



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

**Regular Meeting
Monday, March 27, 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 March 13 2023 regular meeting minutes. 5
 2. Approval of hire of Brian Skadsem for the 7th Grade Baseball Coach position with a stipend of \$3,105 effective March 1, 2023.
 3. Approval of hire of John Stanaway for the Strength Coach position with a stipend of \$1,506.96 (prorated) effective March 13, 2023.
 4. Approval of hire of Marife Jenni for the Lunchroom/Playground Aide position at a rate of \$14.00/hour effective March 16, 2023.
 5. Approval of hire of Adam Roen for the Junior High Girls Track Coach position with a stipend of \$3,105 effective March 20, 2023.
 6. Approval of hire of Rose Walburn for the Paraprofessional position at a rate of \$18.47/hour effective March 27, 2023.
 7. Approval of hire of Breanna Peterson for the Lunchroom/Playground Aide position at a rate of \$14.00/hour effective March 27, 2023.
 8. Approval of additional duty of Helper/Patrol Advisor at North Star Elementary for the 2022-23 school year for Sarah Thyen with a stipend of \$955.
 9. Acceptance and appreciation of a donation of (10) \$10 gift certificates from The Rink for I Love to Read Month activities at Laurentian.
 10. Acceptance and appreciation of a donation of (600) Mini Murph gift certificates

- from Papa Murphy's for I Love to Read Month activities at Laurentian.
11. Acceptance and appreciation of a donation of icecream and toppings from Village Inn for I Love to Read Month activities at Laurentian.
 12. Acceptance and appreciation of a donation of (12) large pizzas from Dominos for I Love to Read Month activities at Laurentian.
 13. Acceptance and appreciation of a donation of (7) gift cards from Greens on 14th, (19) gift cards from Virginia Bowling Gardens, (360) bookmarks, and (8) packs of markers from the Eveleth-Gilbert Bears PTA for I Love to Read Month activities at Laurentian.
 14. Acceptance and appreciation of a donation of (1) pair of Rock Ridge mittens, (2) Rock Ridge t-shirts, and (5) Rock Ridge stickers from Barber Graphics for I Love to Read Month activities at Laurentian.
 15. Acceptance and appreciation of a donation of (12) gift certificates for mini-golf from Lundgren Motors for I Love to Read Month activities at Laurentian.
 16. Acceptance and appreciation of a donation of a gift certificate from Pebble Spa Co. for I Love to Read Month activities at Laurentian.
 17. Acceptance and appreciation of a donation of icecream, icecream toppings, and (19) cans of whip cream from Super One for I Love to Read Month activities at Laurentian.
 18. Acceptance and appreciation of a donation of (12) t-shirts and (1) tote bag from Monsters Ink for I Love to Read Month activities at Laurentian.
 19. Acceptance and appreciation of an anonymous donation in the amount of \$12,000 for the #RockRidgeRising Campaign.
 20. Acceptance and appreciation of a donation from Komatsu Mining Corporation Foundation Inc. in the amount of \$15,000 for the #RockRidgeRising Campaign.
 21. Acceptance and appreciation of a donation from Howard Siegel in the amount of \$100 for the #RockRidgeRising Campaign.
 22. Acceptance and appreciation of a donation from Emily (Bezek) Andresivec in the amount of \$2,200 for the #RockRidgeRising Campaign - Bezek Career Center.
 23. Approval of out-of-state travel for training as required by the PCN Grant:
June 20-23, Montana Summer Institute, Big Sky, MT. Attendees: Emily Jankila, Dianna Hazelton, Chad Hazelton, Cassandra Hainey
July 16-20, CADCA (Community Anti-Drug Coalitions of America) Dallas, TX.
Attendee: Cassandra Hainey
 24. Approval of work agreement for Shanon Kush-Jeffery, ECFE Coordinator, for 2022-2023 (\$65,020) and 2023-2024 (\$66,320). 7
 25. Approval of overnight/out-of-state Spring 2023 activities/athletics trips. 9
5. Construction:
1. Consider approval of Kraus-Anderson Contract Amendment #08. 11
6. Reports:
1. Auditorium rental fees at the Rock Ridge High School Performing Arts Center.
 2. Treasurer's Report. 23
 3. EGHS Principal's Report.
 4. Superintendent.
 1. High School bathrooms.
 2. Closing Ceremonies:
Eveleth Gilbert High School: June 1, 6:00 PM

Virginia High School: May 25, 5:30 PM	
3. Opening Ceremony:	
Rock Ridge High School: Thursday, May 11, 5:00 PM	
4. General Education Formula Allowance, 2003-2023.	34
5. 2023-2024 Rough Draft Budget Reallocations.	35
7. Policies: Series 100-600 Non-Substantive Updates.	
1. 104 School District Mission Statement.	36
2. 404 Employment Background Checks.	38
3. 420 Sexually Transmitted Infections.	42
4. 508 ESY for Certain Students.	47
5. 509 Enrollment of Nonresident Students.	49
6. 517 Student Recruiting.	54
7. 522 Title IX Sex Nondiscrimination.	56
8. 525 Violence Prevention.	74
9. 527 Student Use and Parking.	80
10. 528 Student Parental and Family.	84
11. 529 Staff Notification.	86
12. 533 Wellness.	91
13. 601 School District Curriculum.	98
14. 602 Organization of School Calendar.	105
15. 618 Student Achievement.	108
16. 619 Staff Development.	115
17. 620 Credit for Learning.	118
18. 624 Online Learning Options.	125
8. Administration Items:	
1. Consider approval of bus purchase for the 2023-2024 school year.	131
2. Consider the written request by Jeff Anderson to purchase the non-working BOSS plow owned by RRPS.	133
3. Consider approval of participation in the Minnesota Centers of Excellence Classroom Engagement Model.	136
4. Consider approval of request by the City of Eveleth for the School Board to contribute \$50,000 to have Bob Streeter, the consultant, work on the Eveleth School redevelopment site.	159
5. Consider approval of the Clinical Learning Experience Agreement between The College of St. Scholastica - School of Nursing and RRPS.	183
9. Meeting Announcements:	
1. The next regular meeting is Monday, April 10 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.	
10. Adjournment.	

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, MARCH 13, 2023, 6:00 P.M.**

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

Members Present:

Bill Addy Tim Riordan
Nicole Culbert-Dahl
Brandi Lautigar

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Angie Williams, Laurentian Principal
Scott Manni, North Star Principal
Spencer Aune, Business Manager
Willie Spelts, Fundraising Coordinator/Director
of School to Work Engagement
Emily Jankila, Indigenous Education Director

Members Absent:

Pollyann Sorcan John Uhan
 Lisa Westby

- I. CHAIR ADDY called the regular meeting to order at 6:00 P.M.
- II. **APPROVE AGENDA:** Motion to **approve the agenda with the Fundraising and School to Work update moved to 5.01** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.
- III. **RECOGNITION OF VISITORS AND VISITOR INPUT:** Teri Radtke – Strategic Plan.
- IV. **CONSENT AGENDA:** Motion to **approve the consent agenda** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously.
1. Approval of February 27, 2023 regular meeting minutes.
 2. Approval of hire of Paul Brainard for the Homebound Instructor position at a rate of \$40.00/hour effective February 26, 2023.
 3. Approval of transfer of Paraprofessional Ashley Strukel from North Star to Laurentian Elementary effective March 27, 2023.
 4. Acceptance of resignation of Serena Soine for the Paraprofessional position effective March 2, 2023.
 5. Acceptance of resignation of John Stanaway from the Paraprofessional position effective March 17, 2023.
 6. Acceptance and appreciation of a donation from the Virginia Elks of brand new clothing and snacks for our students.
 7. Acceptance and appreciation of a donation of books for grades PreK-4th at Laurentian Elementary from the Eveleth Elks Club.
- IV. **REPORTS:**
- A. Willie Spelts provided an update of donations that have been given to the #RockRidgeRising Campaign as well as a School to Work update. Acknowledgement and appreciation was given to all those who helped organize the basketball games in the new U.S. Steel Gymnasium.
 - B. Motion to **approve the Treasurer’s Report as presented** made by CULBERT-DAHL, seconded by ADDY. Motion passed unanimously.
 - C. Emily Jankila presented the AIPAC (parent committee) Compliance vote and an Indigenous Education program update. Motion to **approve the report** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.
 - D. Scott Manni presented the World’s Best Workforce information.
 - E. Spencer Aune presented the 2023-24 Preliminary Budget information.
 - F. Dr. Schmidt provided details about the upcoming meeting for Gilbert residents to learn about Wolf Head Recovery and Discovery Inc. and the upcoming budget process.

V. **POLICIES: Substantive Policy Changes – Final Reading:**

Motion to **approve the final reading of 203.2 Order of the Regular School Board Meeting and 206 Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations** made by CULBERT-DAHL, seconded by RIORDAN. Motion passed unanimously.

VI. **ADMINISTRATION ITEMS:**

- A. Motion to **approve the agreement with Do-Bid Auctions for the larger items in the Virginia High School** made by ADDY, seconded by CULBERT-DAHL. Motion passed unanimously.
- B. Motion to **approve the MOU between Rock Ridge Teachers' Union and the Rock Ridge School Board regarding off-school property instruction for the 2022-2023 school year** made by LAUTIGAR, seconded by ADDY. Motion passed unanimously.
- C. Motion to **give permission for up to four staff (two elementary admin and two elementary teachers) to attend the AASA (American Association of School Administrators) sponsored workshop on "The Happiness Advantage. (Orange Frog.) Creating Positive, High Performing Schools, in Alexandria, Virginia on March 28 - 30, 2023** made by RIORDAN, seconded by LAUTIGAR. Motion passed 3-1 with CULBERT-DAHL voting NO.
- D. Motion to **approve the MOU between AFSCME Council 65, Local 3 and Rock Ridge Public Schools regarding vacation carryover** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously.

VII. **MEETING ANNOUNCEMENTS** were made.

VIII. **ADJOURNMENT:** Meeting adjourned at 7:16 P.M.

CHAIR - BILL ADDY

CLERK – BRANDI LAUTIGAR

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the ECFE Coordinator – Shanon Kush-Jeffery Work Year July 1, 2022 through June 30, 2024

Salary for 2022-23: \$65,020 **2023-2024:** \$66,320

**If she the ECFE Coordinator is required to teach, compensation will be at 25% of Pre-K teacher's salary.*

Days Worked = 190

Supervisor: Superintendent

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather.

Holidays = 12 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day).

Sick Leave = 20 days accumulative to a maximum of 130. This includes bereavement leave.

Health Insurance: BC/BS VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution:	Single Policy = 95% less \$25/month
	Family Policy = 70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution:	2022-2024 = 85% of VEBA deductible
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VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.

Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or

to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee  Date of Employee's Signature 3/16/23

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

OVERNIGHT/OUT OF STATE ATHLETIC/ACTIVITIES TRIPS - SPRING 2023

SPORT	LEAVE	RETURN	EVENT	STUDENTS	WHO PAYS COSTS?	BUS/SUB
Baseball	4/21/23	4/22/23	Games at Northwestern/ Twins	30	School/ Booster Club	BUS
Track- Boys/Girls	3/31/23	4/1/23	Moorehead/Fargo 2 meets	100	School/ Booster Club	2 busses
Track- Boys/Girls	4/28/23	4/29/23	Hamline/White Bear Lake	100	School/ Booster Club	2 busses
Boys Tennis	4/21/23	4/22/23	St Cloud Quad	15	School/ Booster Club	Bus

* Overnight events are **boldfaced**.

** Booster Clubs pay mileage over 150 each way.

SUPER(S)
Coaches
Coaches
Coaches
Coaches

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Rock Ridge Public Schools: School Board Meeting – 27 MAR 2023



Rock Ridge High School (RRHS)



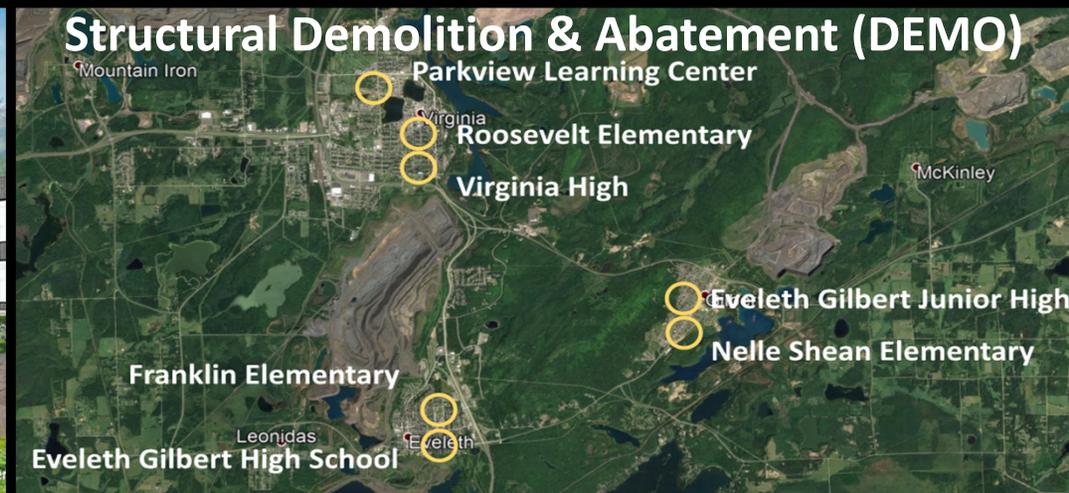
North Star Elementary School (NSE)



Laurentian Elementary School (LES)



Structural Demolition & Abatement (DEMO)





AGENDA



- 1. Review KA Contract Amendment #08 Presentation**
- 2. Request for Board Approval**



KA Contract Amendment #08



Review of CM Contract Amendment #08



KA Contract Amendment #08

Contract Amendment History



- \$178,500,000
 - Original referendum amount
- 1. \$190,000,000 (CM Amendment #01)
 - +\$11.5M of: bond interest, school board contributions, fundraising, capital fund, ERATE, & deferred maintenance commitments
- 2. \$190,500,000 (CM Amendment #02)
 - +\$500k of fundraising commitments & a General Conditions budget refinement
- 3. \$190,900,000 (CM Amendment #03)
 - +\$400k of fundraising commitments & a General Conditions budget refinement
- 4. \$191,500,000 (CM Amendment #04)
 - Added Fundraising Commitments, ESSER Funding, & Real Estate Sale Proceeds
- 5. \$192,950,000 (CM Amendment #05)
 - Added Fundraising Commitments (\$300k), School Funding (\$500k), & Deferred Maintenance/Taconite Funding (\$700k)
- 6. \$193,300,828 (CM Amendment #06)
 - Added Fundraising Commitments (\$360k)
- 7. \$198,000,828 (CM Amendment #07)
 - Added Funding From IRRRB to North Star (\$4.7M)
- 8. \$198,302,597 (CM Amendment #08)
 - Added Funding From Deferred Maint. For District Admin Building & Wrestling Area Work (\$302K)



Project Funding Summary



Section 01: Project Funding	Laurentian Original	Laurentian Current	RRHS Original	RRHS Current	Demolition Original	Demolition Current	North Star Original	North Star Current	Grand Total Current
01: FUNDING SOURCES	Current SF: 88,968 SF	Current SF: 88,968 SF	Original SF: 279,000 SF	Current SF: 282,000 SF	Current SF: 1.1M SF	Current SF: TBD SF	Current SF: 61,000 New + 10,000 Reno	Current SF: 69,000 New + 10,000 Reno	
01-1: Revenues (Base Project Scope)									
01-1A: Public Bond Referendum	\$ 31,000,000	\$ 31,000,000	\$ 113,000,000	\$ 113,000,000	\$ 7,500,000	\$ 7,500,000	\$ 27,000,000	\$ 27,000,000	\$ 178,500,000
01-1B: District-Direct Funds	\$ 3,000,000	\$ 3,000,000	\$ 1,500,000	\$ 1,500,000	\$ -	\$ -	\$ -	\$ -	\$ 4,500,000
01-2: Revenues Beyond Referendum (Scope Adds)									
01-2A: Additional Bond Sale/Interest (from \$2.6M)	\$ -	\$ -		\$ 2,600,000	\$ -	\$ -	\$ -	\$ -	\$ 2,600,000
01-2B: Remaining Virginia District Funds (from \$1.0M)	\$ -	\$ -		\$ 205,000	\$ -	\$ -	\$ -	\$ 795,000	\$ 1,000,000
01-2C: Fundraising Commitments (Cash-In-Hand)	\$ -	\$ -		\$ 2,406,155	\$ -	\$ -	\$ -	\$ 10,000	\$ 2,416,155
01-2D: Capital Fund Commitment #01 (Varsity Athletic Lighting & Outbuilding Construction)	\$ -	\$ -		\$ 871,661	\$ -	\$ -	\$ -	\$ -	\$ 871,661
01-2E: Deferred Maintenance/Taconite Commitments (Multipurpose Space Buildout)	\$ -	\$ -		\$ 1,000,781	\$ -	\$ -	\$ -	\$ 1,730,000	\$ 2,730,781
01-2F: ERATE Funding Commitments (Access Control Gateways & Redundant WiFi)	\$ -	\$ -		\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ 250,000
01-2G: ESSER Funding Commitments (COVID Money - NSE Existing Gym HVAC)	\$ -	\$ -			\$ -	\$ -	\$ -	\$ 176,000	\$ 176,000
01-2H: Real Estate Sale Funds	\$ -	\$ -			\$ -	\$ -	\$ -	\$ 58,000	\$ 58,000
01-2I: Reallocation of Funds	\$ -	(\$129,644.90)			\$ -	\$ (3,350,527)	\$ -	\$ 3,480,171.79	\$ -
01-2J: State Funds (Legislative Funding / Sales Tax Relief Bill)	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -
01-2K: Spectrum Building Upgrades Funds (Main Entry = \$30K & Wrestling Space = \$600K)	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -
01-2L: Capital Fund Commitment #02 (FF&E - Furniture Purchases)	\$ -	\$ -		\$ 500,000.00	\$ -	\$ -	\$ -	\$ -	\$ 500,000
01-2M: Insurance Reimbursements (West Bend Mutual - \$16,000 Add - Metal Flashings)	\$ -	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -
01-2N: Added Funds (\$4.7M to NSE)	\$ -	\$ -			\$ -	\$ -	\$ -	\$ 4,700,000	\$ 4,700,000
Total Project Funding	\$ 34,000,000	\$ 33,870,355	\$ 114,500,000	\$ 122,333,597	\$ 7,500,000	\$ 4,149,473	\$ 27,000,000	\$ 37,949,172	\$ 198,302,597



KA Contract Amendment #08



- **Total Add amount of appx. (+\$79,504.54)**
 1. General Conditions – All Projects (+\$9,053.07)
 - Budget Refinement to match project progressions
 - 100% returned if/when unspent
 2. Site Services – All Projects (+\$66,557.01)
 - Budget Refinement to match project progressions
 - 100% returned if/when unspent
 3. Reimbursable Expenses – All Projects (+\$0)
 - Budget Refinement to match project progressions
 - 100% returned if/when unspent
 4. CM Fee – All Projects (+\$3,894.46)
 - Contractual 2% of total currently-recorded Cost of the Work



	Net Change	Remarks
ISD#2909 Rock Ridge Public Schools - Grand Total		
KA General Conditions	\$ 9,053.07	1. Net amendment increase of appx. (+\$79,504) consists primarily of General Conditions funding reductions to North Star Elementary School.
KA Site Services	\$ 66,557.01	
KA Reimbursables	\$ -	
KA Construction Manager Fee (Construction)	\$ 3,894.46	
Grand Total (Breakouts #01 - #04)	\$ 79,504.54	
Breakout #01: Laurentian Elementary School (formerly Eveleth-Gilbert Elementary School)		
KA General Conditions	\$ -	1. Project is 100% closed. No adjustments required.
KA Site Services	\$ -	
KA Reimbursables	\$ -	
KA Construction Manager Fee (Construction)	\$ -	
Subtotal Breakout #01	\$ -	
Breakout #02: Rock Ridge High School		
KA General Conditions	\$ 9,053.07	1. CM Fee, GC's, and Site Services added for the additional work performed in the District Admin Building and the Wrestling Area within that building.
KA Site Services	\$ 66,557.01	
KA Reimbursables	\$ -	
KA Construction Manager Fee (Construction)	\$ 3,894.46	
Subtotal Breakout #02	\$ 79,504.54	
Breakout #03: Structural Demolition Projects		
KA General Conditions	\$ -	1. No Adjustments on this Amendment
KA Site Services	\$ -	
KA Reimbursables	\$ -	
KA Construction Manager Fee (Construction)	\$ -	
Subtotal Breakout #03	\$ -	
Breakout #04: North Star Elementary School (formerly Virginia Elementary School)		
KA General Conditions	\$ -	1. No Adjustments on this Amendment 2. This project requires additional funding to be committed to finish project to its original design.
KA Site Services	\$ -	
KA Reimbursables	\$ -	
KA Construction Manager Fee (Construction)	\$ -	
Subtotal Breakout #04	\$ -	

CM Amendment #08 Details (MAR, 2023)



Conclusion & Discussion



Questions?

Board Approval?

(REQUESTING VOTE TO APPROVE KRAUS-ANDERSON'S
CM CONTRACT AMENDMENT #08 FOR **+\$79,504.54**)



THANK YOU!

**#FIERCELY
UNITED**



**#ROCKRIDGE
RISING**

GO WOLVERINES!

**CONTRACT AMENDMENT NO. 7 TO
CONSTRUCTION MANAGER AGREEMENT**

THIS AMENDMENT TO CONSTRUCTION MANAGER AGREEMENT is made this **27th day of March, 2023** by Rock Ridge Public Schools – ISD 2909 ("Owner") and Kraus-Anderson Construction Company ("Construction Manager").

WITNESSETH THAT WHEREAS:

A. Owner and Construction Manager are parties to that certain **Standard Form of Agreement Between Owner and Construction Manager as Adviser** dated **December 12, 2018** (the "Contract") with respect to construction management on various construction projects for the Owner (the "Projects").

B. Owner and Construction Manager now desire to amend the Contract.

NOW, THEREFORE, in consideration of the foregoing recitals and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby amend the Contract and agree as follows.

1. Section 11.1.2 shall be amended such that the Construction Manager's Preconstruction and Construction Phase Basic Site Services ("Site Services"), Reimbursable Expenses, and Fee shall be fixed as a lump sum for the projects as follows, and as shown on Exhibit A attached hereto, for the following Projects:
 - a. Laurentian Elementary School (Eveleth-Gilbert Elementary School)
 - b. Rock Ridge High School (Career Academy High School)
 - c. Structural Demolition Projects
 - d. North Star Elementary School (Virginia Elementary School)

Exhibit A contains assumptions based upon the total Cost of the Work and scheduled duration for each of the Projects. Should these assumptions be exceeded, the Construction Manager shall be entitled to an equitable adjustment of its Site Services, Reimbursable Expenses, General Conditions, and Fee.

2. Except as modified herein, the Contract shall remain in full force according to its terms.
3. This Amendment may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed an original and all of which counterparts, taken together, shall constitute one and the same instrument. Delivery of an executed counterpart of a signature page of this document by facsimile or other generally accepted electronic means shall be effective as delivery of a manually executed counterpart of this document.



KRAUS-ANDERSON®

27-Mar-23

	CM Amendment #07 (JAN 2023)	CM Amendment #08 (MAR 2023)	Net Change	Remarks
ISD#2909 Rock Ridge Public Schools - Grand Total				
KA General Conditions	\$ 5,179,427.70	\$ 5,188,480.77	\$ 9,053.07	
KA Site Services	\$ 7,042,367.60	\$ 7,108,924.61	\$ 66,557.01	
KA Reimbursables	\$ 1,173,889.41	\$ 1,173,889.41	\$ -	1. Net amendment increase of appx. (+\$79,504) consists primarily of General Conditions funding reductions to North Star Elementary School.
KA Construction Manager Fee (Construction)	\$ 3,243,439.12	\$ 3,247,333.58	\$ 3,894.46	
Grand Total (Breakouts #01 - #04)	\$ 16,639,123.83	\$ 16,718,628.37	\$ 79,504.54	
Breakout #01: Laurentian Elementary School (formerly Eveleth-Gilbert Elementary School)				
KA General Conditions	\$ 715,137.51	\$ 715,137.51	\$ -	
KA Site Services	\$ 1,549,833.00	\$ 1,549,833.00	\$ -	
KA Reimbursables	\$ 222,447.55	\$ 222,447.55	\$ -	1. Project is 100% closed. No adjustments required.
KA Construction Manager Fee (Construction)	\$ 531,245.73	\$ 531,245.73	\$ -	
Subtotal Breakout #01	\$ 3,018,663.79	\$ 3,018,663.79	\$ -	
Breakout #02: Rock Ridge High School				
KA General Conditions	\$ 3,317,799.75	\$ 3,326,852.82	\$ 9,053.07	
KA Site Services	\$ 3,801,896.39	\$ 3,868,453.40	\$ 66,557.01	1. CM Fee, GC's, and Site Services added for the additional work performed in the District Admin Building and the
KA Reimbursables	\$ 678,778.46	\$ 678,778.46	\$ -	Wrestling Area within that building.
KA Construction Manager Fee (Construction)	\$ 2,012,015.96	\$ 2,015,910.42	\$ 3,894.46	
Subtotal Breakout #02	\$ 9,810,490.56	\$ 9,889,995.10	\$ 79,504.54	
Breakout #03: Structural Demolition Projects				
KA General Conditions	\$ 10,000.00	\$ 10,000.00	\$ -	
KA Site Services	\$ 311,942.08	\$ 311,942.08	\$ -	
KA Reimbursables	\$ 54,533.00	\$ 54,533.00	\$ -	1. No Adjustments on this Amendment
KA Construction Manager Fee (Construction)	\$ 75,910.56	\$ 75,910.56	\$ -	
Subtotal Breakout #03	\$ 452,385.64	\$ 452,385.64	\$ -	
Breakout #04: North Star Elementary School (formerly Virginia Elementary School)				
KA General Conditions	\$ 1,136,490.44	\$ 1,136,490.44	\$ -	1. No Adjustments on this Amendment
KA Site Services	\$ 1,378,696.13	\$ 1,378,696.13	\$ -	2. This project requires additional funding to be
KA Reimbursables	\$ 218,130.40	\$ 218,130.40	\$ -	committed to finish project to its original design.
KA Construction Manager Fee (Construction)	\$ 624,266.87	\$ 624,266.87	\$ -	
Subtotal Breakout #04	\$ 3,357,583.84	\$ 3,357,583.84	\$ -	

4. The contract dollar amount change is an increase of +\$79,504.54, distributed as follows

IN WITNESS WHEREOF, the parties hereto have executed this **Amendment No. 8** to Construction Manager Agreement as of the date first set forth above. The undersigned further acknowledges that he or she is authorized to enter into this Amendment on behalf of the party designated below.

ROCK RIDGE PUBLIC SCHOOLS – ISD
2909

Dated: _____, 2022

By: _____

Title: _____

KRAUS-ANDERSON CONSTRUCTION
COMPANY

Dated: _____, 2022

By: _____

Title: _____

March 27, 2023

offered the following resolution and moved for its adoption.

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

<u>CHECK NO.</u>	<u>VENDOR</u>	<u>UFARS CODE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10401	ALL FLAGS, LLC	E 01 302 810 000 000 401	flags	\$170.93
10401 Total				<u>\$170.93</u>
10402	AMAZON CAPITAL SERVICES INC	R 01 005 000 000 000 099	PLAYGROUND EQUIP- GOLDEN BEAR FOUND FU	\$319.63
10402	AMAZON CAPITAL SERVICES INC	E 01 005 605 000 000 530	Toner	\$324.38
10402	AMAZON CAPITAL SERVICES INC	R 01 005 000 000 000 099	chick hatching supplies- golden bear found fund	\$497.88
10402	AMAZON CAPITAL SERVICES INC	R 01 005 000 000 000 099	supplies- soroptomist donation	\$200.00
10402	AMAZON CAPITAL SERVICES INC	E 01 101 720 000 000 401	supplies	\$25.56
10402 Total				<u>\$1,367.45</u>
10403	ARAMARK	E 01 302 250 000 000 430	linens	\$45.45
10403	ARAMARK	E 01 302 250 000 000 430	linens	\$45.45
10403 Total				<u>\$90.90</u>
10404	BENDA JAMES	E 01 302 294 710 000 305	OFFICIAL	\$178.00
10404 Total				<u>\$178.00</u>
10405	BOIS FORTE HERITAGE CENTER	E 01 101 203 000 000 401	presentation	\$53.00
10405 Total				<u>\$53.00</u>
10406	BOLDT	E 01 302 810 000 000 350	boiler repair	\$1,457.81
10406 Total				<u>\$1,457.81</u>
10407	BSN SPORTS LLC	E 01 302 296 716 000 430	UA W Showtime Jersey Black	\$3,900.00
10407	BSN SPORTS LLC	E 01 302 296 716 000 430	UA W Showtime Jersey White	\$3,900.00
10407	BSN SPORTS LLC	E 01 302 296 716 000 430	Black Women's Icon Knicker UTUSP522W	\$2,400.00
10407	BSN SPORTS LLC	E 01 302 296 716 000 430	Black Baseball Belt	\$179.40
10407	BSN SPORTS LLC	E 01 302 296 716 000 430	Freight	\$318.58
10407 Total				<u>\$10,697.98</u>
10408	CAULKERS COMPANY	E 01 112 810 000 000 350	parkview maint	\$54,780.00
10408 Total				<u>\$54,780.00</u>
10409	CENTURY LINK	E 01 005 605 000 311 320	phone	\$102.89
10409	CENTURY LINK	E 01 005 605 000 311 320	phone	\$102.89
10409 Total				<u>\$205.78</u>
10410	CHRISTENSEN PARTS	E 03 005 760 000 720 401	shop supplies	\$150.20
10410	CHRISTENSEN PARTS	E 03 005 760 000 720 401	clamp	\$2.52
10410	CHRISTENSEN PARTS	E 03 005 760 000 720 401	hose	\$24.99
10410	CHRISTENSEN PARTS	E 03 005 760 000 720 401	adapter	\$2.45
10410	CHRISTENSEN PARTS	E 03 005 760 000 720 401	valve	\$74.85
10410	CHRISTENSEN PARTS	E 03 005 760 000 720 401	adapter	\$22.16
10410 Total				<u>\$277.17</u>
10411	CULLIGAN WATER CONDITIONING	E 01 005 810 000 000 335	rental	\$39.00
10411 Total				<u>\$39.00</u>
10412	DAHLHEIMER BEVERAGE	E 01 302 810 000 000 401	water	\$500.60
10412	DAHLHEIMER BEVERAGE	E 01 302 810 000 000 401	water	\$452.00
10412	DAHLHEIMER BEVERAGE	E 01 101 810 000 000 401	water	\$8.50
10412 Total				<u>\$961.10</u>
10413	EDWARDS OIL COMPANY	E 03 005 760 000 720 442	fuel	\$8,988.77
10413 Total				<u>\$8,988.77</u>

10414	ENDRESEN SOUND COMPANY	E	01	005	605	000	000	350	tech maint	\$734.75
10414 Total										<u>\$734.75</u>
10415	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	utilities	\$1,043.00
10415	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	330	utilities	\$3,109.00
10415	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	utilities	\$705.00
10415	EVELETH PUBLIC UTILITIES	E	01	101	810	000	000	330	utilities	\$490.55
10415	EVELETH PUBLIC UTILITIES	E	01	101	810	000	000	330	utilities	\$477.85
10415	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	330	utilities	\$391.15
10415	EVELETH PUBLIC UTILITIES	E	03	005	760	000	720	330	utilities	\$140.45
10415 Total										<u>\$6,357.00</u>
10416	FIRST EDUCATIONAL RESOURCES LLC	E	01	005	640	000	316	185	Standard Based Grading	\$750.00
10416 Total										<u>\$750.00</u>
10417	FOSSLAND VICTORIA	E	01	302	294	710	000	305	OFFICIAL	\$195.00
10417 Total										<u>\$195.00</u>
10418	GILBERT WATER & LIGHT DEPT	E	01	005	810	000	000	332	utilities	\$77.23
10418	GILBERT WATER & LIGHT DEPT	E	03	005	760	000	720	330	utilities	\$255.94
10418	GILBERT WATER & LIGHT DEPT	E	01	100	810	000	000	330	utilities	\$472.72
10418	GILBERT WATER & LIGHT DEPT	E	01	100	810	000	000	330	utilities	\$84.35
10418	GILBERT WATER & LIGHT DEPT	E	01	301	810	000	000	330	utilities	\$551.44
10418	GILBERT WATER & LIGHT DEPT	E	01	301	810	000	000	330	utilities	\$141.12
10418 Total										<u>\$1,582.80</u>
10419	GOPHER SPORTS	E	05	300	850	000	302	530	13-832 Tip and roll Bleachers	\$4,003.20
10419 Total										<u>\$4,003.20</u>
10420	GRANDE ACE HARDWARE	E	01	112	810	000	000	410	dust pans	\$25.37
10420	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	dolly	\$99.99
10420	GRANDE ACE HARDWARE	E	01	302	810	000	000	350	plumber supplies	\$40.34
10420	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	steel bond	\$7.73
10420	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	leaf blower	\$329.00
10420	GRANDE ACE HARDWARE	E	01	302	810	000	000	410	battery	\$8.09
10420	GRANDE ACE HARDWARE	E	01	302	810	000	000	350	salt softener	\$70.90
10420	GRANDE ACE HARDWARE	E	01	118	810	000	000	350	mounting tape	\$16.48
10420	GRANDE ACE HARDWARE	E	01	118	810	000	000	350	tape	\$21.99
10420	GRANDE ACE HARDWARE	E	01	118	810	000	000	350	bit	\$8.09
10420	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	cherry stone grit	\$49.95
10420	GRANDE ACE HARDWARE	E	03	005	760	000	720	401	supplies	\$20.99
10420 Total										<u>\$698.92</u>
10421	HAZELTON CHAD	E	01	302	294	706	000	366	state swim hotel	\$3,895.06
10421	HAZELTON CHAD	E	01	005	105	000	000	366	mileage, park, meals	\$598.74
10421 Total										<u>\$4,493.80</u>
10422	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	supplies	\$243.08
10422	HILLYARD / HUTCHINSON	E	01	112	810	000	000	420	maint	\$880.50
10422	HILLYARD / HUTCHINSON	E	01	116	810	000	000	420	pad	\$117.92
10422	HILLYARD / HUTCHINSON	E	01	116	810	000	000	420	hose	\$137.00
10422	HILLYARD / HUTCHINSON	E	01	101	810	000	000	410	vacuum	\$277.00
10422 Total										<u>\$1,655.50</u>
10423	JK MECHANICAL CONTRACTORS INC	E	01	302	810	000	000	350	steam coil maint	\$13,641.44
10423 Total										<u>\$13,641.44</u>
10424	JW PEPPER	E	01	300	259	001	000	430	labyrinth score	\$22.99
10424	JW PEPPER	E	01	300	259	001	000	430	dragonhunter score	\$28.99
10424 Total										<u>\$51.98</u>
10425	KURITA AMERICA INC	E	01	302	810	000	000	350	chemicals	\$2,696.12
10425 Total										<u>\$2,696.12</u>

10426	KY INTERPRETING SERVICES INC	E	01	100	405	000	740	399	interpreting services	\$11,480.00
10426 Total										<u>\$11,480.00</u>
10427	L & M SUPPLY INC	E	01	302	810	000	000	420	salt	\$38.12
10427	L & M SUPPLY INC	E	01	302	810	000	000	410	shovel	\$10.39
10427	L & M SUPPLY INC	E	03	005	760	000	720	401	bilge pump	\$24.99
10427 Total										<u>\$73.50</u>
10428	LACOURSIERE BRIDGET	E	01	101	050	000	000	401	i love to read month exp	\$95.70
10428 Total										<u>\$95.70</u>
10429	MALTON ELECTRIC COMPANY	E	01	118	810	000	000	350	baldor 2 hp	\$717.21
10429 Total										<u>\$717.21</u>
10430	MARIUCCI VIDEO PRODUCTION INC	E	01	005	110	000	000	401	ch 12 mgmt fees	\$3,296.67
10430 Total										<u>\$3,296.67</u>
10431	MEDICO	B	01	215	003				LIFE INSURANCE	\$100.59
10431 Total										<u>\$100.59</u>
10432	MENARDS	E	01	300	810	000	000	420	tools	\$24.48
10432 Total										<u>\$24.48</u>
10433	METRO SALES INC	E	01	101	203	000	000	386	#118611 C326RB00747	\$60.00
10433	METRO SALES INC	E	01	101	203	000	000	386	#110328 W865LA00209	\$156.29
10433	METRO SALES INC	E	01	302	211	000	000	386	#92104 E174M161509	\$85.28
10433	METRO SALES INC	E	01	005	105	000	000	386	#105156 W865L200411	\$31.42
10433 Total										<u>\$332.99</u>
10434	MIDWEST BUS PARTS INC	E	03	005	760	000	720	401	tank	\$451.50
10434	MIDWEST BUS PARTS INC	E	03	005	760	000	720	401	window	\$274.25
10434 Total										<u>\$725.75</u>
10435	MINNESOTA POWER	E	01	101	810	000	000	330	utilities	\$6,198.76
10435	MINNESOTA POWER	E	01	302	810	000	000	330	utilities	\$1,602.47
10435 Total										<u>\$7,801.23</u>
10436	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	utilities	\$904.11
10436	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	utilities	\$4,185.73
10436	MN ENERGY RESOURCES CORP	E	03	005	760	000	720	440	utilities	\$976.44
10436 Total										<u>\$6,066.28</u>
10437	MN IAAA	E	01	005	110	000	000	820	AD conference- Hazelton	\$390.00
10437 Total										<u>\$390.00</u>
10438	NEXTERA COMMUNICATIONS	E	01	005	105	000	000	320	phone	\$672.43
10438 Total										<u>\$672.43</u>
10439	NICHOLS TROY	E	01	302	294	710	000	305	OFFICIAL	\$110.00
10439 Total										<u>\$110.00</u>
10440	NORTHERN MN DENTAL INC	B	01	215	002				23april dental	\$4,338.20
10440 Total										<u>\$4,338.20</u>
10441	NORTHLAND LAWN AND SPORT	E	03	005	760	000	720	401	parts	\$172.90
10441 Total										<u>\$172.90</u>
10442	PINNACLE FOOD SERVICE REPAIR LLC	E	01	300	810	000	000	350	oven maint	\$395.00
10442 Total										<u>\$395.00</u>
10443	POHAKI LUMBER CO	E	01	300	810	000	000	350	hay bales	\$77.94
10443 Total										<u>\$77.94</u>
10444	QUADIENT FINANCE	E	01	005	105	000	000	329	postage	\$500.00
10444 Total										<u>\$500.00</u>
10445	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	shop supplies	\$190.66
10445	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	battery	\$184.95
10445	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	filters	\$77.64
10445	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	shop supplies	\$230.40
10445 Total										<u>\$683.65</u>

10446	RANGE PAPER CORPORATION	E	01	300	810	000	000	410	supplies	\$40.64
10446	RANGE PAPER CORPORATION	E	01	101	810	000	000	401	paper	\$1,092.00
10446	RANGE PAPER CORPORATION	E	01	118	810	000	000	410	gloves	\$104.37
10446	RANGE PAPER CORPORATION	E	01	302	810	000	000	401	paper	\$2,228.00
10446	RANGE PAPER CORPORATION	E	01	300	810	000	000	410	supplies	\$62.96
10446 Total										<u>\$3,527.97</u>
10447	ROTO-ROOTER	E	01	300	810	000	000	350	maint	\$260.00
10447 Total										<u>\$260.00</u>
10448	SAHR JARED N	E	01	302	294	710	000	305	OFFICIAL	\$170.00
10448 Total										<u>\$170.00</u>
10449	SALINE KEVIN	E	01	302	050	000	000	401	anti bullying	\$500.00
10449 Total										<u>\$500.00</u>
10450	SCAIA TODD	E	01	302	294	710	000	305	OFFICIAL	\$140.00
10450 Total										<u>\$140.00</u>
10451	SCHMITT MUSIC CENTER	E	01	302	259	000	000	430	reeds	\$145.74
10451 Total										<u>\$145.74</u>
10452	SNICKERS PIZZA	E	01	302	050	000	000	401	PIZZA/SUBS	\$187.50
10452 Total										<u>\$187.50</u>
10453	STRUKEL JASON	E	01	302	294	710	000	305	OFFICIAL	\$110.00
10453	STRUKEL JASON	E	01	302	294	710	000	305	OFFICIAL	\$85.00
10453 Total										<u>\$195.00</u>
10454	THOMPSON ED	E	01	101	203	000	000	401	taste of mn funds	\$33.36
10454 Total										<u>\$33.36</u>
10455	TWIN CITIES HARDWARE	E	01	300	810	000	000	420	lock	\$724.21
10455 Total										<u>\$724.21</u>
10456	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	Custodial supplies	\$2,693.77
10456	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	cleaner	\$284.85
10456	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	supplies	\$821.04
10456 Total										<u>\$3,799.66</u>
10457	UNITED TRUCK BODY	E	03	005	760	000	720	401	filter	\$185.14
10457	UNITED TRUCK BODY	E	03	005	760	000	720	401	blower assembly	\$178.93
10457	UNITED TRUCK BODY	E	03	005	760	000	720	401	air line	\$16.22
10457 Total										<u>\$380.29</u>
10458	W A FISHER COMPANY	E	01	302	810	000	000	401	signs	\$695.00
10458	W A FISHER COMPANY	E	01	302	810	000	000	401	signs	\$350.00
10458 Total										<u>\$1,045.00</u>
10459	WILLIAMS ANGIE	E	01	005	640	000	316	366	meals	\$65.87
10459 Total										<u>\$65.87</u>
10460	ACME TOOLS	E	01	300	211	027	000	430	435247, TRITON TRC140 1/4" ROUTER COLLET F	\$80.97
10460 Total										<u>\$80.97</u>
10461	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$2,392.00
10461	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$35.00
10461	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$1,431.00
10461	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$478.00
10461 Total										<u>\$4,336.00</u>
10462	AIR HANDLING SYSTEMS	E	06	300	870	000	000	530	AS PER ATTACHED ESTIMATE # S28864	\$552.90
10462 Total										<u>\$552.90</u>
10463	AMAZON CAPITAL SERVICES INC	E	01	005	606	000	000	430	Instruct Supplies	\$11.98
10463	AMAZON CAPITAL SERVICES INC	E	01	300	211	027	000	430	Instruct Supplies	\$81.71
10463 Total										<u>\$93.69</u>
10464	ANDRIE JADE	E	01	300	250	000	000	460	Textbooks Workbooks	\$80.51
10464 Total										<u>\$80.51</u>

10465	APG MEDIA OF MN	E	01	005	010	000	000	380	Print-Publish	\$1,400.07
10465 Total										<u>\$1,400.07</u>
10466	APPLE INC	E	01	005	606	000	000	430	AS PER ATTACHED PROPOSAL 2111049200	\$3,159.00
10466	APPLE INC	E	01	005	606	000	000	430	Instruct Supplies	\$3,559.00
10466	APPLE INC	E	01	005	606	000	000	430	Instruct Supplies	\$679.00
10466 Total										<u>\$7,397.00</u>
10467	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$603.29
10467 Total										<u>\$603.29</u>
10468	B&H PHOTO VIDEO	E	01	300	257	000	000	456	BH #NILC55A, NIKON LC-55A 55MM SNAP-ON LI	\$159.50
10468	B&H PHOTO VIDEO	E	01	300	257	000	000	456	BH #NILC58, NIKON 58MM SNAP-ON LENS CAP	\$139.50
10468	B&H PHOTO VIDEO	E	01	300	257	000	000	456	BH #NILF4, NIKON LF-4 REAR LENS CAP	\$90.00
10468	B&H PHOTO VIDEO	E	01	300	257	000	000	456	BH #ZELCCQ, ZEISS MICROFIBER CLEANING CLO	\$239.00
10468 Total										<u>\$628.00</u>
10469	BENZ DENNIS	E	01	300	294	711	000	364	Entry Fees/Student Travel	\$1,315.07
10469	BENZ DENNIS	E	01	300	294	711	000	364	Entry Fees/Student Travel	\$4,950.06
10469 Total										<u>\$6,265.13</u>
10470	BIALKE ALYSON MARIE	E	04	701	590	000	350	311	Prof Tech Services	\$430.00
10470 Total										<u>\$430.00</u>
10472	CASARETO DOMINIC	E	01	300	296	715	000	430	Instruct Supplies	\$135.08
10472 Total										<u>\$135.08</u>
10473	CHRISTENSEN PARTS	E	01	005	810	000	000	350	Repairs Maint Serv	\$69.98
10473	CHRISTENSEN PARTS	E	01	005	810	000	000	350	Repairs Maint Serv	\$508.74
10473	CHRISTENSEN PARTS	E	01	005	810	000	000	350	Repairs Maint Serv	\$8.80
10473	CHRISTENSEN PARTS	E	01	300	255	000	000	430	Instruct Supplies	\$24.99
10473	CHRISTENSEN PARTS	E	01	300	255	000	000	430	Instruct Supplies	\$21.11
10473 Total										<u>\$633.62</u>
10474	CLEMENT DAVID	E	01	300	296	709	000	305	Consulting Fees	\$186.00
10474 Total										<u>\$186.00</u>
10475	COSTIN GROUP INC	E	01	005	010	000	000	311	Prof Tech Services	\$3,500.00
10475 Total										<u>\$3,500.00</u>
10476	CRISIS PREVENTION INSTITUTE	E	01	005	640	000	316	820	NONVIOLENT CRISIS INTERVENTION 2ND EDITIK	\$2,224.50
10476 Total										<u>\$2,224.50</u>
10477	CRYSTEEL TRUCK EQUIPMENT INC	E	06	300	870	000	000	530	AS PER ATTACHED QUOTE	\$5,179.00
10477	CRYSTEEL TRUCK EQUIPMENT INC	E	06	300	870	000	000	530	Freight	\$300.00
10477 Total										<u>\$5,479.00</u>
10478	CUNINGHAM GROUP	E	06	300	870	000	000	311	Prof Tech Services	\$14,675.17
10478	CUNINGHAM GROUP	E	06	116	870	000	000	311	Prof Tech Services	\$1,980.00
10478 Total										<u>\$16,655.17</u>
10479	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$9.00
10479	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$24.00
10479	DAHLHEIMER BEVERAGE	E	03	005	760	000	720	401	General Supplies	\$9.00
10479	DAHLHEIMER BEVERAGE	E	01	005	810	000	000	401	General Supplies	\$80.00
10479	DAHLHEIMER BEVERAGE	E	01	116	203	000	000	401	General Supplies	\$40.00
10479	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$11.00
10479	DAHLHEIMER BEVERAGE	E	01	302	810	000	000	401	General Supplies	\$4.00
10479 Total										<u>\$177.00</u>
10480	EDUCATORS BENEFIT CONSULTANTS	E	01	005	110	000	000	311	Prof Tech Services	\$245.61
10480 Total										<u>\$245.61</u>
10481	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$11,735.83
10481 Total										<u>\$11,735.83</u>

10482	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$1,816.55
10482	EMC INSURANCE COMPANIES	E	03	005	760	000	720	340		\$4,928.73
10482	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$35,767.49
10482 Total										<u>\$42,512.77</u>
10483	FACTS EDUCATION SOLUTIONS LLC	E	01	798	216	000	401	304	Purchased Services	\$2,361.39
10483 Total										<u>\$2,361.39</u>
10484	GLUMACK CHARLES	E	01	300	296	709	000	305	Consulting Fees	\$186.00
10484 Total										<u>\$186.00</u>
10485	HAINNEY CASSANDRA	E	01	005	107	050	000	366	Travel	\$2,201.87
10485	HAINNEY CASSANDRA	E	01	005	107	050	000	401	General Supplies	\$449.99
10485 Total										<u>\$2,651.86</u>
10486	HAMMER KYLE	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$50.49
10486 Total										<u>\$50.49</u>
10487	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$2,414.81
10487	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$828.80
10487	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$271.33
10487	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$332.49
10487	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$470.32
10487	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$195.40
10487 Total										<u>\$4,513.15</u>
10488	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$80.00
10488	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$80.00
10488	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$75.00
10488	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
10488	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$75.00
10488	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$75.00
10488	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$300.00
10488 Total										<u>\$730.00</u>
10489	HOOVER AUBRIE	E	01	005	107	050	000	366	Travel	\$375.34
10489 Total										<u>\$375.34</u>
10490	INAC INC	E	02	005	770	000	701	899	Misc Other Expense	\$132,889.54
10490 Total										<u>\$132,889.54</u>
10491	INFINITY ONLINE	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$790.00
10491 Total										<u>\$790.00</u>
10492	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$9,399.28
10492 Total										<u>\$9,399.28</u>
10493	IRON OAKES FENCE LLC	E	05	300	850	000	302	311	Prof Tech Services	\$10,973.50
10493 Total										<u>\$10,973.50</u>
10494	ISD #712	E	01	300	361	962	428	303	Instruct Supplies	\$4,200.00
10494 Total										<u>\$4,200.00</u>
10495	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,569.01
10495 Total										<u>\$1,569.01</u>
10496	J PFARR CONSULTING INC	R	01	005	000	000	000	099	Miscellaneous	\$297.00
10496	J PFARR CONSULTING INC	R	01	005	000	000	000	099	Miscellaneous	\$11,297.00
10496 Total										<u>\$11,594.00</u>
10497	JANKILA EMILY	E	01	005	690	000	510	366	Travel	\$110.59
10497 Total										<u>\$110.59</u>
10498	JOBE RAYMOND	E	01	005	107	050	000	366	Travel	\$296.09
10498 Total										<u>\$296.09</u>
10499	KRALICH JESSICA	E	04	500	560	000	321	430	Instruct Supplies	\$50.00
10499	KRALICH JESSICA	E	04	500	560	000	321	430	Instruct Supplies	\$170.00
10499	KRALICH JESSICA	E	01	300	296	705	000	364	Entry Fees/Student Travel	\$284.90
10499 Total										<u>\$504.90</u>

10500	L & M SUPPLY INC	E	01	300	211	027	000	430	Instruct Supplies	\$100.33
10500	L & M SUPPLY INC	E	01	300	211	027	000	430	Instruct Supplies	\$134.10
10500	L & M SUPPLY INC	E	01	005	203	051	000	430	Instructional Supply	\$23.25
10500	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$60.04
10500	L & M SUPPLY INC	E	01	005	810	000	000	420	Repair Supplies	\$9.48
10500	L & M SUPPLY INC	E	01	005	203	051	000	430	Instructional Supply	\$19.47
10500	L & M SUPPLY INC	E	01	005	810	000	000	420	Repair Supplies	\$54.64
10500 Total										<u>\$401.31</u>
10501	LAMPPA STACIE	E	01	005	020	000	000	401	General Supplies	\$600.98
10501 Total										<u>\$600.98</u>
10502	LEADERS REBECCA	E	04	500	580	000	325	430	Instructional Supply	\$50.00
10502 Total										<u>\$50.00</u>
10503	LIVING JUSTICE PRESS	E	01	300	211	000	000	460	ISBN 978-1-937141-19-6, CIRCLE FORWARD REV	\$160.00
10503	LIVING JUSTICE PRESS	E	01	300	211	000	000	460	SHIPPING	\$17.00
10503 Total										<u>\$177.00</u>
10504	MASSP	E	01	005	640	000	316	366	Travel	\$160.00
10504 Total										<u>\$160.00</u>
10505	MENARDS	E	01	005	203	051	000	430	Instructional Supply	\$140.78
10505	MENARDS	E	01	005	203	051	000	430	Instructional Supply	\$5.92
10505	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$342.08
10505	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$21.66
10505	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$72.37
10505	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$164.36
10505	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$85.06
10505	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$467.94
10505	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$36.95
10505	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$52.39
10505	MENARDS	E	01	300	810	000	000	410	Custodial Supplies	\$50.33
10505	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$35.42
10505 Total										<u>\$1,475.26</u>
10506	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$6,616.35
10506 Total										<u>\$6,616.35</u>
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,058.64
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$963.96
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$953.54
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,703.74
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,663.75
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$586.19
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$899.48
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$415.00
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$355.44
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$7,227.92
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,023.47
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,392.13
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$389.37
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,694.01
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$276.78
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$375.46
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,024.24
10507	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$2,119.62
10507 Total										<u>\$24,122.74</u>
10508	MIDWEST BUS PARTS INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$222.65
10508 Total										<u>\$222.65</u>

10509	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$125.30
10509 Total										<u>\$125.30</u>
10510	MINNESOTA ENERGY RESOURCES	E	01	005	810	000	000	440	Fuel For Buildings	\$2,810.44
10510 Total										<u>\$2,810.44</u>
10511	MINNESOTA NORTH COLLEGE	E	01	300	361	000	428	304	Purchased Services	\$25,525.55
10511 Total										<u>\$25,525.55</u>
10512	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$595.00
10512	MINNESOTA TELECOMMUNICATIONS	E	01	101	203	000	000	320		\$850.00
10512	MINNESOTA TELECOMMUNICATIONS	E	01	101	203	000	000	320		\$850.00
10512	MINNESOTA TELECOMMUNICATIONS	E	04	500	505	000	321	320		\$222.39
10512	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$1,408.47
10512	MINNESOTA TELECOMMUNICATIONS	E	02	005	770	000	701	320		\$222.39
10512	MINNESOTA TELECOMMUNICATIONS	E	01	302	810	000	000	320		\$222.39
10512	MINNESOTA TELECOMMUNICATIONS	E	01	300	211	000	000	320		\$444.78
10512	MINNESOTA TELECOMMUNICATIONS	E	01	117	810	000	000	320		\$222.39
10512	MINNESOTA TELECOMMUNICATIONS	E	01	112	203	000	000	320		\$222.39
10512	MINNESOTA TELECOMMUNICATIONS	E	01	005	810	000	000	320		\$3,409.98
10512	MINNESOTA TELECOMMUNICATIONS	E	01	005	606	000	000	320		\$815.43
10512	MINNESOTA TELECOMMUNICATIONS	E	01	005	020	000	000	320		\$222.39
10512	MINNESOTA TELECOMMUNICATIONS	R	01	005	000	000	000	099	Miscellaneous	\$5,784.10
10512 Total										<u>\$15,492.10</u>
10513	NATIONAL SCHOOL FORMS INC	E	03	005	760	000	720	420	Repair Supplies	\$118.73
10513 Total										<u>\$118.73</u>
10514	NEFF BENJI	E	01	300	294	707	000	364	Entry Fees/Student Travel	\$713.00
10514 Total										<u>\$713.00</u>
10515	NEXTERA COMMUNICATIONS	E	01	302	810	000	000	320		\$36.55
10515	NEXTERA COMMUNICATIONS	E	04	500	505	000	321	320		\$36.55
10515	NEXTERA COMMUNICATIONS	E	02	005	770	000	701	320		\$36.55
10515	NEXTERA COMMUNICATIONS	E	01	300	211	000	000	320		\$73.10
10515	NEXTERA COMMUNICATIONS	E	01	112	203	000	000	320		\$36.55
10515	NEXTERA COMMUNICATIONS	E	03	005	760	000	720	320		\$73.10
10515	NEXTERA COMMUNICATIONS	E	01	005	810	000	000	320		\$411.15
10515	NEXTERA COMMUNICATIONS	E	01	117	810	000	000	320		\$36.55
10515	NEXTERA COMMUNICATIONS	E	01	005	020	000	000	320		\$36.55
10515	NEXTERA COMMUNICATIONS	E	01	005	606	000	000	320		\$137.06
10515 Total										<u>\$913.71</u>
10517	PARENTEAU JORDAN	E	01	300	296	709	000	305	Consulting Fees	\$186.00
10517	PARENTEAU JORDAN	E	01	300	296	709	000	305	Consulting Fees	\$25.00
10517 Total										<u>\$211.00</u>
10518	PETERSON LINDA E	E	04	701	590	000	350	311	Prof Tech Services	\$1,905.00
10518 Total										<u>\$1,905.00</u>
10519	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$176.24
10519 Total										<u>\$176.24</u>
10520	RANGE MENTAL HEALTH CENTER INC	E	01	005	420	000	799	305	Consulting Fees	\$2,208.75
10520 Total										<u>\$2,208.75</u>
10521	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	005	107	050	000	401	General Supplies	\$18.80
10521 Total										<u>\$18.80</u>
10522	RESILITE SPORTS PRODUCTS INC	E	05	005	850	000	390	522	AS PER ATTACHED QUOTE # 36308	\$20,347.40
10522 Total										<u>\$20,347.40</u>
10523	RIDDELL / ALL AMERICAN SPORTS CORP	E	01	300	294	701	000	430	Instruct Supplies	\$835.76
10523	RIDDELL / ALL AMERICAN SPORTS CORP	E	01	300	294	701	000	430	Instruct Supplies	\$2,689.20
10523	RIDDELL / ALL AMERICAN SPORTS CORP	E	01	300	294	701	000	430	Instruct Supplies	\$5,878.95
10523	RIDDELL / ALL AMERICAN SPORTS CORP	E	01	300	294	701	000	430	Instruct Supplies	\$2,649.95

10523	RIDDELL / ALL AMERICAN SPORTS CORP	E	01	300	294	701	000	430	Instruct Supplies	\$127.93
10523 Total										<u>\$12,181.79</u>
10524	SCHOLASTIC BOOK FAIRS	E	01	116	620	000	000	401	General Supplies	\$4,279.89
10524 Total										<u>\$4,279.89</u>
10525	SCREEN VISION MEDIA	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$480.00
10525 Total										<u>\$480.00</u>
10527	SHRED-N-GO INC	E	01	112	203	000	000	401		\$60.56
10527	SHRED-N-GO INC	E	01	300	211	000	000	401		\$60.56
10527	SHRED-N-GO INC	E	01	005	110	000	000	401		\$60.56
10527	SHRED-N-GO INC	E	01	116	203	000	000	401		\$60.56
10527 Total										<u>\$242.24</u>
10528	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$51.27
10528	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$69.17
10528	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$45.51
10528	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$33.78
10528	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$87.12
10528	SUPER ONE	E	01	300	250	000	000	430	Instruct Supplies	\$17.34
10528 Total										<u>\$304.19</u>
10529	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,118.60
10529	TEACHERS ON CALL	E	04	500	581	000	344	305		\$1,023.40
10529	TEACHERS ON CALL	E	01	302	420	000	740	307		\$861.12
10529	TEACHERS ON CALL	E	01	302	211	000	000	305		\$1,494.70
10529	TEACHERS ON CALL	E	01	101	203	000	000	305		\$889.08
10529	TEACHERS ON CALL	E	01	300	420	000	740	307		\$1,142.40
10529	TEACHERS ON CALL	E	01	300	211	000	000	305		\$1,430.27
10529	TEACHERS ON CALL	E	01	116	420	000	740	307		\$869.44
10529	TEACHERS ON CALL	E	01	116	203	000	000	305		\$738.46
10529	TEACHERS ON CALL	E	01	112	420	000	740	307		\$1,547.00
10529	TEACHERS ON CALL	E	01	112	203	000	000	305		\$457.43
10529	TEACHERS ON CALL	E	01	302	640	000	000	303		\$83.75
10529	TEACHERS ON CALL	E	01	302	211	000	000	305		\$657.15
10529	TEACHERS ON CALL	E	01	300	640	000	000	303		\$579.84
10529	TEACHERS ON CALL	E	04	500	581	000	344	305		\$2,129.83
10529	TEACHERS ON CALL	E	01	302	420	000	740	307		\$1,249.50
10529	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,036.74
10529	TEACHERS ON CALL	E	01	101	203	000	000	305		\$947.07
10529	TEACHERS ON CALL	E	01	300	420	000	740	307		\$2,296.70
10529	TEACHERS ON CALL	E	01	300	211	000	000	305		\$1,810.39
10529	TEACHERS ON CALL	E	01	116	420	000	740	307		\$571.20
10529	TEACHERS ON CALL	E	01	116	203	000	000	305		\$753.79
10529	TEACHERS ON CALL	E	01	112	420	000	740	307		\$753.37
10529	TEACHERS ON CALL	E	01	112	203	000	000	305		\$434.87
10529 Total										<u>\$24,876.10</u>
10530	TIMESAVERS LLC	E	01	300	155	721	000	430		\$744.20
10530	TIMESAVERS LLC	E	01	300	211	027	000	430		\$20,739.60
10530 Total										<u>\$21,483.80</u>
10531	TMS JOHNSON	E	06	300	870	000	000	530	AS PER ATTACHED QUOTE # 88663	\$2,826.00
10531	TMS JOHNSON	E	06	300	870	000	000	530	Freight	\$387.50
10531 Total										<u>\$3,213.50</u>
10532	TOTAL TOOL SUPPLY INC	E	01	300	211	027	000	430	AS PER ATTACHED QUOTE NO. 02418770	\$4,526.05
10532	TOTAL TOOL SUPPLY INC	E	01	300	211	027	000	430	Instruct Supplies	\$387.68
10532 Total										<u>\$4,913.73</u>

10533	TRIMARK INDUSTRIAL	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$725.20
10533 Total										<u>\$725.20</u>
10534	VIRGINIA PARK & RECREATION	R	01	005	000	000	000	099	Miscellaneous	\$1,190.00
10534 Total										<u>\$1,190.00</u>
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$684.00
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$294.25
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$85.60
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$14,349.41
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331	Electricity	\$20,955.90
10535	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334	Garbage	\$1,427.70
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440	Fuel For Bldgs	\$6,733.71
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$33.00
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$31.75
10535	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$9,242.59
10535	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	333		\$79.50
10535	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332		\$50.50
10535	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331		\$246.32
10535	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	440		\$1,156.95
10535	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	334		\$538.50
10535	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	333		\$274.80
10535	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	332		\$129.25
10535	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	331		\$4,038.61
10535	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	440		\$7,853.13
10535 Total										<u>\$68,205.47</u>
10536	VOSS ROBERT	E	03	005	760	000	720	401	General Supplies	\$92.82
10536 Total										<u>\$92.82</u>
10537	W A FISHER COMPANY	R	01	005	105	000	000	096	Gifts/Donations Recd	\$85.00
10537	W A FISHER COMPANY	E	01	005	107	050	000	311	Prof Tech Services	\$1,416.00
10537 Total										<u>\$1,501.00</u>
10538	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$332.28
10538 Total										<u>\$332.28</u>
10539	BRELIE CIERRA	E	01	005	606	000	000	366	Travel	\$73.69
10539 Total										<u>\$73.69</u>
10540	MINNESOTA POWER	E	01	302	810	000	000	330	Utilities	\$940.77
10540 Total										<u>\$940.77</u>
10541	REGION 7AA	R	01	300	294	709	000	060	Adm and Stud Act Rev	\$3,265.00
10541 Total										<u>\$3,265.00</u>
10542	SCHOLASTIC BOOK FAIRS	E	01	112	620	000	000	430	Instruct Supplies	\$3,983.72
10542 Total										<u>\$3,983.72</u>
10543	AHOLA TWILLA	E	01	300	211	000	000	291	2022 Reimb	\$5,307.60
10543 Total										<u>\$5,307.60</u>
10544	FERGUSON LOIS	E	01	300	211	000	000	291	2022 Reimb	\$2,041.20
10544 Total										<u>\$2,041.20</u>
10545	GLUMACK DAVID J	E	01	300	211	000	000	291	2022 Reimb	\$2,041.20
10545 Total										<u>\$2,041.20</u>
10546	HANSEN DIANE M	E	01	300	211	000	000	291	2022 Reimb	\$2,041.20
10546 Total										<u>\$2,041.20</u>
10547	KREBSBACH ROBERT	E	01	300	211	000	000	291	2022 expenses Reimb	\$550.23
10547 Total										<u>\$550.23</u>
10548	MOELLER THOMAS	E	01	300	211	000	000	291	2022 Reimb	\$2,041.20
10548 Total										<u>\$2,041.20</u>
10549	PETERSON CAROL J	E	01	300	211	000	000	291	2022 Reimb	\$2,041.20
10549 Total										<u>\$2,041.20</u>

10550	SALMI NANCY	E	01	300	211	000	000	291	2022 Reimb	\$2,041.20
10550 Total										<u>\$2,041.20</u>
10551	REGION 7AA	R	01	300	296	709	000	060	Adm and Stud Act Rev	\$1,850.00
10551 Total										<u>\$1,850.00</u>
	PAYROLL 03/15/23.									\$1,061,056.82
	OASDI									\$63,918.81
	MEDICARE									\$14,952.44
	PERA									\$24,605.82
	TRA									\$53,036.59
	TSA MATCH									\$4,437.06
									TOTAL DISBURSEMENTS & PAYROLL	<u>\$1,938,725.07</u>

Seconded by

that the above resolution be adopted.

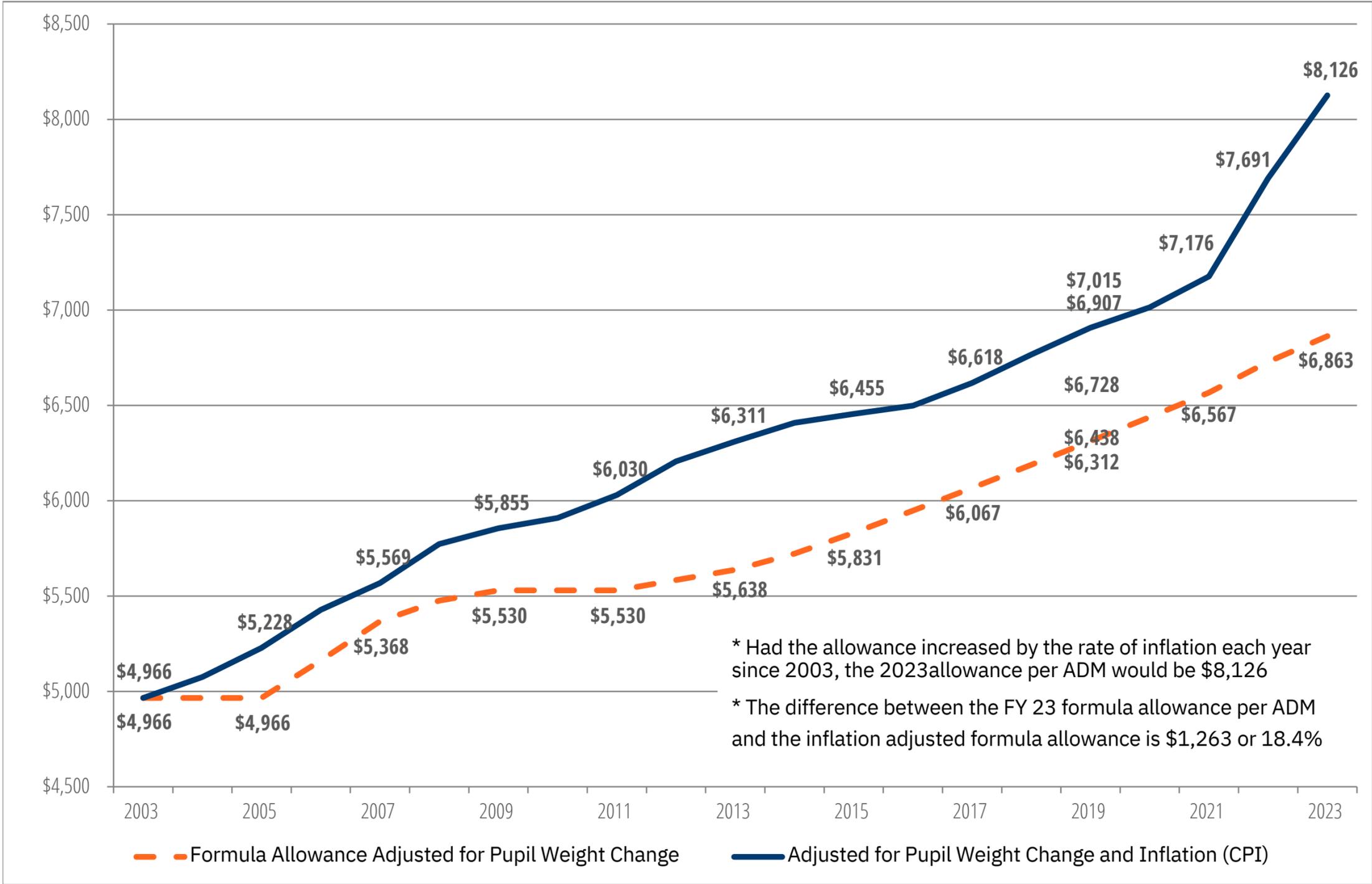
Resolution adopted March 27, 2023.

Clerk

Chairperson

General Education Formula Allowance, 2003-2023

Adjusted for Pupil Weight Change and Inflation (CPI)



2023-2024 Rough Draft Budget Reallocations

Budget Reductions	Money Not Spent
2.0 not replacing teacher retirements	\$200,000
2.0 nontenured teachers	\$200,000
.8 unlicensed teacher	\$80,000
.38 shift from reg ed into title funding	\$38,500
5.0 para	\$52,500
3.0 clerical	\$105,000
1.0 not replacing media aide retirement	\$35,000
Budget Reduction Totals (Money not spent)	\$711,000

Budget Additions	Money Spent
.8 specific subjects	\$80,000
High School Auditorium lights/sound position	\$35,000
Budget Additions Total (Money spent)	\$115,000

Net Budget Adjustments **minus \$596,000**



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: November 9, 2020

Revised: _____

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

We see...

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

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

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)
~~Minn. Rule Parts 3501.0010-3501.0180~~
~~Minn. Rule Parts 3501.0200-3501.0270~~

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 25, 2021

Revised: _____

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by *Trusted Employees*, an MRI software company. *Trusted Employees* shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check. If the individual fails to provide the school district with a signed Informed Consent Form at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the [Minnesota eC](#)ommissioner of [eE](#)ducation within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
 - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 - 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 - 3. the individual executes a written consent form giving the school district access to the results of the check; and
 - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history

background check on such individuals from *Trusted Employees*. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (~~Inaccurate or Incomplete Data~~ Rights of Subjects of Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal History Justice Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)

Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration

any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § Minnesota Statutes section 121A.23 ~~which~~ that includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;

6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (~~Health-Related Programs~~ Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441-~~442~~ (Tuberculosis Screening in Schools)
Minn. Stat. § 142 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (~~Occupational Exposure to~~ Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, ~~110 S.Ct. 239~~ (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, ~~107 S.Ct. 1123~~ (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: Policy 402 (Disability Nondiscrimination)
Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)

Policy 521 (Student Disability Nondiscrimination)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

- A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
 2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
 3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
1. Prior observations of the student's regression and recoupment over the summer;

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
 3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
 2. The student's degree of impairment.
 3. The student's rate of progress.
 4. The student's behavioral or physical problems.
 5. The availability of alternative resources.
 6. The student's ability and need to interact with nondisabled peers.
 7. The areas of the student's curriculum which need continuous attention.
 8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References: Minn. Stat. § 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300 (~~IDEA Regulations~~ Assistance to States for the Education of Children with Disabilities)

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by [Minn. Stat. § Minnesota Statutes section 124D.03](#). The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility.

Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application.

In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under [Minn. Stat. § Minnesota Statutes section 121A.45](#) to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a

pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application.

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

D. Application.

The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to "Students and Families," then, under "School Choice," select "Open Enrollment." The form is entitled, "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education."

E. Lotteries.

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to

enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to ~~Minn. Stat. §~~ Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under ~~Minn. Ch.~~ Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile

court. A “habitual truant” is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under ~~Minn. Stat. §~~ Minnesota Statutes section 120A.22, Subd. subdivision 8.

2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under ~~Minn. Stat. §~~ Minnesota Statutes section 120A.22, Subd. subdivision 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student’s parents a written notice of the school district’s belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent’s designee. The superintendent or the superintendent’s designee will make the final determination as to the residency status of the student.

H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student’s resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction (Residency Determined))
~~Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)~~
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; ~~Exceptions~~)
Minn. Stat. § 124D.68 (~~High School~~ Graduation Incentives Program)
Minn. Stat. Ch. 260A (Truancy)

Minn. Stat. § 260C.007, Subd. 19 (~~Habitual Truant Defined Definitions~~)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005
WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References: Policy 506 (Student Discipline)
Policy 517 (Student Recruiting)
~~MSBA Service Manual, Chapter 5, Various Educational Programs~~



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

517 STUDENT RECRUITING

I. PURPOSE

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.
- B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.
- C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

III. DEFINITION

- A. The terms “undue influence” or “competing for enrollment” shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student’s transfer to participate in a sport or activity.
- B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

IV. PROCEDURES

- A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity

of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

- B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minnesota State High School League Bylaws

Cross References: Policy 509 (Enrollment of Nonresident Students)
~~MSBA Service Manual, Chapter 10, Minnesota State High School League (MSHSL)~~



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Reviewed: January 10, 2022

Revised: _____

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the school district's Title IX Coordinator.
- E. Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.
- F. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 ~~U.S.C. §~~ [United States Code section](#) 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 ~~U.S.C. §~~ [United States Code section](#) 12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under ~~Minn. Stat. §~~ [Minnesota Statutes section](#) 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
 5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § United States Code section 1232g, or FERPA's regulations, ~~and State~~ 34 Code of Federal Regulations part 99, Minnesota law under Minn. Stat. § Minnesota Statutes section 13.32, ~~34 C.F.R. Part 99~~, or as required by law, or to carry out the purposes of ~~34 C.F.R. Code of Federal Regulations~~ part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the

complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a

party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may

provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filling a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district’s ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant’s wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 - 6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued

enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant

questions that a party wants asked of any party or witness.

- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing

under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 - 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 - 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district’s education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient’s education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments ~~of 1972~~)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education ~~Improvement~~ Act ~~of 2004~~)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act ~~of 1973~~)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act ~~of 1990, as amended~~)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: Policy 102 (Equal Educational Opportunity)
Policy 413 (Harassment and Violence)
Policy 506 (Student Discipline)

Policy 528 (Student Parental, Family, and Marital Status
Nondiscrimination)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.

- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with [Minn. Stat. § Minnesota Statutes section 121A.05](#).
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or

by two or more persons who are members of or belong to the same criminal street gang.

- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- G. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).

- H. Establish clear school rules that prevent and deter violence.
- I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- K. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- L. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- M. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.
- N. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- O. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- P. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- Q. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- R. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child [Welfare](#) Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.

- S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education’s website and reviewing the Code of Ethics for Minnesota Teachers.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References: Minn. Stat. § 13.43, Subd. 16 (~~School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact Personnel Data~~)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References: Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 504 (Student Dress and Appearance)
Policy 506 (Student Discipline)
Policy 507 (Corporal Punishment)
Policy 514 (Bullying Prohibition Policy)
Policy 526 (Hazing Prohibition)
Policy 529 (Staff Notification of Violent Behavior by Students)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.

- D. “School district location” means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by the school principal to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in other designated areas, e.g., parking lots designated for use only by staff or by the general public.
- B. When there are unauthorized vehicle parked on school district property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. PATROLS, INSPECTIONS, AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

- A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include

suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
[Minn. Stat. § 123B.38 \(Hearing\)](#)
~~*New Jersey v. T.L.O.*, 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)~~

Cross References: Policy 417 (Chemical Use and Abuse)
Policy 418 (Drug-Free Workplace/Drug-Free School)
Policy 501 (School Weapons Policy)
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Policy 506 (Student Discipline)
Policy 712 (Video Surveillance Other Than on Buses)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: December 14, 2020

Revised: _____

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 —~~Student Sex Nondiscrimination~~.

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

Cross References: Policy 102 (Equal Educational Opportunity)
Policy 413 (Harassment and Violence)
Policy 522 (~~Student Sex Nondiscrimination~~ Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

- A. Administration

“Administration” means the superintendent, building principal, or other designee.

- B. Classroom Teacher

“Classroom teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School staff member” includes:

1. A person duly elected to the school board;

2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this

determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (~~School Attendance—Education Records Compulsory Instruction~~)
Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (~~Notification of Students with Violent Behavior; Teachers' Legitimate Educational Interest~~)
Minn. Stat. § 121A.75 (~~Law Enforcement Notice to Schools Receipt of Records; Sharing~~)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

Cross References: Policy 515 (Protection and Privacy of Pupil Records)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: _____

533 WELLNESS

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of the school district's wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS

- A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed

by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the school district.

2. The school district will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is

involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy; [Website](#))
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: _____

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and
 4. career and college readiness under ~~Minn. Stat. §~~ [Minnesota Statutes section 120B.30, Subd. subdivision 1](#).
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under ~~Minn. Stat. §~~ [Minnesota Statutes section 123B.147, Subd. subdivision 3](#), students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher

evaluations under ~~Minn. Stat. §~~ Minnesota Statutes section 122A.40, ~~Subd.~~ subdivision 8, or 122A.41, ~~Subd.~~ subdivision 5;

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;

- c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.
- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically

based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with:
 - a. dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist; or
 - b. convergence insufficiency disorder.
5. A student identified as having a reading difficulty must be provided with alternate instruction under ~~Minn. Stat. §~~ [Minnesota Statutes section 125A.56, ~~Subd.~~ subdivision 1](#).
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;

- b. reading-related services currently being provided to the student and the student's progress; and
- c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

- 7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.
- 8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals ~~2000~~)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under ~~Minn. Stat. §~~ [Minnesota Statutes section](#) 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; **Days Hours** of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120A.42 ([Conduct of School on Certain Holidays](#))
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: Policy 425 (Staff Development)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 25, 2021

Revised: _____

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- C. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

- E. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- F. “Computer-adaptive assessments” means fully adaptive assessments.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The school board shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon

as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in ~~Minn. Stat. §~~ [Minnesota Statutes section 120B.301\(a\) and \(c\)](#); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-~~3501.0815~~520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.09~~55~~60 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs,
Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such

training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers/Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.08~~15~~20 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.09~~55~~60 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)

Policy 613 (Graduation Requirements)
Policy 616 (School District System Accountability)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 25, 2021

Revised: _____

620 CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to ~~Minn. Stat. §~~ [Minnesota Statutes section 123B.445](#) or recognized by the Commissioner of the Minnesota Department of Education ([MDE Commissioner](#)).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States

Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least some credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
 - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.

- c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under [Minn. Stat. § Minnesota Statutes section 124D.09](#) that has been approved

as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be

provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce](#))
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-~~3501.0815~~20 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.09~~55~~60 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)

Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs,
Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)
Policy 624 (Online Learning Options)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

624 ONLINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

III. DEFINITIONS

- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

- C. “Enrolling district” means the school district or charter school in which a student is enrolled under ~~Minn. Stat. §~~ Minnesota Statutes section 120A.22, ~~Subd. subdivision~~ 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by ~~the Minnesota Department of Education (MDE)~~ to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with ~~Minn. Stat. §§~~ Minnesota Statutes sections 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

- A. Dissemination and Receipt of Information
 - 1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
 - 2. The school district will receive and maintain information provided to it by online learning providers.

3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as

described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning.

The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under ~~Minn. Stat. §~~ [Minnesota Statutes section](#) 124D.095, ~~Subd. subdivision~~ 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a (~~Curriculum; Electronic Components Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests~~)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: Policy 509 (Enrollment of Nonresident Students)

Policy 605 (Alternative Programs)
Policy 608 (Instructional Services – Special Education)
Policy 613 (Graduation Requirements)
Policy 620 (Credit for Learning)

Bob Voss
Transportation Director

Transportation Phone: 742-3969
E-mail: bob.voss@rrps.org

March 24, 2023

To: Dr. Noel Schmidt & Rock Ridge School Board Members

From: Bob Voss
Transportation Director

RE: Recommendation for Bus Purchase for School Year 2023-2024

Dr. Schmidt & Board Members,

I have compiled pricing for two 77 passenger conventional school buses and two 71 passenger conventional school buses through the Minnesota State Cooperative Purchasing Program. The district has purchased buses from this cooperative program for many years. I have taken into account purchase price, trade in value, brand and warranty as well as accessibility to service. Taxes due at the time of purchase are estimates. There are also licensing fees not reflected in this request. We would be trading two buses located in Virginia and two buses located in Eveleth/Gilbert. All of these new buses will replace buses at the end of their life cycle. The bids are as follows:

Company	Base Price	Tax (est.)	Trade	Total
Hoglund Bus Co.				
	\$123,467.00	\$8,025.36	-\$1,000.00	\$130,492.36
	Two Unit Total 77 passenger			\$260,984.72
	\$122,351.00	\$7,952.82	-\$750.00	\$129,553.82
	Two Unit Total 71 passenger			\$259,107.64
Grand Total				\$520,092.36

I State Truck	\$124,983.50	\$8,123.93	-\$2,500.00	\$130,607.43
Two Unit Total 77 passenger				\$261,214.86
	\$121,766.50	\$7,914.82	-\$2,500.00	\$127,181.32
Two Unit Total 71 Passenger				\$254,362.64
Grand Total				\$515,577.50

I am recommending that we purchase two 77 passenger buses from Hoglund Bus for the amount of \$260,948.72 and two 71 passenger buses from I State Truck for the amount of \$254,362.64.

Please let me know if you have any other questions.

Respectfully,

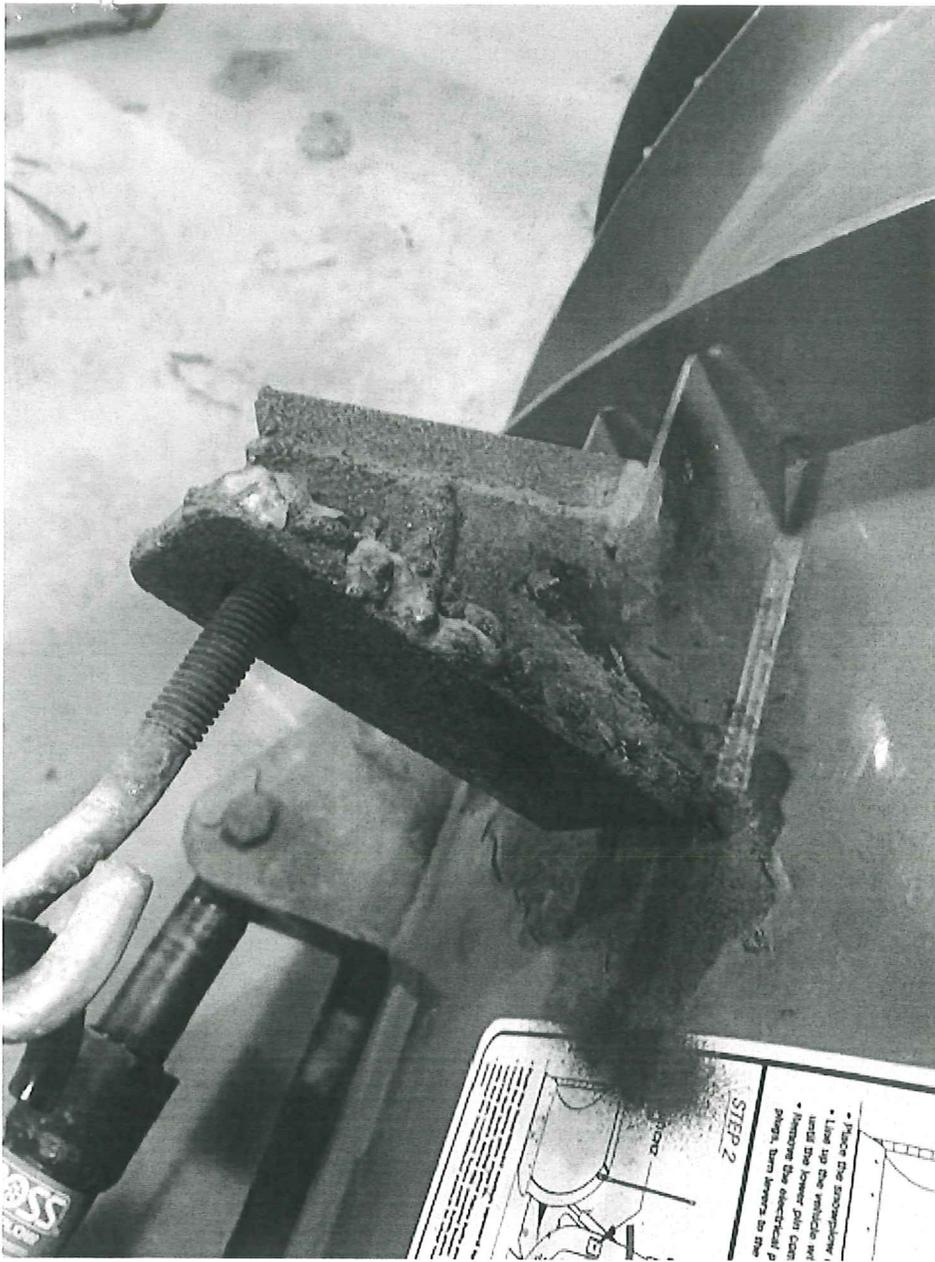
Bob Voss
Transportation Director

Hi, my name is Jeff Anderson and I work as a bus driver. I am interested in purchasing the Boss plow that is in the bus garage. It is a non working plow, it needs welding and plow parts repaired. I am interested in buying it for \$ 750.00 Today's date 2-24-23

Jeff S. Anderson

pictures attached:







Classroom Engagement Model

Presented to: Rock Ridge School Board

Date of Presentation: 3/27/23

Classroom Engagement Model (CEM)

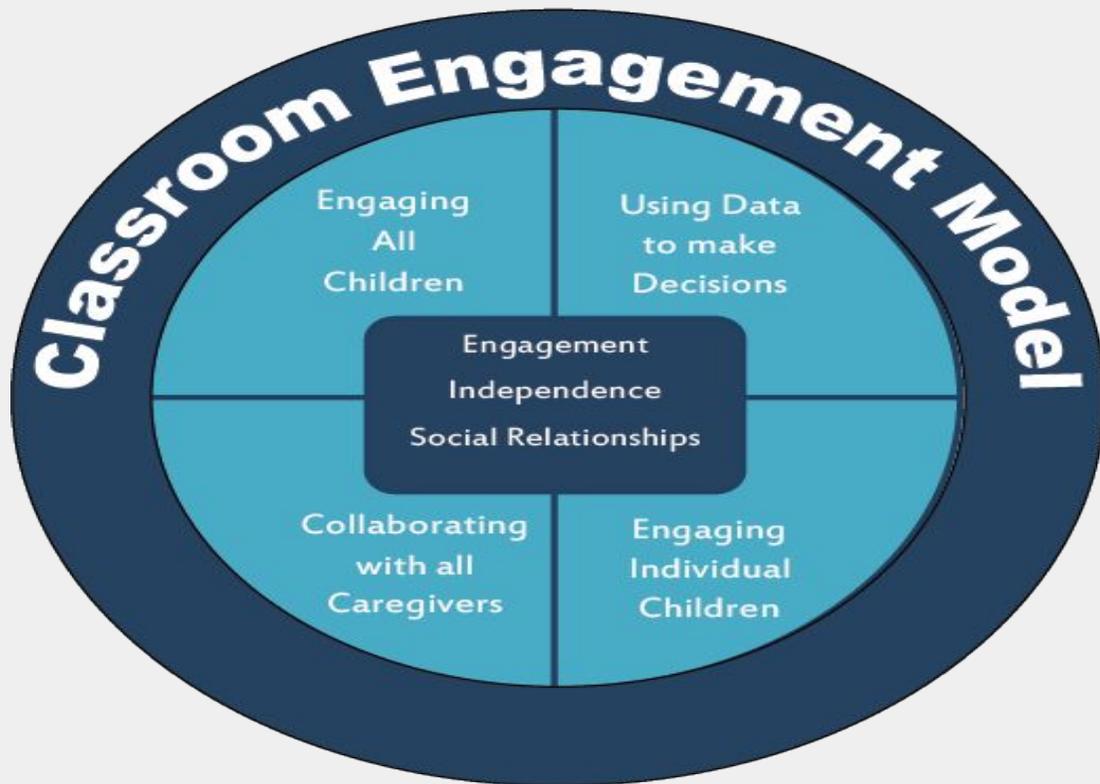
The Classroom Engagement Model (CEM) is a framework for using the Division of Early Childhood (DEC) Recommended Practices to improve engagement, social relationships and independence for children with and without disabilities and to promote full participation of every child in a classroom setting.

Classroom Engagement Model (CEM)

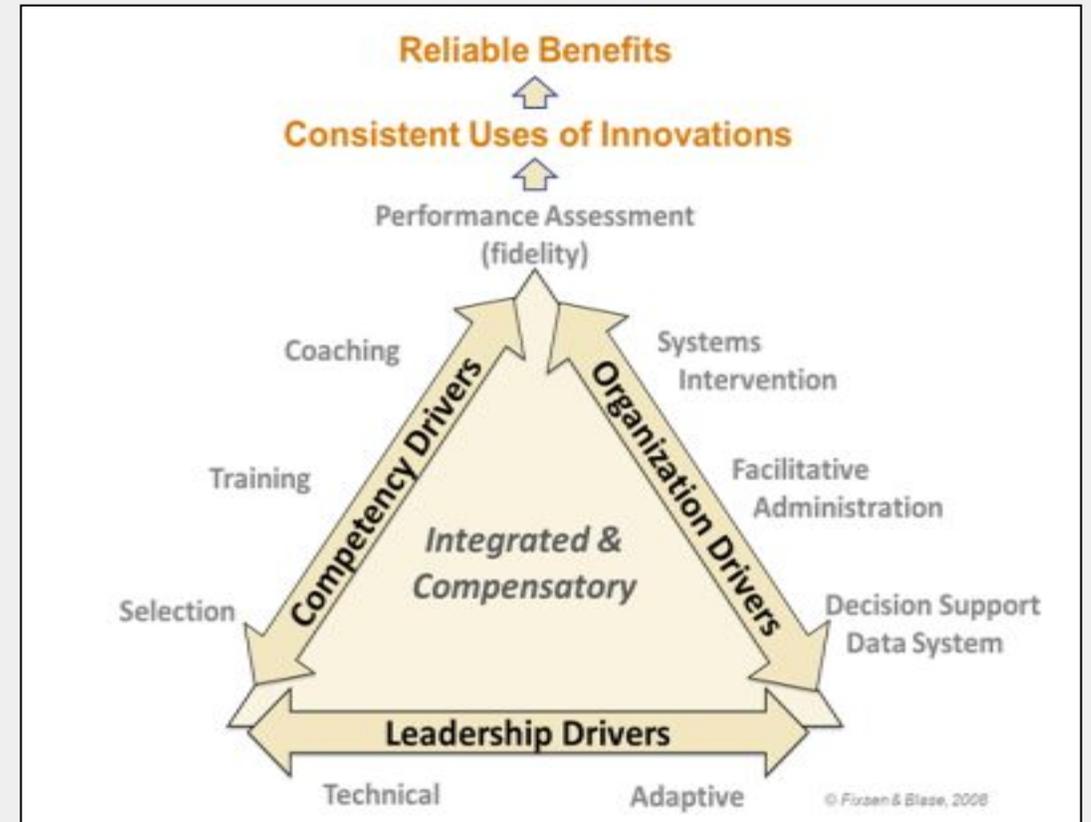
Through training and coaching, practitioners increase their ability to engage all children, learn strategies to engage individual children, generate ideas for teaming and collaboration and expand their understanding of how to use data to drive instruction and intervention. CEM benefits children with disabilities, as well as typically developing children, and can be implemented in typical education and care settings, inclusion programs, and special education classrooms.

How does Program Wide Adoption Work?

Content & Strategies



Process for Implementing



Commitments

- The Minnesota Department of Education has created an agreement for our ECSE program which includes support of an External Coach from the MN Centers of Excellence for Young Children with Disabilities (MNCoE) and external funding based on need.
- The agreement can be in place for up to 5 years.
- Part of this process is notifying the school board about this pending agreement and seeking appropriate local authorization.

What are the Expected *Staff* Benefits?

- Staff view themselves as having the skills to better support children in classrooms, through increased engagement of each and every child.
- Staff look to each other as sources of additional information and support.
- Staff become intentional and purposeful in interactions with children in order to build on child strengths.
- A culture of support is created throughout the program.

What are the Expected *Caregiver/Child* Benefits?

- Children's learning outcomes increase.
- Improved engagement and full participation of children in all classroom routines and settings.
- Improved independence and social relationships of children.
- Enhanced collaboration with caregivers and families that positively impact delivery of services to children.

Financial Supports for Creating & Sustaining Use of Best Practices

- Funds from MDE may be available to supplement the implementation of the Classroom Engagement Model (CEM).
- These funds are intended to address barriers to our program's implementation.
- Our team determined what district funds may be available and the amount of additional financial assistance needed from MDE.
- Funds are available for up to 5 years, depending on our team's projected need each year.
- As our program builds the capacity to scale up and sustain this work independently, the amount of financial assistance needed is projected to decrease.



District Tasks Related to the Installation of CEM

Our program will:

- Provide necessary staff for needed roles
- Participate in MNCoE sponsored trainings
- Create and sustain the work of an Implementation Team
- Collect and submit data to MDE, as requested
- Submit quarterly invoices for appropriate expenses related to the work, if applicable



MDE Tasks Related to the Installation of CEM

MDE will:

- Create and provide state-sponsored training for skill development
- Provide external coaching support
- Provide data collection tools
- Support the use of an evidence-based implementation framework that is also meant to support sustainability across time



Next Steps Related to this Agreement

- This presentation is the official notice to the school board representing our ECSE program. MDE will be informed that this presentation has taken place.
- An official agreement will be created by MDE and signed by the district authorized representative.
- MDE will route this agreement for additional state-level approval as needed.

Next Steps Related to this Agreement

- MDE will notify all parties when the agreement has been fully executed. A start date will be established.
- ***No work prior to the start date will be eligible for reimbursement from allocated funds, if applicable.***
- Financial billing will be expected on a quarterly basis, if applicable.

In Closing...

- Please remember to check in with our ECSE staff on a periodic basis to determine the effectiveness of these practices.
- For further information please contact:
Shanon Kush-Jeffery at shanon.kush@rrps.org or
218-742-3805

Minnesota Centers of Excellence for Young Children with Disabilities (MNCoE) ~Single Program Innovation Application 2023-24~

The Minnesota Department of Education (MDE) in collaboration with the Minnesota Centers of Excellence for Young Children with Disabilities (MNCoE) invites you and your program to consider implementing an evidence based innovation that is targeted to meet your program needs. Implementing an innovation with fidelity requires dedication and commitment, strong leadership, staff buy-in, and administrative support. MNCoE and MDE will partner with programs over the next five (5) years who identify a need, demonstrate readiness, and understand the expected commitment necessary to implement and sustain the selected innovation. Once selected for technical assistance and support to install the innovation, your program will receive training to build understanding and develop implementation skills necessary to use and sustain the specific MNCoE innovation to effect quality changes in your program. In addition to technical assistance and external coaching, your program can apply for funds to assist with the cost of training, coaching time, travel expenses, and approved materials. *The number of innovation grants awarded each year will be determined by the number of applications and budget available.*

The Minnesota Centers of Excellence for Young Children with Disabilities (MNCoE) technical assistance for installing the innovation includes:

- Provide skilled trainer(s) to deliver team training as necessary to implement the selected innovation. Expected time commitment for each innovation is outlined in the Roles Flyer on the MNCoE website and discussed during exploration.
- Provide information and support so that teams understand and can effectively collect and use the innovation data for ongoing program decision making. Additionally, innovation data will be utilized by the MNCoE for qualitative state revisions of the implementation process.
- Provide External Coach support according to your program's level of need while you build internal capacity to sustain the innovation. The External Coach will support the implementation team, internal coach(es), administrator(s), and data manager.
- Provide supplemental training (e.g., coaching support, training on data tools for innovation) as necessary.
- Provide training and ongoing professional development for internal coaches, including Practice Based Coaching training and targeted webinars.

Participating Programs are expected to:

- Identify local implementation team members (including an administrator (such as ECSE coordinator or designated ECSE leader), a general education leader for classroom-based innovations, and representation based on the roles flyer), to attend ALL Implementation team trainings and subsequent monthly implementation team meetings.
- Identify 2 possible dates in April, May, or June 2023 for the implementation team to participate in Program Wide Adoption Training, provided by the PDF at the local program. There will be no cost for this training or the materials; the local program is responsible for

any cost of staff to attend.

- Assign internal coach(es) and data manager and otherwise ensure adequate staffing to successfully implement selected innovation.
- Participate in required data collection and on-time submission for selected innovation (fidelity and effort) at required intervals through the five (5) year installation period.

Fiscal expectations for both parties:

→ Approved Expenses:

- ◆  3. Potential JPA Uses CEM rev 2022.pdf
- ◆  3. EQIP Potential JPA Uses rev 2022.pdf
- ◆  3. Pyramid Model Potential JPA Uses rev 2022.pdf

→ Use allocated funds to financially support local professionals who are participating in the selected innovation:

- ◆ Allowable expenses *COULD* include: mileage, meals, overnight hotel stays, sub costs, needed training materials, stipends for work on non-contract days, etc.
- ◆ *Reminder:* Funds may only be utilized for classrooms/programs where children receive special education services

→ Process for submitting invoices can be found here:

- ◆  MNCoe JPA Invoicing How-To 2022-23 09.30.22.pptx
- ◆  JPA Invoice Form.2022-23 Template 08.30.22.xlsx

Selection for programs to become an innovation site will be based on the complete and accurate information required in this application. A strong emphasis will be placed on the following (a total of 100 points will be awarded for a successful application):

Application Part 2:

- Section 1 ~ Exploration and Readiness (10 points - complete/incomplete)
- Section 2 ~ Use of the Hexagon Tool and informational modules (10 points - complete/incomplete)
- Section 3 ~ Capacity to participate in all required trainings and complete all fidelity assessments (10 points - complete/incomplete)
- Section 4 ~ Identified need within the local program, alignment to district priorities, and expected outcome (20 points - rubric)
- Section 5 ~ Demonstration of informed staff buy-in (10 points - rubric)
- Section 6 ~ Scale-up Plan and JPA Funds Request (20 points - complete/incomplete)
- Section 7 ~ Installation Plan (20 points - rubric)



Please e-mail the completed application to the ECSE mailbox mde.ecse@state.mn.us no later than 2:00 pm CST on **February 1st, 2023**. If you have not received confirmation of receipt of your application within three working days after submission, please send an email to mde.ecse@state.mn.us. School/program administrators will be notified by **March 10th, 2023** regarding selection.

Application Part 1 ~ District Information

Innovation applying for: _____

- If applying to become a Pyramid Model innovation site, is your district a K-12 PBIS district? Yes _____ No _____

Regional Professional Development Facilitator (PDF) working with your ECSE program: _____

General Information:

District Name:	
District Number:	
School Address:	
Is your program currently participating in a MNCoe Innovation(s)?	<input type="checkbox"/> Yes - if yes, which innovation(s)? _____ <input type="checkbox"/> No

Contact Information:

Innovation Contact Person: <i>*IMPORTANT: The person listed above will be the primary contact with MDE and will be responsible for forwarding updates to team(s), registering team(s), having summer contact information for team members, and forwarding notifications regarding selected innovation.</i>	Name & Title: _____
	Email: _____
	Phone: _____

Program-Wide Adoption Training:

The implementation team will participate in a one-day training led by your PDF to learn the roles and responsibilities of this team. Please choose two possible dates for a full day training in April, May or June 2023 (*one of these dates will be selected*). Please work with your PDF to choose two options that work for both your PDF and your program.

- Program-Wide Adoption Training Date Option 1: _____
- Program-Wide Adoption Training Date Option 2: _____

Application Part 2: Exploration, Readiness, Implementation, and Sustainability

Section 1: Exploration Activities

The School / Program Administrator and staff members have participated in an informational presentation summarizing the selected innovation. The administrator from this school/program is aware that the selected innovation is a multi-year process that may require ongoing training and active leadership involvement. (*complete/incomplete 10 pts*)

- Administrators received a copy of the innovation “Give and Get” and “Roles and Responsibilities” (*check if completed*)

Section 2: Hexagon Tool

A regional PDF has helped a team of program representatives determine if the innovation is a good fit for the program. Completion of this activity is required. (*complete/incomplete 10 pts*)

- Date of Hexagon Tool: _____

Section 3: Our program is committed to provide both (A) and (B) below

- A. Adequate staff and time to participate in required MNCoe innovation training and coaching activities.
- B. Providing required data specific to the selected innovation through the 5 year installation period of this agreement. (Innovation specific data collection schedules are available). Deidentified data may be used for future training, technical assistance activities, professional conference presentations, or submission to scholarly publications. *(complete/incomplete 10 pts)*
 - Administrator/Principal agree to these expectations

Section 4: Program Need and Expected Outcomes

During exploration, the PDF and your program have identified a professional development need, explored the innovation with staff, and determined the fit of the innovation with district priorities. Describe your current program status and your identified need for this innovation. Also describe the expected outcome of installing the innovation, including any relevant sources of data and how this innovation aligns to district priorities. *(500 words or less - 20 points, rubric score)*

Section 5: Staff Readiness and Buy-in

In order for a program to successfully install an innovation, it is necessary to assess staff readiness, and to establish and maintain staff buy-in for the practices. Explain how your program has included staff in the decision to move forward with this work. Describe the process used to inform staff about essential components of the innovation and the intended outcomes. Include your initial staff buy-in survey results. *(200 words or less - 10 points, rubric score)*

Section 6: Scale Up Plan and JPA Funds Request

Scale Up Plan (*Excel Workbook*)

This application will commit the program, MNCoE, and MDE for a period of five years to work on installing the selected innovation. After five years, the local program will be expected to continue to use the innovation. MNCoE will continue to provide technical assistance as needed, as well as access to training, coaching, and data support at no cost after the initial five year installation period. Please complete the planning grid in the *Excel Workbook* to provide clear and detailed information about how your program will implement this innovation program-wide over 5 years and sustain the innovation in year six and beyond. We understand this scale-up plan may change over time and need to be revised in the future.

Financial Assistance (*Excel Workbook*)

Your district may be eligible for financial assistance for expenses related to training costs, coaching costs, time for implementation team meetings, and data manager duties, as well as materials related to the innovation and travel expenses. The accompanying *Excel Workbook* provides guidance in considering current district resources, as well as guideposts for the amount of financial assistance you might consider requesting for each of your five years of installation. Fund allocation will be based on need and availability.

Reminder: Funds may only be utilized for classrooms/programs where children receive special education services. Please complete the accompanying *Excel Workbook* with the above information. (20 points, complete/incomplete)

Section 7: Installation Plan

After completing the Scale Up Plan and Financial Assistance sections of the Excel Workbook, please include a narrative describing how your program will provide support for staff to engage in training, coaching, data collection and use, and program-wide adoption through implementation team work. Please include information about district resources you have available, how requested funds will be used, and any other information about how you will work to ensure the success of the innovation in your program. Important considerations include, but are not limited to:

- 1) Financial considerations
- 2) Staffing
- 3) Coaching support
- 4) Implementation Team
- 5) Use of data
- 6) Community inclusion partners *(if appropriate)*

Please provide a response describing your program's installation plan. *(1000 words or less - 20 points, rubric score)*

Application Part 3: Signature Page

School Board Approval

- We understand that our school board must approve for us to participate in this technical assistance. School board approval can be obtained prior to application **OR** after acceptance of the application. It is only required to present to the school board one time, either as part of your application or upon acceptance. Please note, if your program is selected and a fiscal agreement is created, documentation of school board approval must be submitted with the signed fiscal contract.

The information contained in this application is accurate to the best of my knowledge, including the accompanying excel workbook.

Name and Title:	
Email:	
Date:	



Signature:	
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Please note: This is a competitive process. If your program's application is accepted, a joint powers agreement will be required to receive financial support and external coaching.



March 10, 2023

Rock Ridge Public Schools ISD 2909

Attn: Shanon Kush-Jeffery, Early Childhood Coordinator; Spencer Aune, Business Manager
506 9th Avenue North Virginia, MN 55792

The Minnesota Department of Education Early Childhood Special Education Team is pleased to announce that your application for the installation of Classroom Engagement Model (CEM) has been approved.

The following budget has also been approved. I have attached the document that addresses use of federal funds. Please note that food can only be reimbursed with federal dollars if there is a specific work need that occurs over the course of a lunch and that in most cases, that is not necessary.

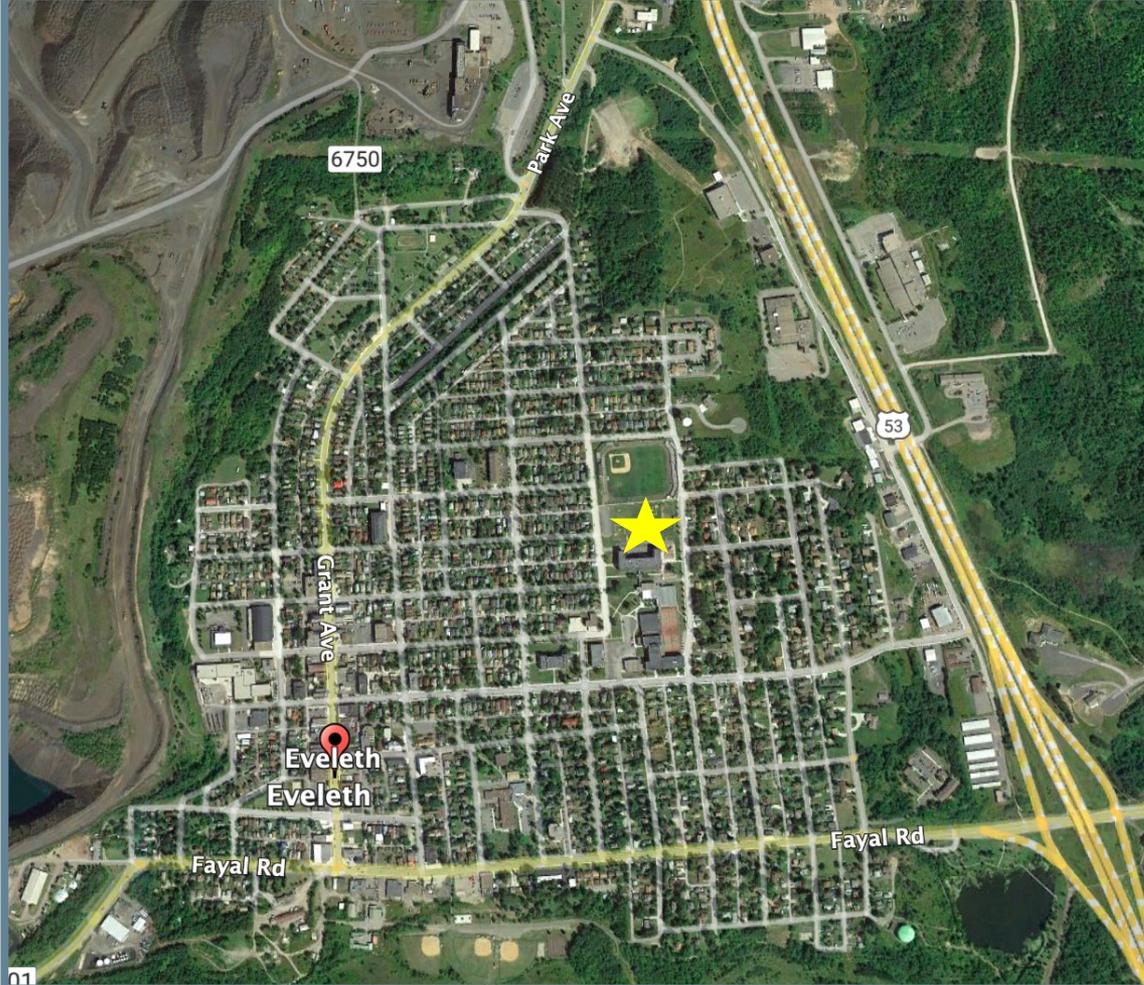
	Year 1	Year 2	Year 3	Year 4	Year 5
JPA funds requested	\$10,000.00	\$8,000.00	\$9,600.00	\$9,000.00	\$8,000.00

Work for this activity will start on or after July 1, 2023 and run through June 30, 2028. MDE's Procurement Office will manage the contract development later this spring.

CC: Betsy Peters-Rust, PDF

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



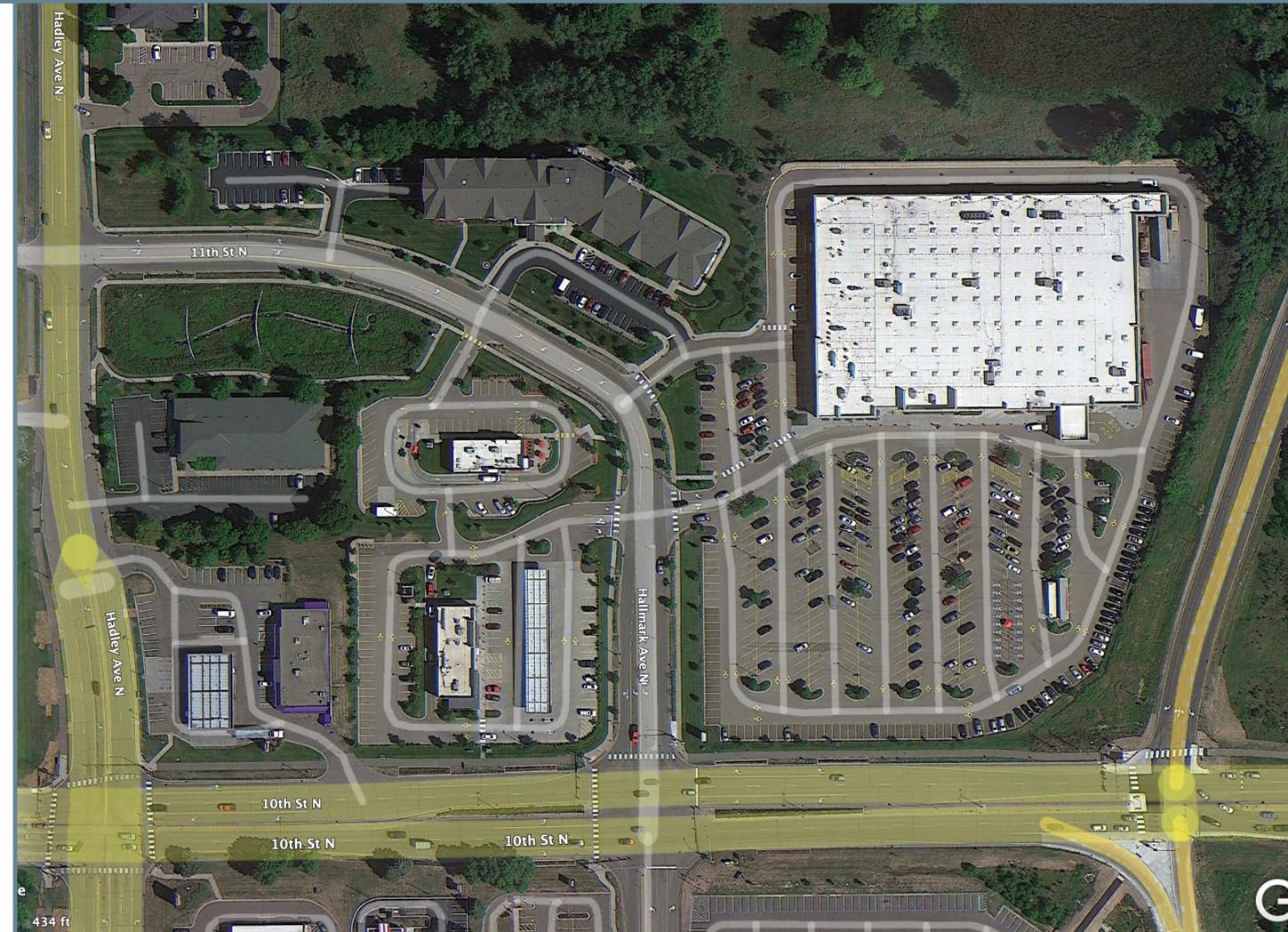
- Land 70 acres
- Council desires mixed housing and an 8-acre park.
- Project begins January 2023
- Estimated completion March 2024

Oakdale Mall Before



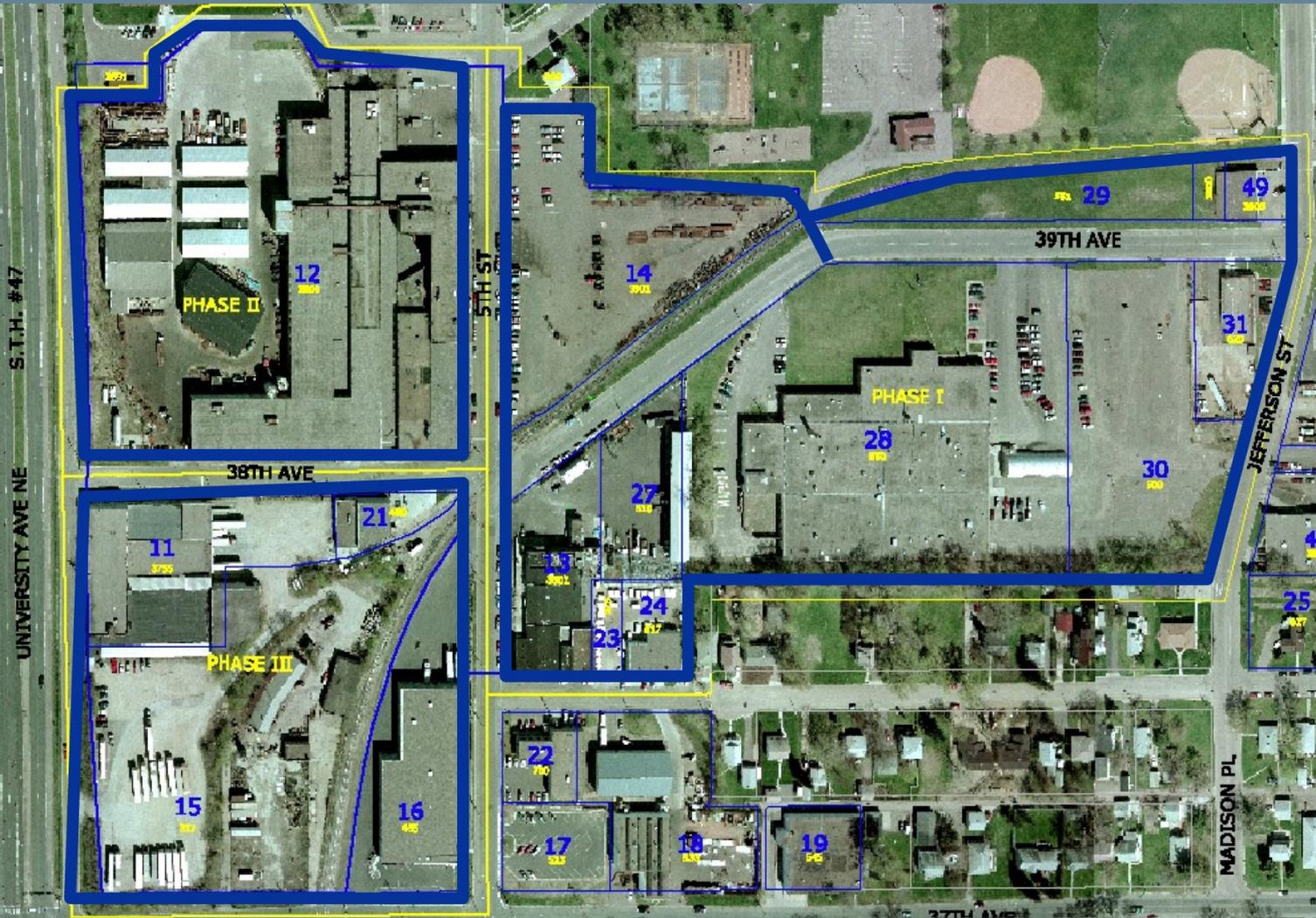
- Land - 18 acres
- Building - 180,000 sf
- Largely vacant and blighted shopping mall
- Planning Process 12 months

Tartan Crossing After



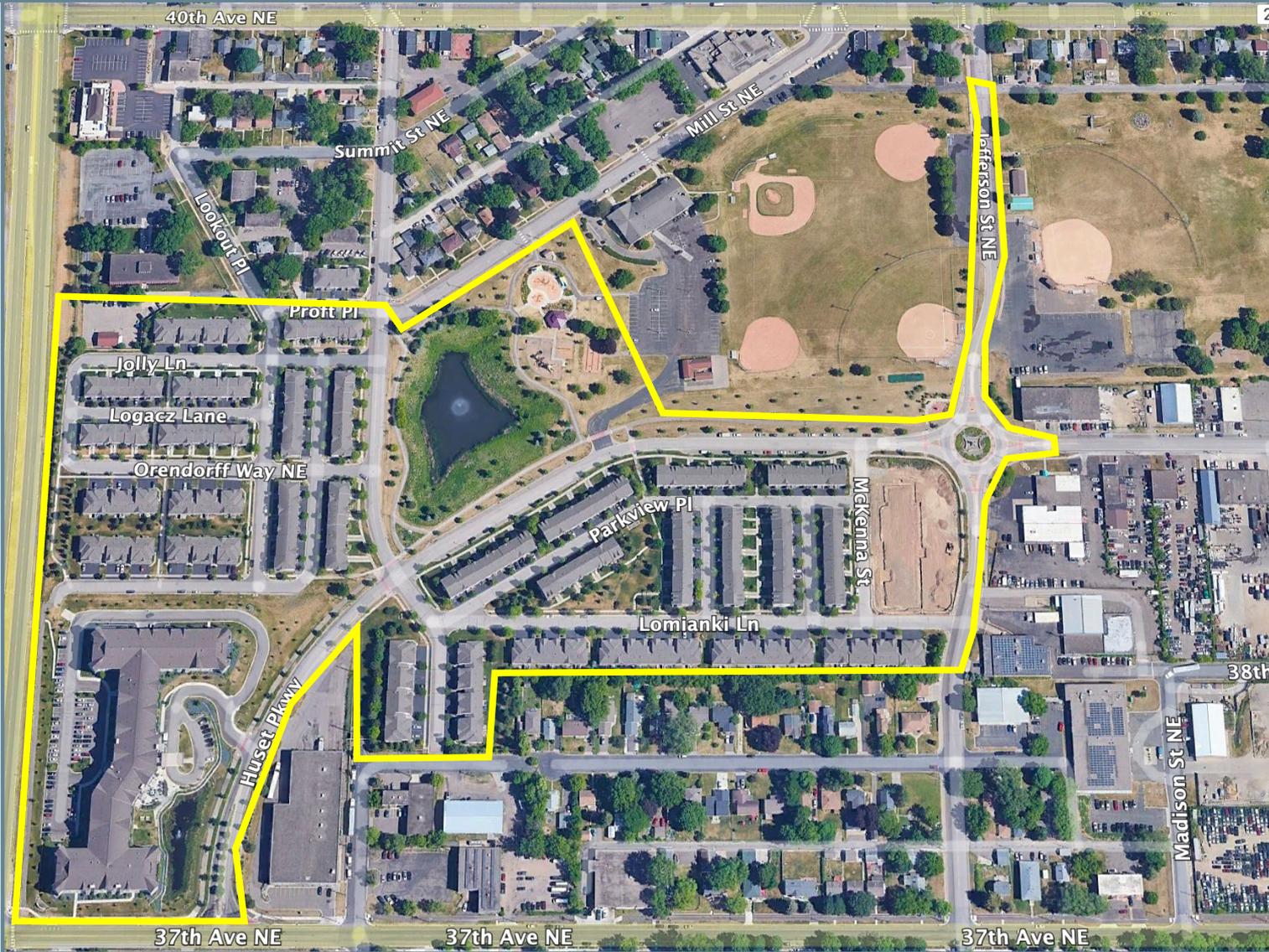
- Mixed Use
- Hy-Vee Grocery store,
 - Restaurant
 - liquor store
- Hy-Vee Gas Station
- Caribou Coffee
- Senior Housing 92 units
- Hardees restaurant
- Regional stormwater
- Add sidewalks, trails

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.

COLLEGE OF ST. SCHOLASTICA, INC.
School of Nursing

AND

Rock Ridge Public Schools ISD #2909
1405 Progress Parkway
Virginia, MN 55792

CLINICAL LEARNING EXPERIENCE AGREEMENT

College of St. Scholastica Inc., Duluth, Minnesota, hereinafter called the **College** and Rock Ridge Public Schools ISD #2909, Virginia, MN, hereinafter called the **Facility**, agree upon the following conditions of clinical learning experiences for students in the School of Nursing of the College.

The College Agrees:

1. To send students to the **Facility** to receive clinical learning experiences in areas as mutually agreed upon. Faculty members of the **College** will select and evaluate the learning experiences.
2. To provide qualified, well-oriented faculty members for the teaching/guidance of the students. All faculty members, lay and religious, are governed by the Faculty Personnel Policies of the **College**. The **College** guarantees that the nursing licenses of faculty are current.
3. To the faculty member's responsibility for the clinical assignments of students and the adaptation of such assignments to the students' educational needs. Both the instructional personnel of the **College** and the personnel of the **Facility** agree that close working relationships be maintained for the clinical aspects of the educational program to ensure an environmental situation that will contribute to safe patient care and sound learning for the student. The faculty member shall assume responsibility for patient care insofar as it involves the care given by the student to the patient. When feasible, specific planning of the student's patient assignment is done on the day preceding the clinical learning experience.
4. To provide the appropriate **Facility** contact person with a report of the number and placement of students and faculty members prior to the beginning of the academic year and each succeeding quarter. Faculty members will provide the **Facility** with the weekly clinical assignments of students. Reports of **College** School of Nursing decisions which have implications for the **Facility** will be forwarded to the appropriate **Facility** contact person in a timely fashion.
5. To provide workers' compensation coverage as required by the Workers' Compensation Law of the State of Minnesota for **College** faculty while at the **Facility** in her/his capacity as faculty.

6. To provide necessary teaching supplies and teaching equipment not otherwise available in the **Facility**.
7. To provide proof of professional liability insurance coverage for students in the clinical learning experience. Students will not be covered if directed by the **Faculty** or **Facility** staff to perform duties which are not a part of the clinical learning experience, e.g., performing volunteer or paid service for the **Facility**.
8. To ensure the completion of the Background Study in Minnesota by each student participating in the clinical experience program.

The Facility Agrees:

1. To provide within its institution the clinical experiences necessary for student learning as mutually agreed upon. The **Facility** will retain responsibility for patients at all times.
2. To ensure staff cooperation with the faculty of the **College** in order to create and maintain a climate favorable to learning. Staff will further provide incidental guidance as agreed upon between the faculty members and the **Facility** staff.
3. To its control, through mutual agreement, of the maximum number of students that may be assigned to a clinical area at a given time, and also, the specific clinical areas to be used.
4. To provide classrooms, conference rooms and other teaching facilities as available for each clinical area in the **Facility**. Such resources may be used by others when **College** students are not at the **Facility**. Libraries maintained at the **Facility** are available to faculty members and nursing students according to the rules of the School concerned.
5. The **Facility** retains full administrative and professional supervision of patient care so that a consistent and optimal standard of care is assured.

Joint Agreements

1. This Agreement will be reviewed and evaluated at the close of each academic year by both parties and revisions or alterations made as are deemed advisable. Agreed upon revisions and alterations must be made in writing approved with signatures of those positions required on the primary Agreement.
2. This Agreement shall continue in effect unless written notice of desire to change or terminate the Agreement is given by either party to the other by June 1 of the year preceding the one in which termination is to become effective with provisions for safeguarding the program of students currently enrolled in the nursing program.
3. The selection, placement or advisement of students and/or faculty will not be determined on the basis of race, color, creed, religion, sex, sexual orientation, status with regard to public assistance or national origin. The **College** and the **Facility** will comply with all provisions and standards of the 1964 Civil Rights Act, the 1992 Americans with Disabilities Act and other applicable state and federal laws and regulations that apply to this Agreement.

4. The **College** and the **Facility** each have equal rights to withdraw any student from assignment to the **Facility** following appropriate consultation with the **College** and that documentation for withdrawal exists.
5. When a student is covered by this Agreement she/he is not functioning as an employee, agent or independent contractor of either the **College** or the **Facility**, therefore there is no responsibility for social security, unemployment or workers compensation by either institution.
6. To the extent permitted by law, each party agrees to indemnify and hold harmless the other party for and on account of any and all claims, liabilities, causes of action, damages, suits, judgments, and expenses, including, without limitation, reasonable attorneys' fees, arising out of, related to, or in any way connected with the negligent, reckless, or intentional acts or omissions of the indemnifying party, its faculty, employees, officers, or Students while in the conduct of the Program at Facility.

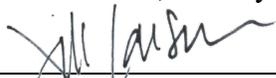
The **College** and the **Facility** further agree upon the following additional conditions for graduate students:

1. The **Facility** will make learning experience available to graduate students depending upon the clinical courses in which they (the students) are enrolled and the availability of appropriate patients and/or situations within the **Facility**.
2. All graduate students are currently registered to practice in the State of Minnesota or the state in which they do their practicum. Therefore, continuous direct supervision by faculty is not generally required.
3. The College of St. Scholastica faculty member who teaches the clinical course will forward to the appropriate **Facility** contact person the objectives of the course, the nature of the clinical experiences needed, and the names of students who selected their clinical practicum in that setting.

[Signatures appear on the following page.]

Upon signature of all parties listed below, this Agreement becomes effective.

Administrator, Facility



Jill Larson

Chief Financial Officer

Date

3/15/2023

Date



Sheryl Sandahl

Sheryl Sandahl, DNP, APRN, CPNP, FNP-BC, MPH
Dean and Professor
School of Nursing

03/14/2023

Date

Agree-rev. 8/87; 3/93; 8/96; 7/2000; 8/2011; 10/2014; 5/2015; 8/2015; 1/2023