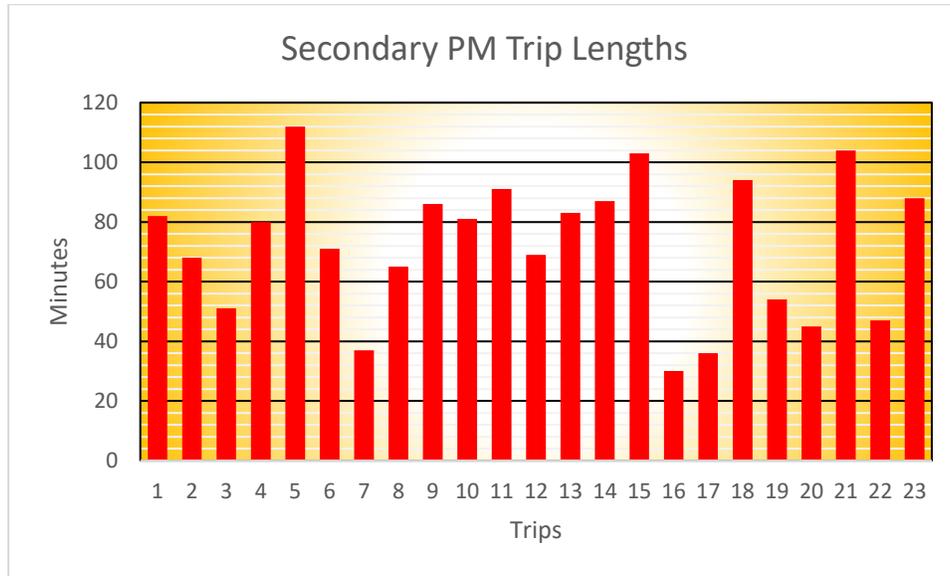


Scenario 3

Afternoon



Scenario 3



Scenario 3

As can be seen in the previous charts, time is a major factor in route efficiency. This model shows that if the current trips are held to strictly deliver students exactly at each school's bell time, it would require more buses than 23 that are currently utilized.

The chart below shows the number of vehicles required within the current 4-tier system. The number of "still operating" trips below does not count any trips within five minutes of the next bell time.

| | Schools | Start | End | Instructional Day |
|--------|------------|-------|------|-------------------|
| Tier 1 | Elementary | 7:40 | 2:30 | 6:50 |
| Tier 2 | Secondary | 9:00 | 3:57 | 6:57 |

Buses Needed for the Scenario 3 - 2 Tier System

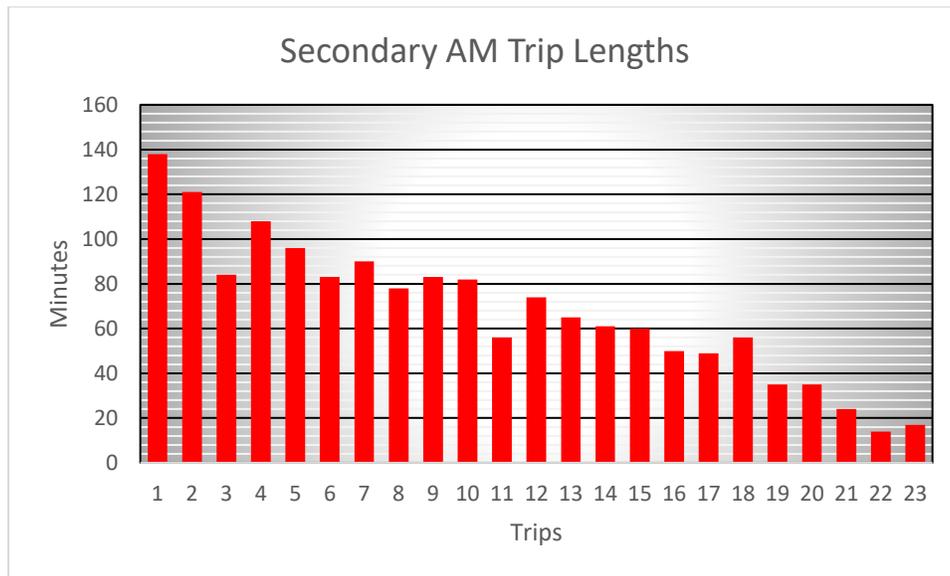
| Scenario 3 | Runs | | Runs |
|------------------------------|-----------|------------------------------|-----------|
| Tier 1 Runs AM | 23 | Tier 1 Runs PM | 23 |
| Tier 2 Runs operating | 5 | | |
| Total Buses Tier 1 AM | 28 | Total Buses Tier 1 PM | 23 |
| | | | |
| Tier 2 Runs AM | 23 | Tier 2 Runs PM | 23 |
| | | Tier 1 Runs still operating | 6 |
| Total Buses Tier 2 AM | 23 | Total Buses Tier 2 PM | 29 |
| | | | |
| | | | |
| Expected Buses AM | 28 | Expected Buses PM | 29 |

Scenario 4 Scenario 4 moves from a single-tier system to a two-tier. Secondary is the first tier in this scenario.

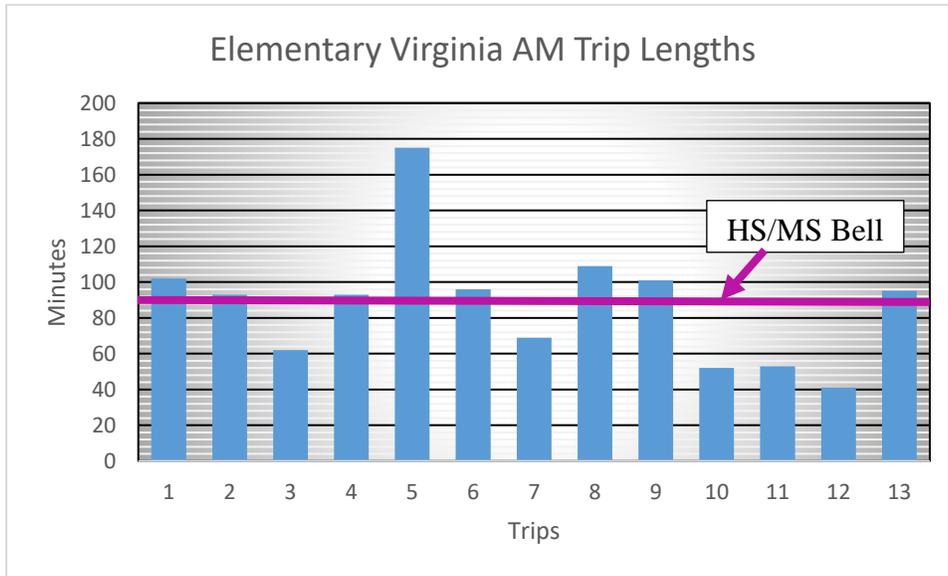
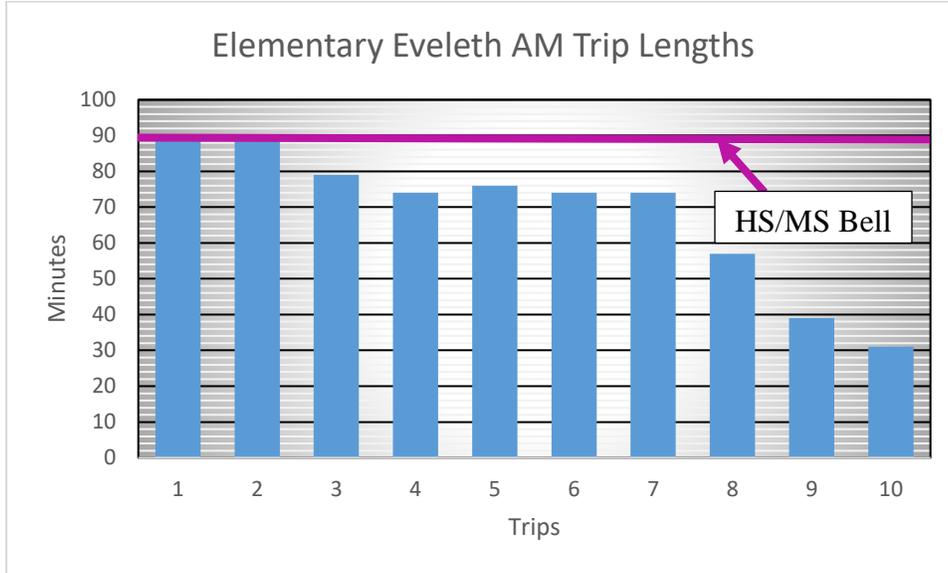
| | Schools | Start | End | Instructional Day |
|--------|------------|-------|------|-------------------|
| Tier 1 | Secondary | 7:30 | 2:27 | 6:57 |
| Tier 2 | Elementary | 9:00 | 3:50 | 6:50 |

Morning

The first tier of service in the morning does not have potential conflicts with other tiers of service since it completes before any other tiers.

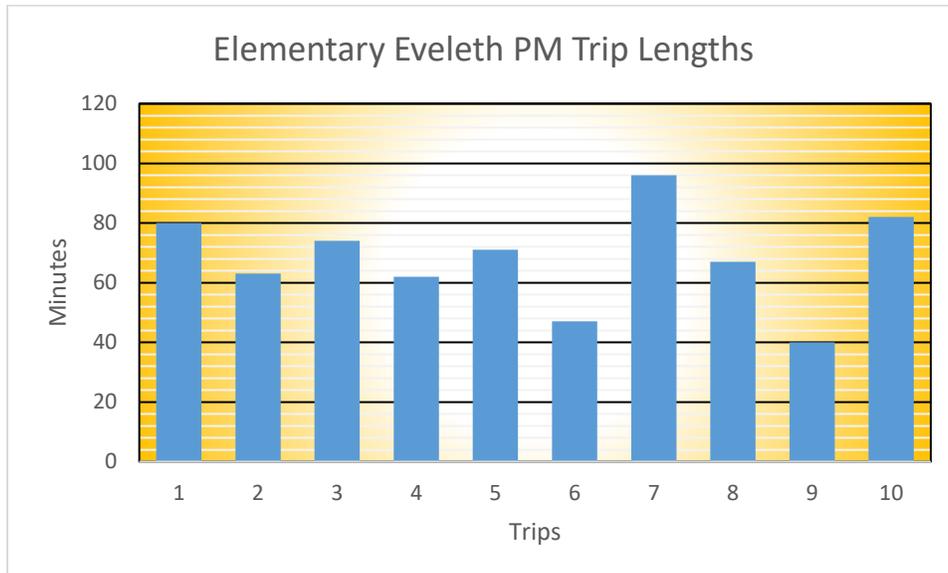
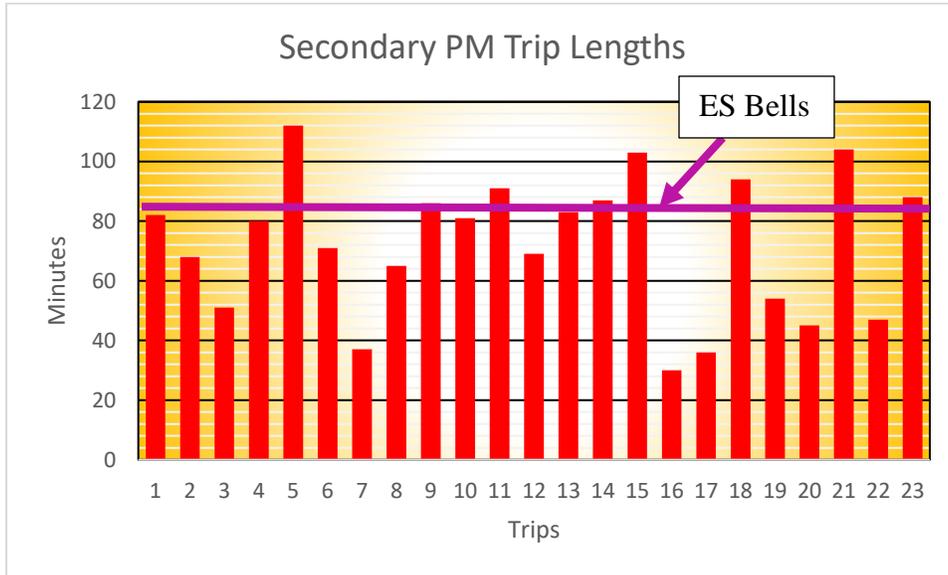


Scenario 4

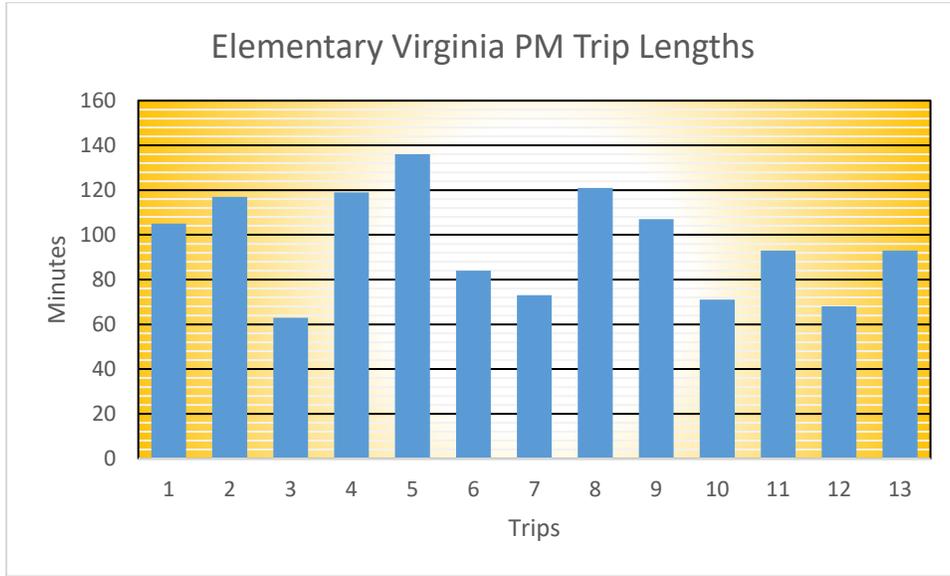


Scenario 4

Afternoon



Scenario 4



Scenario 4

As can be seen in the previous charts, time is a major factor in route efficiency. This model shows that if the current trips are held to strictly deliver students exactly at each school’s bell time, it could require more buses than 23 that are currently utilized.

The chart below shows the number of vehicles required within the current 4-tier system. The number of “still operating” trips below does not count any trips within five minutes of the next bell time.

| | Schools | Start | End | Instructional Day |
|--------|------------|-------|------|-------------------|
| Tier 1 | Secondary | 7:30 | 2:27 | 6:57 |
| Tier 2 | Elementary | 9:00 | 3:50 | 6:50 |

Buses Needed for the Scenario 4 - 2 Tier System

| Scenario 4 | Runs | | Runs |
|------------------------------|-----------|------------------------------|-----------|
| Tier 1 Runs AM | 23 | Tier 1 Runs PM | 23 |
| Tier 2 Runs operating | 4 | | |
| Total Buses Tier 1 AM | 27 | Total Buses Tier 1 PM | 23 |
| | | | |
| Tier 2 Runs AM | 23 | Tier 2 Runs PM | 23 |
| | | Tier 1 Runs still operating | 5 |
| Total Buses Tier 2 AM | 23 | Total Buses Tier 2 PM | 28 |
| | | | |
| | | | |
| Expected Buses AM | 27 | Expected Buses PM | 28 |

Summary of Findings

Rock Ridge PS is consolidating two districts into one with a single secondary school. A major issue affecting operations is the limited time gap between bells. Allowing adequate time between school bells so that buses can serve multiple schools in a timely manner is a critical piece for any type of efficiency. The smaller the window between bells, the more likely it is that trips will operate late.

Four unique bell time scenarios were evaluated as part of this study. While each scenario is covered in greater detail within this document, this section summarizes our findings for each scenario.

Scenario 1 Summary

Scenario 1 This scenario keeps the current bell times while consolidating into a single high school.

| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 6:50 |
| | Parkview | 8:20 | 3:10 | 6:50 |
| | Secondary | 8:15 | 3:12 | 6:57 |

Based on these metrics, below are the number of buses required to run both the AM and PM trips:

| | | | |
|--------------------------|-----------|--------------------------|-----------|
| Expected Buses AM | 26 | Expected Buses PM | 36 |
|--------------------------|-----------|--------------------------|-----------|

Conclusion: During peak concurrency, approximately 36 buses would need to be on the road to support this scenario. However, it is 4 buses fewer than current routes if they met the same delivery requirements.

Scenario 2 Summary

Scenario 2 This scenario consolidates into a single secondary school with a single tier. It moves secondary later in the day to allow buses to arrive in a timely manner in the afternoon.

| Single Tier | Schools | Start | End | Instructional Day |
|-------------|------------|-------|------|-------------------|
| | Elementary | 8:05 | 2:55 | 6:50 |
| | Parkview | 8:20 | 3:10 | 6:50 |
| | Secondary | 8:40 | 3:37 | 6:57 |

Based on these metrics, below are the number of buses required to run both the AM and PM trips:

| | | | |
|--------------------------|-----------|--------------------------|-----------|
| Expected Buses AM | 26 | Expected Buses PM | 23 |
|--------------------------|-----------|--------------------------|-----------|

Conclusion: During peak concurrency, approximately 26 buses would need to be on the road to support this scenario. If current routes met the same delivery requirements as this scenario, it would take 14 fewer buses.

Scenario 3 Summary

Scenario 3 Scenario 3 moves from a single-tier system to a two-tier. This scenario is designed to reduce the early and late arrivals at schools.

| | Schools | Start | End | Instructional Day |
|--------|------------|-------|------|-------------------|
| Tier 1 | Elementary | 7:40 | 2:30 | 6:50 |
| Tier 2 | Secondary | 9:00 | 3:57 | 6:57 |

Based on these metrics, below are the number of buses required to run both the AM and PM trips:

| | | | |
|--------------------------|-----------|--------------------------|-----------|
| Expected Buses AM | 28 | Expected Buses PM | 29 |
|--------------------------|-----------|--------------------------|-----------|

Conclusion: During peak concurrency, approximately 29 buses would need to be on the road to support this scenario. Comparing this scenario using the same delivery criteria, this scenario would require 11 fewer buses.

Scenario 4 Summary

Scenario 4 Scenario 4 moves from a single-tier system to a two-tier. Secondary is the first tier in this scenario.

| | Schools | Start | End | Instructional Day |
|--------|------------|-------|------|-------------------|
| Tier 1 | Secondary | 7:30 | 2:27 | 6:57 |
| Tier 2 | Elementary | 9:00 | 3:50 | 6:50 |

Based on these metrics, below are the number of buses required to run both the AM and PM trips:

| | | | |
|--------------------------|-----------|--------------------------|-----------|
| Expected Buses AM | 27 | Expected Buses PM | 28 |
|--------------------------|-----------|--------------------------|-----------|

Conclusion: During peak concurrency, approximately 28 buses would need to be on the road to support this scenario. Comparing this scenario using the same delivery criteria, this scenario would require 12 fewer buses.

This report has been developed by Transfinder Professional Services.



Other Transfinder Professional Services available:

We provide implementation services for the full suite of our solutions, including our fleet maintenance, field trip, and AVL software for seamless GPS integration with our routing system.

ROUTE ANALYSIS FOR GREATER EFFICIENCIES & COST SAVINGS

Increasing routing and scheduling efficiencies has a cumulative and positive impact on your transportation budget. We analyze your data, current routes, and bus runs, and recommend incremental changes that yield significant savings. These may include adjusting bell time windows; student ride times; bus capacity based on actual ridership; walk-to-stop distances and routing parameters, and non-required services.

DEMOGRAPHIC ANALYSIS FOR BOUNDARY PLANNING

When your district experiences growth or consolidation, we help you evaluate your student population demographically and geographically based on available local knowledge and historical data. We also will plot and plan for future growth over the next five years. By analyzing your existing or changing school placements, we will then enable your Administrators and Board Members to make policy shifts that have positive effects on the community now and in the future.

MANAGEMENT TRAINING

Several of our Professional Services staff have managed transportation departments and can provide management training for directors throughout the country. We assess your day-to-day operational challenges and provide customized management training to ensure your success.

TRANSPORTATION CONSOLIDATION STUDIES

Economic challenges are causing school districts to evaluate consolidating services, including transportation. Our Professional Services staff has worked with school districts in several states on opportunities for consolidation that ensure local control, while leveraging centralized routing and scheduling expertise. Our studies enable participating school districts to achieve economies of scale through careful analysis, collaborations, and agreements.

Definitions from the Minnesota Department of Education (MDE):

Educational equity: The condition of justice, fairness, and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome. Equity is different from equality. Equity is a principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.

Resource equity: Is the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income. When we say “equitable,” we do not mean that all students reach the same mediocre level of learning. Instead, we must provide students the kind of experiences they will need to meet rigorous academic expectations and succeed in the fast-changing information- and technology-based world of the future. This means spending more on students who face greater learning challenges AND organizing all our resources in ways that accelerate learning.

Educational equity: The condition of justice, fairness, and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome. Equity is different from equality. Equity is a principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.

Equitable Access: When low-income students, students of color or American Indian students are educated by effective, experienced and in-field teachers at rates that are at least equal to the rates at which other students are educated by effective, experienced and in-field teachers. Equitable access requires all students have just, fair, and inclusive access to the educators who would best meet their needs.

Equitable Access Gap: The difference between the rate at which low-income students, students of color or American Indian students are educated by effective, experienced and in-field teachers and the rate at which other students are educated by effective, experienced, and in-field teachers. Ineffective teacher: a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

Inexperienced Teacher: A licensed teacher who has been employed for three years or less.

Low-income Student: A student who qualifies for free or reduced-price lunch.

Student of Color or American Indian student: A student who belongs to a racial/ethnic group—excluding white—as defined under the federal Elementary and Secondary Education Act, as most recently authorized. Student of color refers to Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, or two or more races. American Indians are the indigenous peoples of this continent and citizens of sovereign nations, an important difference from other people of color in the United States. They may have characteristics of persons of color or of ethnic or racial peoples, but American Indians' primary characteristic is political.

We will have equal opportunities for students.

Philosophy:

- Rock Ridge is committed to having students thrive and grow as unique individuals.
- Rock Ridge acknowledges, accepts, and embraces that our students and staff live in a **community** of adults and students.
- Rock Ridge is committed to creating a community that embraces a diversity of thought and action

Resources:

- Student diversity group
- Relationship building
- MSHSL: Together We Make a Difference
- Dr. Martin Luther King Day and Inclusivity Week (Jan. 16-20)
- Restorative circles, justice, practices
- Restorative justice and discipline
- Staff restorative conversations
- Mental health consultation
- Equity literacy
- Anonymous Reporting
- Anti-racism policies
- Positive Community Norms
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- [Link inserted here in blue color](#)
- [Link inserted here in blue color](#)

| EXPLORING | EMERGING | SUSTAINING | EXTENDING |
|--|--|---|--|
| <ul style="list-style-type: none"> • Some students will have equal access and opportunities to all academic classes, including after school activities • Some students will thrive and grow as unique individuals • Some students and staff acknowledge, accept, and embrace that we live in a community of adults and students • Some students and staff create a community that embraces a diversity of thought and action | <ul style="list-style-type: none"> • Most students will have equal access and opportunities to all academic classes, including after school activities • Most students will thrive and grow as unique individuals • Most students and staff acknowledge, accept, and embrace that we live in a community of adults and students • Most students and staff create a community that embraces a diversity of thought and action | <ul style="list-style-type: none"> • All students will have equal access and opportunities to all academic classes, including after school activities • All students will thrive and grow as unique individuals. • All students and Staff acknowledges, accepts, and embraces that we live in a community of learners • All students and staff create a community that embraces a diversity of thought and action | <ul style="list-style-type: none"> • Student access and opportunities to all academic classes, including after school activities, exceeds all expectations • Students thriving and growing as unique individuals exceeds all expectations • Students and staff acknowledging, accepting, and embracing that we live in a community of learners exceeds all expectations • Students and staff create a community that embraces diversity of thought and action which exceeds all expectations |

Lagging indicators

Kids feel safe. Have pride. Parents and staff feel safe. Have pride. Students feel safe and be safe

Consistent celebration of diversity, school wide

Recognizing utilizing different staff. Intentional hiring and retention for diversity.

Tracking of complaints, grievances, etc. (End of year check) (Physical box). No behavioral issues related to diversity, Less discipline referrals

Curriculum multicultural. Intentional curriculum. Curriculum embedded with diversity. We have a desire to share culture. Respect for languages

Leading Indicator

Thriving student diversity groups

Strong relationship building

Successful Restorative Circles

Continuous and successful staff development

Equity literacy

Anonymous reporting procedures

Anti-racism policies

Positive community norms

Equal access and opportunities

Appreciation and celebration of our differences and similarities

Successful integration of cultural recognition and activities. Ex: Dr. Martin Luther King, Jr.

Our Students and Staff will have and demonstrate the skills to be respectful of individuals from other cultures and backgrounds

Philosophy:

- Rock Ridge acknowledges and appreciates we live in an increasingly diverse community.
- Rock Ridge believes we are stronger together.
- Rock Ridge believes we should appreciate and celebrate our differences and similarities.

Resources:

- Student diversity group
- Relationship building
- MSHSL: Together We Make a Difference
- Dr. Martin Luther King Day and Inclusivity Week (Jan. 16-20)
- Restorative circles, justice, practices
- Restorative justice and discipline
- Staff restorative conversations
- Mental health consultation
- Equity literacy
- Anonymous Reporting
- Anti-racism policies
- Positive Community Norms
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| EXPLORING | EMERGING | SUSTAINING | EXTENDING |
|---|---|--|---|
| <ul style="list-style-type: none"> • Some students and Staff appreciate and celebrate our differences and similarities • Some students and staff will be culturally competent and appreciate we live in an increasingly diverse community • Some students and staff will believe and act that we are stronger together | <ul style="list-style-type: none"> • Most students and Staff appreciate and celebrate our differences and similarities • Most students and staff will be culturally competent and appreciate we live in an increasingly diverse community • Most students and staff will believe and act that we are stronger together | <ul style="list-style-type: none"> • All Students and Staff appreciate and celebrate our differences and similarities • All our students and staff will be culturally competent and appreciate we live in an increasingly diverse community • All our students and staff will believe and act that we are stronger together | <ul style="list-style-type: none"> • Students and Staff appreciating and celebrating our differences and similarities will exceed expectations • Our students and staff who are culturally competent and appreciative that we live in an increasingly diverse community will exceed expectations • Our students and staff who believe and act that we are stronger together will exceed expectations |

Lagging indicators

Kids feel safe. Have pride. Parents and staff feel safe. Have pride. Students feel safe and be safe

Consistent celebration of diversity, school wide

Recognizing utilizing different staff. Intentional hiring and retention for diversity.

Tracking of complaints, grievances, etc. (End of year check) (Physical box). No behavioral issues related to diversity, Less discipline referrals

Curriculum multicultural. Intentional curriculum. Curriculum embedded with diversity. We have a desire to share culture. Respect for languages

Leading Indicators

Thriving student diversity groups

Strong relationship building

Successful Restorative Circles

Continuous and successful staff development

Equity literacy

Anonymous reporting procedures

Anti-racism policies

Positive community norms

Equal access and opportunities

Appreciation and celebration of our differences and similarities

Successful integration of cultural recognition and activities. Ex: Dr. Martin Luther King, Jr.



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: December 14, 2020

Revised: _____

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ORDER

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

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

~~1211~~. Adjournment.

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: December 14, 2020

Revised: June 28, 2021

Revised: _____

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

- B. Personnel data on current and former employees that is "public" includes:

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

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

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district which relates to a student.
- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and,

upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

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

- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 - 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
 - 3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. [Ch. 260E](#) (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

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

VI. PROCEDURES

A. Agenda Items

1. Persons who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.
2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.
3. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization. The school board will allow a maximum of three (3) minutes speaking time for an individual or spokesperson for a group or organization during Visitor Input.
5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board and potentially removed from the meeting.

8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Visitor Input

The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. If a person wishes to address ~~a non-agenda item~~ the school board, a request must be submitted to the district office or school board chair ~~or superintendent in a timely manner and or~~ on an official form created by the district. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly. The school board will allow a maximum of three (3) minutes speaking time for an individual or spokesperson for a group or organization during Visitor Input.

All those wishing to address the school board shall notify the district office or school board chair at least three hours prior to the start of the school board meeting. The school board chair may make exceptions and is authorized to use his/her discretion if a request is submitted less than three hours prior to the start of the school board meeting.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these

meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

A maximum of ten (10) individuals will be allowed to speak at any regular meeting.

D. No Board Action at Same Meeting

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

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (~~Open Meeting Law~~) (Meetings Having Data Classified as Public)
Minn. Stat. § 121A.47, Subd. 5 (~~Student Dismissal Hearing~~) (Exclusion and Expulsion Procedures; Closed or Open Meeting)
Minn. Stat. § 122A.33, Subd. 3 (~~Coaches; Opportunity to Respond~~) (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (~~Teacher Discharge Hearing~~) (Employment; Contracts; Termination; Hearing Procedures)
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. ~~§ 626.556~~ Ch. 260E (Reporting of Maltreatment of Minors)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

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



| 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792 | 218.735.3500 | FAX: 218.744.4381 | WWW.RRPS.ORG |

Rock Ridge Guidelines For Visitor Input at School Board Meetings

In the interest of open communications, Rock Ridge Public Schools wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every regular School Board meeting during *Visitor Input*.

1. Anyone indicating a desire to speak to an item included on the agenda the school board during *Visitor Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.

***Reminder:** If you would like to ~~address a topic that is not on the agenda, please complete the Public Comment Form a minimum of 24 hours in advance of the day of the scheduled meeting; address the school board, a request must be submitted to the district office or school board chair or on an official form created by the district at least three (3) hours before the meeting. The school board chair may make exceptions and is authorized to use his/her discretion if a request is submitted less than three hours prior to the start of the school board meeting.~~*

2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please keep your comments to a maximum of three minutes. Longer time may be granted at the discretion of the Board Chair.
4. During *Visitor Input*, the Board and administration listen to comments and respond immediately if necessary. *Visitor Input* is a time for the Board to listen to community input. It is not a time of discussion.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to the teacher or employee, the principal, the Executive Director of Human Resources, the Superintendent and finally in writing to the Board.



GRANT AND NAMING RIGHTS AGREEMENT

This Grant and Naming Rights Agreement (this "Agreement") is entered into as of _____ by and between Independent School District No. 2909, Rock Ridge Public Schools, a public school district duly and properly organized under the laws of the state of Minnesota (hereinafter referred to as the "District") and The Cleveland-Cliffs Foundation, an Ohio nonprofit corporation (hereinafter referred to as "Cliffs"). The District and Cliffs are hereafter sometimes collectively referred to as the "Parties" or individually as a "Party".

RECITALS:

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

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

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

D. **WHEREAS**, the Project includes the construction of a new high school campus. The new campus will include a main entrance commons area at the high school ("Main Entrance Commons").

E. **WHEREAS**, Cleveland-Cliffs Inc. ("Cleveland-Cliffs"), the largest flat-rolled steel company in North America and the owner of large scale iron mining operations on Minnesota's Mesabi Iron Range, has been a prominent presence on the Mesabi Iron Range and has played a vital role in the history, economy and socio-economics of the Mesabi Iron Range. Cliffs, its local mining operations and its local employees have been longtime supporters of local schools, school activities and high school sports on the Mesabi Iron Range.

F. **WHEREAS**, subject to the terms of this Agreement, Cliffs is prepared to make a monetary donation to the District, to be utilized in the purchase of educational equipment and machinery for the school's Career and Technical Education program (the "Charitable Purpose").

G. **WHEREAS**, in appreciation for and recognition of, Cliffs' donation, the Main Entrance Commons will be named "**Cleveland-Cliffs Commons**".

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

1. **Grant Award:** Cliffs will donate a total of \$350,000 ("Grant") to the District, intended to support the Charitable Purpose.
2. **Payment of Grant:** Cliffs paid fifty percent (50%) of the Grant (\$175,000) on or before December 12, 2022, which is hereby acknowledged by the District. The remaining fifty percent (50%) of the Grant (\$175,000) will be paid on or before December 31, 2023.
3. **Charitable Purpose:** The Grant shall be utilized in the purchase of educational equipment and machinery for the District's Career and Technical Education Program.
4. **Acknowledgement/Recognition:** The District agrees that, in recognition of the Grant, upon completion of construction of the Main Entrance Commons it will thereafter be forever and perpetually named, known as, and referred to as "**Cleveland-Cliffs Commons**" (hereinafter the "Name"), which shall include without limitation the use and reference to the Name in any and all Rock Ridge High School maps, signage, writings, announcements or press releases which refer to or reference the Main Entrance Commons area.

The naming of the Main Entrance Commons as the "**Cleveland-Cliffs Commons**" will be exclusive to Cliffs. Cliffs will be the only steel manufacturer and mining company that will have any signage, advertising or advertising visibility in the Main Entrance Commons. The District reserves and retains the right to allow other businesses, supporters or sponsors, that are not steel or mining companies, to have advertising visibility in or around the Main Entrance Commons as long as any such advertising, advertising visibility or related signage is less prominent than any signage for Cliffs and Cliffs maintains naming rights for the Main Entrance Commons Area. The District also agrees to erect and maintain signage at or in the Main Entrance Commons emphasizing, recognizing, and prominently identifying the Main Entrance Commons as: "**Cleveland-Cliffs Commons**", as depicted on Exhibit "A" attached hereto.

The signage shall be consistent with, proportionate to, and no less prominent than, the signage used throughout the Project to identify and refer to other areas, fields, stadiums, arenas, buildings, facilities or locations of similar size and shall be approved by Cliffs in writing. The District will work with Cliffs on publicity of the Grant. With Cliffs' prior written approval, the Grant may be noted in articles, news releases, or in other media. Further, Cliffs' logo will be incorporated in any signage where there is sufficient space in any such signage to incorporate the logo, subject to prior review and written approval by Cliffs. In the event that Cliffs' name and/or logo change, Cliffs reserves the right to request that the Name be updated to reflect Cliffs' new name and/or logo or

Cliffs' name and/or logo be removed from the signage, at no cost to Cliffs. Cliffs acknowledges and agrees that, while the Main Entrance Commons specifically shall bear the Name in a visible location, the District reserves and retains all naming rights for all other areas, building wings, athletic facilities, fields and stadiums to be constructed as part of the Project. For the avoidance of doubt, the name, logo, images, symbols, designs, copyrights, and/or visual representations, owned, controlled, first used, applied to be registered and/or registered by Cleveland-Cliffs or on behalf of Cleveland-Cliffs (collectively, the "Cleveland-Cliffs IP") shall be and remain the sole and exclusive property of Cleveland-Cliffs. The District agrees that nothing in this Agreement is intended to convey any ownership rights in or to Cleveland-Cliffs IP and Cleveland-Cliffs shall, at all times, own and retain full rights to Cleveland-Cliffs IP.

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

Rock Ridge Public Schools

Attn: Willie Spelts, H.R. & Fundraising Coordinator
411 5th Avenue South
Virginia, MN 55792
Phone: 218-410-3097 (work) or
218-290-1237 (cell)

The Cleveland-Cliffs Foundation

Attn: James Graham
200 Public Square, Suite 3300
Cleveland, OH 44114

All notices to Cliffs shall be sent with a copy to: legalnotices@clevelandcliffs.com.

6. Complete Agreement.

This Agreement constitutes the entire and complete agreement between the Parties with respect to the Grant being made by Cliffs to the District and the naming rights to the Main Entrance Commons.

7. Governing Law.

This Agreement will be governed by, interpreted and enforced in accordance with the laws of the State of Ohio and the Parties' consent to the exclusive jurisdiction and venue of the courts in the State of Ohio, for the resolution of any disputes that may arise regarding the interpretation, administration or enforcement of this Agreement.

8. Severability.

If any provision of this Agreement is held to be illegal, invalid, or unenforceable, under the present or future laws effective during the term of this Agreement, such provision will be fully severable. This Agreement will be construed and enforced as if such illegal, invalid, or unenforceable provision had never comprised part of this Agreement, and the remaining provisions of this Agreement will remain in full force and effect.

9. Amendments.

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

10. Binding Effect.

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

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the Parties have caused this Agreement to be duly executed by authorized representatives as of the day and year first written above.

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

Dated: _____, 2023

By:

Dr. Noel Schmidt
Superintendent of Schools

By:

Tim Riordan
Chairperson, Board of Education

THE CLEVELAND-CLIFFS FOUNDATION

Dated: _____, 2023

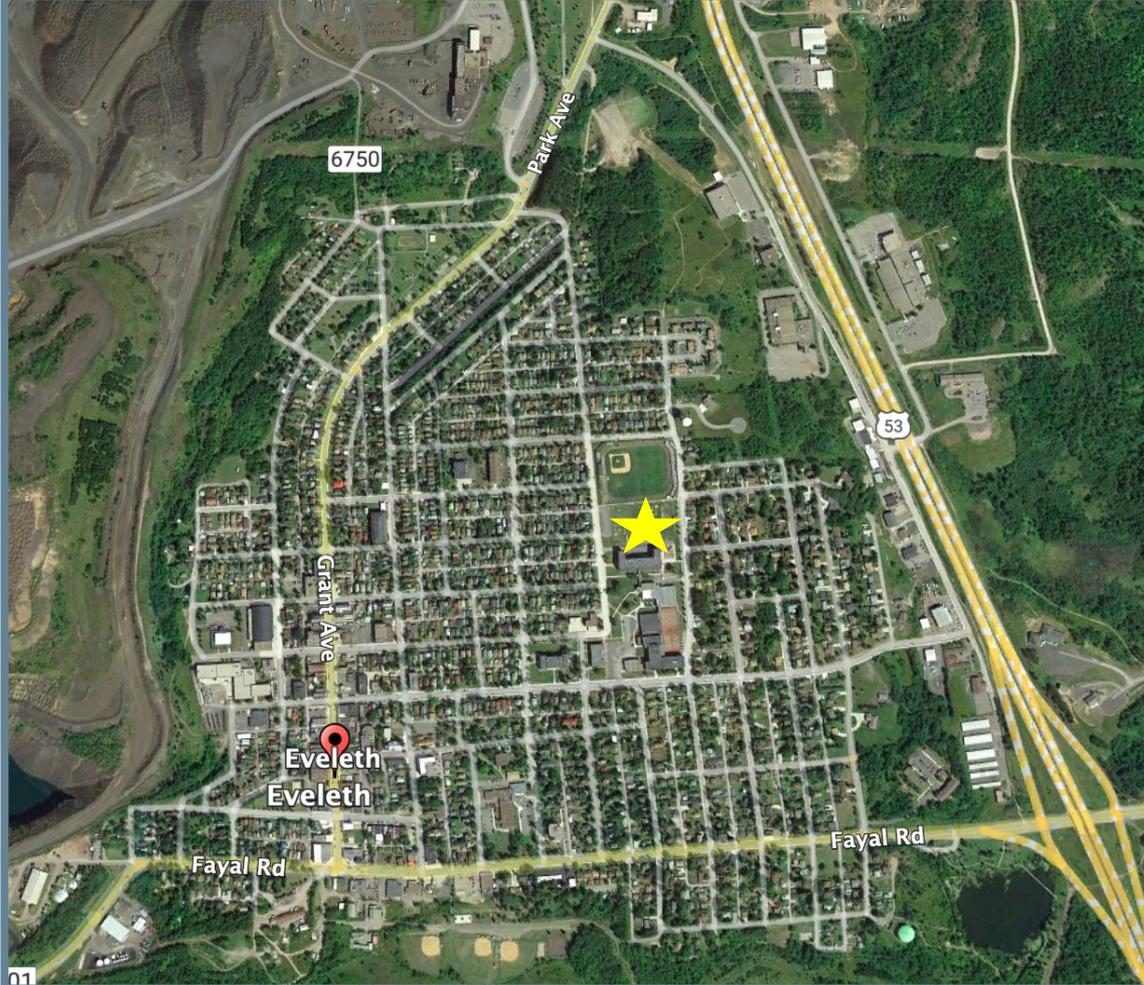
James Graham
Executive Vice President, Human Resources, Chief Legal and Administrative Officer
& Secretary

Authorized signatory on behalf of The Cleveland-Cliffs Foundation

Exhibit A
Cleveland-Cliffs Commons

Eveleth School Site

Tuesday, 13 February
Rock Ridge Public Schools
1405 Progress Parkway
Virginia, MN 55792
6:00 pm



School Site Location



The school site is centrally located and generally within a 10-15 minute walk from any residence in the city.

School Site Project Area



School Site:

- Approximately 21 acres
- 7 different uses
- 5 buildings; 2 demolished

Why is this important now?

- At the end of 2023, the high school will vacate the site, and the elementary school at the end of 2024 and be relocated to new buildings at other locations.
- There is no planning underway by other parties to determine the school site's development future.
- The potential redevelopment of the school site represents a significant opportunity and challenge for the community to explore and plan for feasibly meeting its housing, commercial real estate, and recreational needs at this location.

What could the Council do to explore and plan for the school site's future redevelopment?

- The Council could authorize the development of a special area plan.
- A special area plan is an action-oriented and decision-making process to explore and plan for the future development of a specific area.
- This process is typically used for larger, complex redevelopment areas like the school site.

What is the special area planning process?

- The special area planning process is comprised of four phases.
 - Phase 1 Gather background information;
 - Phase 2 Prepare a development vision and goals statement;
 - Phase 3 Prepare and evaluate development alternatives;
 - Phase 4 Implement the preferred alternative.

Phase 1 Gather Background Information

- This phase focuses on understanding the market demand for real estate and the site's development opportunities and constraints.
- Examples of information typically gathered:
 - Housing needs assessment, commercial interest
 - Title work & survey
 - Wetland delineation, environmental site assessment, soils analysis
 - Building structural & reuse analysis,
 - Public and private utility assessment, traffic Analysis
 - Regulatory assessment,
 - Potential funding/financing resources

Phase 2 Prepare Development Vision & Goals Statement

- This phase establishes the community's vision and goals for the reuse/redevelopment of the site.
- Informed by Phase 1 information and community input, the vision and goals generally describe future land uses, circulation & stormwater, parks & trails, open space, and integration with the adjacent neighborhood.
- The vision and goals statement guide the development of alternatives in Phase 3.

Phase 3 Prepare and evaluate development concept alternatives

- The purpose of this phase is to prepare 2-3 reuse/redevelopment concepts for the site.
- These concepts are evaluated against the market demand, physical opportunities and constraints, general financial feasibility, and the vision and goals statement prepared in Phase 2.
- The Council chooses a preferred alternative for further analysis and refinement.

Phase 4 Implement the preferred concept alternative

- During Phase 4, the Council takes the necessary actions to implement the preferred development concept chosen in Phase 3.
- Task examples:
 - Document, adopt, and publish the final plan
 - Amendment Comprehensive Plan and Zoning Ordinance
 - Prepare preliminary plat & site and grading plan
 - Prepare reuse/redevelopment land development costs estimates
 - Budget for capital improvements
 - Secure funding and financing resources for land development
 - Assess fiscal impacts
 - Prepare developer/builder solicitation
 - Solicit developer/builder interest

What is the role of the Council in the process?

- The role of the Council:
 - Authorize the planning process.
 - Set expectations.
 - Make key decisions at specific points during the process.

What is the role of an advisory committee?

- The role of an advisory committee:
 - To ensure key stakeholders are consulted in the planning process. Ex. School district, adjacent neighborhoods, developers/builders, etc.
 - To provide the Council with input on issues, goals, and plan alternatives.

What is the role of the community and neighbors?

- The role of the community and neighbors:
 - To provide the Council with input on issues, goals, and plan alternatives during the process.

How long does the planning process take?

- Planning Timeline:
 - Approximately 9 to 18 months.

What is the benefit of the planning process?

- Increases interest in the project by reducing the extraordinary development uncertainty, risk, and cost for the developer/builder.
- Lays a foundation and provides the developer/builder with information so they can appropriately evaluate the development opportunity.
- Attracts higher quality developers/builders and reduces the time evaluating proposals from parties that are unlikely able to perform.
- Puts the City, an essential partner in the project, in an informed position to better evaluate development proposals.
- Expedites the increase in new tax base due to reuse/redevelopment.

Project Examples:

- Residential Subdivision, Chisholm, MN
- Residential Subdivision, Hibbing MN
- Tartan Crossing, Oakdale, MN
- Huset Park, Columbia Heights, MN

Chisholm – Residential Subdivision



- Land 32 acres
- Council desires single-family and two-family owner-occupied housing
- Phase 1 and 2 complete
- Phase 3, design and evaluation nearly complete
- Expected completion spring 2023.

Hibbing – Residential Subdivision



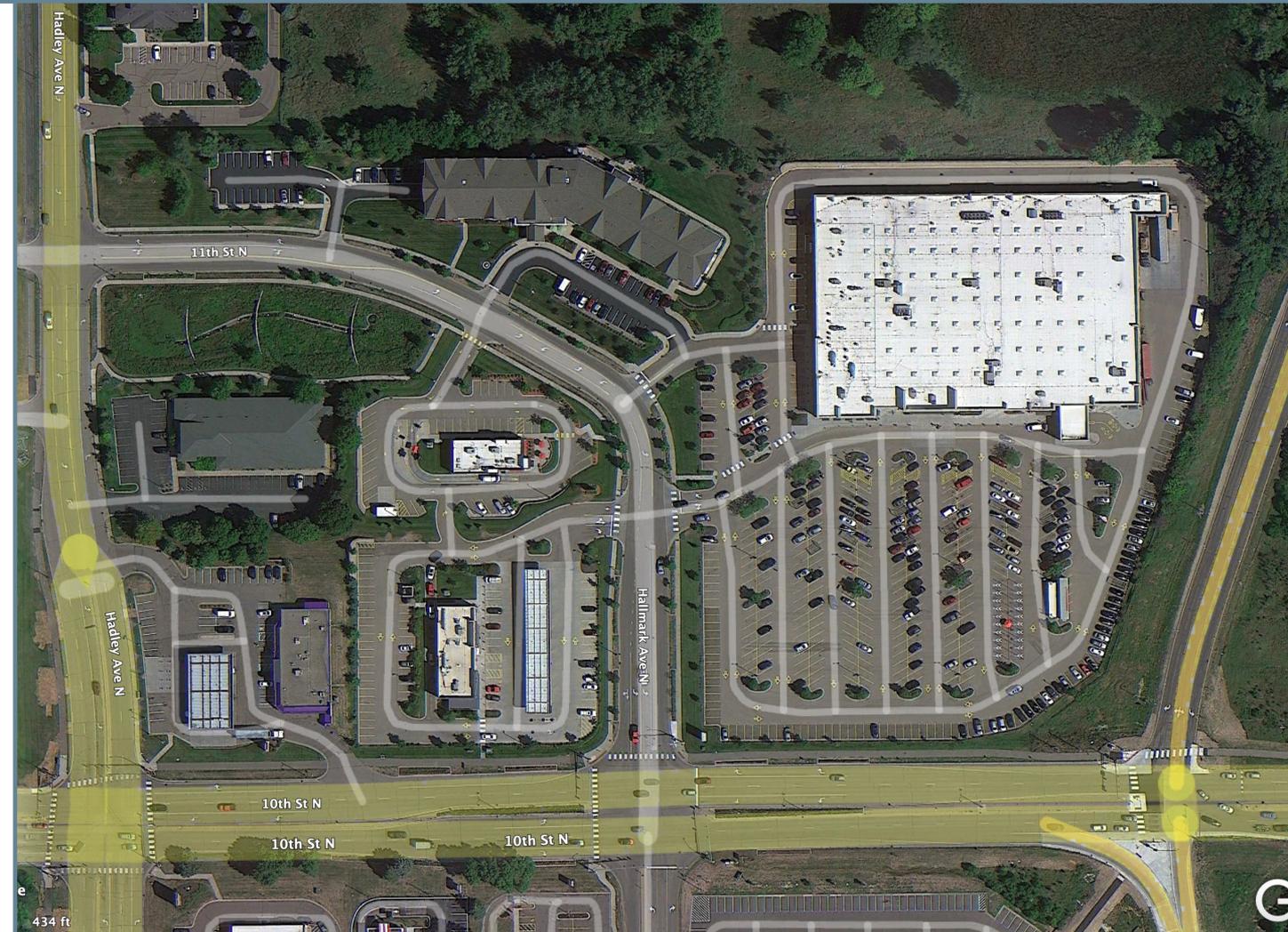
- Land 70 acres
- Council desires mixed housing and an 8-acre park.
- Project begins January 2023
- Estimated completion March 2024

Oakdale Mall Before



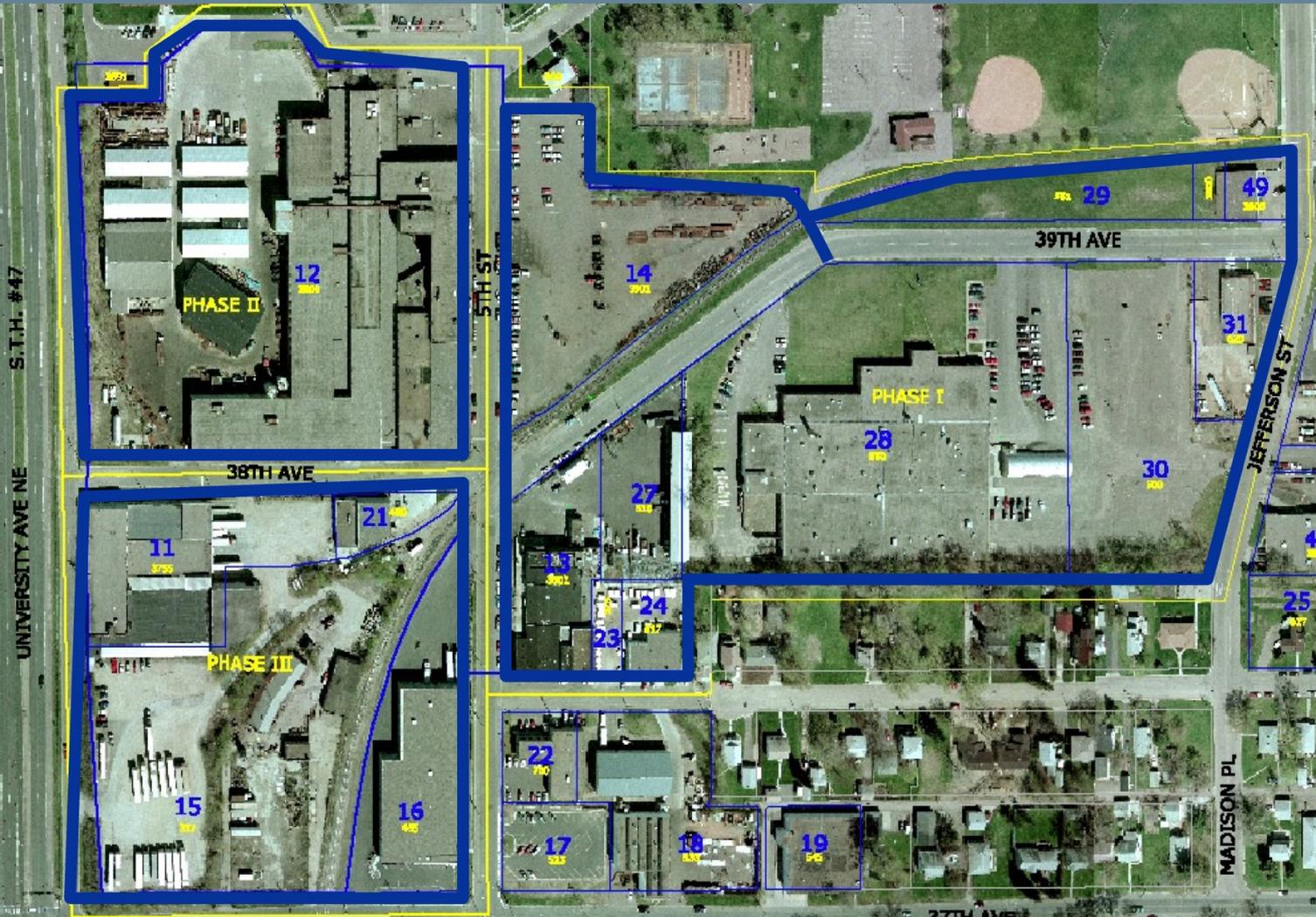
- Land - 18 acres
- Building - 180,000 sf
- Largely vacant and blighted shopping mall
- Planning Process 12 months

Tartan Crossing After



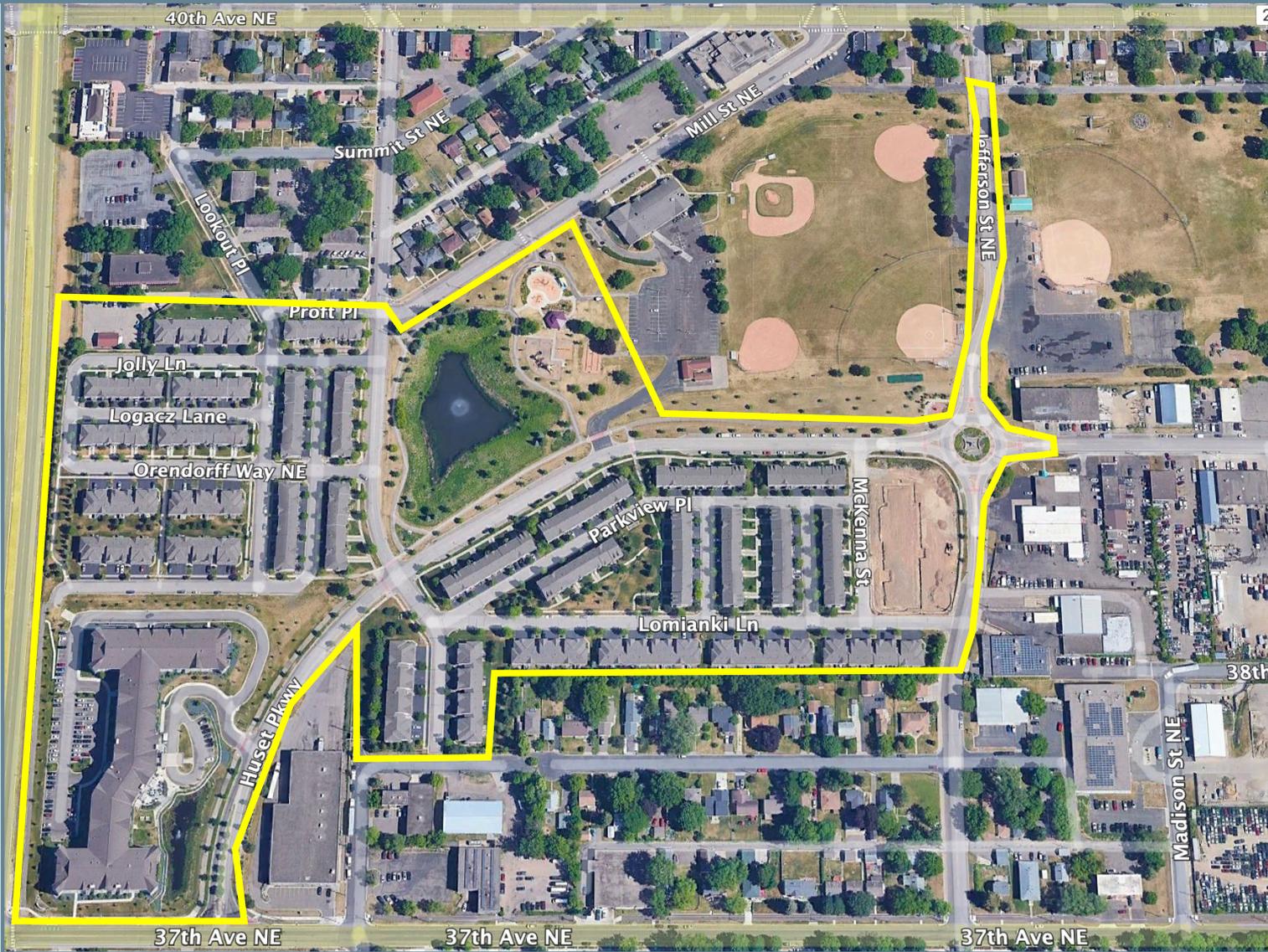
- Mixed Use
- Hy-Vee Grocery store,
 - Restaurant
 - liquor store
- Hy-Vee Gas Station
- Caribou Coffee
- Senior Housing 92 units
- Hardees restaurant
- Regional stormwater
- Add sidewalks, trails

Industrial Park - Before



- 100+-year-old industrial park
- 30 acres
- Blighted buildings
- Heavily contaminated
- Planning process 15-18 months

Huset Park After



- Mixed residential
 - Senior housing
 - Townhomes
- 550 housing units
- Redesigned road and sidewalk system
- Regional stormwater

What is the likely planning process cost?

- Between \$190,000 - \$250,000.
- Potential sources of revenue:
 - School district
 - IRRRB (up to \$25,000 annually)
 - City of Eveleth
 - Land sale proceeds (repayment of planning costs)

City of Eveleth Request of School District:

- \$50,000 contribution to assist with planning.
- Repayment of city and school planning costs from land sale proceeds.
- Clarify the current agreement to:
 - Cover all of the properties
 - Provide the city with adequate time to complete the plan.
- School board representation on the project advisory committee.

MEMORANDUM OF UNDERSTANDING
Between
Wolf Head Recovery and Discovery, Inc.
and
Rock Ridge Public Schools

I. Purpose

Wolf Head Recovery and Discovery, Inc. (hereinafter referred to as “WHRAD”) and Rock Ridge Public Schools (hereinafter referred to as “RRPS”) have a common interest in working together to explore ways to develop the vacant Gilbert Junior High School and Nelle Shean Elementary Schools to enable WHRAD to purchase the schools and properties.

The purpose of this Memorandum of Understanding (“MOU”) is to establish an alliance between WHRAD and RRPS (hereinafter referred to as “Parties”) to further the goals set forth below (the “Goals”), and to outline the understandings and intentions with regard to these shared Goals. The Parties seek to share their respective strengths, experiences, technologies, methodologies, and resources (including human, in-kind, and monetary) in order to achieve these Goals.

The Parties share the following goals:

- Goal #1- Come to mutual agreement that there is a viable business model around the many projects that WHRAD is contemplating.
- Goal #2- Allow WHRAD exclusive right to purchase the above mentioned Gilbert schools for the sum of \$1 based on confirmation of adequate resources including funding. Because the school is not in the business of economic development, the “confirmation of adequate funding resources” for the viability of the total ongoing plan will be determined by WHRAD, after they have studied the feasibility of the venture.
- Goal #3- Develop business case justification for adequate funding within six months. Because the school is not in the business of economic development, the “business case justification for adequate funding” will be determined by WHRAD, after they have studied the feasibility of the venture.
- Goal #4- Determine strategic, investment, and logistical plans moving forward.

The Parties enter into this MOU while wishing to maintain their own separate and unique missions and mandates, and their own accountabilities. Unless specifically provided otherwise, the cooperation among the Parties as outlined in this MOU shall not be construed as a partnership or other type of legal entity or personality. Each Party shall accept full and sole responsibility for any and all expenses incurred by itself relating to this MOU. Nothing in this MOU shall be construed as superseding or interfering in any way with any agreements or contracts entered into among the Parties, either prior to or subsequent to the signing of this MOU. Nothing in this MOU shall be construed as an exclusive working

relationship. The Parties specifically acknowledge that this MOU is not an obligation of funds, nor does it constitute a legally binding commitment by any Party or create any rights in any third party.

II. Partner Roles, Responsibilities and Notices

WHRAD Background- Wolf Head Recovery and Discovery, Inc. is a 501(c)(3) nonprofit organization whose purpose is to help restore the ecology and economy of the 135 miles of the Mesabi Iron Range from Grand Rapids to the Boundary Waters.

WHRAD Role- WHRAD will provide necessary human capital in a timely manner to accomplish stated Goals.

All notices to WHRAD shall be sent to the following WHRAD Point of Contact:

Contact: Rodney Hunt
Title: President
Mailing Address: 54807 Pearl St.
Osage, MN 56570
Mobile Number: (218) 573-2434
Email Address: wolfheadllc@gmail.com

RRPS Background- Rock Ridge Public Schools is an independent school district formed in 2020 wanting to either raze their unutilized school buildings or sell them to an entity capable of developing them for sustainable community use. The Rock Ridge School Board prefers to sell the buildings to an entity which is capable of developing them for sustainable community use. However, it is not in the business of economic development, which is the domain of the City of Gilbert. Both parties recognize that WHRAD will need to engage the City of Gilbert for additional conversations.

RRPS Role- RRPS will provide necessary human capital in a timely manner to accomplish stated Goals.

All notices to RRPS shall be sent to the following RRPS Point of Contact:

Contact: Dr. Noel Schmidt
Title: Superintendent
Mailing Address: Rock Ridge Public Schools
1405 Progress Parkway
Virginia, MN 55792
Phone Number:
Mobile Number: (218) 410-3197
Email Address: noel.schmidt@rrps.org

III. Implementation

1. Governance Structure

A steering committee composed by professionals from each of the Parties will be guided by their management and boards of directors.

2. Funding

It is expected that the Parties will make any funding contributions subject to the availability of funds and relevant internal approval processes. At this time all funding will be in-kind until formal agreements are established. At this time, the Rock Ridge school district expects to make minimal funding contributions, as it is not in the business of economic development activities.

3. Communications

The Parties will collaborate in the development of outreach and education materials regarding communications for external audiences. Where relevant, branding will be accomplished in accordance with the Parties' respective legal, policy and procedural requirements.

The Parties will respect each others' confidentiality policies, with the mutual understanding that the Parties intend to publicize their alliance and its objectives without disclosing any confidential or proprietary information of the other Party [or Parties].

IV. Effective Date, Duration, Amendments, and Termination

This MOU becomes effective on the date of the last signature of all the Parties and is expected to continue for [six (6)] months from such effective date. However, the Parties may decide, in writing, to extend this period. In addition, this MOU may be modified or amended if all Parties agree in writing. Any Party may terminate this MOU at any time but should endeavor to provide at least 20 days' written notice to the other Parties.

IN WITNESS WHEREOF, the Parties, each acting through their duly authorized representatives, have caused this MOU to be signed in their names and delivered as of this __ day of [February, 2023].

Wolf Head Recovery and Discovery, Inc.

By: _____
(Signature)

Name: Rodney Hunt

Title: _____

Name: _____

Date: _____

Rock Ridge Public Schools

By: _____
(Signature)

Name: Dr. Noel Schmidt

Title: _____

Date: _____

| RR Community Ed Rental Prices | | | | | |
|--|---------------------------------|--------------------|--|---------------------------------|-------------------|
| | Non- Profit Groups | | | Profit Groups | |
| Rental Locations | Hourly Rate | Dailiy Rate | | Hourly Rate | Daily Rate |
| Lights for Fields | \$75 first hr/\$25 per hr after | | | \$75 first hr/\$25 per hr after | |
| Turf Fields- ALL | \$275 | NA | | \$400 | NA |
| *Includes Track | | | | | |
| RRHS Gym | \$35 | \$250 | | \$70 | \$500 |
| Laurentian Gym | \$35 | \$250 | | \$70 | \$500 |
| Parkview Gym | \$25 | \$200 | | \$50 | \$400 |
| Tech/ NLC Gym | \$25 | \$200 | | \$50 | \$400 |
| Eveleth New Gym | \$25 | \$200 | | \$50 | \$400 |
| Eveleth Old Gym | \$25 | \$200 | | \$50 | \$400 |
| James Madison Gym | \$25 | \$200 | | \$50 | \$400 |
| RR Pool | \$150 | NA | | \$300 | NA |
| Class Rooms | \$20 | \$80 | | \$40 | \$160 |
| Kitchens/ Cafeteria | \$25 | \$100 | | \$50 | \$200 |
| LES Community Room | \$25 | \$200 | | \$50 | \$400 |
| *Includes Indoor Playground | | | | | |
| Heart and Gym- Laurentian | \$50 | NA | | \$100 | NA |
| Auditorium | \$125 | \$1,000 | | \$250 | \$2,000 |
| Computer Labs | \$20 | \$80 | | \$40 | \$160 |
| Non-Turf Fields | \$75 | NA | | \$150 | NA |
| | | | | | |
| | | | | | |
| Fitness Center | Not Rentalable | | | | |
| \$25/ Month | Membership | | | | |
| | | | | | |
| If Custodians are needed- \$40/Hr Fee for weekends | | | | | |
| If Custodians are needed- \$25/Hr Fee for weekdays | | | | | |

Iron Oakes Fencing

29208 Eden Loop Road 218-247-7219 Phone
Bovey, MN 55709 218-259-8490 Mobile

JOB ESTIMATE

Date: 02-Nov-22

Rock Ridge Public Schools

Josh Lamppa, Activities Director
1405 Progress Parkway
Virginia, MN 55792
Office phone 735-3500
Josh mobile 410-3162
josh.lamppa@rrps.org

Date of original estimate:

Install 42" high black vinyl-coated chain link fences in front of eight (8) dugouts - varsity baseball and softball, JV baseball and softball. Openings toward each end of each fence will be placed where most convenient, exact locations to be determined.

ITEMIZED ESTIMATE: TIME AND MATERIALS

AMOUNT

Materials and Installation:

Line posts 2 1/2" OD x LG40 black vinyl-coated galvanized steel; Terminal posts 3" OD x LG40 black vinyl-coated galv steel; Top rail 1 5/8" OD x LG 40 black vinyl-coated galv steel; Fabric 2" x 8 ga x 42" black vinyl-coated galvanized chain link. Bottom tension wire 7 gauge black vinyl-coated galvanized crimped wire hog ringed to the bottom diamond of the chain link. Chain link to be fused/bonded.

Gates: None - openings only, two openings per dugout.

6" x 6" x 1/4" black steel plates are to be welded to the bottom of all posts, and then bolted onto the concrete with 1/2" x 4" anchor bolts.

All materials and labor:

Cost breakdown: \$5,486.75 per field; fields are possibly to be completed at different times

21,947.00

Josh: Thank you for requesting a quote on the dugout fences at the Rock Ridge athletic facility. Hopefully our estimate is acceptable and we install the fences for the School District.

TOTAL ESTIMATED JOB COST

\$21,947.00

This is an estimate only, not a contract. This estimate is for completing the job described above, based on our evaluation. It does not include unforeseen price increases or additional labor and materials which may be required should problems arise. We will contact Gopher One Call to locate underground utilities; the customer is responsible for locating any private utility lines such as LP gas, wiring to garage from house, etc.

Payment Requirements: One half down, balance upon completion. Once signed, this estimate becomes a contract.


(Iron Oakes Representative)

11-02-2022
(Date)

(Customer Signature)

(Date)

(Customer Signature)

(Date)



ROCK RIDGE PUBLIC SCHOOLS | 1405 PROGRESS PARKWAY VIRGINIA, MN 55792 |
218.735.3500 | FAX: 218.741.8522 | WWW.RRPS.ORG |

Rock Ridge School District Letter of Intent-Coaching/Advising

At the conclusion of each athletic season, each coach is to state their intentions of whether or not they would like to return the following year. This form is to be completed by each coach and returned to the Athletic Director upon the conclusion of the current season. If the form is not returned within two weeks of being delivered, the position will automatically be opened and posted for the next year. This form does not insure that a coach will be retained, but rather will serve as the coach's letter of intent.

_____ I would like the opportunity to continue in my current coaching position for the _____ school year.

_____ I am unable to return to my current coaching position for the _____ school year.

Name of Coach (printed)

Signature of Coach

Sport Coaching (printed)

Date

~~~~~  
\_\_\_\_\_ Approval to process coach's letter of intent. \_\_\_\_\_ Disapproval to process coach's letter of intent.

\_\_\_\_\_  
Athletic Director

\_\_\_\_\_  
Date

### For Office Use Only:

Upon approval this form will go to the school board as an intent to hire.



| 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792 | 218.742.3900 | FAX: 218.744.4381 | [WWW.RRPS.ORG](http://WWW.RRPS.ORG) |

February 13, 2023

Patrick Weidemann  
Minnesota Department of Transportation  
395 John Ireland Boulevard  
St. Paul, MN 55155

Dear Mr. Weidemann,

On behalf of Rock Ridge Public Schools, I am pleased to support the Corridors of Commerce grant application for the Rock Ridge School Transportation Improvements along US Highway 53 in Eveleth, Minnesota. This is a joint project of the Minnesota Department of Transportation (MnDOT) and St. Louis County including MnDOT's Trunk Highway System, the County State Aid network and local municipal streets. This project is in response to the development of a new elementary and high school campus, Rock Ridge Schools, located adjacent to the US 53 Highway Corridor.

This project provides a significant opportunity for these partners to improve safety, enhance mobility, and provide the necessary connections for all modes of transportation through the corridor and the school campus. Intersection improvements will be made to improve safety and operations near the school campus along US Highway 53. Two bridges at the intersection of US 53/TH 37 are in poor condition and will be replaced with this project. This replacement is crucial to correct the insufficient bridge clearance issue for freight movement and the lack of safe pedestrian/bike connections to the regional Mesabi Trail system. US 53 will receive an unbonded concrete overlay due to deteriorating pavement conditions from the above-mentioned bridges to Vermilion Drive in Virginia.

Rock Ridge Public Schools is committed to continue partnering with MnDOT and St. Louis County as they develop this project and explore other funding opportunities. Rock Ridge Public Schools looks forward to continued cooperation with MnDOT, St. Louis County, and all the stakeholders involved in the project as this effort moves forward to improve critical safety and mobility on US 53.

Thank you for your interest and support to improve Minnesota's transportation system.

Sincerely,

Dr. Noel Schmidt, Superintendent  
Rock Ridge Public Schools





| 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792 | 218.742.3900 | FAX: 218.744.4381 | [WWW.RRPS.ORG](http://WWW.RRPS.ORG) |

February 13, 2023

The Honorable Pete Buttigieg  
Secretary, US Department of Transportation  
1200 New Jersey Ave, SE  
Washington, DC 20590

Dear Secretary Buttigieg,

On behalf of Rock Ridge Public Schools, I am pleased to support the Rebuilding American Infrastructure with Sustainability and Equity grant application for the Rock Ridge School Transportation Improvements along US Highway 53 in Eveleth, Minnesota. This is a joint project of the Minnesota Department of Transportation (MnDOT) and St. Louis County including MnDOT's Trunk Highway System, the County State Aid network and local municipal streets. This project is in response to the development of a new elementary and high school campus, Rock Ridge Schools, located adjacent to the US 53 Highway Corridor.

This project provides a significant opportunity for these partners to improve safety, enhance mobility, and provide the necessary connections for all modes of transportation through the corridor and the school campus. Intersection improvements will be made to improve safety and operations near the school campus along US Highway 53. Two bridges at the intersection of US 53/TH 37 are in poor condition and will be replaced with this project. This replacement is crucial to correct the insufficient bridge clearance issue for freight movement and the lack of safe pedestrian/bike connections to the regional Mesabi Trail system.

To improve connectivity to the new school campus, St. Louis County will facilitate the extension of Progress Parkway from TH 37 to the new school campus. This extension will also include pedestrian/bike trail connections to the new school campus and to the existing Mesabi Trail system. By constructing this roadway segment, it will also allow additional opportunities for economic growth on land that is currently not accessible for development.

Rock Ridge Public Schools is committed to continue partnering with MnDOT and St. Louis County as they develop this project and explore other funding opportunities. Rock Ridge Public Schools looks forward to continued cooperation with MnDOT, St. Louis County, and all the stakeholders involved in the project as this effort moves forward to improve critical safety and mobility on US 53. Thank you for your interest and support to improve Minnesota's transportation system.

Sincerely,

Dr. Noel Schmidt, Superintendent





| 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792 | 218.742.3900 | FAX: 218.744.4381 | [WWW.RRPS.ORG](http://WWW.RRPS.ORG) |  
Rock Ridge Public Schools



| OFFICE OF THE SUPERINTENDENT | DR. NOEL SCHMIDT | [NOEL.SCHMIDT@RRPS.ORG](mailto:NOEL.SCHMIDT@RRPS.ORG) |



PO Box 841393  
 Dallas, TX 75284-1393  
 Phone: 800-527-7510 Fax: 800-899-0149  
 Visit us at www.bsnsports.com

| Order Summary       |                          |
|---------------------|--------------------------|
| Cart #:             | 9665697                  |
| Purchase Order #:   | Wrestling Wall Pads 2023 |
| Cart Name:          | Wrestling Wall Pads 2023 |
| Order Date:         | 02/06/2023               |
| Estimated Delivery: | 02/09/2023               |
| Payment Terms:      | NT30                     |
| Ship Via:           |                          |
| Ordered By:         | Dennis Benz              |



Contact Your Rep  
 Dieter Humbert Email: dhumbert@bsnsports.com | Phone: 218-285-3880

Sold to  
**8509890**  
 Rock Ridge Public Schools  
 411 5th Avenue South  
 VIRGINIA MN 55792  
 USA

Ship To  
**8509890**  
 Rock Ridge Public Schools  
 Dennis Benz  
 411 5th Avenue South  
 VIRGINIA MN 55792  
 USA

Payer  
**8509890**  
 Rock Ridge Public Schools  
 411 5th Avenue South  
 VIRGINIA MN 55792  
 USA

| Item Description                          | Qty    | Unit Price | Total        |
|-------------------------------------------|--------|------------|--------------|
| <b>WALL PAD PACKAGE</b><br>Item # - NSPHG | 150 EA | \$ 252.00  | \$ 37,800.00 |

|                         |                    |
|-------------------------|--------------------|
| Subtotal:               | \$37,800.00        |
| Other:                  | \$0.00             |
| Freight:                | \$890.00           |
| Sales Tax:              | \$0.00             |
| Order Total:            | \$38,690.00        |
| Payment/Credit Applied: | \$0.00             |
| <b>Order Total:</b>     | <b>\$38,690.00</b> |



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 411 5th Avenue South  
 VIRGINIA MN 55792  
 USA



| Item Description                               | Qty    | Unit Price | Total        |
|------------------------------------------------|--------|------------|--------------|
| <b>WALL PAD PACKAGE</b><br>Item # - NSPHG      | 150 EA | \$ 252.00  | \$ 37,800.00 |
| <b>Wall attachment clips</b><br>Item # - NSPHG | 100 EA | \$ 19.00   | \$ 1,900.00  |
| <b>300 Panel Attachments</b><br>Item # - NSPHG | 300 EA | \$ 9.10    | \$ 2,730.00  |

|                         |                    |
|-------------------------|--------------------|
| Subtotal:               | \$42,430.00        |
| Other:                  | \$0.00             |
| Freight:                | \$890.00           |
| Sales Tax:              | \$0.00             |
| Order Total:            | \$43,320.00        |
| Payment/Credit Applied: | \$0.00             |
| <b>Order Total:</b>     | <b>\$43,320.00</b> |

**ROCK RIDGE PUBLIC SCHOOLS 2023  
SCHOOL BOARD COMMITTEES**

| STANDING COMMITTEES                                                 | Board Member<br>#1      | Board Member<br>#2         | Board Member<br>#3  | Alternate | Notes:                            |
|---------------------------------------------------------------------|-------------------------|----------------------------|---------------------|-----------|-----------------------------------|
| <b>Facilities - Bldgs, Grounds,<br/>Transportation &amp; Safety</b> | John Uhan               | Bill Addy                  | Polly Sorcan        |           | Safety meets quarterly<br>at 1:00 |
| <b>Budget / Finance</b>                                             | John Uhan               | Polly Sorcan               | Lisa Westby         |           |                                   |
| <b>Community Education Advisory</b>                                 |                         |                            |                     |           |                                   |
| <b>Athletic &amp; Activities</b>                                    | John Uhan               | Nicole Culbert-Dahl        | Tim Riordan         |           |                                   |
| <b>Policy</b>                                                       | Nicole Culbert-Dahl     | Polly Sorcan               | Lisa Westby         |           |                                   |
| <b>Personnel</b>                                                    | Brandi Lautigar         | Tim Riordan                | Lisa Westby         |           |                                   |
| <b>District Curriculum Advisory<br/>&amp; Staff Development</b>     | Brandi Lautigar         | Lisa Westby                | Nicole Culbert-Dahl |           |                                   |
| <b>Labor Management<br/>Meet and Confer</b>                         | Brandi Lautigar         |                            |                     |           |                                   |
| <b>Wellness, Family Services<br/>Collaborative</b>                  | <b>School Principal</b> |                            |                     |           |                                   |
| <b>Iron Range Youth in Action</b>                                   | Brandi Lautigar         |                            |                     |           |                                   |
| <b>Negotiations - AFSCME</b>                                        | John Uhan               | Tim Riordan                | Bill Addy           |           |                                   |
| <b>Negotiations - Administration &amp;<br/>Teachers</b>             | John Uhan               | Polly Sorcan – Teachers    | Tim Riordan         |           |                                   |
|                                                                     |                         | Bill Addy – Administration |                     |           |                                   |
| <b>City Council Liaison</b>                                         | <b>Eveleth:</b>         | <b>Gilbert:</b>            | <b>Virginia:</b>    |           |                                   |
|                                                                     | John Uhan               | Bill Addy                  | Nicole Culbert-Dahl |           |                                   |
| <b>Indian Education Liaison</b>                                     | Tim Riordan             |                            |                     |           |                                   |
| <b>Legislative</b>                                                  | Tim Riordan             |                            |                     |           |                                   |