



**ROCK RIDGE PUBLIC SCHOOLS  
1405 PROGRESS PARKWAY  
VIRGINIA MN 55792**

**Regular Meeting  
Monday, April 22, 2024 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 April 8, 2024 regular meeting minutes. 3
  2. Approval of hire of Chelsea Winans for the Long-Term Substitute Teacher position (NSE) effective April 22, 2024 with a salary of \$46,212 (to be prorated).
  3. Approval of hire of August Galloway for the RRHS Homebound Teacher position at a rate of \$41.00/hour for the 2023-2024 school year.
  4. Approval of John Stanaway as the returning advisor for the Weight Lifting Coordinator position for Fall/Winter (stipend of \$5,140) and Spring/Summer (stipend of \$5,140) for the 2023-2024 school year.
  5. Approval of volunteer coach for the 2023-2024 school year: Jay Bruemmer (Baseball), Joseph Wisocki (Golf).
  6. Acceptance of resignation of Mikaela Gaylord from the Paraprofessional position effective April 17, 2024.
  7. Acceptance of resignation of Cierra Jade Brelie from the Data Specialist and 1:1 Coordinator position effective May 1, 2024.
  8. Acceptance of a \$23,715.83 gift from the dissolved Mesabi Family YMCA for the use of the before and after-school programs. 5
  9. Acceptance and appreciation of an anonymous donation in the amount of \$500.00

to the classroom of Bobbie Spry for classroom needs.

5. Reports:

1. Presentation by Ideal Energies. 6
2. Presentation on the "Instructional Design" of the Road Map. 18
3. Parkview Elementary Principal's Report.
4. Student Representative Report.
5. Superintendent.
  1. Percent of Residents Attending Resident District. 37
  2. 23-24 Enrollment. 38
  3. Boundary Line Information. 44
6. Treasurer's Report. 46

6. Administration Items:

1. Consider approval of grant requests to be paid for by the Rock Ridge Education Fund. 57
2. Consider approval of grant requests to be paid for by the Wolverine Fund. 58
3. Consider membership with the Northland Learning Center.
4. Consider approval of the draft of the City of Virginia and ISD 2909 Agreement for Use of City Tennis Facilities for 2023-2026. 59
5. Consider approval of the 2023-2024 Teacher Seniority List. 66
6. Consider choosing a second meeting date in May since the 4th Monday in May is Memorial Day and no meetings can be held.

7. Meeting Announcements:

1. The next regular meeting will be Monday, May 13, 2024 at 6:00 P.M. at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.

8. Adjournment.

**OFFICE OF THE SCHOOL BOARD  
INDEPENDENT SCHOOL DISTRICT NO. 2909  
MONDAY, APRIL 8, 2024, 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      John Uhan  
Brandi Lautigar            Polly Sorcan

**Other Staff Present:**

Dr. Noel Schmidt, Superintendent  
Scott Manni, North Star Elementary Principal

**Members Absent:**

Lisa Westby

- I. Chair ADDY called the regular meeting to order at 6:00 P.M.
- II. **APPROVE AGENDA:** Motion to **approve the agenda** made by UHAN, seconded by LAUTIGAR. Motion passed unanimously.
- III. **RECOGNITION OF VISITORS AND VISITOR INPUT:** Troy Caddy – class size as it pertains to budget cuts.
- IV. **CONSENT AGENDA:**
  - A. Motion to **approve the Consent Agenda** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously.
    1. Approval of March 25, 2024 regular meeting minutes.
    2. Approval of hire of Steve Begich for the Assistant Boys Swimming/Dive Coach with a stipend of \$3,183 for the 2023-2024 school year.
    3. Approval of hire of Madison Lutzka for the Assistant Junior Varsity Girls Hockey Coach with a stipend of \$2,170 (paid for by the Girls Hockey Booster Club) for the 2023-2024 school year.
    4. Approval of transfer of Kristen Majeski from the Full-Time Custodian/GM/Grounds/Driver position to the Part-Time AM Bus Driver position at a rate of \$23.64/hour effective April 3, 2024.
    5. Approval of volunteer coaches for 2023-2024: Dave Lindula (Junior High Baseball), Sam Lautigar (Junior High Baseball).
    6. Acceptance of resignation of Matthew Krage from the Secondary Teacher position effective at the end of the 2023-2024 school year.
    7. Acceptance of resignation of Matthew Krage from the WEB Coordinator position effective at the end of the 2023-2024 school year.
    8. Acceptance of resignation of Matthew Krage from the Musical Director position effective March 25, 2024.
    9. Acceptance of resignation of Matthew Krage from the Senior Class Co-Advisor position effective at the end of the 2023-2024 school year.
    10. Acceptance of resignation of Samantha Papenfuss-Krage from the Secondary Teacher position effective at the end of the 2023-2024 school year.
    11. Acceptance of resignation of Samantha Papenfuss-Krage from the WEB Coordinator position effective at the end of the 2023-2024 school year.
    12. Acceptance of resignation of Samantha Papenfuss-Krage from the C.O.R.E. Advisor position effective at the end of the 2023-2024 school year.
    13. Approval of revised start date for Zoey Hougas, Custodian/GM/Grounds/Driver, from March 25, 2024 to March 23, 2024.

14. Approval of request from Elementary Counselor Tessa Peterson for unpaid medical leave once sick leave has been exhausted for the time period August 27, 2024 - December 1, 2024.
15. Approval of Overnight/Out-of-State Athletic Trips for Spring 2024.
16. Approval for Elisa Boe to attend the Montana Summer Institute in Big Sky, MT on July 16-19, 2024. Cost of travel, registration, and meals will be covered by the PCN grant.

V. **REPORTS:**

- A. Student School Board Rep Cora Eilola-Zallar gave the student report highlighting testing, the All-Night Grad Party for seniors, community events that RRHS clubs are participating in, the NYC A Capella Choir trip, prom, various upcoming fairs being organized at RRHS, and spring sports.
- B. Jerome Givens, a 6<sup>th</sup> grader at North Star Elementary, shared his personal North Star story with the school board.
- C. Supt. Schmidt provided information about the cost of legal fees accrued by the district due to individuals suing the district.
- D. Motion to **approve the payment of the bills** made by RIORDAN, seconded by UHAN. Motion passed unanimously.

VI. **ADMINISTRATION:**

- A. Motion to **approve the draft of the RRPS Bus/Bell Times for 2024-2025** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously.
- B. Discussion was had whether Rock Ridge Public Schools should remain a member school of the Northland Learning Center. Dr. Schmidt provided some input gathered from Rock Ridge Special Education teachers regarding their opinion of the quality of services the school receives from the NLC. The board wanted further discussion and input on this decision. A working session was scheduled for Wednesday, April 17 at 4:00 P.M.
- C. Motion to **approve Scenario #2 for Budget 2024-2025** made by RIORDAN, seconded by LAUTIGAR.
  1. Following discussion, motion to **table the approval of Scenario #1 or Scenario #2 for Budget 2024-2025** made by SORCAN, seconded by CULBERT-DAHL. Motion failed 2-4 with RIORDAN, LAUTIGAR, UHAN, and ADDY voting NO.
  2. A vote was taken on the original motion. Motion passed 4-2 with CULBERT-DAHL and SORCAN voting NO.
- D. Motion to **take no action on the Resolution Proposing Placement of Benjamin Norman A Continuing Contract/Tenured Teacher on Unrequested Leave of Absence to the Extent of 1.0 FTE** made by RIORDAN, seconded by ADDY. Motion passed unanimously.
- E. Motion to **take no action on the Resolution Proposing Placement of Abigail Warner A Continuing Contract/Tenured Teacher on Unrequested Leave of Absence to the Extent of 0.1 FTE** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.

VII. **MEETING ANNOUNCEMENTS** were made.

VIII. **ADJOURNMENT:** Meeting adjourned at 7:11 P.M.

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CHAIR – BILL ADDY

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CLERK – BRANDI LAUTIGAR



REC'D APR 12 2024

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April 3, 2024

**Sent by U.S. Mail**

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

RE: Dissolution of Mesabi Family Young Men’s Christian Association, Inc.

To Whom it May Concern,

Mesabi Family Young Men’s Christian Association, Inc. (hereinafter “Mesabi Family YMCA”) was dissolved on April 2, 2024. Rock Ridge Public Schools – ISD #2909 has been selected to be a beneficiary of the dissolution of Mesabi Family YMCA. The enclosed check in the amount of \$23,715.83 is restricted for the before and after school programs.

Please contact me with any questions or concerns.

Yours Very Truly,

A handwritten signature in black ink that reads 'J. Urban'.

**Jennifer L. Urban**  
Owner and Attorney for Nonprofits

JLU/mm  
Encl.



**On-Site Solar for ISD 2909  
Rock Ridge School District  
2024 Solar for Schools Grants  
4/18/2024**



## Sample List of Our School Customers

Athlos Leadership Academy  
Aurora Charter School  
Blake Schools  
Bloomington Public Schools  
Brooklyn Center Public Schools  
Byron Schools  
Burnsville Schools  
Central Public Schools  
Children's Discovery Child Care & Learning Centers  
Cleveland Public Schools  
Columbia Heights Schools  
Cristo Rey Jesuit High School  
Eden Prairie Schools  
Floodwood School District  
Fridley School District  
Hinckley Finlayson District  
Kimball Schools  
La Crescent Hokah Schools

Lakeview Public Schools  
Lakeville Public Schools  
Many Rivers Montessori  
Maple Lake Schools  
Minneapolis Public Schools  
Noble Academy  
New Millennium Academy Charter School  
Orono Public Schools  
Osseo Public Schools  
Partnership Academy  
Richfield Public Schools  
Roseville Public Schools  
Seven Hills Preparatory Academy  
Summit Academy OIC  
Tracy Area Public Schools  
Urban Ventures Leadership Academy  
White Bear Lake Schools

## **Additional Savings by adding the Solar for Schools Grant Program!!!**

(new as of 2024)

- **Minnesota Power**
  - Limited Funding; First Come First Served
  - A total of \$500,000 is available for the District under this Program based on its 60% ANTC/APU value.

**Laurentian Elementary  
School**

348.8 kWDC

Sized to maximize the Solar for  
Schools grant



## Annual Energy Expense Savings Summary

### Minnesota Power with SFS Grant

Year	Customer's Utility Savings and Rent Income		
	Utility Bill Savings	Rent Revenue	Total Annual Customer Revenue
Year 1	\$ 41,307	\$ 100	\$ 41,407
Year 2	\$ 41,898	\$ 100	\$ 41,998
Year 3	\$ 43,169	\$ 100	\$ 43,269
Year 4	\$ 44,479	\$ 100	\$ 44,579
Year 5	\$ 45,828	\$ 100	\$ 45,928

Year 19	\$ 69,643	\$ 100	\$ 69,743
Year 20	\$ 71,756	\$ 100	\$ 71,856
Year 21	\$ 73,933	\$ -	\$ 73,933

Year 29	\$ 93,905	\$ -	\$ 93,905
Year 30	\$ 96,754	\$ -	\$ 96,754
Year 31	\$ 99,690	\$ -	\$ 99,690

Year 38	\$ 122,892	\$ -	\$ 122,892
Year 39	\$ 126,621	\$ -	\$ 126,621
Year 40	\$ 130,463	\$ -	\$ 130,463
<b>TOTAL</b>	<b>\$ 3,090,646</b>	<b>\$ 2,000</b>	<b>\$ 3,092,646</b>

Customer's Expenses		
Energy Payment to Ideal (subject to sales tax)	Insurance, Maintenance Expense & Utility Fees	Total Annual Expenses
\$ (11,761)	\$ (800)	\$ (12,561)
\$ (11,929)	\$ (816)	\$ (12,745)
\$ (12,291)	\$ (832)	\$ (13,124)
\$ (12,664)	\$ (849)	\$ (13,513)
\$ (13,049)	\$ (866)	\$ (13,914)

\$ (19,829)	\$ (1,143)	\$ (20,972)
\$ (20,431)	\$ (1,165)	\$ (21,596)
\$ -	\$ (6,740)	\$ (6,740)

\$ -	\$ (8,703)	\$ (8,703)
\$ -	\$ (8,987)	\$ (8,987)
\$ -	\$ (9,280)	\$ (9,280)

\$ -	\$ (11,627)	\$ (11,627)
\$ -	\$ (12,009)	\$ (12,009)
\$ -	\$ (12,404)	\$ (12,404)
<b>\$ (312,376)</b>	<b>\$ (285,313)</b>	<b>\$ (597,689)</b>

Annual Savings	
Total Annual Energy Expense Savings	Total Cumulative Annual Energy Expense Savings
\$ 28,846	\$ 28,846
\$ 29,252	\$ 58,098
\$ 30,145	\$ 88,243
\$ 31,065	\$ 119,309
\$ 32,014	\$ 151,323

\$ 48,771	\$ 700,350
\$ 50,260	\$ 750,609
\$ 67,193	\$ 817,802

\$ 85,202	\$ 1,408,382
\$ 87,768	\$ 1,496,150
\$ 90,410	\$ 1,586,560

\$ 111,265	\$ 2,262,287
\$ 114,611	\$ 2,376,898
\$ 118,058	\$ 2,494,957
<b>\$ 2,494,957</b>	

**Cumulative energy expense savings of...**  
 ~\$750,609 during years 1-20 [lease term]  
 ~\$1,496,150 during years 1-30 [panel warranty]  
 ~\$2,494,957 during years 1-40 [system life]

# Applying for a Solar for Schools Grant

- Ideal will apply for the Grant on behalf of the District
- Readiness Applications are open until February 7th, 2024
- Full Grant Applications until June 7th, 2024
- The SFS Requirements for Schools that participate in the SFS Program
  - An education curriculum
  - Live solar energy monitoring in available in a public place

**Note:** iDEAL currently provides an education curriculum & free web based solar array monitoring to all its School Customers

# Ideal's Solar Program

1. District owns the arrays day 1 and at all times
2. No upfront cost
3. Ideal monetizes the Tax Credit for the District and applies it to help pay for the installation cost
4. The District's only financial obligation is to pay Ideal Energies for a 20 year term during which the School will realize significant electric expense savings
5. Free energy after year 20
6. iDEAL Energies monitors, operates and maintains the solar arrays for the District during 20 year term

# Ideal's Solar Curriculum for Students

iDEAL provides all its school customers a science-based Solar Energy Education Curriculum that engages students in the real work of STEM professionals to help develop their understanding of solar energy, STEM careers, teamwork, design, and real-world issues for years.

iDEAL's Education Curriculum is aligned with future Minnesota State Standards, Next Generation Science Standards, and 21st Century Learning Frameworks.

## **GOOD NEWS!**

iDEAL's education team is ready to assist your District with implementing the Curriculum!

Current Power <b>85.79 kW</b>	Energy today <b>976.98 kWh</b>	Energy this month <b>37.86 MWh</b>	Lifetime energy <b>155.67 MWh</b>
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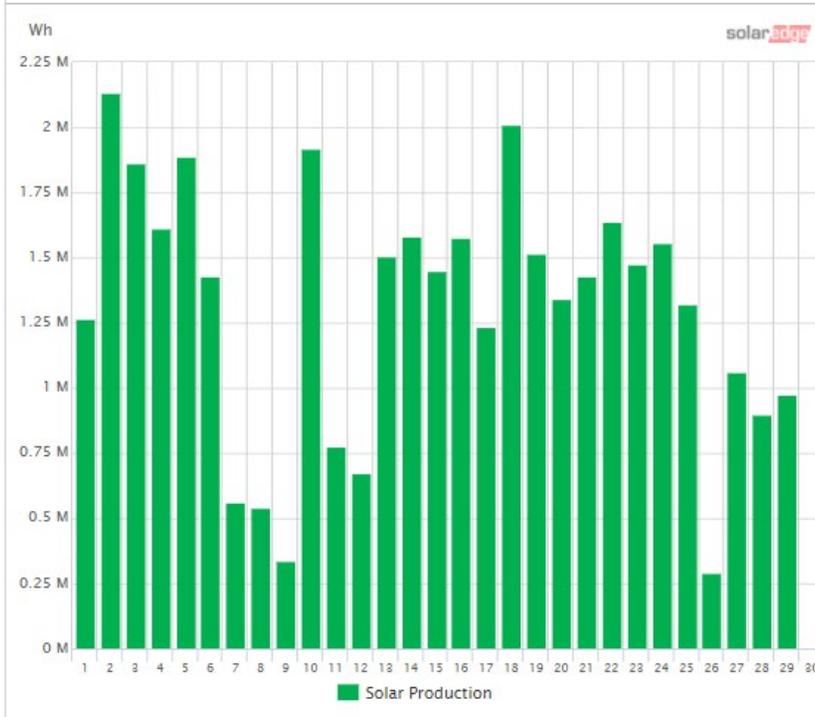
**Power and Energy**

Day Week **Month** Billing Cycle Year

09/01/2020 - 09/30/2020

System Production: **37.86 MWh**

Site Status	
ID	1576743
Name	
Address	
Installed	04/13/2020
Last Updated	09/29/2020 15:54
Peak Power	300 kWp



Cloudy  
60 °F  
Feels like 60 °F  
Wind SSE, 7 MPH  
Humidity 60 %  
Sunrise at 07:10  
Sunset at 18:57

Tuesday  61 - 48 °F Mostly Cloudy	Wednesday  57 - 45 °F 30% Chance of Rain	Thursday  48 - 36 °F Mostly Cloudy
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**Environmental Benefits**

CO2 Emission Saved  
**241,041.77 lb**

Equivalent Trees Planted  
**1,821.29**

Monitor your solar array's performance and demonstrate your District's sustainability goals with web-based monitoring tools.

Utilize each school's real time web-based monitoring in the classroom as part of its solar curriculum.

## GOOD NEWS!

Our monitoring solution already meets the requirements of the Solar for Schools program.

# Next Steps...

## Approval to Proceed

### Select School Locations for installing Solar to maximize the Grant

- Ideal will provide an updated presentation specifying savings for the District based on schools selected and the total amount of solar installed

## Apply for the Grant

- Complete preliminary electrical and structural engineering for the solar arrays
- Apply for Grant

## Solar Array Interconnection Approval

- Complete electrical and structural engineering for the solar arrays
- Apply for and receive interconnection approval from Minnesota Power

## Solar Array Construction and Startup

- Construct and energize the solar arrays in fall, 2024
- Ideal maintains equipment in its inventory for the projects for 2024 start-up

**GET IN  
TOUCH!**

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**iDEALenergies.COM**



Supplemental information documenting assumptions in this presentation are available upon request

*Make Money. Save the Planet.™*

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

**Philosophy:**

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

**Resources:**

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

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Teachers/Students develop a level of understanding about Costa’s level of thinking. Teachers incorporate Costa’s House and use higher level thinking skills in daily activities, lessons, and assessments. [Alicia, principals] And who trains in new teachers?</p> <p>Lesson mainly includes activities and assessments that focus on basic gathering and recall (level 1) of information or the processing of information (level 2).</p> <p>Students have opportunities to engage and ask questions to increase student-driven inquiry and demonstrate comprehension of content. (Avid Strategies and Visible Learning) [Alicia and the principals]</p> <p>The lesson includes activities and questions at a range of levels, but not all students are required to engage and respond.</p> <p>Students are introduced to the concepts of 21st Century skills to further extend their knowledge in a subject, with concepts including: [Alicia and principals]</p> <ul style="list-style-type: none"> <li>● Creativity &amp; Innovation</li> <li>● Critical Thinking &amp; Problem Solving</li> </ul>	<p>Students make thinking visible by fully explaining and justifying their thinking at all levels. Including questions that require analysis, synthesis, and evaluation of information. During the lesson students generate questions about content that demonstrate rigorous independent thinking.</p> <p>The lesson uses open-ended questioning that supports students in moving to higher levels of thinking, leading to student-driven inquiry; where all students are engaged in the learning.</p> <p>Teacher’s use the backwards design process to determine desired results, determine acceptable evidence, and plan learning experiences and instruction.</p> <p>At least 50% of the unit planning should be around formative assessment of the essential learning/desired result.</p> <p><u>Richard DuFour’s PLC Focus Questions:</u></p> <ul style="list-style-type: none"> <li>● What do we want all students to know and be able to do?</li> <li>● How will we know if they learn it?</li> <li>● How will we respond when some students do</li> </ul>	<p>Teachers and students alike welcome higher levels of thinking. The process evolves to something more. Using the strategies (i.e., tutorials, collaborative study groups, class discussions, socratic seminars, philosophical chairs, and problem solving activities) that allow high levels of academic discussion; extending and modifying them to increase student-driven inquiry and ask thought-provoking questions.</p> <p>Students think critically and actively develop and engage in rigorous activities, questions, discussions, and assessments to challenge the thinking of their peers and deepen their understanding</p> <p>Backwards lesson design is intended to inspire all students to engage in high-levels of inquiry to probe the meaning of texts, solve problems, and/or design investigations.</p>	<p>Lessons are developed and assessed with student voice and choice as a dominant factor in lesson design.</p> <p>Lesson includes activities and assessments that ensure a minimum of 1/3 at the gathering, 1/3 at the processing, and 1/3 at the applying levels of thinking.</p> <p>All classroom discussions primarily occur in the top 1/3 (applying) of Costa’s house.</p> <p>Students are introduced to the concepts of 21st Century skills to further extend their knowledge in a subject, with concepts including:</p> <ul style="list-style-type: none"> <li>● Creativity &amp; Innovation</li> <li>● Critical Thinking &amp; Problem Solving</li> <li>● Communication Locally &amp; Globally</li> <li>● Collaboration</li> <li>● Global Competence</li> <li>● Citizenship</li> <li>● Character</li> <li>● Entrepreneurship</li> </ul>

<ul style="list-style-type: none"> <li>• Communication Locally &amp; Globally</li> <li>• Collaboration</li> <li>• Global Competence</li> <li>• Citizenship</li> <li>• Character</li> <li>• Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>not learn?</li> <li>• How will we extend the learning for students who are already proficient?</li> </ul>		
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**Lagging Indicator**

Lesson plans, assessments, curriculum maps, classroom walkthroughs, and observations exist which support a learning culture of high expectations and high levels of inquiry. [WICOR Walkthrough form](#), [Common Assessments](#)

**Leading Indicator**

Teachers PLCs are built around improving instruction and ensuring strategies and discussions are around supporting the needs of ALL students. [PLCs—around data](#), [WICOR Walkthroughs](#), [Portrait of a 6th grader \(FIERCE\)](#)

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

**Resources:**

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

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

**Lagging Indicator**

80% or more students meet the lesson objectives during whole group instruction. [Common Assessment data will give us this information.](#)

Students facilitate whole group instruction. [Math leaders \(k-6\)](#)

Students understand the importance of their notes and how they help them to be more successful. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 52.8% of students understand the importance of their notes and how to use them.](#)

**Leading Indicator**

Students are using collaboration, critical thinking and are more engaged in their learning. [Collaboration & Critical thinking are being used. Data from a Spring 2024 teacher survey \(36 participants\) stated that 41.7% use them daily, 16.7% include them in every lesson, and 38.9% use weekly.](#)

Classrooms shift to a more student-led environment. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 25% of students lead learning on a daily basis.](#)

All students are using Focused notes. [Data from a Spring 2024 teacher survey \(36 participants\) stated 69.4% of students use some steps of the Focused Note Taking process.](#)

### 3. Small Group Instruction/Flex Groupings

**Resources:**

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

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Based on learner needs and ongoing formative assessment, the teacher uses a coaching workshop (small group reteaching) after hosting a whole group (direct instruction).</p> <ul style="list-style-type: none"> <li>Coaching Workshop: Small group (2-10) instruction based on learner needs (reteaching, Q&amp;A, absences, etc)</li> <li>Learner-Led Workshop: Small group (2-10) learner facilitated workshops that reteaches and provides additional practice.</li> </ul> <p>Teachers facilitate small group instruction. <b>[Alicia and principals]</b></p>	<p>Teacher-Learner Conference:</p> <ul style="list-style-type: none"> <li>One-on-one conference between teacher and learner which is designed to allow students to articulate their needs, co-design their learning and assessment, and integrate needed support from teachers, peers, or other resources. This is often used as an informal, formative assessment to guide the teacher when planning future instruction.</li> </ul> <p><b>(At the K-6 level)</b></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>articulate their needs, strengths, and interests</li> <li>partner in setting their learning goals <b>(K-6)</b></li> <li>partner in shaping their learning pathways and experiences</li> <li>assess, monitor, and reflect on their progress</li> <li>advocate for needed support from teachers, peers, technology, and other resources</li> </ul> <p>The teacher moves to learner agency (student voice) by allowing students to lead instruction.</p> <p>The teacher is providing purposeful, formative assessments to guide instruction and is giving learners timely feedback to encourage growth and learner agency.</p>	<p>Utilizing 21st Century Skills, students have the proficiency to use personal autonomy to further extend their knowledge in a subject, with concepts including those listed in the systems indicator.</p> <p>Students facilitate small group instruction.</p>

**Lagging Indicator**

Classroom instruction is student centered built around students' needs/voice and choice. **Data from a Spring 2024 teacher survey (36 participants) stated that 38.9% of students have a voice and choice in their learning on a daily basis.** Teachers provide purposeful feedback **Data from a Spring 2024 teacher survey (36 participants) stated that 72.2% of teachers provide feedback on a daily basis.**

**Leading Indicator**

Students are able to facilitate learning to and with their peers. Students use purposeful feedback. **Data from a Spring 2024 teacher survey (36 participants) stated that 72.2% of teachers provide feedback on a daily basis and gave multiple examples of how students use it purposefully.**

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

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

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

**Resources:**

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

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Based on learner needs and formative assessment, the teacher uses flexible learning spaces after hosting a whole group or coaching workshop. Students work in personal or group flex, across grade levels, on interdisciplinary projects or activities.</p> <p>Uses unique spaces such as stations in a classroom, small group or large group meeting rooms. These are the spaces where kids go work in small groups [flex spaces]</p> <p>Students are responsible, respectful, and are able to work in any group setting. [Alicia and principals]</p>	<p>Students self-select which flex design best meets their needs.</p> <p>Teachers organize students intentionally and fluidly for different learning experiences over a relatively short time frame (e.g., two weeks). Groupings are well-matched to task purpose and fueled by classroom assessment results and other student characteristics. Classroom norms are designed by the learners with the teacher as the facilitator.</p>	<p>In partnership with the teacher, students take ownership and have agency in making sound educational decisions based on their personal learning goals.</p> <p>Students and teachers choose appropriate learning spaces.</p>	<p>Learner agency has been established and students regularly use higher levels of inquiry to achieve educational goals and learning spaces.</p> <p>Students select learning spaces to reflect the task or activity at hand and effectively use these spaces.</p>

**Lagging Indicator**

Teachers are trained in learning goals. Principals met with teachers and created goals, K-6 students also set learning goals, My Future 7th & 8th graders set learning goals  
 Classroom data is analyzed and used by teachers to create appropriate groupings. Star/classroom data is used to create groups in K-6

**Leading Indicator**

All students set personal learning goals and strive to achieve them. 60% of K-8 students do this.  
 Students develop agency and hold themselves to high standards. Data from a Spring 2024 teacher survey (36 participants) stated that 36.1% of students set personal goals and work towards achieving them.  
 Student flex spaces are being used effectively. Observed through walkthroughs and observations

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

### Resources:

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

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

### Lagging Indicator

Classroom Norms and expectations are established. [Each teacher does this at the start of the year, included in the syllabus at the 7-12 level](#)  
 Increased community and school connections are made. [PBL, School to work, Career Fairs, Field trips, externships](#)  
 Decrease the number of bullying and discipline referrals. [More data needed—not enough time yet](#)

### Leading Indicator

Students' academics increase. [More data needed—not enough time yet](#)  
 Our School culture attracts parents, guest speakers, and community members to support our schools and students. [More data needed—not enough time yet](#)  
 Our school culture shows that we believe “All students are capable of Success!” [More data needed—not enough time yet. Data from a Spring 2024 teacher survey \(36 participants\) stated that 100% of teachers believe this.](#)

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

**Resources:**

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

**Philosophy:**

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

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

	learning outcomes, acknowledging students' differences in the planning phases of an assessment	<ul style="list-style-type: none"> <li>The original work must accompany the new work hence a revised way to show mastery--make the student come up with the solution to advocate for creativity and critical thinking</li> </ul>	
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**Lagging Indicator**

The Rock Ridge Grade scale is consistent and is a true reflection on their learning and mastery of the standards. [Yes with K-6 we moved to SBG SY 2023-24](#)

**Leading Indicator**

Students have retake and redo opportunities to demonstrate their learning. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 77.8 % allow retake opportunities.](#) Formative assessments exist in all classes and are used daily. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 69.4% do this daily.](#) Feedback and assessments are primarily student driven. [Through Rubrics and PBL—approximately 25% of teachers](#)

## 2. Feedback and Grading for Learning (Formative)

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

		learning. This will require a new perspective on what has always been taught.	
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**Lagging Indicator**

Clear evidence that formative assessments guide instruction not grades. **K-6--these are used for instruction, now that we have shifted to standards based.**  
 Curriculum maps show evidence of Power Standards being the focus. **These are in place for K-6, 7-12 identified Power Standards**

**Leading Indicator**

Teachers provide effective feedback and use formative assessment data to improve and guide instructions. **Data from a Spring 2024 teacher survey (36 participants) stated that 69.4% do this daily.**  
 Deep learning is taking place and students are using higher level thinking skills daily (Costa house). **Data from a Spring 2024 teacher survey (36 participants) stated that 22.2% do this daily, 58.3% do this weekly, 11.1 monthly, and 8.3% a few times a year.**

### 3. System Design

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

#### Lagging Indicator

Grading is consistent across the district: common grade scale and Common Formative assessments and rubrics are in place. K-6 has Common Assessments/some rubrics are used Teachers allow redo/retake opportunities at full credit. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 77.8 % allow retake opportunities.](#)

11/28/2022

**Leading Indicator**

Students and teachers are able to provide constructive feedback following an assessment rubric (teacher, self, and peer feedback)

Students are not punished for late learning attempts (Example: Can only get a C on a retake)

**4. Rigorous Levels of Assessments**

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

**Lagging Indicator**

Teachers develop meaningful, level three assessments to challenge all learners. K-6 Math assessments do this. Data from a Spring 2024 teacher survey (36 participants) stated that 63.9% of assessments included level 3 questions

**Leading Indicator**

Learners are prepared for these rigorous assessments and overall grades increase. More data needed—not enough time yet.

**1. Challenging Problem**

**Philosophy:**

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

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

**Resources:**

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

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

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

**Lagging Indicator**

Teachers use their PBL training knowledge to help learners think deeply and come up with innovative ideas and problems to solve. 100%--all teachers created and taught two PBL lessons during the 2024-25 SY.

**Leading Indicator**

Learners are creative and come up with current, local, or global issues to centralize their projects around. Data from a Spring 2024 teacher survey (36 participants) stated that 66.7% of students were able to do this.

**2. Sustained Inquiry**

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

**Lagging Indicator**

Teachers have high expectations of their learners and require them to use high levels of inquiry in classroom discussions, collaboration activities, and projects. Data from a Spring 2024 teacher survey (36 participants) stated that 91.7% of students did this.

**Leading Indicator**

Learners engage in high level academic discussions, debates, and collaborative groups regarding their projects. Data from a Spring 2024 teacher survey (36 participants) stated that 91.7% of students did this.

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

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

**Lagging Indicator**

Teachers prepare learners to think critically and create projects that help solve real world problems. [Through the PBL projects.](#)

**Leading Indicator**

Learners create high level and meaningful projects that make a positive impact. [Through the PBL projects.](#)

#### 4. Student Voice and Choice

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

#### Lagging Indicator

Teachers provide opportunities for learners to make decisions based on their learning style and interests. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 50% of teachers said this was true.](#)

#### Leading Indicator

Learners are engaged and take pride in their work. [Hard to get data on this—possibly a student survey at the end of the year.](#)

**5. Reflection**

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

**Lagging Indicator**

Teachers provide opportunities for learners to reflect during and after they complete a project. Data from a Spring 2024 teacher survey (36 participants) stated that 86.1% of students have time for this.

**Leading Indicator**

Learners engage in ongoing reflection on their learning. Data from a Spring 2024 teacher survey (36 participants) stated that 86.1% of students have time for this.

## 6. Critique and Revision

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

### Lagging Indicator

Teachers provide opportunities for students to give and receive feedback. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 86.1% of students have time for this.](#)

### Leading Indicator

Learners take constructive feedback to improve their work. [Through the PBL projects.](#)

## 7. Public Product

EXPLORING	EMERGING <i>1</i>	SUSTAINING	EXTENDING
<p>Learners do not make their work public by presenting it to an audience, including the classroom, or offering it to people beyond the classroom. [principals, Alicia, Willie]</p> <p>Change wording—PBL</p>	<p>Learners' work is made public only to classmates and the teacher.</p> <p>Learners present products, but are not asked to explain how they worked and what they learned.</p>	<p>Learners' work is made public by presenting, displaying, or offering it to people beyond the classroom.</p>	<p>Learners make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.</p> <p>Learners are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</p>

### Lagging Indicator

Learners explain and present their projects to others beyond the classroom. [Through the PBL projects. Data from a Spring 2024 teacher survey \(36 participants\) stated that 75% of students did this.](#)

### Leading Indicator

Learner PBL projects are used to help solve real world problems within our schools and community. [Data from a Spring 2024 teacher survey \(36 participants\) stated that 66.7% did this as a class.](#)

<b>% of Residents attending Resident District</b>												<b>10 Year 2014-2023 Average</b>	<b>5 Year 2019-2023 Average</b>
<b>Dist #</b>	<b>District Name</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>		
1	Aitkin	92.2%	92.3%	91.9%	91.7%	91.1%	90.3%	90.1%	90.4%	89.0%	89.5%	90.9%	89.8%
2	Hill City	86.4%	87.4%	82.9%	83.9%	84.0%	80.1%	78.0%	78.3%	79.2%	77.0%	81.7%	78.5%
4	McGregor	76.7%	81.4%	80.1%	81.7%	83.0%	81.9%	81.1%	75.9%	83.9%	85.3%	81.1%	81.6%
91	Barnum	89.0%	88.5%	86.9%	84.2%	84.4%	84.2%	86.3%	84.8%	82.9%	83.0%	85.4%	84.2%
93	Carlton	51.9%	53.1%	50.5%	45.8%	45.4%	41.1%	40.4%	39.2%	37.9%	35.8%	44.1%	38.9%
94	Cloquet	83.2%	82.7%	82.1%	81.8%	81.8%	82.0%	82.2%	82.6%	82.5%	83.7%	82.4%	82.6%
95	Cromwell-Wright	87.3%	89.1%	89.8%	88.6%	85.6%	88.2%	90.0%	86.1%	88.6%	89.5%	88.3%	88.5%
97	Moose Lake	77.1%	75.7%	76.2%	76.1%	76.1%	74.4%	74.1%	70.7%	69.5%	69.5%	73.9%	71.7%
99	Esko	92.8%	93.0%	92.2%	92.1%	92.4%	92.0%	91.1%	89.7%	88.5%	90.0%	91.4%	90.3%
100	Wrenshall	67.6%	69.7%	68.7%	66.9%	69.5%	69.9%	66.3%	64.8%	62.4%	63.0%	66.9%	65.3%
118	Northland	69.2%	69.8%	69.0%	69.4%	71.1%	72.4%	70.9%	70.5%	71.7%	71.8%	70.6%	71.5%
166	Cook County	75.0%	77.8%	77.4%	75.2%	76.3%	75.4%	73.9%	66.3%	68.2%	68.3%	73.4%	70.4%
316	Greenway	62.7%	60.7%	59.1%	58.5%	56.3%	57.8%	57.6%	56.7%	57.5%	55.4%	58.2%	57.0%
317	Deer River	86.4%	86.7%	85.8%	86.3%	86.5%	86.1%	85.2%	85.0%	84.5%	85.9%	85.8%	85.3%
319	Nashwauk-Keewatin	76.4%	74.1%	74.6%	74.4%	74.1%	72.8%	72.1%	71.9%	71.1%	69.6%	73.1%	71.5%
362	Littlefork-Big Falls	93.7%	93.3%	91.0%	89.7%	92.0%	89.9%	88.4%	87.0%	87.0%	86.5%	89.8%	87.8%
381	Lake Superior	75.6%	76.2%	76.2%	75.9%	77.3%	78.0%	78.3%	78.1%	76.7%	77.8%	77.0%	77.8%
577	Willow River	69.3%	68.8%	66.4%	66.0%	62.9%	62.2%	63.6%	61.5%	60.9%	60.4%	64.2%	61.7%
695	Chisholm	75.4%	75.0%	73.5%	70.4%	69.1%	70.2%	71.1%	70.8%	71.5%	71.8%	71.9%	71.1%
696	Ely	94.5%	94.7%	95.1%	93.8%	93.8%	92.4%	92.5%	91.6%	90.0%	91.0%	92.9%	91.5%
698	Floodwood	91.1%	91.9%	91.7%	90.0%	88.5%	84.8%	83.2%	81.7%	74.5%	81.0%	85.8%	81.0%
700	Hermantown	91.3%	92.2%	92.3%	91.8%	91.3%	91.8%	91.8%	91.3%	91.5%	92.7%	91.8%	91.8%
701	Hibbing	88.4%	87.7%	86.8%	84.7%	84.9%	83.9%	81.8%	81.1%	80.6%	80.7%	84.1%	81.6%
704	Proctor	78.8%	78.5%	77.8%	78.0%	77.5%	77.4%	77.3%	77.9%	78.1%	78.2%	77.9%	77.8%
706	Virginia	82.7%	81.5%	80.5%	79.9%	80.1%	78.5%	77.5%				80.1%	78.0%
707	Nett Lake	60.3%	67.1%	65.8%	48.6%	44.3%	46.3%	47.9%	46.1%	37.2%	47.2%	51.1%	44.9%
712	Mountain Iron-Buhl	53.7%	54.2%	52.4%	51.0%	51.1%	51.5%	53.7%	53.5%	53.9%	55.6%	53.1%	53.6%
2142	St. Louis County	71.1%	71.3%	71.1%	71.6%	71.1%	71.8%	72.3%	70.5%	71.9%	71.4%	71.4%	71.6%
2154	Eveleth-Gilbert	74.7%	73.0%	71.5%	67.3%	65.3%	63.1%	58.7%				67.7%	60.9%
2580	East Central	69.6%	69.8%	66.9%	65.7%	66.3%	66.6%	65.1%	65.2%	63.2%	63.8%	66.2%	64.8%
2711	Mesabi East	83.3%	81.1%	80.9%	82.9%	84.5%	84.2%	82.6%	83.7%	83.6%	82.8%	83.0%	83.4%
2909	Rock Ridge								80.2%	80.0%	78.0%	79.4%	79.4%
Regional Total		79.3%	79.2%	78.4%	77.7%	77.5%	77.2%	76.7%	76.9%	76.7%	76.8%	76.1%	74.6%
Regional % Change			-0.2%	-0.9%	-1.0%	-0.2%	-0.4%	-0.7%	0.3%	-0.2%	0.2%	-4.1%	







Grade	9/5/23	10/1/23	10/31	11/30/23	12/31/23	1/31/24	2/29/24	3/31/24	4/30/24	5/31/24	End of year submission
3s											
4s											
VPK											
HK											
K											
1											
2											
3											
4											
5											
6											
7	196	193	195	196	196	197	195	195			
8	180	181	179	178	178	177	177	180			
9	170	168	165	164	165	160	162	162			
10	222	221	221	217	218	215	213	213			
11	173	174	175	174	172	166	165	165			Includes PSEO student
12	183	178	175	175	173	165	164	160			Includes PSEO students
PSEO	<b>Full-Time PSEO:</b>	39 (S1 9/5/23-1/19/24)		PSEO Grade 11	Full Time	7(S1 9/5/23-1/19/24) 8 (S2 1/20/24-5/31/24)					
		41 (S2 1/20/24-5/31/24)			Part Time	16 (S1 9/5/23-1/19/24) 18 (S2 1/20/24-5/31/24)					
	<b>Part-Time PSEO:</b>	40 (S1 9/5/23-1/19/24)		PSEO Grade 12	Full Time	32 (S1 9/5/23-1/19/24) 33 (S2 1/20/24-5/31/24)					
		46 (S2 1/20/24-5/31/24)			Part Time	24 (S1 9/5/23-1/19/24) 28 (S2 1/20/24-5/31/24)					

As of 3/24/24		ADM	Pupil Unit
319	Nashwauk-Keew	1	1
695	Chisholm	15.23	15.41
696	Ely	1	1.2
701	Hibbing	10.87	11.52
712	MIB	178.83	192.92
2142	St. Louis County	148	159.6
2711	Mesabi East	76.33	83.82
Total - Open Enrolled IN		431.26	465.47

As of 3/24/24		ADM	Pupil Unit		
286	Brooklyn Center Community Schoo	3.51	4.21		
319	Nashwauk-Keewatin	2	2		
695	Chisholm	0	0		
696	Ely	0	0		
701	Hibbing	6.35	6.35		
712	MIB	193.26	206.05		
707	Nett Lake	1	1		
2142	St. Louis County	82.33	87.66		
2711	Mesabi East	54.04	56.83		
4082	Bluesky Charter	7.67	9.2		
4059	Crosslake Community Charter	1.04	1.25		
709	Duluth	3.57	3.88		
4166	ERATS	73.22	87.86		
4207	Vermillion Country School	3	3.6		
544	Fergus Falls iQ Academy	9.26	10.28		
294	Houston Public	11.4	12.97		
4017	Minnesota Transitions Charter	50.58	58.54	Minnesota Connections	
518	Worthington Public School	3.3	4.33	Virtual Instruction	
811	Wabasha Kellogg	1.66	1.9	Falcon View Connect	
Total - Open Enrolled OUT		503.68	553.7		

## Boundary Line Information

### Students living North of the Elementary Attendance Boundary Line (excluding Midway) attending Laurentian

<b>Grade Level</b>	<b>Number of Students</b>
Pre K-4	4
Kindergarten	6
Grade 1	3
Grade 2	1
Grade 3	4
Grade 4	5
Grade 5	6
Grade 6	1
<hr/> <hr/>	
Total	30

### Midway Students attending Laurentian

<b>Grade Level</b>	<b>Number of Students</b>
Pre K-4	2
Kindergarten	1
Grade 1	3
Grade 2	1
Grade 3	2
Grade 4	2
Grade 5	2
Grade 6	0
<hr/> <hr/>	
Total	13

**Students living South of the Elementary Attendance Boundary Line (Eveleth, Gilbert, Ely Lake Area & South) attending North Star**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 3	4
Grade 4	7
Grade 5	5
Grade 6	10
<hr/> <hr/>	
Total	26

**Students living South of the Elementary Attendance Boundary Line (Eveleth, Gilbert, Ely Lake Area & South) attending Parkview**

<b>Grade Level</b>	<b>Number of Students</b>
Pre-K 4	12
Kindergarten	10
Grade 1	9
Grade 2	8
<hr/> <hr/>	
Total	39

April 22, 2024

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>
14231	A-1 SERVICES INC	E 01 300 810 000 000 350	Pump Holding Tanks	\$347.00
14231	A-1 SERVICES INC	E 01 300 810 000 000 350	Rental	\$108.00
<b>14231 Total</b>				<b><u>\$455.00</u></b>
14232	AIKEY ELECTRIC LLC	E 01 300 810 000 000 350	Install receptacles-boiler area	\$1,314.08
14232	AIKEY ELECTRIC LLC	E 01 118 810 000 000 350	Demo Cables for new ductwork	\$6,829.75
14232	AIKEY ELECTRIC LLC	E 01 300 810 000 000 350	Air Handler Maint	\$390.00
<b>14232 Total</b>				<b><u>\$8,533.83</u></b>
14233	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	<a href="https://www.amazon.com/hz/wishlist/ls/2A455">https://www.amazon.com/hz/wishlist/ls/2A455</a>	\$39.23
14233	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	whiteboard magnets	\$9.99
14233	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	dry erase pocket sleeves	\$19.99
14233	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	pop up sticky notes	\$7.18
14233	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Happy Birthday pencils/bracelets	\$9.99
14233	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	pencil top erasers	\$7.85
14233	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	magnetic dots	\$11.98
<b>14233 Total</b>				<b><u>\$106.21</u></b>
14234	BHS SPEECH BOOSTERS	E 01 300 298 000 000 364	ENTRY	\$98.00
<b>14234 Total</b>				<b><u>\$98.00</u></b>
14235	CENTURY LINK	E 01 005 605 000 311 320	PHONE	\$104.97
14235	CENTURY LINK	E 01 005 605 000 311 320	PHONE	\$104.97
<b>14235 Total</b>				<b><u>\$209.94</u></b>
14236	CHERRY SPEECH DRAMA BOOSTERS	E 01 300 298 000 000 364	ENTRY	\$55.00
<b>14236 Total</b>				<b><u>\$55.00</u></b>
14237	CHRISTENSEN PARTS	E 03 005 760 000 720 420	Radiator Hose	\$31.99
14237	CHRISTENSEN PARTS	E 03 005 760 000 720 350	Battery	\$156.73
14237	CHRISTENSEN PARTS	E 03 005 760 000 720 420	radiator cap	\$5.42
<b>14237 Total</b>				<b><u>\$194.14</u></b>
14238	CULLIGAN WATER CONDITIONING	E 01 300 810 000 000 350	Rental	\$39.00
<b>14238 Total</b>				<b><u>\$39.00</u></b>
14239	EVELETH PUBLIC UTILITIES	E 01 300 810 000 000 331	UTILITIES	\$1,727.95
14239	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$1,645.00
14239	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$94.00
14239	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$705.00
14239	EVELETH PUBLIC UTILITIES	E 01 101 810 000 000 330	UTILITIES	\$650.75
14239	EVELETH PUBLIC UTILITIES	E 01 116 810 000 000 331	UTILITIES	\$416.00
14239	EVELETH PUBLIC UTILITIES	E 01 302 810 000 000 330	UTILITIES	\$81.20
14239	EVELETH PUBLIC UTILITIES	E 03 005 760 000 720 330	UTILITIES	\$153.40
14239	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$1,043.00
14239	EVELETH PUBLIC UTILITIES	E 01 302 810 000 000 330	UTILITIES	\$3,163.05
<b>14239 Total</b>				<b><u>\$9,679.35</u></b>
14240	FERGUSON ENTERPRISES LLC #1657	E 01 112 810 000 000 350	Poxy Epoxy	\$65.52
14240	FERGUSON ENTERPRISES LLC #1657	E 01 112 810 000 000 350	Gloves	\$6.43
14240	FERGUSON ENTERPRISES LLC #1657	E 01 112 810 000 000 350	Rep Kit	\$171.86
<b>14240 Total</b>				<b><u>\$243.81</u></b>

14241	GILBERT WATER & LIGHT DEPT	E	03	005	760	000	720	330	UTILITIES	\$1,251.27
<b>14241 Total</b>										<b><u>\$1,251.27</u></b>
14242	GMEN	E	06	005	870	000	000	311	Dumpster	\$1,275.30
<b>14242 Total</b>										<b><u>\$1,275.30</u></b>
14243	GOPHER SPORTS	E	01	005	105	004	000	401	Rainbow DuraHoop 36" Set of 12	\$89.95
14243	GOPHER SPORTS	E	01	005	105	004	000	401	Shipping	\$10.79
<b>14243 Total</b>										<b><u>\$100.74</u></b>
14244	GRAND RAPIDS NSDA SPEECH	E	01	300	298	000	000	364	ENTRY	\$91.00
<b>14244 Total</b>										<b><u>\$91.00</u></b>
14245	GRANDE ACE HARDWARE	E	01	112	810	000	000	410	Brush, Roller, Batteries	\$27.08
14245	GRANDE ACE HARDWARE	E	01	112	810	000	000	350	Bulbs	\$83.45
<b>14245 Total</b>										<b><u>\$110.53</u></b>
14246	GRITZMACHER JACK	E	01	300	298	000	000	305	JUDGE	\$100.00
14246	GRITZMACHER JACK	E	01	300	298	000	000	305	JUDGE	\$100.00
14246	GRITZMACHER JACK	E	01	300	298	000	000	305	JUDGE	\$100.00
14246	GRITZMACHER JACK	E	01	300	298	000	000	305	JUDGE	\$100.00
14246	GRITZMACHER JACK	E	01	300	298	000	000	305	JUDGE	\$100.00
<b>14246 Total</b>										<b><u>\$500.00</u></b>
14247	HENDERSON-KORPI NANCY	E	04	500	560	000	321	185	YOGA	\$111.00
<b>14247 Total</b>										<b><u>\$111.00</u></b>
14248	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Broom & Dust Pan	\$101.55
14248	HILLYARD / HUTCHINSON	E	01	101	810	000	000	410	Battery	\$193.20
14248	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Custodial Supplies	\$1,430.04
14248	HILLYARD / HUTCHINSON	E	01	101	810	000	000	410	Custodial Supplies	\$916.18
14248	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Custodial Supplies	\$908.73
14248	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Poly Brush	\$305.45
14248	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Vac Bags/ cloths	\$1,069.48
14248	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Vac Bags	\$522.60
14248	HILLYARD / HUTCHINSON	E	01	101	810	000	000	410	Battery Pack	\$302.80
<b>14248 Total</b>										<b><u>\$5,750.03</u></b>
14249	L & M SUPPLY INC	E	01	300	810	000	000	350	Snap Links	\$23.94
14249	L & M SUPPLY INC	E	01	300	810	000	000	350	Snap Link	\$23.92
14249	L & M SUPPLY INC	E	01	300	810	000	000	350	Snap Links	\$56.16
<b>14249 Total</b>										<b><u>\$104.02</u></b>
14250	LACOURSIERE BRIDGET	E	01	101	203	000	000	401	I LOVE TO READ SUPPLIES	\$102.83
<b>14250 Total</b>										<b><u>\$102.83</u></b>
14251	LARSON CATHERINE	E	01	300	298	000	000	305	JUDGE	\$100.00
<b>14251 Total</b>										<b><u>\$100.00</u></b>
14252	LIIMATTA JEREMY	E	01	300	298	000	000	305	JUDGE	\$100.00
<b>14252 Total</b>										<b><u>\$100.00</u></b>
14253	MADISON NATIONAL LIFE	B	01	215	003				LIFE	\$1,733.91
14253	MADISON NATIONAL LIFE	B	01	215	004				LTD	\$2,776.37
<b>14253 Total</b>										<b><u>\$4,510.28</u></b>
14254	METRO SALES INC	E	05	005	850	000	302	335	Copier 118611	\$60.00
14254	METRO SALES INC	E	05	005	850	000	302	335	Copier Maint	\$126.40
<b>14254 Total</b>										<b><u>\$186.40</u></b>
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Seal Kit	\$130.80
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Shipping	\$16.25
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Handle	\$86.00
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Shipping	\$16.25
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	RKR Button	\$22.70
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Hiback grey	\$85.20
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Shipping	\$16.25

14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Latch	\$36.10
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Silicone	\$18.05
14255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Shipping	\$16.25
<b>14255 Total</b>										<b><u>\$443.85</u></b>
14256	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$4,180.08
14256	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$1,296.02
14256	MINNESOTA POWER	E	01	116	810	000	000	331	UTILITIES	\$4,069.28
14256	MINNESOTA POWER	E	01	116	810	000	000	331	UTILITIES	\$36.12
14256	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$24.42
14256	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$3,794.22
14256	MINNESOTA POWER	E	01	302	810	000	000	330	UTILITIES	\$11.43
14256	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES	\$193.80
14256	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES	\$62.63
<b>14256 Total</b>										<b><u>\$13,668.00</u></b>
14257	MN DECA	E	01	300	298	000	000	364	STUDENT HOTEL/REG	\$3,340.00
14257	MN DECA	E	01	300	361	000	475	366	ADVISOR HOTEL/REG	\$1,830.00
<b>14257 Total</b>										<b><u>\$5,170.00</u></b>
14258	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	UTILITIES	\$409.80
<b>14258 Total</b>										<b><u>\$409.80</u></b>
14259	MUHICH MARK	E	01	300	298	000	000	305	JUDGE	\$100.00
14259	MUHICH MARK	E	01	300	298	000	000	305	JUDGE	\$100.00
<b>14259 Total</b>										<b><u>\$200.00</u></b>
14260	NESS JASON	E	01	300	298	000	000	305	JUDGE	\$100.00
14260	NESS JASON	E	01	300	298	000	000	305	JUDGE	\$100.00
<b>14260 Total</b>										<b><u>\$200.00</u></b>
14261	NORTHERN MN DENTAL INC	B	01	215	002				DENTAL	\$3,705.20
<b>14261 Total</b>										<b><u>\$3,705.20</u></b>
14262	NORTHLAND LAWN AND SPORT	E	03	005	760	000	720	350	Brush	\$410.06
<b>14262 Total</b>										<b><u>\$410.06</u></b>
14263	OLSON SCOTT	E	01	300	294	710	000	305	OFFICIAL	\$110.00
<b>14263 Total</b>										<b><u>\$110.00</u></b>
14264	PRINCETON HIGH SCHOOL	E	01	300	298	000	000	364	ENTRY	\$119.00
<b>14264 Total</b>										<b><u>\$119.00</u></b>
14265	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	Oil, Antifreeze, Filter	\$92.92
14265	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	Filters	\$88.56
<b>14265 Total</b>										<b><u>\$181.48</u></b>
14266	RANGE PAPER CORPORATION	E	01	101	203	000	000	401	Copy Paper	\$1,556.40
14266	RANGE PAPER CORPORATION	E	01	005	810	000	000	401	Can Linders	\$23.51
14266	RANGE PAPER CORPORATION	E	01	116	810	000	000	410	Custodial Supplies	\$61.90
<b>14266 Total</b>										<b><u>\$1,641.81</u></b>
14267	SCHINDLER ELEVATOR CORPORATION	E	01	300	810	000	000	350	Elevator Maint	\$1,674.60
<b>14267 Total</b>										<b><u>\$1,674.60</u></b>
14268	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Tires	\$1,344.92
<b>14268 Total</b>										<b><u>\$1,344.92</u></b>
14269	TEACHERS ON CALL	E	01	101	203	000	000	305	Subs	\$1,318.01
14269	TEACHERS ON CALL	E	01	116	203	000	000	305	Subs	\$1,545.25
14269	TEACHERS ON CALL	E	01	116	420	000	740	307	Subs	\$194.78
14269	TEACHERS ON CALL	E	01	112	203	000	000	305	Subs	\$730.42
14269	TEACHERS ON CALL	E	01	112	420	000	740	307	Subs	\$181.79
14269	TEACHERS ON CALL	E	01	300	211	000	000	305	Subs	\$2,902.21
14269	TEACHERS ON CALL	E	01	300	420	000	740	307	Subs	\$973.90
14269	TEACHERS ON CALL	E	01	101	203	000	000	305	Subs	\$834.30
14269	TEACHERS ON CALL	E	01	116	203	000	000	305	Subs	\$279.19

14269	TEACHERS ON CALL	E	01	112	420	000	740	307	Subs	\$181.79
14269	TEACHERS ON CALL	E	01	112	203	000	000	305	Subs	\$175.30
14269	TEACHERS ON CALL	E	01	300	640	000	000	303	Subs	\$389.56
14269	TEACHERS ON CALL	E	01	300	211	000	000	305	Subs	\$973.90
<b>14269 Total</b>										<b><u>\$10,680.40</u></b>
14270	THE RETROFIT COMPANIES	E	06	005	870	000	000	311	Demo Recycling	\$30,647.54
<b>14270 Total</b>										<b><u>\$30,647.54</u></b>
14271	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	Hand Towel	\$838.50
14271	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	Can Liners	\$376.00
<b>14271 Total</b>										<b><u>\$1,214.50</u></b>
14272	UTILITY SYSTEMS OF AMERICA	E	01	300	810	000	000	350	Oct Snow/Sand	\$1,080.00
<b>14272 Total</b>										<b><u>\$1,080.00</u></b>
14273	WHA FINE ARTS	E	01	300	298	000	000	364	ENTRY	\$175.00
<b>14273 Total</b>										<b><u>\$175.00</u></b>
14274	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$5,463.05
<b>14274 Total</b>										<b><u>\$5,463.05</u></b>
14275	EVELETH PUBLIC UTILITIES	E	01	118	810	000	000	333		\$28.00
14275	EVELETH PUBLIC UTILITIES	E	01	118	810	000	000	332		\$74.25
14275	EVELETH PUBLIC UTILITIES	E	01	118	810	000	000	334		\$110.87
<b>14275 Total</b>										<b><u>\$213.12</u></b>
14276	ISD #318	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$275.00
<b>14276 Total</b>										<b><u>\$275.00</u></b>
14277	NEXTERA COMMUNICATIONS	E	01	005	606	000	000	320		\$135.12
14277	NEXTERA COMMUNICATIONS	E	01	005	020	000	000	320		\$36.03
14277	NEXTERA COMMUNICATIONS	E	01	117	810	000	000	320		\$36.03
14277	NEXTERA COMMUNICATIONS	E	01	112	203	000	000	320		\$36.03
14277	NEXTERA COMMUNICATIONS	E	01	005	810	000	000	320		\$405.37
14277	NEXTERA COMMUNICATIONS	E	04	500	505	000	321	320		\$36.03
14277	NEXTERA COMMUNICATIONS	E	03	005	760	000	720	320		\$72.06
14277	NEXTERA COMMUNICATIONS	E	02	005	770	000	701	320		\$36.03
14277	NEXTERA COMMUNICATIONS	E	01	302	810	000	000	320		\$36.03
14277	NEXTERA COMMUNICATIONS	E	01	300	211	000	000	320		\$72.06
<b>14277 Total</b>										<b><u>\$900.79</u></b>
14278	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$603.29
14278	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$332.28
<b>14278 Total</b>										<b><u>\$935.57</u></b>
14279	EMC INSURANCE COMPANIES	E	03	005	760	000	720	340		\$4,069.44
14279	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$1,171.76
14279	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$31,037.79
<b>14279 Total</b>										<b><u>\$36,278.99</u></b>
14280	ISD #318	E	01	300	296	716	000	364	Entry Fees/Student Travel	\$200.00
<b>14280 Total</b>										<b><u>\$200.00</u></b>
14281	MINER'S INC	E	01	300	250	000	000	430	Instruct Supplies	\$101.96
14281	MINER'S INC	E	01	300	250	000	000	430	Instruct Supplies	\$175.77
<b>14281 Total</b>										<b><u>\$277.73</u></b>
14282	MN INDIAN EDUCATION ASSOCIATION	E	01	005	690	000	510	366	Travel	\$450.00
14282	MN INDIAN EDUCATION ASSOCIATION	E	01	005	690	000	510	366	Travel	\$450.00
14282	MN INDIAN EDUCATION ASSOCIATION	E	01	005	690	000	510	366	Travel	\$450.00
14282	MN INDIAN EDUCATION ASSOCIATION	E	01	005	690	000	510	366	Travel	\$450.00
<b>14282 Total</b>										<b><u>\$1,800.00</u></b>
14283	A-1 SERVICES INC	E	01	300	810	000	000	410	Custodial Supplies	\$483.75
<b>14283 Total</b>										<b><u>\$483.75</u></b>

14284	ACRE	E	06	116	870	000	000	530	AS PER ATTACHED QUOTATION 292831	\$153,943.92
<b>14284 Total</b>										
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$735.00
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$714.00
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$387.00
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$1,004.00
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$829.00
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$478.00
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$239.00
14285	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	\$1,311.00
<b>14285 Total</b>										
14286	AHO DREW EVAN	E	01	300	292	000	000	366	Travel	\$480.53
<b>14286 Total</b>										
14287	ALEXANDER SARA	E	01	116	258	000	000	430	Instruct Supplies	\$225.00
<b>14287 Total</b>										
14288	AMAZON CAPITAL SERVICES INC	E	01	005	030	000	000	401	General Supplies	\$468.68
14288	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$271.50
14288	AMAZON CAPITAL SERVICES INC	E	01	300	710	000	000	401	General Supplies	\$162.14
14288	AMAZON CAPITAL SERVICES INC	E	01	116	203	405	000	430	Instruct Supplies	\$119.99
14288	AMAZON CAPITAL SERVICES INC	E	06	300	870	000	000	530	Equipment	\$1,418.10
14288	AMAZON CAPITAL SERVICES INC	E	01	005	105	046	000	430	Instructional Supply	\$71.36
14288	AMAZON CAPITAL SERVICES INC	E	01	300	211	027	000	430	Instruct Supplies	\$178.48
<b>14288 Total</b>										
14289	ANDRIE JADE	E	01	300	250	000	000	430	Instruct Supplies	\$147.31
14289	ANDRIE JADE	E	01	300	361	000	475	366	Travel	\$230.14
<b>14289 Total</b>										
14290	APG MEDIA OF MN	E	01	005	010	000	000	380	Print-Publish	\$6,987.68
<b>14290 Total</b>										
14291	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$921.41
14291	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$442.96
<b>14291 Total</b>										
14292	AUTO VALUE PARTS STORE	E	03	005	760	000	720	420	Repair Supplies	\$6.99
<b>14292 Total</b>										
14293	BARBER GRAPHICS INC	E	01	300	255	045	000	430	Instructional Supply	\$956.10
14293	BARBER GRAPHICS INC	E	05	300	850	052	302	520	Bldg Improvements	\$619.55
14293	BARBER GRAPHICS INC	E	01	005	105	009	000	401	General Supplies	\$593.00
<b>14293 Total</b>										
14294	BEMIDJI STATE UNIVERSITY T&F	E	01	300	294	714	000	364		\$175.00
14294	BEMIDJI STATE UNIVERSITY T&F	E	01	300	296	714	000	364		\$175.00
<b>14294 Total</b>										
14295	BIALKE ALYSON MARIE	E	04	701	590	000	350	311	Prof Tech Services	\$180.00
<b>14295 Total</b>										
14296	BSN SPORTS LLC	E	01	300	294	713	000	430		\$119.90
14296	BSN SPORTS LLC	E	01	300	294	714	000	430		\$120.00
14296	BSN SPORTS LLC	E	01	300	294	714	000	432	Unifroms	\$6,480.00
<b>14296 Total</b>										
14297	CAMP WARREN	E	01	005	107	050	000	401	General Supplies	\$759.81
<b>14297 Total</b>										
14298	COMMERCIAL REFRIGERATION SYSTEM	E	06	300	870	000	000	530	AS PER ATTACHED QUOTE NO. 2024-21	\$4,130.00
<b>14298 Total</b>										
14299	CONSULTING PERKS LLC	E	01	005	107	050	000	311	Prof Tech Services	\$2,750.00
<b>14299 Total</b>										

14300	COPELAND RICHARD	E	04	500	505	000	321	311	Prof Tech Services	\$450.00
14300	COPELAND RICHARD	E	04	500	505	000	321	311	Prof Tech Services	\$2,500.00
<b>14300 Total</b>										<b><u>\$2,950.00</u></b>
14301	COSTIN GROUP INC	E	01	005	010	000	000	311	Prof Tech Services	\$3,500.00
<b>14301 Total</b>										<b><u>\$3,500.00</u></b>
14302	CUNINGHAM GROUP ARCHITECTURE INC	E	06	116	870	000	000	311	Prof Tech Services	\$8,959.12
<b>14302 Total</b>										<b><u>\$8,959.12</u></b>
14303	DULUTH EAST HIGH SCHOOL	E	01	300	294	706	000	364	Entry Fees/Student Travel	\$150.00
14303	DULUTH EAST HIGH SCHOOL	E	01	300	296	715	000	364	Entry Fees/Student Travel	\$180.00
<b>14303 Total</b>										<b><u>\$330.00</u></b>
14304	EDDY JULIE	E	04	500	560	000	321	430	Instruct Supplies	\$546.48
<b>14304 Total</b>										<b><u>\$546.48</u></b>
14305	EDUCATORS BENEFIT CONSULTANTS	E	01	005	110	000	000	311	Prof Tech Services	\$254.70
<b>14305 Total</b>										<b><u>\$254.70</u></b>
14306	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$8,807.20
14306	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$2,479.00
14306	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$8,273.82
<b>14306 Total</b>										<b><u>\$19,560.02</u></b>
14308	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Repairs Maint Serv	\$10.77
14308	GRANDE ACE HARDWARE	E	01	005	810	000	000	401	General Supplies	\$39.17
<b>14308 Total</b>										<b><u>\$49.94</u></b>
14309	HAINNEY CASSANDRA	E	01	005	107	050	000	401	General Supplies	\$26.97
14309	HAINNEY CASSANDRA	E	01	005	107	050	000	366	Travel	\$2,936.55
<b>14309 Total</b>										<b><u>\$2,963.52</u></b>
14310	HAMMER KYLE	E	01	300	361	000	475	366	Travel	\$88.47
14310	HAMMER KYLE	E	01	300	361	000	428	368	Out-of-State Travel	\$627.75
<b>14310 Total</b>										<b><u>\$716.22</u></b>
14311	HHS TRACK BOOSTER CLUB	E	01	300	294	714	000	364		\$75.00
14311	HHS TRACK BOOSTER CLUB	E	01	300	296	714	000	364		\$75.00
<b>14311 Total</b>										<b><u>\$150.00</u></b>
14312	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$232.71
14312	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$74.09
<b>14312 Total</b>										<b><u>\$306.80</u></b>
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$300.00
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$65.60
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$82.00
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$49.20
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$61.50
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$82.00
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$82.00
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$338.25
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$65.60
14313	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
<b>14313 Total</b>										<b><u>\$1,679.67</u></b>
14314	INAC INC	E	02	005	770	000	701	311		\$6,735.00
14314	INAC INC	E	02	005	770	000	701	319		\$32,902.46
14314	INAC INC	E	02	005	770	000	701	401		\$8,042.44
14314	INAC INC	E	02	005	770	000	701	495		\$9,106.50
14314	INAC INC	E	02	005	770	000	701	490		\$61,651.50
<b>14314 Total</b>										<b><u>\$118,437.90</u></b>

14315	INNOVATIVE OFFICE SOLUTIONS	E	06	116	870	000	000	530	AS PER ATTACHED PROPOSAL NUMBER 225242	\$7,207.47
14315	INNOVATIVE OFFICE SOLUTIONS	E	06	300	870	000	000	530	AS PER ATTACHED PROPOSAL NO. 226155	\$1,744.14
<b>14315 Total</b>										<b><u>\$8,951.61</u></b>
14316	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$1,037.80
<b>14316 Total</b>										<b><u>\$1,037.80</u></b>
14317	INTEREUM	E	06	116	870	000	000	530	Equipment	\$207,577.55
<b>14317 Total</b>										<b><u>\$207,577.55</u></b>
14318	INTERMEDIATE DISTRICT 287	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$2,235.60
<b>14318 Total</b>										<b><u>\$2,235.60</u></b>
14319	ISD #182	E	01	300	294	714	000	364		\$100.00
14319	ISD #182	E	01	300	296	714	000	364		\$100.00
<b>14319 Total</b>										<b><u>\$200.00</u></b>
14320	ISD #2142	E	01	300	361	966	475	303	Purchased Services	\$1,056.95
14320	ISD #2142	E	01	300	361	966	475	303	Purchased Services	\$6,312.11
<b>14320 Total</b>										<b><u>\$7,369.06</u></b>
14321	ISD #317	E	01	300	294	714	000	364		\$75.00
14321	ISD #317	E	01	300	296	714	000	364		\$75.00
<b>14321 Total</b>										<b><u>\$150.00</u></b>
14322	ISD #318	E	01	300	361	955	475	303		\$521.65
14322	ISD #318	E	01	300	361	955	475	303		\$1,914.00
<b>14322 Total</b>										<b><u>\$2,435.65</u></b>
14323	ISD #319	E	01	300	361	963	428	303	Purchased Services	\$4,476.82
<b>14323 Total</b>										<b><u>\$4,476.82</u></b>
14324	ISD #4	E	01	300	294	714	000	364		\$75.00
14324	ISD #4	E	01	300	296	714	000	364		\$75.00
<b>14324 Total</b>										<b><u>\$150.00</u></b>
14325	ISD #6076	E	01	005	401	000	740	399	SpEd Purchased Services	\$21,339.90
14325	ISD #6076	E	05	005	850	000	302	524	NLC Lease	\$15,444.46
<b>14325 Total</b>										<b><u>\$36,784.36</u></b>
14326	ISD #695	E	01	300	294	714	000	364		\$75.00
14326	ISD #695	E	01	300	296	714	000	364		\$75.00
14326	ISD #695	E	01	300	296	714	000	364		\$90.00
14326	ISD #695	E	01	300	294	714	000	364		\$90.00
14326	ISD #695	E	01	300	361	951	475	303	Purchased Services	\$1,230.00
<b>14326 Total</b>										<b><u>\$1,560.00</u></b>
14327	ISD #696	E	01	300	361	953	428	303	Purchased Services	\$298.20
<b>14327 Total</b>										<b><u>\$298.20</u></b>
14328	ISD #712	E	01	300	361	962	475	303	Purchased Services	\$931.27
<b>14328 Total</b>										<b><u>\$931.27</u></b>
14329	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	\$319.92
14329	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	\$90.43
14329	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	\$652.25
<b>14329 Total</b>										<b><u>\$1,062.60</u></b>
14330	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	\$120.00
14330	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	\$158.99
14330	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	\$491.50
14330	J W PEPPER & SON INC	E	01	005	030	000	000	460	10081959, O AMERICA BY GRAHAM & JOSEPH,	\$50.00
14330	J W PEPPER & SON INC	E	01	005	030	000	000	460	SHIPPING	\$12.99
<b>14330 Total</b>										<b><u>\$833.48</u></b>
14331	JETZ ENTERPRISES INC	E	01	112	203	000	000	401	General Supplies	\$379.00
<b>14331 Total</b>										<b><u>\$379.00</u></b>
14332	JOHNSON SARAH	E	04	500	560	000	321	430	Instruct Supplies	\$120.00

<b>14332 Total</b>											<b><u>\$120.00</u></b>
14333	KERZIE DEANNA	E	01	300	296	714	000	430	Instruct Supplies		\$36.89
<b>14333 Total</b>											<b><u>\$36.89</u></b>
14334	KING KIM	E	04	500	560	000	321	430	Instruct Supplies		\$300.00
<b>14334 Total</b>											<b><u>\$300.00</u></b>
14335	KOWALSKI TERRI	E	01	005	105	009	000	401	General Supplies		\$109.02
14335	KOWALSKI TERRI	E	01	005	640	000	316	366	Travel		\$594.23
<b>14335 Total</b>											<b><u>\$703.25</u></b>
14336	KUSH-JEFFERY SHANON	E	01	005	105	048	000	430	Instructional Supply		\$71.83
14336	KUSH-JEFFERY SHANON	E	04	500	580	046	325	430			\$215.96
14336	KUSH-JEFFERY SHANON	E	01	005	105	048	000	430			\$397.18
14336	KUSH-JEFFERY SHANON	E	01	005	105	048	000	430	Instructional Supply		\$144.47
14336	KUSH-JEFFERY SHANON	E	01	005	105	048	000	430			\$19.88
14336	KUSH-JEFFERY SHANON	E	01	005	105	046	000	430			\$5.44
<b>14336 Total</b>											<b><u>\$854.76</u></b>
14337	KY INTERPRETING SERVICES INC	E	01	116	405	000	740	399	Spec Purchased Services		\$12,415.00
14337	KY INTERPRETING SERVICES INC	E	01	300	405	000	740	399	Spec Purchased Services		\$3,412.50
14337	KY INTERPRETING SERVICES INC	E	01	116	405	000	740	399	Spec Purchased Services		\$1,387.50
<b>14337 Total</b>											<b><u>\$17,215.00</u></b>
14338	L & M SUPPLY INC	E	05	300	850	052	302	520	Bldg Improvements		\$429.03
14338	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies		\$58.69
14338	L & M SUPPLY INC	E	03	005	760	000	720	350	Repairs Maint Serv		\$12.97
14338	L & M SUPPLY INC	E	03	005	760	000	720	350	Repairs Maint Serv		\$4.99
14338	L & M SUPPLY INC	E	01	005	810	000	000	420	Repair Supplies		\$9.92
14338	L & M SUPPLY INC	E	03	005	760	000	720	350	Repairs Maint Serv		\$5.49
14338	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies		\$9.35
<b>14338 Total</b>											<b><u>\$530.44</u></b>
14339	LAKE SUPERIOR CONFERENCE	E	01	300	292	000	000	820	Dues/Mmbrshp/License		\$750.00
<b>14339 Total</b>											<b><u>\$750.00</u></b>
14340	LAMINATION DEPOT	E	01	112	203	000	000	401	SKU: S15G251, TRU-LAM 1.5 MIL STANDARD RC		\$307.12
<b>14340 Total</b>											<b><u>\$307.12</u></b>
14341	MALICH RYAN	E	01	300	294	714	000	430	Instruct Supplies		\$135.00
<b>14341 Total</b>											<b><u>\$135.00</u></b>
14342	MENARDS	E	01	112	810	000	000	350	Repairs Maint Serv		\$84.95
14342	MENARDS	E	05	300	850	052	302	520	Bldg Improvements		\$392.45
14342	MENARDS	E	01	300	211	027	000	430	Instruct Supplies		\$272.82
14342	MENARDS	E	05	300	850	052	302	520	Bldg Improvements		\$159.75
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$17.93
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$27.93
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$74.56
14342	MENARDS	E	01	300	211	027	000	430	Instruct Supplies		\$140.23
14342	MENARDS	E	05	300	850	052	302	520	Bldg Improvements		\$631.40
14342	MENARDS	E	05	300	850	052	302	520	Bldg Improvements		\$1,067.62
14342	MENARDS	E	01	300	211	027	000	430	Instruct Supplies		\$60.97
14342	MENARDS	E	01	300	155	721	000	430	Instructional Supply		\$238.37
14342	MENARDS	E	01	005	810	000	000	420	Repair Supplies		\$13.98
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$20.93
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$177.51
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$140.99
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$19.47
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$177.53
14342	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		\$33.75

14342	MENARDS	E	01	005	105	048	000	430	Instructional Supply	\$13.35
<b>14342 Total</b>										<b><u>\$3,766.49</u></b>
14343	MESABI SIGN CO INC	E	01	300	810	000	000	350	Repairs Maint Serv	\$106.00
14343	MESABI SIGN CO INC	E	01	005	105	005	000	401	General Supplies	\$234.60
14343	MESABI SIGN CO INC	E	01	005	105	009	000	401	General Supplies	\$3,337.00
<b>14343 Total</b>										<b><u>\$3,677.60</u></b>
14344	METRO SALES INC	E	01	005	110	000	000	401	General Supplies	\$656.88
14344	METRO SALES INC	E	05	005	850	000	302	335	Short Term Lease	\$4,665.41
<b>14344 Total</b>										<b><u>\$5,322.29</u></b>
14345	MINER'S INC	E	01	005	105	048	000	430	Instructional Supply	\$16.35
14345	MINER'S INC	E	01	005	105	048	000	430	Instructional Supply	\$34.52
14345	MINER'S INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$54.73
14345	MINER'S INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$60.73
14345	MINER'S INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$148.66
14345	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$23.15
14345	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$33.72
14345	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$25.04
14345	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$19.62
14345	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$30.04
14345	MINER'S INC	E	01	005	690	000	510	366	Travel	\$89.48
<b>14345 Total</b>										<b><u>\$536.04</u></b>
14346	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$148.47
<b>14346 Total</b>										<b><u>\$148.47</u></b>
14347	MINNESOTA ENERGY RESOURCES	E	01	118	810	000	000	440	Fuel for Buildings	\$1,115.09
<b>14347 Total</b>										<b><u>\$1,115.09</u></b>
14348	MN SCHOOL BOARDS ASSOCIATION	E	01	005	010	000	000	820	Dues/Mbrshp/Lic Fee	\$60.00
<b>14348 Total</b>										<b><u>\$60.00</u></b>
14349	MYERS MAGDALEN	E	01	005	107	050	000	366	Travel	\$1,416.00
14349	MYERS MAGDALEN	E	01	005	107	050	000	366	Travel	\$1,416.00
<b>14349 Total</b>										<b><u>\$2,832.00</u></b>
14350	NASCO	E	01	005	030	000	000	401	General Supplies	\$147.42
<b>14350 Total</b>										<b><u>\$147.42</u></b>
14351	NORLAND ANTHONY	E	01	300	212	000	000	430	Instruct Supplies	\$417.99
<b>14351 Total</b>										<b><u>\$417.99</u></b>
14352	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$48.00
14352	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$48.00
14352	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$68.53
14352	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$68.53
14352	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$68.04
14352	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$68.04
14352	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$750.60
<b>14352 Total</b>										<b><u>\$1,119.74</u></b>
14353	PETERSON LINDA E	E	04	701	590	000	350	311	Prof Tech Services	\$1,950.00
<b>14353 Total</b>										<b><u>\$1,950.00</u></b>
14354	PETTY CASH - ATHLETIC OFFICE	E	01	300	298	000	000	364	Entry Fees/Student Travel	\$375.00
<b>14354 Total</b>										<b><u>\$375.00</u></b>
14355	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$8,254.75
<b>14355 Total</b>										<b><u>\$8,254.75</u></b>
14356	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$825.79
<b>14356 Total</b>										<b><u>\$825.79</u></b>
14357	RAPIDS RADIO	E	01	300	292	000	000	401	General Supplies	\$198.00
<b>14357 Total</b>										<b><u>\$198.00</u></b>

14358	RCN TECHNOLOGIES	E	01	005	606	000	000	401	General Supplies	\$2,869.99
<b>14358 Total</b>										<b><u>\$2,869.99</u></b>
14359	RESTAURANTSUPPLY.COM	E	06	300	870	000	000	530	Equipment	\$435.89
<b>14359 Total</b>										<b><u>\$435.89</u></b>
14360	ROCK RIDGE YOUTH BASEBALL	E	01	005	690	000	510	401	General Supplies	\$100.00
<b>14360 Total</b>										<b><u>\$100.00</u></b>
14361	SHINE EARLY LEARNING	E	01	112	412	000	740	433	9780907183509, HELP CHARTS 0-3, 25 SETS OF	\$81.25
14361	SHINE EARLY LEARNING	E	01	112	412	000	740	433	SHIPPING	\$10.00
<b>14361 Total</b>										<b><u>\$91.25</u></b>
14362	SHRED-N-GO_ 446138	E	01	112	203	000	000	401	General Supplies	\$78.93
<b>14362 Total</b>										<b><u>\$78.93</u></b>
14363	SHUBAT TRANSPORTATION	E	01	300	361	000	428	366	Travel	\$1,075.00
<b>14363 Total</b>										<b><u>\$1,075.00</u></b>
14364	ST FRANCIS HIGH SCHOOL	E	01	300	294	714	000	364		\$100.00
14364	ST FRANCIS HIGH SCHOOL	E	01	300	296	714	000	364		\$100.00
<b>14364 Total</b>										<b><u>\$200.00</u></b>
14365	STEFANICH SHEENA	E	01	005	640	000	316	366	Travel	\$449.69
<b>14365 Total</b>										<b><u>\$449.69</u></b>
14366	SYSCO MINNESOTA	E	01	300	250	000	000	430	Instruct Supplies	\$693.54
<b>14366 Total</b>										<b><u>\$693.54</u></b>
14367	TEACHERS ON CALL	E	04	500	581	000	344	305		\$503.58
14367	TEACHERS ON CALL	E	01	101	420	000	740	307		\$2,128.25
14367	TEACHERS ON CALL	E	01	300	420	000	740	307		\$983.18
14367	TEACHERS ON CALL	E	01	116	420	000	740	307		\$1,414.82
14367	TEACHERS ON CALL	E	01	112	420	000	740	307		\$1,115.07
14367	TEACHERS ON CALL	E	04	500	581	000	344	305		\$1,187.01
14367	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,037.14
14367	TEACHERS ON CALL	E	01	300	420	000	740	307		\$677.44
14367	TEACHERS ON CALL	E	01	116	420	000	740	307		\$1,774.52
14367	TEACHERS ON CALL	E	01	112	420	000	740	307		\$1,390.84
14367	TEACHERS ON CALL	E	04	500	581	000	344	305		\$311.74
14367	TEACHERS ON CALL	E	01	101	420	000	740	307		\$935.22
14367	TEACHERS ON CALL	E	01	300	420	000	740	307		\$599.50
14367	TEACHERS ON CALL	E	01	116	420	000	740	307		\$527.56
14367	TEACHERS ON CALL	E	01	112	420	000	740	307		\$539.55
<b>14367 Total</b>										<b><u>\$15,125.42</u></b>
14368	TK ELEVATOR CORPORATION	E	01	112	810	000	000	350	Repairs Maint Serv	\$217.44
<b>14368 Total</b>										<b><u>\$217.44</u></b>
14369	US POSTAL SERVICE	E	01	005	110	000	000	401	General Supplies	\$320.00
<b>14369 Total</b>										<b><u>\$320.00</u></b>
14370	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$98.46
14370	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$119.83
14370	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$67.25
14370	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331		\$1,989.53
14370	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$4,352.93
14370	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$16.26
14370	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	333		\$119.83
14370	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332		\$67.25
14370	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331		\$117.72
14370	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	440		\$839.56
14370	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	334		\$390.96
14370	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	333		\$370.15
14370	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	332		\$169.25

14370	VIRGINIA PUBLIC UTILITIES	E	01	117	810	000	000	331		\$3,480.29
14370	VIRGINIA PUBLIC UTILITIES	E	01	117	810	000	000	440		\$4,930.36
<b>14370 Total</b>										<b><u>\$17,129.63</u></b>
14371	WARNER ABIGAIL	E	01	005	640	000	316	366	Travel	\$332.64
<b>14371 Total</b>										<b><u>\$332.64</u></b>
14372	WESTBY SARAH	R	01	300	296	714	000	062	User Fee	\$130.00
<b>14372 Total</b>										<b><u>\$130.00</u></b>
14373	FAIRFIELD INN & SUITES	E	01	300	298	000	000	364	Entry Fees/Student Travel	\$304.46
<b>14373 Total</b>										<b><u>\$304.46</u></b>
14374	FAIRFIELD INN & SUITES	E	01	300	298	000	000	364	Entry Fees/Student Travel	\$304.46
<b>14374 Total</b>										<b><u>\$304.46</u></b>
14375	FAIRFIELD INN & SUITES	E	01	300	298	000	000	364	Entry Fees/Student Travel	\$304.46
<b>14375 Total</b>										<b><u>\$304.46</u></b>
291043-291046	PAYROLL 04/15/24									\$846,257.10
	OASDI									\$50,296.09
	MEDICARE									\$11,767.19
	PERA									\$19,652.83
	TRA									\$49,492.81
	TSA MATCH									\$4,974.66
									<b>TOTAL DISBURSEMENTS &amp; PAYROLL</b>	<b><u>\$1,853,783.37</u></b>

Seconded by

that the above resolution be adopted.

Resolution adopted April 22, 2024.

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Clerk

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Chairperson

2023 Rock Ridge Education Fund  
\$8,531.00 available

Grant Requests

1. North Star Elementary School. Scott Manni, Principal.	
a. KAWAI CA501 Digital Piano Satin Black.	\$3684.00
b. Piano Cover	<u>\$238.40</u>
	\$3898.56
2. Parkview Elementary School. Sheena Stefanich, Principal	
a. Epson SureColor Printer	\$3135.00
b. Ink	\$1200.00
c. Paper	<u>\$297.00</u>
	\$4632.00
Total requested for 2023 expenditures	\$8530.56

A very special thank you to the Virginia Community Foundation and the donors to the Rock Ridge Education Fund. These funds allow us to do many things we would never be able to do. Thank you a thousand times!

2023 Wolverine Fund  
\$10,101.00 available

Grant Requests

- |   |                  |
|---|------------------|
| 1. RRHS Activities Chad Hazelton and Josh Lamma |                  |
| a. Pole Vault Pad                               | \$1450.00        |
| b. Indoor Sports Cage                           | <u>\$7561.80</u> |
|   | \$9011.80        |
| 2. RRHS Activities                              |                  |
| a. Team Pictures in Activities Hallway          | \$1089.20        |

Total requested for 2023 expenditures	\$10,101.00
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A very special thank you to the Virginia Community Foundation and the donors to the Wolverine Fund. These funds allow us to do many things we would never be able to do. Thank you a thousand times!

# CITY OF VIRGINIA & INDEPENDENT SCHOOL DISTRICT NO. 2909

## AGREEMENT FOR USE OF CITY TENNIS FACILITIES

THIS AGREEMENT is made and entered into this \_\_\_\_ day of \_\_\_\_\_, 2024, between The City of Virginia, Minnesota, a municipal corporation, ("Owner") and INDEPENDENT SCHOOL DISTRICT NO. 2909, a school district, ("User").

### ARTICLE 1

#### GRANT OF USE

In consideration of the mutual, dependent covenants and agreements hereinafter set forth, Owner does hereby demise and agree to allow User to use the Quad City Tennis for All Facility and adjacent Outdoor Courts, known as 1310 S 5TH AVE VIRGINIA MN 55792. User hereby agrees to usage as prescribed from Owner the Premises for the Term set forth below. This Agreement does not grant the right to operate any concessions on the Premises, which rights are reserved to Owner.

### ARTICLE 2

#### PERMITTED USE; PURPOSE; COMPLIANCE WITH LAWS

**A. Permitted Use.** City allows and permits School District to use and access the portions of the Quad City Tennis for All Building, located at and the adjacent Outdoor Tennis Courts known as 1310 S 5TH AVE VIRGINIA MN 55792

**B. Purpose.** The express purpose of this Agreement is to allow and permit School District the use and access to the aforementioned land, facilities and equipment for purposes of conducting Minnesota State High School League sanctioned interscholastic programs, physical education, recreational, athletic, extracurricular and curricular programs, and such other programs and uses which are within the educational purpose and mission of School District, specifically as follows:

1. User operates both a Fall Girls and Spring Boys Tennis teams each lasting eleven (11) weeks, as the school does not have tennis courts the city will provide access to the Tennis for All Indoor and Outdoor Courts for school sanctioned practice and matches.
2. It is agreed that the user and owner will establish a practice and match schedule for both Girls and Boys Tennis. Facility usage will be coordinated through the Tennis Professional at the Tennis for all building.
3. User will furnish all game officials (including ticket sellers and ticket takers and ushers, if needed). School may be required to provide. at their own cost, police protection as communicated by the Parks and Recreation Director and School Officials or as may be made mandatory by policy.
4. No practice shall ever be held, nor players allowed on the courts unless under the direction of specified program staff (School Coaches).
5. User agrees that use of the Facility shall be for its intended purpose, no other activities will be permitted within the facility.
6. User agrees that after each practice or match, it will leave said premises in as neat, clean and respectable condition, as possible.

7. When School is cancelled, the Activities Director will contact the Park and Recreation Director for approval for the School program to use the facility to practice. Without approval, no practice will be held.
8. User's occupancy of the Premises shall not be exclusive and it is understood between the parties that the School District shall not be able to regulate access and control over the facilities. All common areas and spectator seating areas shall retain their public character and be controlled by City policies, restriction, and regulation including specifically the City's COVID-19 safety plan. The timing and nature of User's occupancy shall be agreed upon by User's
9. Future dates will coincide with MSHSL Activity Calendars for the corresponding year.

C. **Compliance with Laws.** User shall in no event use the Premises or any portion thereof in such a manner as to violate any applicable law, rule, ordinance or regulation of any governmental body.

If an employee or representative of the Owner sees any student or coach performing what is considered to be an act of improper conduct or vandalism, they should report the incident to both the coach in charge and the Park and Recreation director for appropriate action.

### ARTICLE 3

#### TERM

The Term of this Agreement shall begin on the Commencement Date and shall end on June 1, 2026. Notwithstanding any other term of this Agreement, Owner shall be entitled to immediately terminate this Agreement if: 1) Owner no longer operates tennis programming at the Premises; 2) a change occurs to tennis programming or otherwise that no longer allows Owner to continue to own and operate the Premises for tennis programming; or 3) User fails to comply with the requirements of Article 4(B).

### ARTICLE 4

#### RENT

A. **Date Rent Begins.** All Gross Rent shall begin to accrue on the Commencement Date.

B. **Gross Rent Amount.** User hereby covenants and agrees to pay to Owner, for the use and occupancy of the Premises, at the times and in the manner hereinafter provided, the Gross Annual Rent for usage of as set forth in Article 1. The annual lease payment is to be divided into two equal payments, with the first one due in September of each academic year, and the second payment due in April of the academic year, to be paid in U.S. dollars, by invoice from Owner, during the Term hereof, commencing upon the Commencement Date and ending upon the expiration date of this Agreement.

C. **When Payments Are Due.** All payments of Gross Rent Amount shall be paid or mailed to Owner's mailing address found or to such other payee or address as Owner may designate in writing to User. This Agreement shall be construed as though the covenants herein between Owner and User are independent, and not dependent. Every installment of Gross Rent shall be payable without notice or demand, and without setoff or deduction except as expressly set forth herein. If any Rent is unpaid more than 15 days after it is due, Owner may charge User a late fee of 5% of the overdue amount (unless such a fee is not permitted by law), plus interest on the unpaid amount from the due date until paid, at 6% per year.

D. **Rent.** User agrees to pay to City during the term of this Facilities Use Agreement, as follows:

2023-2024: \$30,000

2024-2025: \$32,500

2025-2026: \$35,000

## ARTICLE 5

### FACILITY OWNERSHIP & RESPONSIBILITIES

A. Ownership of all of the instruction facilities listed in this agreement shall remain with the City, thus maintenance of the facilities shall be the responsibility of the City.

1. **Owner Provides Utilities.** Owner shall not be liable to User in damages or otherwise if any utilities or services are interrupted or terminated because of repairs, installations, or improvements undertaken by a third party (not at Owner's request), or any other cause beyond the Owner's reasonable control; provided however, Owner shall use best efforts to assist User to cause such utilities or services to be reestablished as soon as possible
2. **Snow Removal and Lawn Maintenance.** Owner shall be solely responsible for and shall promptly pay all charges for reasonably required snow removal and lawn maintenance at the Premises.

B. User agrees that after each use of any city owned facility, the school or it's representatives will ensure that they will leave said premises in as neat, clean and in an acceptable condition.

C. All repairs and maintenance of the Premises shall be the responsibility of Owner. User shall not make any alterations to the Premises.

D. User may not install any signage on the Premises without prior written authorization from City.

E. User shall be responsible for any repairs and/or pay for all repairs to the Premises necessitated by actions of User, its members, its participants, or its invitees.

F. All of User's equipment, furniture, and moveable trade fixtures, (collectively "User's Property") shall remain User's property. User may remove User's Property at any time within fourteen (14) days after expiration of the Term, provided that User repairs any damage to the Premises occasioned by removal.

## ARTICLE 6

### INSURANCE

A. **Owner's Insurance.** Commencing on the Commencement Date and continuing throughout the Term, Owner shall carry and maintain insurance as required by the laws of the State of Minnesota.

B. It is understood that during the life of this Agreement, User shall take out and maintain owner's protective liability insurance covering City for all activities, (and this shall also include school program for Tennis), practice sessions and games with minimum limits of \$500,000.00 per occurrence/\$1,000,000 aggregate. This policy, in duplicate, shall be delivered to the City and Premiums will be paid by School.

## ARTICLE 7

### TERMINATION OR SEVERANCE OF AGREEMENT

It is the intent of the City to maintain this agreement for the entire duration, to the best of their ability.

A. Both parties agree to give a thirty (30) day notice of intent to terminate or cancel this contract.

B. City shall not be liable for any loss of wages, income, and/or profits for any reason.

C. School agrees that if this agreement is terminated by either party, they will ensure that all facilities and all leased areas are returned to a condition that is satisfactory to the City, barring any normal wear and tear.

D. At the time of termination, City shall certify any outstanding bills and obligations that has been obligated for the use of the leased areas.

E. Upon termination of this agreement by City, a prorated amount of lease fees shall be returned to the School.

F. User shall, within two (2) weeks after the termination of this Agreement, remove from the premises all personal property, goods and effects, and upon failure to do so, the City, by its officers and agents, may cause such removal to be made and said property, goods and effects to be stored at the cost and expense of user.

## **ARTICLE 8**

### **HOLD HARMLESS AND INDEMNIFICATION**

Each party shall hold harmless and indemnify the other against all expenses, liabilities, and claims of every kind, by or on behalf of any person or entity, arising out of:

1. Failure by either party to perform any of the terms or conditions of this facilities use agreement;
2. Any injury or damages happening on or about the Hippodrome, gold course, or softball facilities as a result of the other's activities and/or programs, or in conjunction with the use of the facilities and its equipment;
3. Failure to comply with any law, rule, regulation or safety standard of any governmental agency or authority;

The actions of either party, whether by omission or commission, which in any way relate to these facilities use agreement and the performance of its obligations and duties in conjunction therewith.

## **ARTICLE 9**

### **DISPUTE RESOLUTION**

Any disputes arising from this agreement or the use of the facilities that the parties cannot resolve between themselves, shall be submitted to mediation through the Bureau of Mediation Services, and, if unsuccessful, to binding arbitration through the Bureau of Mediation Services and its procedures. Should arbitration be necessary, each party shall be responsible for its own costs and expenses.

## **ARTICLE 10**

### **ASSIGNMENT AND SUBLETTING**

A. User may not assign its interest in this Agreement or any estate or interest herein, or sublet the Premises or any part thereof, or grant any license, concession or any other right of occupancy of any portion of the Premises without the prior written consent of the Owner, which consent shall not be unreasonably withheld.

B. No assignment or other transfer of the Agreement by Owner shall be binding on User unless the assignee or transferee shall assume and agree to be bound by the terms of the Agreement. Owner shall provide User with prior notice of any such assignment or transfer of the Agreement.

## ARTICLE 11

### RELATIONSHIP BETWEEN THE PARTIES

Nothing contained in or by this Facilities Use Agreement shall be deemed, construed or interpreted as to create a partnership or joint venture between the parties, or to create any other relationship between the parties other than that which is clearly provided and intended hereby.

## ARTICLE 12

### NOTICES

No notice, request, consent, approval or other communication under this Lease shall be effective unless the same is in writing and is served either by (a) electronic mail, (b) personal delivery, or (c) overnight courier service at the following addresses:

To Landlord: City of Virginia  
Attn: Britt See-Benes  
327 S. 1st Street  
Virginia MN 55792  
Copy to: Brian Silber; [brians@virginiamn.us](mailto:brians@virginiamn.us)

With copy to: Bryan M. Lindsay, Atty at Law  
City Attorney  
225 N. 1st St., Suite 1000, Post Office Box 958  
Virginia MN 55792  
Copy to email: [blindsay@trentilaw.com](mailto:blindsay@trentilaw.com)

To Tenant: ?

To Guarantor: ?

With copy to: ?

## ARTICLE 13

### MISCELLANEOUS

- A. **Governing Law.** This Agreement is governed by and construed and interpreted in accordance with the laws of the State of Minnesota.
- B. **Survival.** The representations, warranties and indemnities contained in this Agreement shall survive the termination or expiration of this Agreement.
- C. **Interpretation.** The parties hereto agree that it is their intention hereby to create only the relationship of Owner and User, and no provision hereof, or act of either party hereunder, shall ever be construed as creating the relationship of principal and agent, or a partnership, or a joint venture or enterprise between the parties hereto.
- D. **Severability.** Any provision of this Agreement which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provisions hereof and such other provisions shall remain in full force and effect.
- E. **Successors and Assigns.** Except as provided in **Error! Reference source not found.**, all covenants, promises, conditions, representations and agreements herein contained shall be binding upon, apply and inure to the parties hereto and their respective heirs, executors, administrators, successors and assigns.
- F. **Amendment, Modification, and No Waiver.** No amendment, modification, or waiver of any condition, provision, or term of this Agreement shall be valid or of any effect unless made in writing, signed by the party or parties to be bound or its duly authorized representative, and approved in writing by the Commissioner of Minnesota Management and Budget, and specifying with particularity the extent and nature of such amendment, modification, or waiver. Any waiver by any party of any default of another party shall not affect or impair any right arising from any subsequent default.
- G. **Counterparts.** This Agreement may be executed in counterparts, and all such executed counterparts shall constitute the same agreement. This Agreement may be signed and delivered by email and said emailed pages shall constitute originally executed and delivered documents.
- H. **Entire Agreement.** This Lease, including the exhibits or riders attached hereto, sets forth the entire agreement between the parties. There are no understandings or other agreements outside of this Lease.

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IN TESTIMONY WHEREOF, the said parties have signed, sealed and executed this instrument in duplicate the day and year first above written.

The City Council of \_\_\_\_\_, Minnesota duly approved this Agreement on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

The parties hereto have executed this Agreement on the date set forth in the introductory paragraph hereof.

**USER:**

**INDEPENDENT SCHOOL DISTRICT 2909**

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

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

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

**OWNER:**

**THE CITY OF VIRGINIA**

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

Name: LARRY CUFFE, JR

Title: MAYOR

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

Name: BRITT SEE-BENES

Title: CITY ADMINISTRATOR

# ROCK RIDGE PUBLIC SCHOOLS SENIORITY LIST

# DRAFT

**All Certificated Contract Staff  
2023-2024**

FINAL AS OF

Seniority based on current MOU that was approved by the School Board on 3/28/22.

Reminder: Per MN Statute 122A.181 and 122A.182, Tier 1 and Tier 2 Licenses are not included on the Teacher Seniority List.

<u>Rank</u>	<u>Name</u>	<u>Years of Service</u>	<u>Seniority Date</u>	<u>MOU Adjusted Seniority Date</u>	<u>Scope</u>	<u>FTE</u>	<u>Certification All Full Time Unless HT Listed</u>	<u>Renewal</u>	<u>Current Assignment</u>	<u>File Folder Number</u>
1	Wilcox, Sheila	36	9/6/1988	9/1/1988	Tier 4 Tier 4 Tier 4	1.0	Band, Gr. K-12 Orchestra, Gr. K-12 Classroom Music, Gr. 5-12	2027 2027 2027	Elem/JH/HS Orchestra	317326
2	Larson, Paula	34	8/29/1990	9/1/1990	Tier 4 Tier 4 Tier 4 Tier 4	1.0	Elementary Guidance & Counseling, Gr. 1-6 Coaching, Gr. 7-12 Secondary Guidance & Counseling, Gr. 7-12 Physical Education, Gr. K-12	2027 2027 2027 2027	HS Counselor	289429
3	Berry, Dan	32	9/8/1992	9/1/1992	Tier 4	1.0	Eng/Lang Arts 7-12	2026	English 7th & 8th	339046
4	Kowalski, Michael	31	9/1/1993	9/1/1993	Tier 4 Tier 4	1.0	Coaching, Gr. 7-12 Mathematics, Gr. 7-12	2029 2029	HS Math	328224
5	Smith, Jodi	31	9/1/1993	9/1/1993	Tier 4	1.0	Elementary Education, Gr. 1-6	2027	Grade 3	330192

6	Cornell, Gary	31	9/1/1993	9/1/1993	Tier 4 Tier 4	1.0	Coaching, Gr. 7-12 Social Studies-All, Gr. 7-12	2026 2026	HS Social Studies	343883
7	Kowalski, Terri	30	8/31/1994	9/1/1994	Tier 4 Tier 4	1.0	German, Gr. 7-12 Spanish, Gr. 7-12	2027 2027	HS Spanish/German	350813
8	Lautigar, Melissa	29	10/30/1995	10/30/1995	Tier 4	1.0	Elementary Educaiton, Gr. 1-6 Coaching, Gr. 7-12	2028 2028	Interventionist	356296
9	Sandstede, Julie <i>(Elected Official Leave - 1/3/17-5/23/17, 2/20/18-5/31/18, 1/2/19-6/6/19, 2/10/20-5/29/20, 1/4/21-6/4/21, 1/31/22-6/3/22)</i>	28	8/28/1996	9/1/1996	Tier 4	1.0	Instrumental & Classroom Music, Gr. K-12	2027	Elem Music	351690
10	Krebs, Aimee	28	8/27/1996	9/1/1996	Tier 4	1.0	Social Studies All, Grades 7-12	2025	HS Soc Studies	358499
11	Kush-Jeffery, Shanon	28	9/11/1996	9/11/1996	Tier 4 Tier 4	1.0	Pre-Kindergarten, Gr. PreK Elementary Education, Gr. K-6	2027 2027	ECFE Coordinator	349904
12	Landwer, Stace	28	9/24/1996	9/24/1996	Tier 4	1.0	Elementary Education, Gr. 1-6	2025	Grade 6	340391
13	Lebeque, Jacquelyn	28	11/4/1996	11/4/1996	Tier 4	1.0	Elementary Education, Gr. 1-6	2024	Interventionist	300745
14	Skadsem, Brian	27	8/27/1997	9/1/1997	Tier 4 Tier 4	1.0	Mathematics, Gr. 7-12 Coaching, Gr. 7-12	2024 2024	HS Math	301900
15	Ismil, Lori	27	8/27/1997	9/1/1997	Tier 4 Tier 4	1.0	Mathematics, Gr. 7-12 Health, Gr. K-12	2024 2024	HS REACH	354294
16	Hipple-Jam, Laurie	27	9/2/1997	9/1/1997	Tier 4	1.0	Elementary Education, Gr. 1-6	2025	Grade 1	358361
17	Custer, Deborah	27	8/25/1997	9/1/1997	Tier 4	1.0	Visual Arts, Gr. K-12	2025	JH/HS Art	370313
18	Ufford, Todd	27	9/10/1997	9/10/1997	Tier 4 Tier 4	1.0	Life Science, Gr. 7-12 Science 5-9	2025 2025	HS Science	368965
19	Lossing, Gaye	27	9/23/1997	9/23/1997	Tier 4	1.0	Elementary Education, Gr. K-6	2027	Grade 2	368963
20	Spry, Bobbie	26	8/31/1998	9/1/1998	Tier 4	1.0	Elementary Education, Gr. 1-6	2026	Grade 5	356429
21	Negen, Byron	26	8/31/1998	9/1/1998	Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Coaching, Gr. 7-12	2025 2025	Grade 6	365097

22	Kramer, Darren	26	8/31/1998	9/1/1998	Tier 4	1.0	Elementary Education, Gr. 1-6	2025	Technology	366798
23	MeissnerDevries, Debra	26	9/21/1998	9/21/1998	Tier 4	1.0	English as a Second Language, Gr. K-12	2025	Interventionist/STEAM	329288
24	Peshel, Tara	25	8/30/1999	9/1/1999	Tier 4	1.0	Mathematics, Gr. 7-12	2025	HS Math	351737
25	Bittmann, Beth	25	8/30/1999	9/1/1999	Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Coaching, Gr. 7-12	2027 2027	Grade 3	352938
26	Belt, Natalie	25	8/30/1999	9/1/1999	Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Coaching, Gr. 7-12	2024 2024	Grade 6	360588
27	Savela, Dawn	25	8/30/1999	9/1/1999	Tier 4	1.0	Mathematics, Gr. 7-12	2027	HS Math	379121
28	Young, Nicole	24	1/14/2000	1/14/2000	Tier 4 Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Coaching, Gr. 7-12 Mathematics, Gr. Middle School	2027 2027 2027	Grade 4	378169
29	Roberts, Wayne	24	8/30/2000	9/1/2000	Tier 4 Tier 4	1.0	Physical Education, Gr. K-12 Coaching, Gr. 7-12	2025 2025	Elem Phy Ed	325392
30	Kemp, Angela	23	8/29/2001	9/1/2001	Tier 4	1.0	Mathematics, Gr. 7-12	2024	JH Math	364319
31	Negen, Jody	22	8/29/2002	9/1/2002	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Coaching, Gr. 7-12	2024 2024	Grade K	360643
32	Seppala, Kathryn	21	9/2/2003	9/1/2003	Tier 4	1.0	Elementary Education, Gr. K-6	2026	Grade K	344687
33	Davidson, Deron	21	9/5/2003	9/1/2003	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Communication Arts/Literature, Gr. 5-8	2024 2024	Grade 1	410238
34	Carey, Rebecca	20	8/30/2004	9/1/2004	Tier 4	1.0	Elementary Education, Gr. K-6	2027	Grade 2	380089
35	Tikkanen, Deborah	20	9/13/2004	9/13/2004	Tier 4	1.0	Elementary Education, Gr. K-6	2026	Grade 3	354670
36	Foster, Greg <i>* Given credit for 99-00 and 00-01 per MOU</i>	19	8/29/2007	9/1/2005*	Tier 4 Tier 4	1.0	Industrial Arts, Gr. 5-12 Construction Occupations HS	2027 2027	HS Industrial Tech	379303
37	Kunz, David	19	8/31/2005	9/1/2005	Tier 4	1.0	Social Studies All, Gr. 5-12 Coaching, Gr. 7-12	2028	JH Social Studies	393517

38	Tyminski, Anita	19	8/31/2005	9/1/2005	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Science, Gr. 5-8	2028 2028	Interventionist	401527
39	Wolner, Kimberly	19	11/16/2005	11/16/2005	Tier 4	1.0	Elementary Education, Gr. K-6 Communication Arts/Literature, Gr. 5-8	2025	Grade K	415815
40	Bauman, Jeannine	18	8/30/2006	9/1/2006	Tier 4 Tier 4 Tier 4	1.0	Consumer & Homemaking/Family Life, Gr. HS Science 5-8 Parent/Family Education, Adult	2025 2025 2025	JH/HS FACS	304879
41	Teasck, Jeffrey	18	8/30/2006	9/1/2006	Tier 4	1.0	Elementary Education, Gr. 1-6	2027	Grade 4	393229
42	Cremers, Edward	18	8/30/2006	9/1/2006	Tier 4 Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Mathematics, Gr. 5-8 Social Studies-All, Gr. 5-8	2028 2028 2028	Grade 5	405238
43	Stefanich, Stephanie	17	8/29/2007	9/1/2007	Tier 4 Tier 4 Tier 4 Tier 4	1.0	Physical Education, Gr. K-12 Health, Gr. K-12 Coaching, Gr. 7-12 Developmental/Adapted Phyl Ed., Gr. Pre K-12	2028 2028 2028 2028	HS Phy Ed	334810
44	Aho, Stephanie	17	8/29/2007	9/1/2007	Tier 4	1.0	Elementary Education, Gr. K-6	2028	Grade 4	351167
45	Aune, Stacy M	17	8/29/2007	9/1/2007	Tier 4 Tier 4 Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Learning Disabilities, Gr. K-12 Pre-Primary, Age 3 - PreK Emotional Behavior Disorders, Gr. K-12	2025 2025 2025 2025	Elem Sp Ed	356299
46	Zeidler, Emily	17	8/29/2007	9/1/2007	Tier 4	1.0	Elementary Education, Gr. K-6	2025	Grade K	367895
47	Strasser, Timothy	17	8/29/2007	9/1/2007	Tier 4 Tier 4 Tier 4	1.0	Chemistry, Gr. 9-12 Physics, Gr. 9-12 Life Science, Gr. 7-12	2027 2027 2027	HS Science	397292
48	Caddy, Troy	17	8/29/2007	9/1/2007	Tier 4 Tier 4	1.0	Social Studies-All, Gr. 5-12 Communications Technology Career, Gr. 7-12	2027 2027	JH STEAM/Computer Science	430275
49	Elliott, Misty	17	9/17/2007	9/17/2007	Tier 4	1.0	School Nurse, Pre K-12	2026	Nurse	390037
50	Pond, Cara	16	8/27/2008	9/1/2008	Tier 4	1.0	Developmental Disabilities, Gr. K-12	2028	HS Sp Ed	394538

					Tier 4		Moderate to Severe Mentally HDCP, Gr. K-12	2028		
					Tier 4		Academic and Behavioral Strategist, Gr. K-12	2028		
51	Schiller, Aubree	16	8/27/2008	9/1/2008	Tier 4	1.0	Elementary Education, Gr. K-6	2024	Elem Sp Ed	418634
					Tier 4		Emotional Behavior Disorders, Gr. K-12	2024		
					Tier 4		Learning Disabilities, Gr. K-12	2024		
					Tier 4		Developmental Disabilities, Gr. K-12	2024		
					Tier 4		Academic and Behavioral Strategist, Gr. K-12	2024		
					Tier 4		Communication Arts/Literature, Gr. 5-8	2024		
52	Sporich, Nina	16	8/27/2008	9/1/2008	Tier 4	1.0	Elementary Education, Gr. K-6	2027	Grade 2	429907
					Tier 4		Communication Arts/Literature, Gr. 5-8	2027		
53	Lutzka, Stephanie	16	8/27/2008	9/1/2008	Tier 4	1.0	Social Studies-All, Gr. 5-12	2028	HS Social Studies	437278
54	Norland, Anthony	16	8/27/2008	9/1/2008	Tier 4	1.0	Visual Arts, Gr. K-12	2028	HS Art	438474
55	Krage, Matthew	16	8/27/2008	9/1/2008	Tier 4	1.0	Vocal & Classroom Music, Gr. K-12	2024	HS Music	441235
56	Plesha, Kimberly	16	9/30/2008	9/30/2008	Tier 4	1.0	Elementary Education, Gr. K-6	2026	Elem Sp Ed	378641
					Tier 4		Learning Disabilities, Gr. K-12	2026		
					Tier 4		Emotional Behavior Disorders, Gr. K-12	2026		
57	Carlson-Spelts, Beth	15	9/2/2009	9/1/2009	Tier 4	1.0	Early Childhood Special Education, B-Age 6	2026	Interventionist	317497
					Tier 4		Early Childhood Education, B-Gr. 3	2026		
58	Thyen, Sarah	15	9/2/2009	9/1/2009	Tier 4	1.0	Elementary Education, Gr. K-6	2027	Grade 4	379705
					Tier 4		Pre-Kindergarten, Gr. PreK	2027		
59	Collins, Elizabeth	15	9/2/2009	9/1/2009	Tier 4	1.0	Elementary Education, Gr. 1-6	2025	Grade 5	385201
60	Musich, Mary	15	9/2/2009	9/1/2009	Tier 4	1.0	Elementary Education, Gr. K-6	2029	JH English	439679
					Tier 4		Communication Arts/Literature, Gr. 5-8	2029		
61	Pellinen, Brianne	15	9/14/2009	9/14/2009	Tier 4	1.0	Elementary Education, Gr. K-6	2028	Interventionist	436932
							Mathematics, Gr. 5-8	2028		
62	Nucech-Duesler, Crystal	15	10/16/2009	10/16/2009	Tier 4	0.71	Early Childhood Education B-Grade 3	2026	School Readiness	422942

63	Warren, Cullen	15	1/4/2010	1/4/2010	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Communication Arts/Literature, Gr. 5-8	2025 2025	Grade 2	418705
64	Peterson, Carolyn	14	8/31/2010	9/1/2010	Tier 4 Tier 4	1.0	Pre-Kindergarten, Gr. PreK Elementary Education, Gr. K-6	2027 2027	Grade K	339557
65	Hill, Kristy	14	8/31/2010	9/1/2010	Tier 4	1.0	Elementary Education, Gr. 1-6	2029	Grade 4	378281
66	Thompson, Edward	14	8/31/2010	9/1/2010	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Mathematics, Gr. 5-8	2027 2027	Grade 6	426494
67	King, Amber	14	8/31/2010	9/1/2010	Tier 4 Tier 4 Tier 4 Tier 4 Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Communication Arts/Literature, Gr. 5-8 Emotional Behavior Disorders, Gr. K-12 Learning Disabilities, Gr. K-12 Autism Spectrum Disorders, Gr. K-12 Developmental Disabilities, Gr. K-12	2026 2026 2026 2026 2026 2026	HS Sp Ed	445422
68	Morley, Amanda	13	8/30/2011	9/1/2011	Tier 4	1.0	Elementary Education, Gr. 1-6	2028	Grade 4	388349
69	Chad, Christopher	13	8/30/2011	9/1/2011	Tier 4	1.0	Mathematics, Gr. 5-12	2025	HS Math	416583
70	Grigal, Joseph	13	9/13/2011	9/13/2011	Tier 4	1.0	Early Childhood Education, B-Gr. 3	2027	Grade K	462240
71	Szumal, Kevin	12	8/28/2012	9/1/2012	Tier 4	1.0	Instr (Band/Orch) & Classroom Music, Gr. K-12	2024	JH/SH Band/Music	412637
72	Conger, Liam	12	8/28/2012	9/1/2012	Tier 4	1.0	Social Studies-All, Gr. 5-12	2028	HS Social Studies	434942
73	Kemen, Elysa	12	8/29/2012	9/1/2012	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Pre-Primary, Age 3-PreK	2027 2027	Grade 5	452719
74	Andrie, Jade	12	8/28/2012	9/1/2012	Tier 4	1.0	Family and Consumer Sciences, Gr. 5-12	2025	HS FACS	467642
75	Sellman, Samantha	12	8/28/2012	9/1/2012	Tier 4	1.0	Elementary Education, Gr. K-6	2028	Grade 4	469021

					Tier 4		Teachers of Computer, Keyboarding, & Related Technology Applications, Gr. K-6	2028		
76	Brunfelt, Amanda	11	8/27/2013	9/1/2013	Tier 4	1.0	Elementary Education, Gr. 1-6	2025	Grade 5	341493
77	Brainard, Paul	11	8/27/2013	9/1/2013	Tier 4	1.0	Physical Education, Gr. K-12	2028	Elem/HS Phy Ed	356651
					Tier 4		Coaching, Gr. 7-12	2028		
					Prof Admin		Principal K-12	2025		
78	Cochems, Kayla	11	8/27/2013	9/1/2013	Tier 4	1.0	Elementary Education, Gr. K-6	2024	Grade 1	444487
					Tier 4		Pre-Primary, Age 3 - K	2024		
					Tier 4		Parent and Family Education, Adult	2024		
79	Heitke, Emily	11	8/27/2013	9/1/2013	Tier 4	1.0	Developmental Disabilities, Gr. K-12	2028	HS Sp Ed	467847
					Tier 4		Learning Disabilities, Gr. K-12	2028		
80	Papenfuss-Krage, Samantha	11	8/27/2013	9/1/2013	Tier 4	1.0	Science, Gr. 5-8	2028	HS Science	468164
					Tier 4		Life Sciences, Gr. 9-12	2028		
					Tier 4		Earth and Space Science, Gr. 9-12	2028		
81	Friedlieb, Evan	11	8/27/2013	9/1/2013	Tier 4	1.0	Physical Education, Gr. K-12	2025	HS Phy Ed	472994
					Tier 4		Health, Gr. 5-12	2025		
82	Christiansen, Isaac	11	8/27/2013	9/1/2013	Tier 4	1.0	Social Studies-All, Gr. 5-12	2024	HS Social Studies	473392
83	Andrews, Samantha	11	8/27/2013	9/1/2013	Tier 4	1.0	Elementary Education, Gr. K-6	2024	Grade 3	473882
84	Hennen, Kaylee	11	9/18/2013	9/18/2013	Tier 4	1.0	Elementary Education, Gr. 1-6	2026	Grade 1	475847
85	Rengo, David	10	8/26/2014	9/1/2014	Tier 4	1.0	Learning Disabilities, Gr. K-12	2026	HS Sp Ed	345226
					Tier 4		Science 5-9	2026		
					Tier 4		Coaching, Gr. 7-12	2026		
86	Gulbranson, Heather	10	8/26/2014	9/1/2014	Tier 4	1.0	Pre-Kindergarten, Gr. Pre K	2024	Grade 1	361684
					Tier 4		Early Childhood Education, B-Gr. 3	2024		
87	Forsman, Reida	10	8/26/2014	9/1/2014	Tier 4	1.0	Vocal Music, Gr. K-12	2026	K-12 Vocal Music	371954

88	Schriber, Michelle	10	8/26/2014	9/1/2014	Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Pre-Kindergarten, PreK	2024	Grade 5	374020
89	Anderson, Gina	10	8/26/2014	9/1/2014	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Learning Disabilities, Gr. K-12	2026 2026	HS Sp Ed	447287
90	Parker, Elizabeth	10	8/26/2014	9/1/2014	Tier 4 Tier 4 Tier 4	1.0	Science 5-8 Chemistry, Gr. 9-12 Life Science, Gr. 9-12	2024 2024 2024	HS Science	469705
91	Takanen, Sheila	10	8/26/2014	9/1/2014	Tier 4	1.0	Communication Arts/Literature, Gr. 5-12	2029	HS Speech/English	474999
92	Oja, Jill	10	8/26/2014	9/1/2014	Tier 4	1.0	School Counselor, Gr. K-12	2025	Counselor	478178
93	Golobich, Steven	10	8/26/2014	9/1/2014	Tier 4	1.0	Social Studies-All, Gr. 5-12	2026	HS Social Studies	480960
94	Eichholz, James	10	8/26/2014	9/1/2014	Tier 4	1.0	Technology, Gr. 5-12	2028	HS Industrial Tech	482640
95	Kuoppala, Laurie	9	9/2/2015	9/1/2015	Tier 4	1.0	Elementary Education, Gr. 1-6	2025	Grade 3	364532
96	Reid, Nichole	9	9/1/2015	9/1/2015	Tier 4	1.0	Elementary Education, Gr. K-6	2027	Grade 2	393064
97	Stefanich, Sheena	9	9/1/2015	9/1/2015	Tier 4 Prof. Admin. Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Principal K-12, District Mathematics, Gr. 5-8 Keyboarding/Computer Applic K-8	2025 2025 2025 2025	Elem Principal	414177
98	Deedrick, Rebekah	9	9/1/2015	9/1/2015	Tier 4 Tier 4	1.0	Social Studies, Gr. 5-12 Emotional Behavior Disorders, Gr. K-12	2027 2027	HS Sp Ed	452389
99	Schroeder, Meggie	9	9/1/2015	9/1/2015	Tier 4	1.0	Elementary Education, Gr. K-6	2025	Grade 2	481212
100	Thompson, Nicholas	9	9/1/2015	9/1/2015	Tier 4	1.0	Communication Arts/Literature, Gr. 5-12	2025	HS English	481500
101	Tikkanen, Ashley	9	9/1/2015	9/1/2015	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Pre-Primary, Gr. Age 3-K	2026 2026	Grade 3	489918

102	Perko, Maxine (Leave of Absence for 2020-2021 School Year)	9	10/12/2015	10/12/2015	Tier 4	0.38	Elementary Education, Gr. 1-6	2026	Title I Teacher/SMART	196784
103	Epp, Georgia	9	1/25/2016	1/25/2016	Tier 4 Short Call Sub	0.35	Elementary Education, Gr. 1-6 Short Call Substitute Teacher, PreK-Adult	2026 2024	Interventionist	374080
104	Griepentrog, Todd	8	8/1/2016	9/1/2016	Tier 4 Prof Admin Tier 4	1.0	Mathematics, Gr. 7-12 Principal K-12 Coaching, Gr. 7-12	2024 2024 2024	HS Principal	331819
105	Leseman, Karlene	8	8/29/2016	9/1/2016	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Learning Disabilities, Gr. K-12	2028 2028	STEAM /Elem Sp Ed	340338
106	Williams, Angie	8	7/1/2016	9/1/2016	Tier 4 Tier 4 Tier 4 Prof Admin Prof Admin	1.0	Elementary Education, Gr. K-6 Mathematics, Gr. 5-8 Mathematics, Gr. Middle School Principal K-12 District Superintendent	2026 2026 2026 2026 2026	Elem Principal	348412
107	LaLonde, Lori	8	8/30/2016	9/1/2016	Tier 4	1.0	Elementary Education, Gr. 1-6	2027	Grade 5	369835
108	Scuffy, Crystal	8	8/29/2016	9/1/2016	Tier 4 Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Emotional Behavior Disorders, Gr. K-12 Learning Disabilities, Gr. K-12	2027 2027 2027	Elem Sp Ed	393501
109	Knuti-Greenly, Jenessa	8	8/29/2016	9/1/2016	Tier 4	1.0	Communication Arts/Literature, Gr. 5-12	2025	HS English/Speech	468508
110	Skoglund, Taylor	8	8/29/2016	9/1/2016	Tier 4 Tier 4	1.0	Physical Education, Gr. K-12 Health, Gr. 5-12	2027 2027	Elem Phy Ed	488481
111	Hujanen, Caley	8	8/29/2016	9/1/2016	Tier 4	1.0	Elementary Education, Gr. K-6	2028	Grade 1	492064
112	Streier, Sean-Michael	8	8/30/2016	9/1/2016	Tier 4 Tier 4	1.0	Physical Education, Gr. K-12 Heath, Gr. 5-12	2027 2027	Elem/HS Phy Ed HS Health	495186
113	Friedlieb, Jace	8	8/29/2016	9/1/2016	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Academic and Behavioral Strategist, Gr. K-12	2028 2028	Elem Sp Ed	495831

114	Kemen, Kathy	8	8/31/2016	9/1/2016	Tier 4	0.71	Pre-Kindergarten, Gr. PreK	2026	School Readiness	283770
115	Streier, Matraca	8	9/12/2016	9/12/2016	Tier 4	1.0	Elementary Education, Gr. K-6	2027	Grade K	493177
116	Boe, Elisa	7	8/29/2017	9/1/2017	Tier 4 Tier 4	1.0	English/Language Arts, Gr. 7-12 School Counselor, Gr. K-12	2028 2028	HS Counselor	381609
117	Hinrichs, Robert	7	8/29/2017	9/1/2017	Tier 4 Tier 4	1.0	Physical Education, Gr. K-12 Health, Gr. 5-12	2025 2025	Elem Phy Ed	483548
118	Voss, Kelli	7	8/29/2017	9/1/2017	Tier 4 Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Academic and Behavioral Strategist, Gr. K-12 Reading, Gr. K-12	2028 2024 2028	Grade 3	498538
119	Little, Eli	7	8/29/2017	9/1/2017	Tier 4	1.0	Elementary Education, Gr. K-6	2028	Grade 5	499317
120	Kralich, Jessica	7	8/29/2017	9/1/2017	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6	2028	Grade 4	499432
121	Clennon, Jill	6	8/28/2018	9/1/2018	Tier 4 Tier 4 Tier 4	1.0	Emotional Behavior Disorders, Gr. K-12 Learning Disabilities, Gr. K-12 Communication Arts/Literature, Gr. 5-12	2028 2028 2028	HS English	402537
122	Kure, Althea	6	8/28/2018	9/1/2018	Tier 4	1.0	Visual Arts, Gr. K-12	2026	Elem Art	422078
123	Warner, Abigail	6	8/28/2018	9/1/2018	Tier 4	1.0	Spanish, Gr. K-12	2026	HS Spanish	438221
124	Kortekaas, Jessica	6	8/28/2018	9/1/2018	Tier 4	1.0	Mathematics, Gr. 5-12	2025	HS Math	470642
125	Miller, Brandon	6	8/28/2018	9/1/2018	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 School Counselor K-12	2024 2024	Elem Counselor	476831
126	Tikkanen, Andrew	6	8/28/2018	9/1/2018	Tier 4	1.0	Mathematics, Gr. 5-12	2026	HS Math	486214
127	Little, Dominique	6	8/28/2018	9/1/2018	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Pre-Primary, Age3-K	2028 2028	Grade 6	495133

128	Ellefson, Susan	6	8/28/2018	9/1/2018	Tier 4	1.0	Social Studies, Gr. 5-12	2028	HS Social Studies	500484
129	Baker, Cody	6	8/28/2018	9/1/2018	Tier 4	1.0	Elementary Education, Gr. K-6	2028	Grade 2	504127
130	Hautamaki, Jenna	6	8/28/2018	9/1/2018	Tier 4	1.0	Speech-Language Pathologist, Gr. K-12	2028	Speech	507085
131	Lawrence, Kyle	6	8/28/2018	9/1/2018	Tier 4	1.0	Elementary Education, Gr. K-6	2028	Grade 6	507464
132	Melby, Daniel	6	8/28/2018	9/1/2018	Tier 4	1.0	Instrumental & Classroom Music, Gr. K-12	2028	HS Music	507842
133	Gibson, Joshua	6	8/28/2018	9/1/2018	Tier 4	1.0	Mathematics, Gr. 5-12	2028	Grade 6	508073
134	Lindeman, Julie (Leave of Absence for 2023-2024 School Year)	6	11/16/2018	11/16/2018	Tier 4	0.71	Early Childhood Education B-Grade 3	2027	School Readiness	511934
135	Galloway II, Donald	6	2/6/2019	2/6/2019	Tier 4 Tier 4	1.0	Elementary Education, Gr. 1-6 Emotional Behavior Disorders, Gr. K-12	2024 2024	Elem Sp Ed	350262
136	Fierke, Tara* *Previously received MN tenure status	5	8/26/2019	9/1/2019	Tier 4	1.0	Counseling, Gr. K-12	2026	Elem Counselor	425331
137	Davidson-Teff, Hannah	5	8/27/2019	9/1/2019	Tier 4	1.0	Elementary Education, Gr. K-6	2027	Grade K	501728
138	Rosati, Kortney	5	1/20/2020	1/20/2020	Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Academic and Behavioral Strategist, Gr. K-12	2028 2028	HS Sp Ed	1003065
139	Ebben, Ellen	4	3/2/2020	3/2/2020	Tier 3	0.93	Early Childhood Education, B-Grade 3	2026	School Readiness/Screening/ Community Resource	477159
140	Galloway, August* *Previously received MN tenure status	4	8/31/2020	9/1/2020	Tier 4 Tier 4	1.0	Emotional Behavior Disorders, Gr. K-12 Learning Disabilities Grades K-12	2025 2025	HS Sp Ed	477840
141	Engel, Lindsay* *Previously received MN tenure status	4	8/31/2020	9/1/2020	Tier 4	1.0	Elementary Education, Gr. K-6	2027	STEAM	493348
142	Peterson, Tessa	4	8/31/2020	9/1/2020	Tier 4	1.0	School Counselor, Gr. K-12	2028	Elem Counselor	503975
143	Hammer, Kyle	4	8/31/2020	9/1/2020	Tier 4	1.0	Business, Gr. 5-12	2028	HS Business Ed	504401
144	Niemi, Elizabeth*	4	8/31/2020	9/1/2020	Tier 4	1.0	Learning Disabilities, Gr. K-12	2025	Elem Sp Ed	516466

\*Credit for Tier 2 (20-21, 21-22)

145	Nichols, Annie	4	8/31/2020	9/1/2020	Tier 3	1.0	Elementary Education, Gr. 1-6	2026	Grade 2	1005371
146	Manni, Scott* *Previously received MN tenure status	3	7/1/2021	9/1/2021	Tier 4 Tier 4 Tier 4 Prof Admin	1.0	Coaching, Gr. 7-12 Mathematics, Gr. 7-12 Mathematics, Middle School Principal, K-12	2027 2027 2027 2027	Elem Principal	357101
147	Winter, Mark* *Previously received MN tenure status	2	7/1/2022	7/1/2022	Tier 4 Tier 4 Tier 4 Prof Admin	1.0	Coaching, Gr. 7-12 Physical Education, Gr. K-12 Developmental/Adaptive Phy Ed, Gr. PreK-12 Principal, K-12	2028 2028 2028 2028	HS Principal	328074
148	Fierst, Tricia* *Previously received MN tenure status	2	8/30/2022	8/30/2022	Tier 4 Tier 4	1.0	School Counselor, Gr. K-12 Communication Arts/Literature, Gr. 5-12	2028 2028	HS Counselor	465972
149	Norman, Benjamin* *Previously received out-of-state tenure status	2	8/30/2022	8/30/2022	Tier 3	1.0	Communication Arts/Literature, Gr. 5-12 Short Call Substitute Teacher, PreK-Adult	2025 2025	HS English	505675
150	Holien, Julia* *Previously received MN tenure status	2	11/15/2022	11/15/2022	Tier 4	0.11	Coaching, Gr. 7-12 Home Economics, Gr. 7-12 Physical Education, Gr. K-12 Health, Gr. 5-12 Developmental/Adaptive Physical Education, Gr. PreK-12 Parent and Family Education, Adult Consumer and Homemaking/Family Life, High School	2027 2027 2027 2027 2027 2027 2027	Early Childhood - Parent Educator	273675

**All employees listed below this point are probationary employees and are not on the seniority list.**

Schroeder, Alicia	3	7/1/2021	9/1/2021	Tier 3	1.0	Elementary Education, Gr. 1-6	2025	K-12 Curriculum Coordinator	515818
Barnes, Kate	3	8/31/2021	8/31/2021	Tier 3	1.0	Elementary Education, Gr. K-6	2024	Grade 1	1006851
Fyre, David* *Credit for Tier 2 (21-22)	3	8/31/2021	8/31/2021	Tier 4	1.0	Technology, Gr. 5-12 Construction Careers, Gr. 7-12	2029 2029	Industrial Tech	1010774
Rasmussen, Amanda	3	1/3/2022	1/3/2022	Tier 4	1.0	Learning Disabilities, Gr. K-12	2029	Elem Sp Ed	512268

				Tier 4		Autism Spectrum Disorders, Gr. B-12	2029		
				Tier 4		Elementary Education, Gr. K-6	2029		
Flank, Gena	2	8/30/2022	8/30/2022	Tier 3	0.93	Early Childhood Education, B-Grade 3	2028	School Readiness	1005832
Halls, Hayley	2	8/30/2022	8/30/2022	Tier 3	0.60	Elementary Education, Gr. K-6	2025	Interventionist	1020256
Knudson, Sarah	2	9/7/2022	9/7/2022	Tier 4	0.30	Elementary Education, Gr. K-6 Reading, Gr. K-12 Communication Arts/Literature, Gr. 5-8	2024 2024 2024	Early Childhood - Parent Educator	409195
Borich, Brandon*	1	8/28/2023	8/28/2023	Tier 4	1.0	Science, Gr. 5-8 Life Science, Gr. 9-12	2025 2025	HS Science	414766
*Previously received MN tenure status									
Greiner, Taryn	1	8/28/2023	8/28/2023	Tier 4	1.0	Communication Arts/Literature, Gr. 5-8 Elementary Education, Gr. K-6 Short Call Substitute Teacher, PreK-Adult	2028 2028 2025	HS Phy Ed/Health	454126
Wetzel, Shane	1	8/28/2023	8/28/2023	Tier 4 Tier 4	1.0	Science, Gr. 5-8 Life Science, Gr. 9-12	2029 2029	HS Science	505351
Uncini, Kylee	1	8/28/2023	8/28/2023	Tier 4	0.71	Elementary Education, Gr. K-6	2028	School Readiness	506322
Glade, Alison*	1	8/28/2023	8/28/2023	Tier 3 Tier 3	1.0	Science, Gr. 5-8 Life Science, Gr. 9-12	2025 2025	HS Science	513896
*Previously received MN tenure status									
Nettleton, Kevin*	1	8/28/2023	8/28/2023	Tier 4 Tier 4 Provisional	1.0	Academic and Behavioral Strategist, Gr. K-12 Social Studies, Gr. 5-12 Principal, Gr. K-12	2028 2028 2025	Dean of Students	1024489
*Previously received out-of-state tenure status									
Nettleton, Jennifer*	1	8/28/2023	8/28/2023	Tier 4 Tier 4 Tier 4	1.0	Elementary Education, Gr. K-6 Academic and Behavioral Strategist, Gr. K-12 Oral/Aural Deaf Education, Gr. B-12	2028 2028 2028	HS Sp Ed	1026752
*Previously received out-of-state tenure status									
Rudolph, Macoy	1	1/23/2024	1/23/2024	Tier 3	1.0	Academic and Behavioral Strategist, Gr. K-12 Social Studies, Gr. 5-12	2026 2026		1014391

**Reminder: Per MN Statute 122A.181 and 122A.182, Tier 1 and Tier 2 Licenses are not included on the Teacher Seniority List.**