



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

Regular Meeting

Monday, December 12, 2022 at 6:00 PM

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

AGENDA

1. Call to order.
2. Approval of agenda.
3. Presentation of Truth in Taxation information. 4
 1. Consider certifying 2022 Payable 2023 levy at \$4,080,634.94 21
4. Recognition of visitors and visitor input.
5. Consent Agenda:
 1. Approval of November 28, 2022 regular meeting minutes. 60
 2. Approval of December 5, 2022 special meeting minutes. 63
 3. Payment of the bills. 64
 4. Approval of hire of Ellie Krummi for the Para Educator position at a rate of \$18.47/hour effective December 9, 2022.
 5. Approval of hire of Nicole Hiti for the Para Educator position at a rate of \$18.47/hour effective December 22, 2022.
 6. Approval of hire of Bridget LaCoursiere as I Love to Read Coordinator at the Laurentian Elementary for 2022-2023 school year, with a stipend of \$478.00.
 7. Approval of hire of John Sjoberg for the Junior High Boys' Golf Coach position with a stipend of \$3,105 effective March 1, 2023.
 8. Approval of hire of Derek Aho for the Assistant Boys' Golf Coach position with a stipend of \$3,821 effective March 1, 2023.
 9. Approval of hire of Davis Lamppa for the 7th Grade Baseball Coach position with a stipend of \$3,105 effective March 1, 2023.
 10. Approval of hire of Paul Coombe for the 8th Grade Baseball Coach position with a

stipend of \$3,821 effective March 1, 2023.

11. Approval of hire of Sean Streier for the Junior Varsity (C) Assistant Baseball Coach position with a stipend of \$4,538 effective March 1, 2023.

12. Approval of hire of Josh Lamma for the Junior Varsity Baseball Coach position with a stipend of \$4,538 effective March 1, 2023.

13. Approval of hire of Cory Schriber for the Assistant Baseball Coach position with a stipend of \$4,538 effective March 1, 2023.

14. Approval of hire of Gena Flank as the C Team/Assistant JV Softball Coach effective March 14, 2023 with a stipend of \$4,538.

15. Acceptance of resignation for the purpose of retirement of Lydon Nelson from the Bus Driver position effective December 23, 2022.

16. Acceptance of resignation of Brittany Burns from the Lunch/Playground Aide position effective December 23, 2022.

17. Acceptance and appreciation of a generous donation of toys and learning materials to Parkview Elementary from Deb Pettinelli.

18. Acceptance and appreciation of a donation from the Soroptimist Club of Virginia in the amount of \$200 to be used for student needs.

19. Acceptance and appreciation of a donation from the Golden Bear Foundation in the amount of \$500 for Laurentian Elementary to use for recess equipment, games, etc.

20. Acceptance and appreciation of a donation from the Golden Bear Foundation in the amount of \$418.18 for volleyballs for C Team Volleyball.

21. Approval of PBL Leadership Training Conference (July 26-30th / 75
Includes travel days) in Napa Valley, CA. Approximate cost is \$15,000.

6. Reports:

1. Recognition of Rock Ridge school board members, Stacey Scholz, Tom Tammaro, and Matt Sjoberg, for their years of service and dedication to the district.

2. Orthopaedic Associates Tenant Build-Out Overview

3. Laurentian Elementary Principal's Report.

4. Superintendent.

7. Policies.

1. Substantive Policy Changes - First Reading:

1. 203.2 Order of the Regular School Board Meeting. 77

2. 206 Public Participation in School Board Meetings/Complaints 79

About Persons at School Board Meetings and Data Privacy

Considerations.

3. 515 Protection and Privacy of Pupil Records. 86

4. 534 School Meals Policy. 120

5. 604 Instructional Curriculum. 123

6. 722 Public Data Requests. 129

8. Administration Items:

1. Consider approval of Willie Spelts, Fundraising Coordinator at RRPS, to request the following funds from the Virginia Community Foundation: Wolverine Fund = \$6,561.00 and Education Fund = \$2,688.00.

2. Consider the approval of the Coca-Cola Proposal from Viking Coca-Cola Bottling Company. 140

3. Consider approval of the Naming Rights Agreement between CAG 157

Foundation and ISD 2909.	
4. Consider approval of planning, implementation, and evaluation of the Minnesota Department of Health’s Statewide Health Improvement Program using the MN Well-being Social Connection strategy at Rock Ridge Public Schools.	163
5. Consider approval of course documents regarding offered classes at Rock Ridge High School.	169
6. Consider approval of Rock Ridge Coaches and Advisors Handbook.	174
7. Consider approval of the Virginia Community Foundation grant request in the amount of \$3,217.70 to be used to purchase games for the 5-8th grade Metier program	210
8. Consider approval of the consultant agreement between Costin Group Minnesota, Inc. and Rock Ridge Public Schools effective March 1, 2023 through March 1, 2025.	215
9. Consider approval of Resolution Establishing Combined Polling Places for School District Elections Not Held On The Day Of A Statewide Election.	219
10. Consider approval of Strategic Plan.	221
11. Consider casting a vote for Superintendent Member and Finance/Accounting Member on the December 2022 ARCC ballot.	266
12. Consider approval of Student Teaching Agreement from Western Governors University.	267
9. Meeting Announcements:	
1. The next regular meeting will be held Monday, January 9, 2023 at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.	
10. Adjournment.	



ROCK RIDGE PUBLIC SCHOOLS
Truth in Taxation Public Meeting

December 12, 2022

6:00 PM

Agenda

- Property tax levy timeline
- 2022-23 (current year) budget
- 2023 Proposed property tax levy (2023-24)
- Questions / Comments



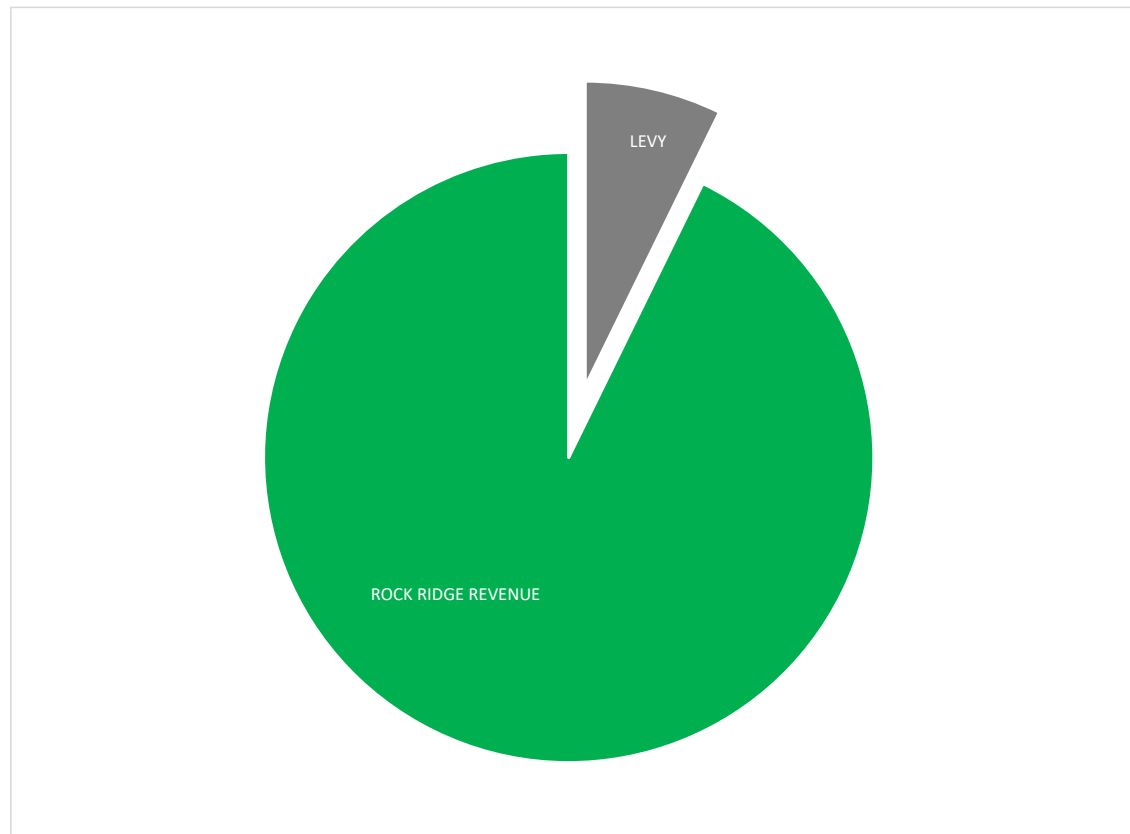
Property tax levy timeline

- Sept 2022 – School Board adopts proposed levy
- Nov 2022 – County auditor mails notices of proposed property taxes to taxpayers
- Dec 12, 2022 – Truth in Taxation Public Meeting
- Dec 12, 2022 – School Board certifies final pay 2023 levy
- 2023 Calendar year – County auditor collects property taxes
- 2023-24 School year – Revenue collected is used by the school district



Levy Revenue Compared to Total District Revenue

- Pay 22 total levy revenue (8.2%): \$4,207,275
Total district revenue (2022-23): \$51,156,895



2022-23 Adopted Budget Revenue

Rock Ridge Revenue

	<u>2022-23 Revenue</u>
Fund 01/03/05 - General Fund	\$36,346,224
Fund 02 - Food Service	\$1,347,113
Fund 04 - Community Education	\$896,846
Fund 07 - Debt Service	\$11,580,599
Fund 18 - Scholarships	\$4,000
Fund 45 - OPEB	\$140,000
Fund 47 - OPEB Debt	\$842,113
Total All Funds	<u>\$51,156,895</u>



2022-23 Adopted Budget Expenditures

Rock Ridge Expenditures

	2022-23 <u>Expenses</u>
Fund 01/03/05 - General Fund	\$36,327,218
Fund 02 - Food Service	\$1,347,113
Fund 04 - Community Education	\$960,474
Fund 07 - Debt Service	\$11,243,300
Fund 18 - Scholarships	\$15,150
Fund 45 - OPEB	\$40,000
Fund 47 - OPEB Debt	\$817,585
Total All Funds	<u>\$50,750,840</u>



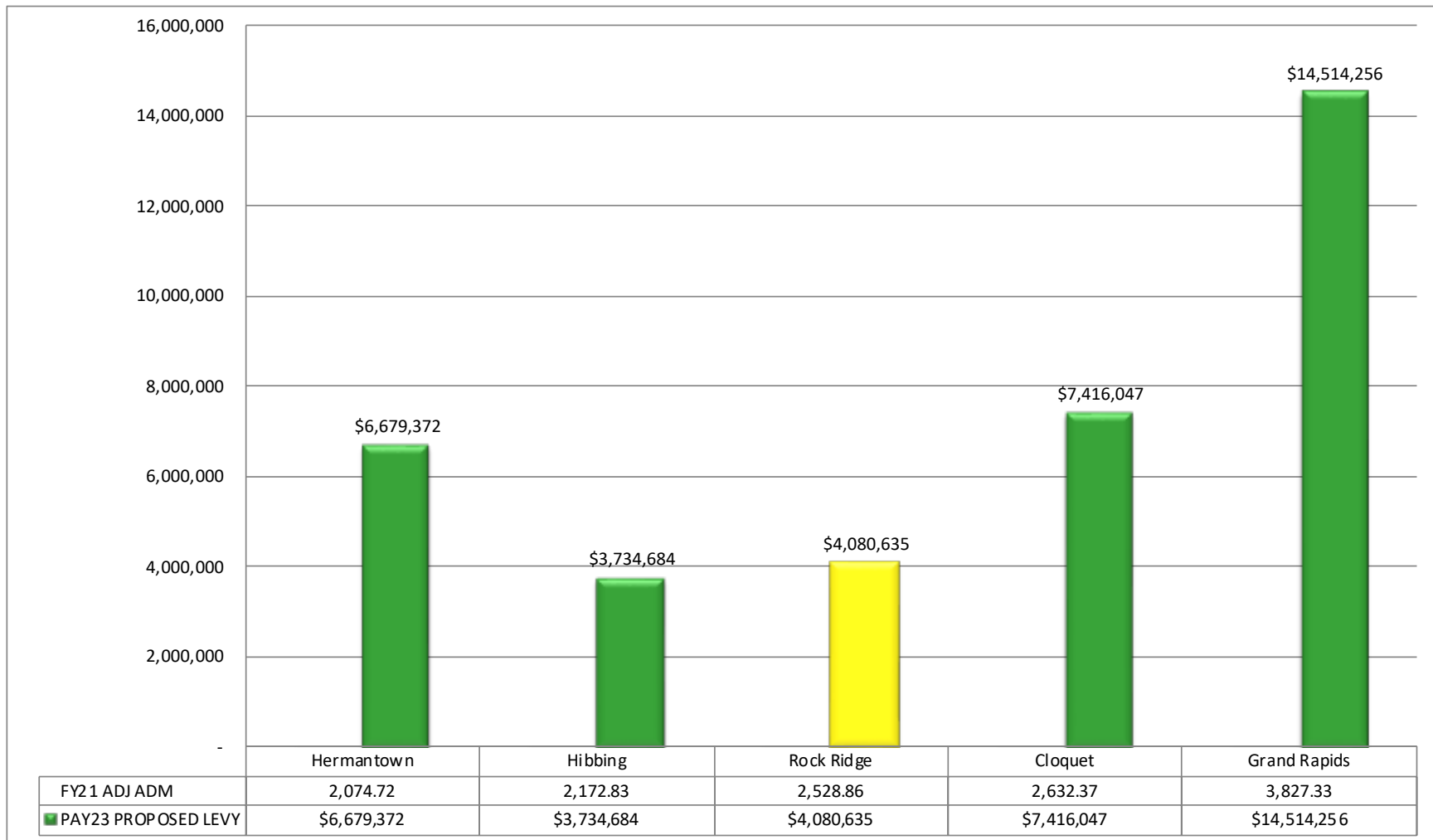
Annual Levy Comparisons

• Payable 2022 Levy	\$4,207,275
• Payable 2023 Levy (Pending Board Approval)	\$4,080,635
<u>Decrease</u> to Levy	\$ 126,640
	-3.0%



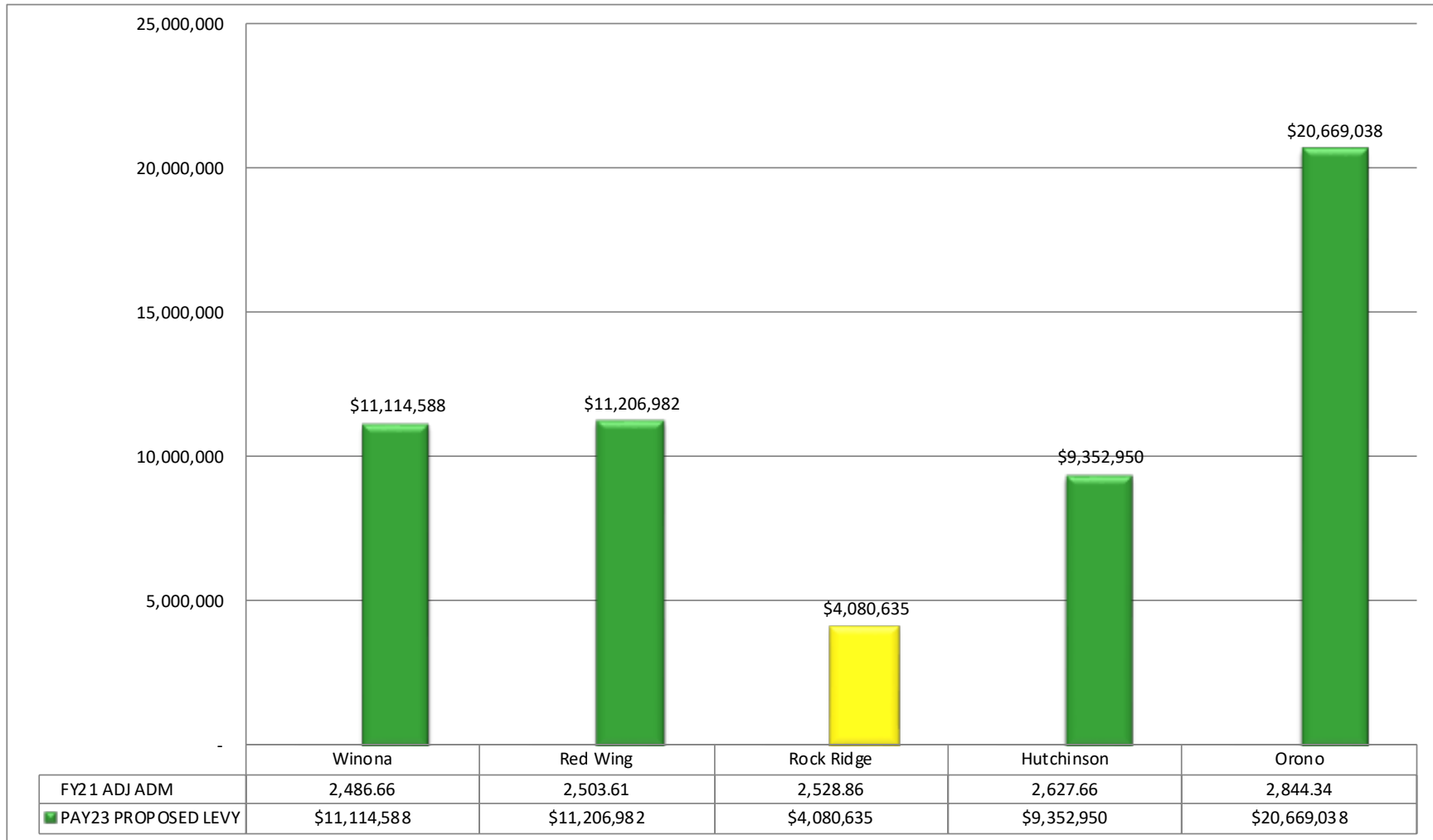
Pay 23 Proposed Levy

(compared to like-size local districts)



Pay 23 Proposed Levy

(compared to like-size statewide districts)



Pay 22 levy vs. Pay 23 levy

(Revenue from Local Levy AND State Aid)

	2021 PAY 2022			2022 PAY 2023			CHANGE		
	State Aid	Local Levy	Total	State Aid	Local Levy	Total	State Aid	Local Levy	Total
LEVY CATEGORIES WHERE REVENUE IS SPLIT BETWEEN STATE AID AND LOCAL LEVY									
Operating Referendum	\$977,972	\$1,523,929	\$2,501,901	\$738,849	\$1,570,910	\$2,309,759	(\$239,123)	\$46,981	(\$192,142)
Equity	\$130,367	\$301,953	\$432,319	\$76,581	\$328,657	\$405,237	(\$53,786)	\$26,704	(\$27,082)
Transition	\$1,866	\$4,320	\$6,185	\$1,092	\$4,665	\$5,757	(\$774)	\$345	(\$429)
Career Technical Education	\$46,561	\$80,839	\$127,400	\$41,309	\$86,434	\$127,743	(\$5,252)	\$5,595	\$343
Operating Capital	\$498,328	\$141,914	\$640,242	\$446,826	\$145,477	\$592,303	(\$51,502)	\$3,563	(\$47,939)
Long-Term Facilities Maint.	\$621,183	\$387,942	\$1,009,126	\$574,359	\$373,086	\$947,445	(\$46,824)	(\$14,856)	(\$61,680)
Debt Service	\$5,127,390	\$1,504,813	\$6,632,203	\$5,491,397	\$1,638,943	\$7,130,340	\$364,008	\$134,130	\$498,137
Community Education	\$18,465	\$124,556	\$143,021	\$9,051	\$133,970	\$143,021	(\$9,413)	\$9,413	\$0
ECFE & Home Visiting	\$95,145	\$33,059	\$128,204	\$88,695	\$35,189	\$123,885	(\$6,450)	\$2,131	(\$4,320)
	\$7,517,276	\$4,103,325	\$11,620,601	\$7,468,159	\$4,317,331	\$11,785,490	(\$49,117)	\$214,006	\$164,889



Reasons for levy change

- Adjustments to the levy happen when actual ADM are known, which affects the current levy.
- State equalization calculations changes the aid/levy split on an annual basis.
- Debt payment schedules vary year to year.



Pay 22 Levy vs. Pay 23 Levy

(Revenue just from Local Levy)

	2021 PAY 2022			2022 PAY 2023			CHANGE		
	<u>State Aid</u>	<u>Local Levy</u>	<u>Total</u>	<u>State Aid</u>	<u>Local Levy</u>	<u>Total</u>	<u>State Aid</u>	<u>Local Levy</u>	<u>Total</u>
LEVY CATEGORIES WHERE REVENUE IS JUST FROM LOCAL LEVY									
Reemployment Insurance	\$0	\$0	\$0	\$0	(\$65,000)	(\$65,000)	\$0	(\$65,000)	(\$65,000)
Safe Schools	\$0	\$96,538	\$96,538	\$0	\$88,131	\$88,131	\$0	(\$8,407)	(\$8,407)
Building / Land Lease	\$0	\$68,825	\$68,825	\$0	\$61,902	\$61,902	\$0	(\$6,923)	(\$6,923)
Health Benefits	\$0	\$103,377	\$103,377	\$0	\$15,549	\$15,549	\$0	(\$87,828)	(\$87,828)
OPEB Bond Levy	\$0	\$709,579	\$709,579	\$0	\$817,237	\$817,237	\$0	\$107,658	\$107,658
Judgement Levy	\$0	\$260,000	\$260,000	\$0	\$0	\$0	\$0	(\$260,000)	(\$260,000)
Miscellaneous	\$0	\$1,576	\$1,576	\$0	\$2,239	\$2,239	\$0	\$663	\$663
	\$0	\$1,239,895	\$1,239,895	\$0	\$920,057	\$920,057	\$0	(\$319,838)	(\$319,838)



Reasons for levy change

- Decrease in reemployment insurance
 - Decrease from previous year estimate
- Decrease in health benefits levy
 - Only Pre 1998 retirees qualify for this levy
- Increase in OPEB (retiree health insurance) bond debt schedule payment.
- Expired judgement levy – judgement with ERATS.



Pay 22 levy vs. Pay 23 levy (Taconite Production Credits)

	2021 PAY 2022			2022 PAY 2023			CHANGE		
	<u>State Aid</u>	<u>Local Levy</u>	<u>Total</u>	<u>State Aid</u>	<u>Local Levy</u>	<u>Total</u>	<u>State Aid</u>	<u>Local Levy</u>	<u>Total</u>
	TACONITE ADJUSTMENTS								
Taconite Production Credits	\$0	(\$1,135,944)	(\$1,135,944)	\$0	(\$1,156,753)	(\$1,156,753)	\$0	(\$20,809)	(\$20,809)
	\$0	(\$1,135,944)	(\$1,135,944)	\$0	(\$1,156,753)	(\$1,156,753)	\$0	(\$20,809)	(\$20,809)



What are taconite production credits?

- Rock Ridge Public Schools qualifies for taconite production credits which reduces taxpayer obligation.
- This is not additional revenue for the District. The taconite revenue replaces revenue that would have been collected from property owners.
- Production Credits are based on local mines prior three years of taconite production.
- When taconite revenue decreases, local taxpayers' portion of the levy increases.



Pay 22 levy vs. Pay 23 levy

	2021 PAY 2022			2022 PAY 2023			CHANGE		
	State Aid	Local Levy	Total	State Aid	Local Levy	Total	State Aid	Local Levy	Total
LEVY CATEGORIES WHERE REVENUE IS SPLIT BETWEEN STATE AID AND LOCAL LEVY									
Operating Referendum	\$977,972	\$1,523,929	\$2,501,901	\$738,849	\$1,570,910	\$2,309,759	(\$239,123)	\$46,981	(\$192,142)
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Long-Term Facilities Maint.	\$621,183	\$387,942	\$1,009,126	\$574,359	\$373,086	\$947,445	(\$46,824)	(\$14,856)	(\$61,680)
Debt Service	\$5,127,390	\$1,504,813	\$6,632,203	\$5,491,397	\$1,638,943	\$7,130,340	\$364,008	\$134,130	\$498,137
Community Education	\$18,465	\$124,556	\$143,021	\$9,051	\$133,970	\$143,021	(\$9,413)	\$9,413	\$0
ECFE & Home Visiting	\$95,145	\$33,059	\$128,204	\$88,695	\$35,189	\$123,885	(\$6,450)	\$2,131	(\$4,320)
	\$7,517,276	\$4,103,325	\$11,620,601	\$7,468,159	\$4,317,331	\$11,785,490	(\$49,117)	\$214,006	\$164,889
LEVY CATEGORIES WHERE REVENUE IS JUST FROM LOCAL LEVY									
Reemployment Insurance	\$0	\$0	\$0	\$0	(\$65,000)	(\$65,000)	\$0	(\$65,000)	(\$65,000)
Safe Schools	\$0	\$96,538	\$96,538	\$0	\$88,131	\$88,131	\$0	(\$8,407)	(\$8,407)
Building / Land Lease	\$0	\$68,825	\$68,825	\$0	\$61,902	\$61,902	\$0	(\$6,923)	(\$6,923)
Health Benefits	\$0	\$103,377	\$103,377	\$0	\$15,549	\$15,549	\$0	(\$87,828)	(\$87,828)
OPEB Bond Levy	\$0	\$709,579	\$709,579	\$0	\$817,237	\$817,237	\$0	\$107,658	\$107,658
Judgement Levy	\$0	\$260,000	\$260,000	\$0	\$0	\$0	\$0	(\$260,000)	(\$260,000)
Miscellaneous	\$0	\$1,576	\$1,576	\$0	\$2,239	\$2,239	\$0	\$663	\$663
	\$0	\$1,239,895	\$1,239,895	\$0	\$920,057	\$920,057	\$0	(\$319,838)	(\$319,838)
TACONITE ADJUSTMENTS									
Taconite Production Credits	\$0	(\$1,135,944)	(\$1,135,944)	\$0	(\$1,156,753)	(\$1,156,753)	\$0	(\$20,809)	(\$20,809)
	\$0	(\$1,135,944)	(\$1,135,944)	\$0	(\$1,156,753)	(\$1,156,753)	\$0	(\$20,809)	(\$20,809)
Total	\$7,517,276	\$4,207,275	\$11,724,552	\$7,468,159	\$4,080,635	\$11,548,794	(\$49,117)	(\$126,640)	(\$175,757)
							-0.7%	-3.0%	-1.5%



2022 Payable 2023 Levy

Questions / Comments?



LEVY LIMITATION AND CERTIFICATION REPORT OUTLINE			***PROPERTY VALUATION DATA***		***PUPIL DATA***		
	PAGE		MARKET VALUE			RESIDENT COUNTS ARE BASED ON ALL PUBLIC SCHOOL STUDENTS LIVING IN THE DISTRICT, REGARDLESS OF WHETHER THEY ATTEND THERE. ADJUSTED COUNTS REFLECT ALTERNATIVE ATTENDANCE.	
I. GENERAL INPUT DATA							
A. PROPERTY VALUATION	1	1	2017 MARKET VALUE	910,262,713			
B. PUPIL DATA	1	2	2018 MARKET VALUE	931,588,552			
		3	2019 MARKET VALUE	957,930,621			
II. INITIAL COMPUTATIONS BY FUND		4	2020 MARKET VALUE	961,875,187			
A. GENERAL	2	5	2021 MARKET VALUE	1,019,115,840		RESIDENT AVE DAILY MEMBERSHIP (ADM)	
B. COMMUNITY SERVICE	12						
C. GENERAL DEBT	13		REFERENDUM MARKET VALUE (RMV)		36	2019-20 RES ADM (ACT) 2,563.38	
D. OPEB/PENSION DEBT	15				37	2020-21 RES ADM (ACT) 2,456.36	
		6	2017 RMV	941,838,067	38	2021-22 RES ADM (PRE) 2,422.80	
III. ADJUSTMENTS BY FUND		7	2018 RMV	965,665,224	39	2022-23 RES ADM (EST) 2,403.62	
A. GENERAL	16	8	2019 RMV	994,094,884	40	2023-24 RES ADM (EST) 2,309.00	
B. COMMUNITY SERVICE	23	9	2020 RMV	996,064,682	41	2024-25 RES ADM (EST) 2,252.00	
C. GENERAL DEBT	23	10	2021 RMV	1,045,964,595			
D. OPEB/PENSION DEBT	24					RESIDENT PUPIL UNITS	
IV. ABATEMENT ADJUSTMENTS	24		NET TAX CAPACITY (NTC)		42	2019-20 RES PU (ACT) 2,798.83	
		11	2017 NTC	11,963,415	43	2020-21 RES PU (ACT) 2,697.33	
V. OFFSET ADJUSTMENTS	26	12	2018 NTC	12,310,261	44	2021-22 RES PU (PRE) 2,655.73	
		13	2019 NTC	12,481,690	45	2022-23 RES PU (EST) 2,640.82	
VI. TACONITE ADJUSTMENTS	27	14	2020 NTC	12,278,545	46	2023-24 RES PU (EST) 2,539.60	
		15	2021 NTC	13,214,454			
VII. LEVY AND AID SUMMARY	29					ADJUSTED ADM	
VIII. TOTAL LEVY LIMITATION	30		SALES RATIO		47	2019-20 ADJ ADM (ACT) 2,639.20	
		16	2017 SALES RATIO	199.6%	48	2020-21 ADJ ADM (ACT) 2,528.86	
SCHOOL YEAR	FORMULA ALLOWANCE	TAX RATE	17	2018 SALES RATIO	190.3%	49	2021-22 ADJ ADM (PRE) 2,450.12
2012-13	5,224	0.0000	18	2019 SALES RATIO	96.3%	50	2022-23 ADJ ADM (EST) 2,352.62
2013-14	5,302	0.0000	19	2020 SALES RATIO	92.7%	51	2023-24 ADJ ADM (EST) 2,294.00
2014-15	5,831	0.0035	20	2021 SALES RATIO	92.7%	52	2024-25 ADJ ADM (EST) 2,267.00
2015-16	5,948	0.0033					UNLIMITED ADJUSTED NTC (UANTC)
2016-17	6,067	0.0030	21	2017 UANTC=(11)/(16)=	12,002,763	53	2019-20 ADJ PU (ACT) 2,868.77
2017-18	6,188	0.0014	22	2018 UANTC=(12)/(17)=	12,945,379	54	2020-21 ADJ PU (ACT) 2,771.39
2018-19	6,312	0.0000	23	2019 UANTC=(13)/(18)=	12,941,643	55	2021-22 ADJ PU (PRE) 2,678.41
2019-20	6,438	0.0000	24	2020 UANTC=(14)/(19)=	13,250,668	56	2022-23 ADJ PU (EST) 2,576.02
2020-21	6,567	0.0000	25	2021 UANTC=(15)/(20)=	14,252,096	57	2023-24 ADJ PU (EST) 2,521.00
2021-22	6,728	0.0000					ADJUSTED NTC (ANTC)
2022-23	6,863	0.0000	26	2017 ANTC	12,002,763	58	2019-20 ADJ VPK ADM 45.52
2023-24	6,863	0.0000	27	2018 ANTC	12,945,379	59	2020-21 ADJ VPK ADM 44.61
			28	2019 ANTC	12,941,643	60	2021-22 ADJ VPK ADM 44.60
NOTE: ABOVE NUMBERS ARE NOT ALWAYS COMPARABLE FROM YEAR TO YEAR.			29	2020 ANTC	13,250,668	61	2022-23 ADJ VPK ADM 44.62
			30	2021 ANTC	14,252,096	62	2023-24 ADJ VPK ADM
WEIGHTS FOR PUPIL UNITS	FY 2008- FY 2014	FY 2015 & LATER					AG MODIFIED ANTC FOR LTFM
PRE-KGN HCP:	1.250	1.000					
HCP-KGN:	1.000	1.000	31	2017 AG MODIFIED ANTC	11,965,829	63	2019-20 ADJ VPK PU 45.52
REG-KGN PART:	0.612	0.550	32	2018 AG MODIFIED ANTC	12,904,083	64	2020-21 ADJ VPK PU 44.61
REG-KGN ALL:	0.612	1.000	33	2019 AG MODIFIED ANTC	12,904,083	65	2021-22 ADJ VPK PU 44.60
GRADES 1-3:	1.115	1.000	34	2020 AG MODIFIED ANTC	13,209,406	66	2022-23 ADJ VPK PU 44.62
GRADES 4-6:	1.060	1.000	35	2021 AG MODIFIED ANTC	14,215,129	67	2023-24 ADJ VPK PU
GRADES 7-12:	1.300	1.200					

PUPIL DATA (CONT)		***GENERAL ED REVENUE (CONT)***		***COMPENSATORY REVENUE (CONT)***	
SCHOOL READINESS PLUS ADJUSTED ADM		103	DECLINING PUPIL UNITS = GREATER OF ZERO OR = (56) - (57)	55.02	116 COMPENSATORY PILOT
68	2019-20 ADJ SRP ADM				117 TOTAL COMPENSATORY REV = (115)+(116) =
69	2020-21 ADJ SRP ADM				802,221.95
70	2021-22 ADJ SRP ADM	104	DECLINING ENROLL ALLOW = 0.28 X (101) =	1,921.64	
71	2022-23 ADJ SRP ADM				ENGLISH LEARNER (EL)
72	2023-24 ADJ SRP ADM				
SCHOOL READINESS PLUS PUPIL UNITS		105	DECLINING ENROLL REV = (103) X (104) =	105,728.63	118 2023-24 ELIGIBLE EL ADM (EST) (7 YEAR LIMIT)
73	2019-20 ADJ SRP PU				4.00
74	2020-21 ADJ SRP PU				
75	2021-22 ADJ SRP PU				
76	2022-23 ADJ SRP PU	106	PENSION ADJUST ALLOWANCE (FY 2023 GEN ED REV REPORT, LINE 50)		119 IF(118)=0, ZERO; ELSE GTR OF 20, (118) =
77	2023-24 ADJ SRP PU				20.00
(NOTE: VPK & SRP ADM AND PUPIL UNITS INCLUDED IN LINES (36-41), (42-46) (47-52), AND (53-57))		107	INITIAL PENSION ADJ REV = (57) X (106) =		120 EL REVENUE = (119) X \$704 =
					14,080.00
EXTENDED TIME ADM ADM >1.0 CAPPED AT 0.2		108	FY 2023 RETIRE SALARY	11,533,408.40	121 2023-24 ADM SRV (EST)
					2,289.77
		109	PENSION ADJUST RATE	.0125	122 EL CONCENTRATION RATIO = (118)/(121) =
					.00174690
78	2019-20 EXT ADM (ACT)	8.69			123 EL CONCENTRATION FACTOR = LSR OF 1 OR (122)/.115 =
79	2020-21 EXT ADM (ACT)	5.26			.01519043
80	2021-22 EXT ADM (PREL)	19.28			
81	2022-23 EXT ADM (EST)				
82	2023-24 EXT ADM (EST)				
83	2024-25 EXT ADM (EST)				
EXTENDED TIME PU					124 EL PUPIL UNITS = (118) X (123) =
					.06
84	2019-20 EXT TIME PU	10.10			125 EL CONCENTRATION REV = (124) X \$250 =
85	2020-21 EXT TIME PU	6.30			15.00
86	2021-22 EXT TIME PU	21.27			126 DISTRICT EL REV + EL CONCENTRATION REV (EXCLUDES EL CROSS REDUC AID, 342) = (120)+(125) =
87	2022-23 EXT TIME PU				14,095.00
88	2023-24 EXT TIME PU				
GENERAL EDUCATION REVENUE		88	2023-24 EXT PU (EST)		127 BASIC SKILLS REVENUE = (117)+(126) =
		113	EXTENDED TIME REVENUE = (88) X \$5,117 =		816,316.95
BASIC REVENUE					SPARSITY REVENUE
101	FY 2024 FORMULA ALLOW	6,863			128 ATTENDANCE AREA FOR SPARSITY
57	2023-24 ADJ PU (EST)	2,521.00			296.22
102	BASIC REVENUE = (57) X (101) =	17,301,623.00			129 DIST TO NEAREST HS
					3.2
DECLINING ENROLLMENT REV		114	FY 2023 COMPENSATORY REVENUE (FROM FY 2023 GEN ED REV REPORT, LINES 60 AND 61)	835,468.56	130 ISOLATION INDEX = [SQ RT (.55 X (128))] + (129) =
					16.0
56	2022-23 ADJ PU (EST)	2,576.02			131 ISOLATION INDEX RATIO = [(130)-23]/10, WITH MIN= 0 AND MAX= 1.5
57	2023-24 ADJ PU (EST)	2,521.00			
		115	EST FY 2024 COMPENSATORY REVENUE = (114) X (6,863-839)/(6,863-839) X [(50)/(49)] =	802,221.95	132 2023-24 ADM SRV, 7-12
					1,085.02

SPARSITY REVENUE (CONT)		***TRANS SPARSITY (CONT)***		***TRANS SPARSITY (CONT)***	
133	SECONDARY SPARSITY ADM RATIO = GREATER OF ZERO OR [400-(132)] /[400+(132)] =	147	PRELIMINARY TOTAL TRANSPORT ALLOWANCE = [(145) RAISED TO .26 POWER] X [(146) RAISED TO .13 POWER] X .141 X (101) = 481.58	160	TRANSP EXCESS COST = GTR OF ZERO OR (153)-(159) =
134	SECONDARY SPARSITY REVENUE = [(101) - \$530] X (131)X(132)X(133) OR MEMO:	148	TRANSPORTATION SPARSITY ALLOWANCE = GTR OF ZERO OR (147) - [.0466 X (101)] = 161.76	161	PUPIL TRANSP ADJ IF (160)=0, THEN (161)=0 ELSE (160) X 0.182 =
135	ELEM SPARSITY REVENUE (SEE WEBSITE)	149	INITIAL TRANSPORTATION SPARSITY REVENUE (57) X (148) = 407,796.96	162	TOTAL TRANSPORTATION SPARSITY REVENUE = (149)+(161) = 407,796.96
136	PRELIM SPARSITY REVENUE = (134)+(135) =	150	FY 2023 EST REG AND EXCESS TRANSP COST (FIN 720 + DEP) (FROM FEB22 FORECAST) 1,432,028.00	INITIAL GENERAL ED REVENUE	
137	FY 2023 SPARSITY REV (FY 2023 GEN ED REV REPORT, LINE 98)	151	FY 2022 EST REG AND EXCESS TRANSP COST (FIN 720 + DEP) (FROM FEB22 FORECAST)	102	BASIC 17,301,623.00
138	ELIGIBLE FOR CLOSED BUILDING ADJUSTMENT? NO	152	FY 2022 REG AND EXCESS TRANSP COST TIMES 105% = (151) X 1.05 =	105	DECLINING ENROLL 105,728.63
139	SPARSITY REVENUE IF (138)=YES, (139) = GTR OF (136) OR (137); ELSE (139) = (136)	153	ADJUSTED TRANSP COST = LSR OF (150) OR (152) =	111	PENSION ADJUSTMENT 144,167.60
	SMALL SCHOOLS REVENUE			112	GIFTED & TALENTED 32,773.00
57	2023-24 ADJ PU (EST) 2,521.00	154	FY 2023 BASIC REVENUE (2022-23 GEN ED REV REPORT LINE 46) 18,403,958.06	113	EXTENDED TIME
140	SMALL SCHOOLS RATIO = GTR OF ZERO OR [960-(57)]/960 =	155	TRANSPORTATION PORTION OF FY 2023 BASIC REVENUE = (154) X .0466 = 857,624.45	127	BASIC SKILLS 816,316.95
141	SMALL SCHOOLS ALLOWANCE = (140) X \$544 =	156	FY 2023 TRANSP SPARSITY REV(2022-23 GEN ED REV REPORT, LINE 118) 428,227.90	139	SPARSITY
142	SMALL SCHOOLS REVENUE = (57) X (141) =	157	FY 2023 CHARTER TRANSP ADJ REV(2022-23 GEN ED REV REPORT, LINE 297)	142	SMALL SCHOOLS
	TRANSPORTATION SPARSITY	158	REIMBURSEMENT OF TRANS FOR PREGNANT AND PARENTING TEENS	162	TRANSPORT SPARSITY 407,796.96
143	ATTENDANCE AREA 296.22	159	FY 2023 TRANSP REV SUBTOTAL =(155)+(156)+ +(157)-(158) = 1,285,852.35	163	INITIAL GENERAL ED REV = (102)+(105)+(111) + (112)+(113)+(127) + (139)+(142)+(162) = 18,808,406.14
144	SQUARE MILES PER RES PU = (143)/(46) = .1166			OPERATING CAPITAL	
145	SPARSITY INDEX = GTR OF (144) OR 0.2 = .2000			164	AVE BUILDING AGE (EST) (NOT > 50 YEARS) 43.39
146	DENSITY INDEX = LSR OF (144) OR 0.2 BUT AT LEAST .005 = .1166			165	FACILITIES AGE INDEX = 1 + [.01 X (164)] = 1.4339
				166	OPERATING CAPITAL ALLOWANCE = \$79 + [\$109 X (165)] = 235.30
				167	YEAR ROUND PU SERVED
				168	OPERATING CAP REVENUE = (57) X (166) + (167) X \$31 = 593,191.30
				LOCAL OPTIONAL REVENUE	
				169	MAXIMUM LOCAL OPTIONAL ALLOWANCE 724
				170	FY 2024 ACTUAL LOCAL OPTIONAL ALLOWANCE 724.00

LOCAL OPTIONAL REV (CONT)		***REFERENDUM ALLOWANCES (CONT)***		***REFERENDUM CAPS***			
57	2023-24 ADJ PU (EST)	2,521.00	185	FY 2024 ANNUAL INFLATION FACTOR	197	INFLATION FACTOR AS SET IN STATUTE	1.1594
171	LOCAL OPTIONAL REVENUE = (170) X (57) =	1,825,204.00	186	FY 2024 RESULT AFTER INFLATION ADJUSTMENT = (184) X (185) =	198	STANDARD CAP = [2079.50X(197)]-300=	2,110.97
172	TIER 1 LOR CAP/APU	300	187	PERMANENT SUBTRACTION AMOUNT SUBJECT TO CPI	199	FY 2024 ALT CAP STARTING POINT (FY 2021 GENED REV REPORT, LINE137)+\$300	
173	TIER 2 LOR CAP/APU	724	188	CPI APPLIED TO PERMANENT SUBTRACTION = (187) X [(185)-1] =	200	FY 2024 ALTERNATE CAP = [(199)*(197)]-300 =	300.00-
174	TIER 1 LOR = LSR OF = (170) OR (172)	300.00	189	ADDED BY ELECTIONS HELD IN CY 2021 WITH DELAY	139	SPARSITY REVENUE	
175	TIER 2 LOR = [LSR OF (170) OR (173)]-(174)	424.00	190	FY 2024 WITH INFLATION RESULTS BEFORE ELECTIONS = (186)+(188)+(189) =	201	CAP ON AUTHORITY PER APU: IF (139)>0 THERE IS NO CAP; ELSE (201) = GTR OF (198) OR (200)	2,110.97
176	TOTAL, TIER 1 = (57) X (174) =	756,300.00	191	FY 2024 \$/APU UNCAPPED TOTAL, ALL AUTHORITIES = (181)+(190) =	202	FY 2024 \$/ADJ PU, CAPPED TOTAL = LSR OF (196) OR (201) =	189.67
177	TOTAL, TIER 2 = (57) X (175) =	1,068,904.00	192	FY 2024 AUTHORITY CANCELLED BY ELECTIONS HELD IN CY 2022	57	2023-24 ADJ PU (EST)	2,521.00
	REFERENDUM ALLOWANCES		193	FY 2024 \$/APU ADDED BY ELECTIONS HELD IN CY 2022	203	FY 2024 REFER REVENUE = (57) X (202) =	478,158.07
	EXIST AUTHORITY AFTER REFERENDUM SIMPLIFICATION		194	FY 2024 AUTHORITY CANCELLED BY ELECTIONS HELD IN CY 2022		TRANSITION REVENUE	
	REF AUTH W/O INFLATION		195	FY 2024 \$/APU ADDED BY ELECTIONS HELD IN CY 2022	204	TRANSITION ALLOWANCE (FY 2015 GENERAL EDUC REVENUE REPORT, LINE 174)	2.25
178	FY 2023 AUTHORITY (FY 2023 GEN ED REV REPORT, LINE 135)	189.67	196	FY 2024 \$/APU UNCAPPED TOTAL, ALL AUTHORITIES = (191)-(192)+(193) - (194)+(195) =	205	TRANSITION REVENUE = (57) X (204) =	5,672.25
179	PHASEOUT OF LINE (178)		197	FY 2024 RESULT BEFORE INFLATION ADJUSTMENT = (182)-(183) =		EQUITY REVENUE	
180	ADDED BY ELECTIONS HELD IN CY 2021 WITH DELAY		198	FY 2023 AUTHORITY (FY 2023 GEN ED REV REPORT, LINE 141+142)	206	METRO 5TH PERCENTILE	7,173.96
181	FY 2024 W/O INFLATION RESULTS BEFORE ELECTIONS = (178)-(179)+(180) =	189.67	199	PHASEOUT OF LINE (182)	207	METRO 95TH PERCENTILE	9,307.69
	REF AUTH WITH INFLATION		200	FY 2024 RESULT BEFORE INFLATION ADJUSTMENT = (182)-(183) =	208	METRO GAP = (207)-(206) =	2,133.73
182	FY 2023 AUTHORITY (FY 2023 GEN ED REV REPORT, LINE 141+142)		201	FY 2024 \$/APU UNCAPPED TOTAL, ALL AUTHORITIES = (191)-(192)+(193) - (194)+(195) =	209	RURAL 5TH PERCENTILE	7,163.00
183	PHASEOUT OF LINE (182)		202	DISTRICT'S REGION: METRO=MET; RURAL=RUR	210	RURAL 95TH PERCENTILE	9,153.22
184	FY 2024 RESULT BEFORE INFLATION ADJUSTMENT = (182)-(183) =		203		211	RURAL GAP = (210)-(209) =	1,990.22

EQUITY REVENUE (CONT)		**OPERATING CAPITAL AIDS & LEVIES**		***EQUITY AIDS & LEVIES***				
213	DIST'S REGION'S EQUITY GAP = (208) OR (211)=	1,990.22	168	OPERATING CAP REVENUE	593,191.30	228	EQUITY REVENUE	397,971.36
214	DIST'S REGION'S 95TH PCT = (207) OR (210)=	9,153.22	30	2021 ANTC	14,252,096	240	EQUITY LIMIT = (228) X (235) =	321,390.70
215	DISTRICT'S REVENUE/PU FOR EQUITY PURPOSES = [(102)+(203)+(205)+((172)*(57))]/(57) =	7,354.92	229	FY 2024 ANTC/ADJ PU = (30)/(57) =	5,653.35	241	EQUITY AID = (228)-(240) =	76,580.66
216	DISTRICT'S EQUITY GAP = GREATER OF ZERO OR (214)-(215) =	1,798.30	230	LEVY RATIO FOR OPER CAP = LESSER OF 1 OR (229)/\$22,912 =	.24674188	TRANSITION AIDS & LEVIES		
217	EQUITY INDEX = (216)/(213) =	.90356845	231	OPERATING CAP LIMIT = (168) X (230) =	146,365.14	205	TRANSITION REVENUE	5,672.25
218	= \$80 X (217) =	72.29	232	OPERATING CAP AID = (168)-(231) =	446,826.16	242	TRANSITION LIMIT = (205) X (235) =	4,580.75
219	INITIAL EQUITY ALLOW IF (216)=0 THEN (219)=0 ELSE (219)=\$14+(218)	86.29	LOCAL OPTIONAL AIDS & LEVIES			243	TRANSITION AID = (205)-(242) =	1,091.50
57	2023-24 ADJ PU (EST)	2,521.00	176	TOTAL, TIER 1 = (57) X (174) =	756,300.00	REFERENDUM AIDS & LEVIES		
220	= (57) X (219) =	217,537.09	177	TOTAL, TIER 2 = (57) X (175) =	1,068,904.00	202	REFER \$/APU ALL AUTHORITIES	189.67
221	FY 2024 STATE AVERAGE REF REV & TIER 1 LOR	1,173.95	10	2021 RMV	1,045,964,595	244	TIER 1 CAP/APU	460
222	= .10 X [(221)] =	117.40	46	2023-24 RES PU (EST)	2,539.60	245	TIER 2 CAP/APU = 0.25 X (101)-\$300 =	1,415.75
202	FY 2024 DISTRICT REFERENDUM REV/ADJ PU	189.67	233	FY 2024 RMV/RES PU = (10)/(46) =	411,861.94	139	SPARSITY REVENUE	
172	TIER 1 LOR CAP/APU	300	234	LEVY RATIO FOR LOCAL OPTIONAL TIER 1 = LESSER OF 1 OR (233)/\$880,000 =	.46802493	246	TIER 2 CAP/APU IF (139) > ZERO THEN (246) = 9,999.99 ELSE (246) = (245) BREAKDOWN OF \$/APU BY TIER, ALL AUTHORITIES	1,415.75
223	= GTR OF ZERO OR [(222)-(202)-(172)] =		235	LEVY RATIO FOR LOCAL OPTIONAL TIER 2, EQUITY, TRANSITION = LESSER OF 1 OR (233)/\$510,000 =	.80757243	247	TIER 1 = LSR OF (202) OR (244) =	189.67
57	2023-24 ADJ PU (EST)	2,521.00	236	TIER 1 LOR LEVY = (176) X (234) =	353,967.25	248	TIER 2 = [LSR OF (202) OR (246)]-(247) =	
224	= LSR OF \$100,000 OR [(57) X (223)] =		237	TIER 2 LOR LEVY = (177) X (235) =	863,217.40	249	UNEQUALIZED = (202)-(247) - (248) =	
225	= (220)+(224) =	217,537.09	238	TIER 1 LOR AID = (176) - (236) =	402,332.75	BREAKDOWN OF REFERENDUM REVENUES		
226	BOTH RUR AND MET = 0.25 X (225)	54,384.27	239	TIER 2 LOR AID = (177) - (237) =	205,686.60	203	REFERENDUM REVENUE ALL AUTHORITIES	478,158.07
57	2023-24 ADJ PU (EST)	2,521.00				250	TOTAL, TIER 1 = (57) X (247) =	478,158.07
227	= \$50.00 X (57) =	126,050.00						
228	EQUITY REVENUE = (225)+(226)+(227) =	397,971.36						

BREAKDOWN OF REF REVENUES (CONT)		***REFERENDUM LEVY WITH AID LIMIT***		***APPLYING THESE REDUCTIONS: ***	
251	TOTAL, TIER 2 = (57) X (248) =	263	TIER 1 LEVY = (255)+(262) = 347,328.24	272	TAX BASE REPLACE AID
252	TOTAL, UNEQUALIZED = (203)-(250)-(251) =	256	TIER 2 LEVY = (256) =	280	TIER 1 REF AID = (265)-(274) = 130,829.83
	REFERENDUM LEVY PORTIONS	252	UNEQUALIZED LEVY	281	TIER 2 REF AID = (259)-(273) =
233	FY 2024 RMV/RES PU 411,861.94	264	TOTAL = (263) + (256)+(252) = 347,328.24	282	TIER 1 LOR AID = (238) - (275) = 402,332.75
253	TIER 1 = LSR OF 1 OR (233)/\$567,000 = .72638790		REFERENDUM AID WITH AID LIMIT	283	TIER 1 LOR LEVY = (236) - (276) = 353,967.25
254	TIER 2 = LSR OF 1 OR (233)/\$290,000 = 1.00000000	265	TIER 1 AID = (258)-(262) = 130,829.83	284	TIER 1 REF LEVY = (263)-(277) = 347,328.24
	INITIAL REFERENDUM LEVY	259	TIER 2 AID = (259) =	285	TIER 2 REF LEVY = (256)-(278) =
255	TIER 1 LEVY = (250) X (253) = 347,328.24	266	TOTAL AID = (265)+(259) = 130,829.83	286	UNEQL REF LEVY = (252)-(279) =
256	TIER 2 LEVY = (251) X (254) =		TAX BASE REPLACEMENT AID (TBRA)	287	REFER AND LOR TIER 1 EQUALIZATION AID BEFORE AID GUARANTEE = (272)+(280) + (281)+(282) = 533,162.58
252	UNEQUALIZED LEVY	267	ADJ INITIAL TBRA (FROM TBRA PHASEOUT REPORT, LINE 11)	288	REFERENDUM AND LOR LEVY BEFORE AID GUARANTEE = (283) + (284) + (285) + (286) = 701,295.49
257	TOTAL = (255) + (256)+(252) = 347,328.24	268	CONVERTED ADJ FY 2002 REF AUTHORITY (FY 2015 GENERAL EDUC REVENUE REPORT, LINE 254)		REFERENDUM AID GUARANTEE
	INITIAL REFERENDUM AID	269	UNCAPPED REF AND LOR ALLOWANCE = (174)+(196) = 489.67	289	FY 2015 REFERENDUM AID INCREASE FROM GUARANTEE (FY 2015 GEN ED REV REPORT, LINE 276)
258	TIER 1 AID = (250)-(255) = 130,829.83	270	PRORATED TBRA = LSR OF (267) OR [(267)X(269)/(268)] =	290	FY 2015 REFERENDUM REV (FY 2015 GEN ED REV REPORT, LINE 289)
259	TIER 2 AID = (251)-(256) =	271	REF AND LOR REV = (176) + (203) = 1,234,458.07	291	FY 2015 LOCATION EQUITY REVENUE (FY 2015 GEN ED REV REPORT LINE 198)
260	TOTAL AID = (258)+(259) = 130,829.83		CAPPED TBRA = LSR OF (270) OR (271) =	292	FY 2015 COMBINED REVENUE = (290)+(291) =
	EQUALIZATION AID LIMIT		INITIAL REVENUES ARE REDUCED TO MAKE TAX BASE REPLACEMENT AID REVENUE-NEUTRAL. REVENUE COMPONENTS ARE REDUCED IN THE FOLLOWING ORDER:	293	FY 2015 REFERENDUM EQUALIZATION PLUS HOLD HARMLESS AID (FY 2015 GENERAL EDUC REVENUE REPORT, LINES 276 & 287)
101	FY 2024 FORMULA ALLOW 6,863	273	TIER 2 REF AID	294	FY 2015 LOCATION EQUITY AID (FY 2015 GENERAL EDUC REVENUE REPORT, LINE 197)
57	ADJ PU (EST) 2,521.00	274	TIER 1 REF AID		
261	REFERENDUM EQUALIZATION AID LIMIT = [[0.25 X (101)] -\$300]X(57) 3,569,105.75	275	TIER 1 LOR AID		
262	REFERENDUM EQUALIZATION AID CAP = GRT OF (260)-(261) OR 0 =	276	TIER 1 LOR LEVY		
		277	TIER 1 REF LEVY		
		278	TIER 2 REF LEVY		
		279	UNEQL REF LEVY		

REF AID GUARANTEE (CONT)		***REF AID & LEVY SUMMARY*** AFTER REF AID GUARANTEE		***GEN ED REV SUMMARY (CONT)***	
295	FY 2015 COMBINED AID FOR GUARANTEE = (293)+(294) =	310	TIER 1 REF LEVY = (284) - (304) = 347,328.24	203	REFERENDUM 478,158.07
296	FY 2024 COMBINED REVENUE = (171)+(203) = 2,303,362.07	311	TIER 2 REF LEVY = (285) - (305) =	205	TRANSITION 5,672.25
297	FY 2024 COMBINED INITIAL AID = (287)+(239) = 738,849.18	312	UNEQL LEVY = (286) - (306) =	228	EQUITY REVENUE 397,971.36
298	REVENUE RATIO = LESSER OF 1 OR [(296)/(292)] =	313	TOTAL REFERENDUM LEVY = (310)+ (311) +(312)= 347,328.24	320	ALT ATTENDANCE ADJ
299	2012 RMV 860,698,991	314	TOTAL REFERENDUM EQUALIZATION AID = (272) + (280) + (281) + (304)+ (305)+ (306) - (275) - (276) = 130,829.83	321	TOTAL GENERAL REVENUE = (102)+(105)+(111) + (112)+(113)+(127) + (139)+(142)+(162) + (168)+(171)+(203) + (205)+(228)+(320) = 22,108,603.12
300	2021 RMV 1,045,964,595 RMV RATIO = LESSER OF 1 OR [(299) / (10)] = .82287584		ALTERNATIVE ATTENDANCE ADJUSTMENT (CHARTER TRANSPORT AND MN STATE ACAD ADJ'S ONLY)		GENERAL AIDS & LEVIES
301	FY 2024 MINIMUM COMBINED AID = (295)X(298)X(300) =	147	TRANSPORT ALLOWANCE 481.58	231	OPERATING CAP LEVY 146,365.14
302	FY 2024 REFERENDUM HARMLESS AID INCREASE IF (289)=0 THEN 0, ELSE GREATER OF 0 OR [(301)-(297)] =	315	ADJ PU OF CHARTER SCHOOLS TRANSPORTED BY DISTRICT	240	EQUITY LEVY 321,390.70
	INITIAL LEVIES ARE REDUCED TO MAKE THE REFER AID GUARANTEE REVENUE-NEUTRAL. LEVY COMPONENTS ARE REDUCED IN THE FOLLOWING ORDER:	316	EXT TME PU OF CHARTER SCHOOLS TRANSPORTED BY DISTRICT	242	TRANSITION LEVY 4,580.75
303	TIER 1 LOR LEVY	317	CHARTER ALT ATTENDANCE ADJUST = (147) X (315) + \$223 X (316) =	308	LOCAL OPTIONAL 1,217,184.65
304	TIER 1 REF LEVY	318	2023-24 RES PU ATTENDING MN STATE ACADEMIES	313	TOTAL REFERENDUM LEVY 347,328.24
305	TIER 2 REF LEVY	319	MN STATE ACADEMIES ALT ATTENDANCE ADJ = - (101) X (318) =	322	TOTAL GENERAL ED LEVY = (231)+(240)+(242) + (308)+(313) = 2,036,849.48
306	UNEQL REF LEVY	320	ALT ATTEND ADJUST TO AID = (317)+(319) =	323	TOTAL GENERAL ED AID = (321)-(322)= 20,071,753.64
	LOCAL OPT AID & LEVY SUMMARY AFTER REF AID GUARANTEE		GENERAL ED REVENUE SUMMARY		ALTERNATIVE TEACHER COMP REV
307	TIER 1 LOR LEVY = (283) - (303) = 353,967.25	102	BASIC 17,301,623.00	324	ENROLLMENT AS OF OCT 1, 2021 AT PARTICIPATING SITES (FY 2023 GENERAL EDUC RPT, LINE 313)
237	TIER 2 LOR LEVY = (237) 863,217.40	105	DECLINING ENROLL 105,728.63	325	EST ENROLLMENT AS OF OCTOBER 1, 2022 AT PARTICIPATING SITES = (324)X[(50)/(49)] =
308	LOCAL OPTIONAL LEVY LIMIT = (307) + (237) = 1,217,184.65	111	PENSION ADJUSTMENT 144,167.60	326	ALTERNATIVE TEACHER COMPENSATION REVENUE = \$260.00 X (325) =
309	LOCAL OPTIONAL AID = (282)+ (239)+ (303)= = (275)+ (276)= 608,019.35	112	GIFTED & TALENTED 32,773.00		ALT TEACHER COMP AIDS & LEVIES
		113	EXTENDED TIME	327	ALT COMP REVENUE
		127	BASIC SKILLS 816,316.95	328	ALT COMP BASIC AID = 0.65 X (326) =
		139	SPARSITY	329	PRORATED BASIC AID = (327)X(328) =
		142	SMALL SCHOOLS		
		162	TRANSPORT SPARSITY 407,796.96		
		168	OPERATING CAPITAL 593,191.30		
		171	LOCAL OPTIONAL 1,825,204.00		

ALT TEACH COMP AIDS/LEVY (CONT)		***ACHIEVEMENT AND INTEG (CONT)***		***REEMPLOYMENT INSURANCE LEVY**	
330	PRO BASIC AID TO LEVY = (327) - (329) =	344	FY 2024 EST INCENTIVE BUDGET	359	EST FY 2023 EXPEND
331	ALT COMP LEVY REVENUE =(326)-(327) + (330)=	345	FY 2024 ADJ INITIAL BUDGET = (343) X 1.003 =	360	INITIAL REEMPLOYMENT LEVY = 100% OF (359)=
229	FY 2024 ANTC/ADJ PU 5,653.35	346	OCT 1, 2021 ENROLL OF PROTECTED STUDENTS		SAFE SCHOOLS LEVY
332	ALT COMP LEVY RATIO = LESSER OF 1 OR [(229)/\$6,100] = .92677869	347	EST OCT 1, 2022 ENROLL OF PROTECTED STUDENTS = (346) =	361	SAFE SCH LVY REQUEST? YES
333	ALT TEACHER COMP LEVY = (331) X (332) =	348	OCT 1, 2021 TOTAL ENROLLMENT	57	2023-24 ADJ PU (EST) 2,521.00
334	ALT COMP EQUALIZATION AID = (326)-(329)-(333) =	349	EST OCT 1, 2022 TOTAL ENROLLMENT = (348) =	362	SAFE SCH LEVY LIMIT = \$36 X (57) = 90,756.00
	MISCELLANEOUS AIDS	350	PROTECTED ENROLLMENT RATIO =(347)/(349)=		SAFE SCHOOLS INTERMEDIATE LEVY
	ESTIMATES OF FY 2023 MISC AIDS SHOWN BELOW ARE BASED ON END OF SESSION 2022 FORECAST. PLEASE NOTE THAT THESE ARE ROUGH ESTIMATES AND MAY CHANGE SIGNIFICANTLY WHEN UPDATED DATA BECOMES AVAILABLE.	351	INITIAL ACHIEVE & INTEG REVENUE FORMULA IF (343) > 0 = \$350 X (57) X (350) =	363	SAFE SCH INTERMEDIATE LEVY REQUEST? NO
335	SPEC ED REGULAR	352	INTEG HOLD HARMLESS (FROM FY 2023 INTEG REV RPT, LINE 11)	364	INTERMEDIATE LEVY ALLOWANCE <= \$15
336	BEFORE TUITION ADJ 3,541,163.89	353	INITIAL ACHIEVE & INTEG REVENUE = LSR OF (345) OR [(351)+(352)] =	365	SAFE SCH INTERMEDIATE LIMIT = (57) X (364) =
337	NET TUITION ADJUST 1,028,701.28-	354	INCENTIVE REV =LSR OF (344) OR [(57) X \$10] =		JUDGMENT LEVY
338	EXCESS COST AID 845,989.04	355	ACHIEVE & INTEG REVENUE = (353) + (354) =	366	DISTRICT JUDGMENTS
339	HOLD HARM/GROWTH LMT	356	ACHIEVE & INTEG LEVY = (355) X .30	367	INTERMED JUDGMENTS
340	CROSS SUB REDUC AID 182,830.17	357	TRANSFER TO MDE IF (353)=(345) THEN (357)=(345)-(343) ELSE (357)=(353)X.003	368	JUDGMENT LIMIT =(366)+(367) =
341	TOTAL SPECIAL EDUC AID = (335) TO (339) = 3,541,281.82	358	ACHIEVE & INTEG AID =(355)-(356)-(357)=		ICE ARENA LEVY
342	FY 2024 NON-PUBLIC TRANSPORTATION AID 29,547.66			369	FY 2022 NET OPR COSTS
343	FY EL CROSS SUBSIDY REDUCTION AID 469.36			370	ICE ARENA LEVY LIMIT = 100% OF (369) =
	ACHIEVEMENT AND INTEGRATION REVENUE				FY 2023 CAREER & TECHNICAL
57	2023-24 ADJ PU (EST) 2,521.00			371	SHARE OF FY 2023 EST COOPERATIVE BUDGET
343	FY 2024 EST INITIAL BUDGET			372	FY 2023 ESTIMATED DISTRICT BUDGET 255,740.00
				373	FY 2023 EST BUDGET = (371) + (372) = 255,740.00
				374	PRELIMINARY REVENUE = .35 X (373) = 89,509.00

CAREER & TECHNICAL (CONT)		***INITIAL LTFM REVENUE***		**OLD LAW HEALTH AND SAFETY (H&S)**	
375	LAST YEAR REVENUE (FY 2022 CTE AID REPORT, LINE 16)	127,400.00	57 2023-24 ADJ PU (EST) 401 AVE BLDG AGE (EST) (NO MAX AGE LIMIT)	2,521.00 79.33	409 OLD LAW HEALTH & SAFETY REVENUE = FY 2024 ESTIMATED H&S COST =
376	REVENUE GUARANTEE = LESSER OF (373) OR (375) =	127,400.00	402 BLDG AGE RATIO = LSR OF 1 OR (401)/35 =	1.00000000	410 REG ALT FAC PAYGO REVENUE APPROVED FOR FY 2024
377	PRELIMINARY REVENUE = GREATER OF (374) OR (376) =	127,400.00	403 INITIAL LTFM REVENUE = \$380 X (57) X (402) =	957,980.00	411 ALT FAC/H&S PAYGO REV FOR NEW APPROVALS
378	REVENUE ALLOCATION FOR CAREER TECH PER MS 124D.4531, SUBD 5		ADDITIONAL LTFM REVENUE FOR QUALIFIED H&S PROJECTS > \$100,000		412 PAYGO REVENUE FOR ALT FAC AND AF/H&S = (410)+(411) =
379	CAREER TECH REVENUE = (377) + (378) =	127,400.00	766 NET DEBT SERVICE FOR EXISTING REGULAR ALT FAC/H&S BONDS 1B		765 NET DEBT SERVICE FOR EXISTING AND NEW REGULAR ALT FAC BONDS 1A
29	2020 ANTC	13,250,668			
56	2022-23 ADJ PU (EST)	2,576.02	404 NET DEBT SERVICE FOR PORTION OF EXISTING ALT FAC BONDS 1A FOR QUALIFIED H&S PROJ		766 NET DEBT SERVICE FOR EXISTING AND NEW REGULAR ALT FAC/H&S BONDS 1B
380	FY 2023 ANTC/ADJ PU = (29)/(56) =	5,143.85			
381	LEVY RATIO FOR CTE = LESSER OF 1 OR (380)/\$7,612 =	.67575539	767 NET LTFM REQ DEBT FOR ELIG H&S>\$100K		767 NET LTFM REQ DEBT FOR ELIG H&S>\$100K
382	CAREER TECH LEVY LIMIT = (379) X (381) =	86,091.24	405 NEW PAYGO LTFM LEVY FOR ELIG H&S>\$100K		413 NET LTFM REQ DEBT FOR ALL OTHER PROJECTS FOR ALT FAC 1A, IF (415)=NO THEN (769), ELSE 0
383	EST CAREER TECH AID = (379) - (382) =	41,308.76	406 TOTAL ADDL LTFM REV FOR PROJECTS >\$100K = (766)+(404) + (767)+(405) =		768 NET LTFM REQ DEBT SERVICE FOR VPK
	ANNUAL OTHER POSTEMPLOYMENT BENEFITS (OPEB)				407 NEW PAYGO LTFM LEVY FOR VPK
384	AUTHORITY REQUESTED BY DISTRICT BASED UPON FY 2022 EXPENSES PAID		ADDITIONAL LTFM REVENUE FOR QUALIFIED VOLUNTARY PRE-KINDERGARTEN		414 TOTAL OLD LAW ALT FAC AND AF/H&S REVENUE = (412)+(765)+(766) + (767)+ (413)+(768) + (407) =
385	PRORATION FACTOR TO REFLECT STATEWIDE CAP		768 NET LTFM REQ DEBT SERVICE FOR VPK		
386	ANNUAL OPEB LEVY LIMIT = (384) X (385) =		407 NEW PAYGO LTFM LEVY FOR VPK		
	CAPITAL RELATED LEVY LIMITATIONS		408 TOTAL LTFM REVENUE UNDER NEW LAW = (403) + (406) + (768) + (407) =	957,980.00	415 ELIGIBLE FOR OLD LAW DEF MAINT REVENUE? YES
	LONG TERM FACILITIES MAINTENANCE REVENUE (LTFM)				416 OLD LAW DEFERRED MAINTENANCE REVENUE = (403) X \$64/\$380 = 161,344.00
400	LTFM PLAN APPROVAL STATUS APPROVED				417 TOTAL OLD LAW FORMULA REVENUE FOR HOLD HARMLESS = (409)+(414)+(416) = 161,344.00

LTFM REVENUE		**LTFM TOTAL AIDS & LEVIES (CONT)**		***GEN FUND PORTION OF LTFM REV***	
418	LTFM REVENUE FOR SCHOOL DISTRICT PROJECTS = GREATER OF (408) OR (417) = 957,980.00	433	TOTAL LTFM EQUAL LEVY = GTR OF ZERO OR (423) - (432) = 383,620.71	422	TOTAL LTFM REVENUE 957,980.00
419	DISTRICT REQUESTED REDUCTION FROM MAXIMUM (FROM LIS SYSTEM)	434	TOTAL LTFM UNEQUAL LEVY = GTR OF ZERO OR (422)-(432)-(433) =	441	TOTAL GENERAL FUND LTFM REVENUE = (422) - (770) = 957,980.00
420	DISTRICT LTFM REVENUE = (418) - (419) = 957,980.00	435	TOTAL LTFM LEVY = (433) + (434) = 383,620.71	442	LTFM GEN FUND EQUAL REV = (423) - (436) = 957,980.00
421	DISTRICT SHARE OF ELIGIBLE COOP/INTERMED LTFM PROJECTS		DEBT SERVICE PORTION OF LTFM REV	443	LTFM GEN FUND EQUAL AID = (432) - (438) = 574,359.29
422	TOTAL LTFM REVENUE = (420) + (421) = 957,980.00	765	NET ALT FAC REG DEBT	444	GEN FUND LTFM EQUAL LIMIT = GTR OF ZERO OR (442) - (443) = 383,620.71
	LTFM TOTAL AIDS & LEVIES	766	NET ALT FAC/H&S DEBT	445	GEN FUND LTFM UNEQUAL LIMIT = GTR OF ZERO OR (441)-(443)-(444) =
57	2023-24 ADJ PU (EST) 2,521.00	767	NET LTFM REQ DEBT FOR ELIG H&S>\$100K	446	TOTAL GEN FUND LTFM LEVY = (444) + (445) = 383,620.71
423	LTFM EQUALIZED REVENUE = LSR OF (418),(420) OR \$380 X (57) = 957,980.00	769	NET LTFM REQ DEBT FOR ALL OTHER PROJECTS		DISABLED ACCESS LIMIT
35	2021 AG MODIFIED ANTC FOR LTFM REVENUE 14,215,129	770	TOTAL DEBT SERVICE LTFM REVENUE = (765)+(766)+(767) +(768)+(769) =	447	FY 1992-FY 2024 APPROV DIS ACC COSTS 600,000.00
54	2020-21 ADJ PU (ACT) 2,771.39	436	LTFM DEBT SERV EQUAL REVENUE = LESSER OF (423) OR (770) =	448	MAXIMUM = GTR OF (JUNE 1991 COMPONENT DISTX 150,000) OR 300,000 = 300,000.00
424	FY 2021 ANTC PER APU = (35) / (54) = 5,129.24			449	LSR OF (447) OR (448) 600,000.00
425	STATEWIDE ANTC/APU 10,413.63	428	LTFM AID RATIO .59955249	450	FIRST YEAR DISABLED ACCESS LEVY CERTIFIED 1995
426	LTFM EQUAL FACTOR = 123% OF (425) = 12,808.77	437	LTFM DEBT INITIAL EQUAL AID = (436)X(428) =	451	LAST YEAR TO CERTIFY = (450) + 7 YEARS = 2002
427	LTFM LEVY RATIO = LSR OF 1 OR (424)/(426) = .40044751	438	LTFM DEBT EQUAL AID = GREATER OF (431) OR (437) BUT NOT MORE THAN (770) =	452	TOTAL CUM CERT LEVY (PAY 93 TO PAY 21) 600,000.00
428	LTFM AID RATIO = 1 - (427) = .59955249	439	LTFM DEBT EQUAL LEVY = GTR OF ZERO OR (436) - (438) =	453	CERT LEVY PAY 2022
429	LTFM INITIAL EQUAL AID = (423) X (428) = 574,359.29			454	TOTAL CERTIFIED LEVY = (452)+(453) = 600,000.00
430	LTFM INITIAL EQUALIZED LEVY = (423) - (429) = 383,620.71	440	LTFM DEBT UNEQUAL LEVY = GTR OF ZERO OR (770)-(438)-(439) =	455	DISABLED ACCESS LIMIT = GREATER OF ZERO OR (449)-(454)=
431	2015 TOTAL ALT FAC GRANDFATHER AID				LEASE LEVY LIMITATION
432	TOTAL LTFM EQUAL AID = GREATER OF (429) OR (431) = 574,359.29				DIST'S SHARE OF JOINT LEASE FOR INTERMED DISTX 287, 288, 916 AND 917

APPROVED INTERMED OPERATING		***APPROVED REG OP LEASES (CONT)***		***INITIAL CAPITAL RELATED LEVIES***	
456	ADMINISTRATIVE SPACE FY 2023 JOINT	476	INSTRUCTIONAL/STORAGE FY 2023 NONJOINT	231	OPERATING CAPITAL
457	FY 2024 JOINT	477	32,400.00 FY 2024 NONJOINT	446	146,365.14 LT FAC MAINTENANCE
458	INSTRUCTIONAL/STORAGE FY 2023 JOINT	478	31,425.00 FY 2023 JOINT	455	383,620.71 DISABLED ACCESS
459	FY 2024 JOINT	479	FY 2024 JOINT	499	63,825.00 LEASE LEVY
460	TOT INTERMED OPERATING = (456) TO (459) =	480	REG OPERATING LEASES = (472) TO (479) =	500	COOP BLDG REPAIR
			63,825.00	501	OTHER CAPITAL (MEMO)
				502	CAP PROJECTS REFER
				503	CAPITAL RELATED LIMITS = (231)+(446)+(455) + (499)+(500)+(501) + (502) =
					593,810.85
	APPROV INTERMED CAPITALIZED		APPROVED REGULAR CAPITALIZED LEASES		
			ADMINISTRATIVE SPACE		OTHER INITIAL GENERAL LEVIES
461	ADMINISTRATIVE SPACE FY 2023 JOINT	481	FY 2023 NONJOINT	504	CONSOLIDATION/ TRANSITION
462	FY 2024 JOINT	482	FY 2024 NONJOINT	505	REORGANIZATION
463	INSTRUCTIONAL/STORAGE FY 2023 JOINT	483	FY 2023 JOINT		OPERATING DEBT
464	FY 2024 JOINT	484	FY 2024 JOINT	506	HEALTH BENEFITS
465	EXCESS FUNDS CAP LEASE FY 2023 JOINT	485	FY 2023 NONJOINT	507	ADDL RETIREMENT (MPLS AND STP)
466	FY 2024 JOINT	486	FY 2024 NONJOINT	508	SEVERANCE
467	TOT INTERMED CAPITALIZED = SUM[(461) TO (464)] - (465) - (466) =	487	FY 2023 JOINT	509	ADMIN DISTRICT
468	TOT INTERMED LEASE COSTS = (460) + (467) =	488	FY 2024 JOINT	510	SWIMMING POOL
57	2023-24 ADJ PU (EST) 2,521.00		EXCESS FUNDS CAP LEASE	511	TREE GROWTH
469	INTERMED PUPIL UNIT MAX LIMIT = \$65 X (57) =	489	FY 2023 NONJOINT	512	CONSOLIDATION/ RETIREMENT
470	INTERMED LEASE LIMIT =LSR (468) OR (469) =	490	FY 2024 NONJOINT	513	ECON DEVELOP ABATE
471	INTERMED CARRYOVER (INCL IN REGULAR LEASE LIMIT) = (468) - (470) =	491	FY 2023 JOINT	514	OTHER GENERAL (MEMO)
		492	FY 2024 JOINT	515	SUBTOTAL, OTHER INITIAL GENERAL LEVIES = (504) TO (514) =
		493	REG CAPITALIZED LEASES = (481) TO (488) - (489) TO (492) =		1,263.75
		494	TOTAL APPROVED REGULAR LEASE COST & CARRYOVER =(471)+(480)+(493)=		INITIAL GENERAL FUND LEVY
		57	2023-24 ADJ PU (EST) 2,521.00	516	GENERAL RMV VOTER APPROVED JOBZ EXEMPT =(313) =
		495	REG PUPIL UNIT MAXIMUM LIMIT = \$212 X (57) =		347,328.24
		496	COMM APPROVED LIMIT	517	GENERAL RMV OTHER JOBZ EXEMPT = (308)+(240) + (242) =
	APPROVED REGULAR OPERATING LEASES	497	REGULAR MAX LIMIT =GTR (495) OR (496)=		1,543,156.10
	ADMINISTRATIVE SPACE	498	REGULAR LEASE LIMIT =LSR (494) OR (497)=	518	GENERAL NTC VOTER APPROVED JOBZ EXEMPT = (502)
472	FY 2023 NONJOINT	499	TOTAL LEASE LEVY LIMIT = (470) + (498) =		63,825.00
473	FY 2024 NONJOINT				
474	FY 2023 JOINT				
475	FY 2024 JOINT				

INITIAL GEN FUND LEVY (CONT)		***EARLY CHILD FAMILY EDUCATION***		***DISABLED ADULTS***	
519	GENERAL NTC OTHER JOBZ =(333)+(356)+(360) +(362)+(365)+(368) +(370)+(382)+(386) +(503)-(502)+(515) =	771,921.84	FY 2022 ECFE ANNUAL REPORT MUST BE SUBMITTED TO CERTIFY EARLY CHILDHOOD FAMILY ED & HOME VISIT LEVIES FOR FY 2024	627	DISABLED ADULTS LIMIT LSR \$30,000 OR 50% OF APPROVED EXPENDITURES
520	TOTAL INITIAL GENERAL LEVY LIMITATION =(516)+(517)+(518) + (519) =	2,662,406.18	612 DIST PLANS TO LEVY FOR FY 2024 ECFE REVENUE? YES	628	SCHOOL-AGE CARE FY 2024 SCH-AGE CARE REV (FY 2024 EST COST)
	COMMUNITY SERVICE		613 ECFE ANNUAL REPORT SUBMITTED? YES	30	2021 ANTC 14,252,096
	BASIC COMMUNITY EDUCATION		614 POPULATION UNDER FIVE YEARS OF AGE 775	46	2023-24 RES PU (EST) 2,539.60
601	POPULATION (YR 2020) 18,806		615 GTR OF 150 OR (614) = 775	629	ANTR/RES PU = (30)/(46) = 5,611.95
602	GTR OF (601) OR 1,335 18,806		616 ECFE ALLOWANCE 0.023 X (101) = 157.85	630	LEVY RATIO = LSR OF 1 OR (629)/\$2,318 = 1.00000000
603	YOUTH SERVICE PROG? YES		617 FY 2024 EARLY CHILD FAMILY REVENUE IF (612) = YES = (615)X(616), IF ANNUAL REPT = YES 122,333.75	631	FY 2024 SCH-AGE CARE LIM = (628) X (630) =
604	AFTER SCHOOL ENRICHMENT? YES		30 2021 ANTC 14,252,096	632	FY 2024 EST GROSS SCHOOL-AGE CARE AID = (628)-(631) =
605	FY 2024 GENERAL REVENUE = \$5.42 X (602) = 101,928.52		618 ECFE TAX RATE .00246993		COMMUNITY SERVICE SUMMARY
606	FY 2024 YOUTH SERVICE REV = \$1.00 X (602) = 18,806.00		619 = (618) X (30) = 35,201.68	633	OTHER COMM ED (MEMO)
607	FY 2024 AFTER SCHOOL REVENUE = \$1.85 X (602) NOT TO EXCEED 10,000 AND \$0.43 X POPULATION IN EXCESS OF 10,000 22,286.58		620 EARLY CHILD LEVY LIMIT = LESSER OF (617) OR (619) = 35,201.68	634	TOTAL INITIAL COMMUNITY SERVICE LEVY LIMIT = (610)+(620)+(625) + (627)+(631)+(633) = 169,933.35
608	FY 2024 COMMUNITY EDUCATION REVENUE = (605)+(606)+(607) = 143,021.10		621 EST FY 2024 EARLY CHILD AID = (617)-(620) = 87,132.07		GENERAL DEBT SERVICE (FUND 7)
30	2021 ANTC 14,252,096		622 DIST PLANS TO LEVY FOR FY 2024 HOME VISIT? YES		REQUIRED DEBT SERVICE LEVY (EQUAL TO 105% OF THE FY 2024 PRINCIPAL AND INTEREST PAYMENTS)
609	STANDARD COMM ED LEVY = .00940 X (30) = 133,969.70		623 HOME VISITING REVENUE IF (622) = YES AND (619) > \$0, = \$3.00 X (614), ELSE = \$0 2,325.00		REQUIRED DEBT ELIGIBLE FOR LONG TERM FACILITIES MAINTENANCE (LTFM) REV
610	COMM ED LEVY LIMIT LSR (608) OR (609) = 133,969.70		229 FY 2024 ANTC/ADJ PU 5,653.35	701	ALT FAC REGULAR REQ DEBT SERV LEVY
611	FY 2024 EST GROSS COMM ED AID = (608)-(610) = 9,051.40		624 HOME VISIT LEVY RATIO = LESSER OF 1 OR (229)/\$17,250 = .32773043	702	ALT FAC/H&S REQ DEBT SERV LEVY
			625 FY 2024 HOME VISIT LIMIT =(623) * (624) 761.97	703	NEW LTFM REQ DEBT FOR ELIG H&S>\$100K
			626 FY 2024 EST HOME VISIT AID =(623)-(625) 1,563.03		

REQ DEBT ELIG FOR LTFM (CONT)	***REQ DEBT FOR BONDS ELIG (CONT)***	*NON-VOTE APPR INELIG BONDS (CONT)*
704 NEW LTFM REQ DEBT SERVICE FOR VPK	717 NON-VOTER BONDS SOLD AFTER JULY 1, 2022 ELIG FOR FUTURE AID	735 BOARD AUTHORIZED TRANSFER TO FUND 7 REDUCING REQUIRED DEBT SERVICE LEVY
705 NEW LTFM REQ DEBT FOR ALL OTHER PROJECTS	718 SUBTOTAL, FUTURE DEBT AID ELIGIBLE = (716) + (717) =	736 FEDERAL FUNDS REDUCING REQUIRED DEBT SERVICE LEVY
706 TOTAL REQ DEBT SERV LEVY FOR LTFM REVENUE = (701)+(702)+(703) + (704)+(705) =	OTHER REQUIRED DEBT FOR BONDS INELIGIBLE FOR DEBT EQUAL AID	FUND 7 DEBT BALANCE
REQUIRED DEBT ELIGIBLE FOR NATURAL DISASTER EQUAL AID (MS 123B.535)	719 VOTER APPR BONDS INELG FOR DEBT EQUAL AID	737 JUNE 2021 FUND 7-425 BAL FOR BOND REFUND
707 NATURAL DISASTER REQ DEBT SERV LEVY	NON-VOTER APPR INELIG BONDS	738 JUNE 2021 FUND 7-451 BAL FOR QZAB & QSCB
REQUIRED DEBT ELIGIBLE FOR DEBT EQUALIZATION AID (MS 123B.53)	720 FACIL BOND-MS 123B.62	739 JUNE 2021 FUND 7-460 BALANCE NONSPENDABLE
708 TACONITE BONDS REQ DEBT SERV LEVY	721 EQUIP BOND-MS 123B.61	740 JUNE 2021 FUND 7-463 BALANCE UNASSIGN NEG
709 TAC FUNDING FOR BONDS (NOT IRRRB)	722 REORG OPER DEBT	741 JUNE 2021 FUND 7-464 BALANCE RESTRICTED (FOR DEBT EXCESS) 147,893.81
710 TAC ADJ TO REQ = (709) OR [(709) X 1.05] =	723 ECON DEV ABATEMENT	742 PAY 21 DEBT EXCESS LEVY REDUCTION
711 NET REQ DEBT SERV LEVY TACONITE=(708)-(710)=	724 JUDGMENT	743 PAY 22 DEBT EXCESS LEVY REDUCTION
712 VOTER APPR ELIG BONDS SOLD BY JULY 1, 2022 12,275,340.00	725 OTHER NON-VOTER	744 5% OF PAY 23 REQ DEBT SERV LEVY=(729) X 5%= 613,767.00
713 NON-VOTER ELIG BONDS SOLD BY JULY 1, 2022	726 INELG LEASE PURCHASE	745 FUND 7 AVAIL BALANCE GTR OF ZERO OR [(741) -(742)-(743)-(744)] =
714 VOTER APPR IRRRB BONDS SOLD BY JULY 1, 2022	727 SUBTOTAL, REQ DEBT FOR NON-VOTER INELIG BONDS = (720) THRU (726) =	746 RETAIN FOR CAPITAL LOAN REPAYMENT
715 TOTAL REQUIRED DEBT LEVY ELIG FOR DEBT EQUAL AID = (711)+(712) + (713)+(714) = 12,275,340.00	728 REQ DEBT SERVICE LEVY FOR BONDS INELGIBLE FOR DEBT EQUAL AID = (718)+(719)+(727) =	747 APPROVED DEBT EXCESS TO BE RETAINED
REQUIRED DEBT FOR BONDS ELIG FOR FUTURE DEBT EQUALIZATION AID	729 GDS REQ DEBT SERV LEVY = (706)+(707)+(715) + (718)+(719)+(728) = 12,275,340.00	748 DISTRICT REQUESTED ADDITIONAL EXCESS
716 VOTER APPR BONDS SOLD AFTER JULY 1, 2022 ELIG FOR FUTURE AID	730 GDS REQ DEBT SERV LEVY VOTER APPR = (711)+(712) + (714)+(716)+(719) = 12,275,340.00	749 CERTIFIED DEBT EXCESS = GTR OF 0 OR [(745) -(746)-(747)+(748) =
	30 2021 ANTC 14,252,096	750 EXCESS USED TO RETIRE FAC & EQUIP BONDS
	731 MAXIMUM EFFORT DEBT SERVICE TAX RATE %	
	732 MAX EFFORT DEBT SERV LEVY = (30) X (731) =	
	734 DEBT EQUAL REVENUE BASE GTR OF ZERO OR [(715) - (732)] = 12,275,340.00	

FUND 7 DEBT BALANCE (CONT)		***NET DEBT EXCESS SUMMARY (CONT)***		***NAT DISASTER DEBT EQ (CONT)***	
751	ADJUSTED DEBT EXCESS = (749)-(750) =	764	NET DEBT EXCESS FOR DEBT SERV LEVY REDUCT = (762)+(763) =	775	STATEWIDE AVE ANTC INCL JOBZ PER APU 11,033.47
	BREAKDOWN OF NET DEBT EXCESS		LONG TERM FACILITIES MAINTENANCE AID	776	DISASTER EQUAL FACTOR = 300% OF (775) = 33,100.41
752	BASE FOR NET DEBT EXCESS DISTRIBUTION = IF (732)>0, THEN 0 ELSE (729)-(718)= 12,275,340.00	765	NET ALT FAC REG DEBT = (701)-(755) =	777	NATURAL DISASTER LEVY RATIO = LSR OF 1 OR (774)/(776) = .15536303
753	DEBT EXCESS RATIO = LSR 1 OR (751)/(752)=	766	NET ALT FAC/H&S DEBT = (702)-(756) =	778	DISASTER AID RATIO = = 1 - (777) = .84463697
754	NET DEBT EXCESS FOR ELG REQ DEBT SERVICE = (715) X (753) =	767	NET LTFM REQ DEBT FOR ELIG H&S>\$100K = (703)-(757) =	779	DISASTER DEBT EQUAL AID = (773) X (778) =
755	EXCESS FOR ELIGIBLE ALT FAC REGULAR BONDS = (701) X (753) =	768	NET LTFM REQ DEBT FOR ELIG VPK = (704)-(758) =	780	DISASTER LEVY LIMIT = (707) - (779) =
756	EXCESS FOR ELIGIBLE ALT FAC/H&S BONDS = (702) X (753) =	769	NET LTFM REQ DEBT FOR ALL OTHER PROJECTS = (705)-(759) =		DEBT EQUALIZATION AID
757	EXCESS FOR ELIGIBLE LTFM IAQFAA BONDS = (703) X (753) =	770	NET DEBT LEVY FOR LT FAC MAINT = (765)+(766)+(767) + (768)+(769) =	734	DEBT EQUAL BASE 12,275,340.00
758	EXCESS FOR ELIGIBLE LTFM VPK BONDS = (704) X (753) =	436	LTFM DEBT EQUAL REV	754	DEBT EXCESS FOR ELIG REQUIRED DEBT
759	EXCESS FOR ELIGIBLE LTFM OTHER BONDS = (705) X (753) =	438	LTFM DEBT EQUAL AID	781	FY 2024 NET REV ADJ TO DEBT EQUALIZATION REVENUE (MEMO)
760	GENERAL FUND LEVY ADJ FOR FACILITY & EQUIP BONDS = -(720)-(721)-(750) =	439	LTFM DEBT EQUAL LEVY	782	FY 2024 GROSS DEBT EQUALIZATION REVENUE =(734)-(754)+(781) = 12,275,340.00
761	UNALLOCATED DEBT EXCESS = GTR OF ZERO OR [(751)-(752)] =	440	LTFM DEBT UNEQUAL LVY	30	2021 ANTC 14,252,096
	NET DEBT EXCESS SUMMARY	771	LTFM DEBT LEVY LIMIT = (439) + (440) + (755) + (756) + (757)+(758)+(759) =	783	= .1050 X (30) = 1,496,470.08
762	DEBT EXCESS FOR VOTER APPROVED BONDED DEBT = [(730)-(716)]X(753) =		NATURAL DISASTER DEBT EQUALIZATION	784	MAX UNEQ LOCAL EFFORT = .1574 X (30) = 2,243,279.91
763	DEBT EXCESS FOR NON- VOTER APPROVED DEBT = (751)-(761)-(762) =	30	2021 ANTC 14,252,096	785	FY 2024 NET DEBT EQ REV = GTR OF 0 OR [(782) - (784)] = 10,032,060.09
		772	TEN PERCENT ANTC = 0.10 * (30) = 1,425,209	786	PRELIM TIER 1 EQU REV =LSR (785) OR (783)= 1,496,470.08
		707	REQ DEBT LEVY FOR NATURAL DISASTER DEBT	787	PRELIM TIER 2 EQU REV = (785)-(786) = 8,535,590.01
		773	FY 2024 DISASTER DEBT EQ REV = GTR OF ZERO OR [(707) - (772)] =	732	MAXIMUM EFFORT DEBT SERVICE LEVY
		54	2020-21 ADJ PU (ACT) 2,771.39	788	MAX EFFORT TIER 1 REV
		774	FY 2021 ANTC PER APU = (30) / (54) = 5,142.58		

DEBT EQUALIZATION AID (CONT)		***ADJUSTMENT TO GDS LIMIT*** FOR IRRRB ALLOCATION		***OTR POSTEMPLOY BENEFITS (OPEB)*** & PENSION DEBT SERVICE (FUND 47)	
789	MIN TIER 2 REV FOR MAX EFF = GTR OF ZERO OR (782) - (732) =	804	FY 2024 IRRRB FUNDING FOR VOTER-APPR BONDS 4,900,000.00	901	LEVY BONDS IRREV TRUST VOTER APPROVED
790	TIER 2 EQUAL REV = GTR OF (787) OR (789) = 8,535,590.01	805	PAY 23 IRRRB ADJUSTMENT FOR VOTER-APPROV BONDS = - ((804) X 1.05) = 5,145,000.00	902	LEVY BONDS REVOC TRUST VOTER APPROVED
791	TIER 1 EQUAL REV = GTR OF (786) OR (788) = 1,496,470.08	806	FY 2024 IRRRB FUNDING FOR NON-VOTER BONDS	903	REQ DEBT SERV LEVY OPEB BONDS VOTER APPROVED = (901) + (902) =
54	2020-21 ADJ PU (ACT) 2,771.39	807	PAY 23 IRRRB ADJUSTMENT FOR NON-VOTER BONDS = - ((806) X 1.05) =	904	LEVY BONDS IRREV TRUST NON-VOTER APPROVED 817,237.00
792	2021 ANTC INCL JOBZ / ADJ PU = (30)/(54) = 5,142.58	808	DEBT EQUAL AID ELIG, VOTER APPROVED = GTR OF ZERO OR [(711)+(712)+(714) +(803)-(801)-(805)]= 1,638,942.85	905	LEVY BONDS REVOC TRUST NON-VOTER APPROVED
793	TIER 1 DEBT EQUAL LEVY RATIO = LSR OF 1 OR (792)/[GTR OF \$4,430 OR 55.33% OF (775)] = .84238043	809	DEBT EQUAL AID ELIG, NON VOTER APPROVED = GTR OF [(713)-(800)-(807)] OR ZERO =	906	REQUIRED DEBT SERVICE LEVY FOR OPEB BONDS NON-VOTER APPROVED = (904) + (905) = 817,237.00
794	TIER 2 DEBT EQUAL LEVY RATIO = LSR OF 1 OR (792)/[GTR OF \$8,000 OR 100% OF (775)] = .46608909	810	DEBT EQUAL AID INELIG, VOTER APPROVED = (716) + (719) =	907	FUND 47 DEBT BALANCE
795	TIER 1 DEBT EQU AID RATIO = 1-(793) = .15761957	811	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (717) + (727) =	908	REQ DEBT SERVICE LEVY FOR OPEB/PENSION BONDS NON-VOTER APPROVED = (906) + (907) = 817,237.00
796	TIER 2 DEBT EQU AID RATIO = 1-(794) = .53391091	771	LTFM DEBT LEVY LIMIT NON VOTER APPROVED	909	JUNE 2021 FUND 47-425 BAL FOR BOND REFUND
797	TIER 1 DEBT AID = (791) X (795) = 235,872.97	780	DISASTER LEVY LIMIT VOTER APPROVED	910	JUNE 2021 FUND 47-460 BALANCE NONSPENDABLE
798	TIER 2 DEBT AID = (790) X (796) = 5,491,397.15	812	INITIAL GDS LEVY LIM VOTER APPROVED =(808)+(810)+(780) = 1,638,942.85	911	JUNE 2021 FUND 47-463 BALANCE UNASSIGN NEG
799	TOTAL DEBT EQ AID = (797)+(798) = 5,491,397.15	813	INITIAL GDS LEVY LIM NON VOTER APPROVED = (809)+(811)+(771) =	912	JUNE 2021 FUND 47-464 BALANCE RESTRICTED 117,963.31
800	NON VOTER DEBT AID = (799)X(713)/(715) =	814	TOTAL INITIAL GDS LEVY LIMIT = (812)+(813) = 1,638,942.85	913	JUNE 2021 FUND 47-464 BALANCE VOTER APPROV
801	VOTER APPR DEBT AID = (799)-(800) = 5,491,397.15			914	JUNE 2021 FUND 47-464 BAL NON-VOTER APPROV = (912) - (913) = 117,963.31
	MINIMUM EST MAX EFFORT PAYMENT			915	PAY 21 OPEB DEBT EXC REDUCTION NON-VOTER
732	MAX EFFORT DEBT LEVY			916	PAY 22 OPEB DEBT EXC REDUCTION NON-VOTER 108,007.17
802	MAX EFFORT REQ LEVY = GTR OF ZERO OR [(729)+(926)+(927)-(706) -(719)-(720)-(721) =			917	5% OF REQUIRED OPEB DEBT SERV LEVY VOTER = (903) X 5% =
803	MINIMUM EST MAX EFFORT PAYMENT = GTR OF 0 OR (732)-(802) =			918	5% OF REQUIRED OPEB DEBT SERV LEVY NONVOT = (908) X 5% = 40,861.85

FUND 47 DEBT BALANCE (CONT)		***GENERAL FUND ADJUSTMENTS***		***FY 2022 LOR TIER 2 (CONT)***	
919	RETAIN FOR CAP LOAN REPAYMENT NON-VOTER		FY 2023 OPERATING CAPITAL LEVY ADJUSTMENT	1014 21 PAY 22 LIMIT 1015 21 PAY 22 LEVY	785,428.98 785,428.98
920	APPROV DEBT EXCESS TO BE RETAINED NON-VOTER	1001	FY 2023 OPER CAP LEVY AUTH (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 179)	1016	FY 2023 LOR TIER 2 LEVY ADJUSTMENT = ((1113) - (1115))
			136,080.69		.14-
921	FUND 47 AVAILABLE BALANCE VOTER APPROVED = GREATER OF ZERO OR [(913)-(917)] =	1002	21 PAY 22 LIMIT		137,023.45
		1003	21 PAY 22 LEVY		137,023.45
922	FUND 47 AVAILABLE BALANCE NON-VOTER = GTR ZERO OR [(914)- SUM (915) TO (920)] =	1004	FY 2023 OPER CAPITAL LEVY ADJUSTMENT = ((1100)-(1102)) =	1017	FY 2023 EQUITY LEVY ADJUSTMENT FY 2023 EQUITY LEVY AUTH (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 202)
			942.76-		292,637.09
923	CLOSING FUND 47 TO FUND 7 TRANSFER IF (922) GTR ZERO AND (908) = ZERO, ELSE 0		FY 2023 LOR TIER 1 LEVY ADJUSTMENT	1018 21 PAY 22 LIMIT 1019 21 PAY 22 LEVY 1020 FY 2023 EQUITY LEVY ADJUSTMENT	291,247.81 291,247.81
924	ADDITIONAL DEBT EXCESS REQUESTED OPEB/PENSION BONDS VOTER APPROVED	1005	FY 2023 LOR TIER 1 (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 198)		= ((1017)-(1018)) = 1,389.28
			346,598.69		
925	ADDITIONAL DEBT EXCESS REQUESTED OPEB/PENSION NON-VOTER APPROVED	1006	ALLOCATION OF TBRA (FROM PAY 22 LEVY REPORT, LINE 275)	1021	FY 2023 TRANSITION LEVY AUTH (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 209)
					4,167.96
926	NET DEBT SERVICE LEVY FOR VOTER APPROVED OPEB/PENSION BONDS =(903)-(921)-(924) =	1007	ALLOC OF REF HOLD HARM (FROM PAY 22 LEVY REPORT, LINE 302)	1022 21 PAY 22 LIMIT 1023 21 PAY 22 LEVY	4,167.96 4,167.96
		1008	21 PAY 22 LIMIT		346,598.74
		1009	21 PAY 22 LEVY	1024	FY 2023 TRANSITION LEVY ADJUSTMENT
			346,598.74		
927	NET DEBT SERVICE LEVY FOR OPEB/PENSION BONDS NON-VOTER APPROVED =(908)-(922)-(925) =	1010	PAY 22 LIMIT BEFORE TBRA AND HOLD HARM ADJ =(1006)+(1007)+(1008)		346,598.74
	817,237.00	1011	PAY 22 LEVY BEFORE TRBA AND HOLD HARM ADJ =(1006)+(1007)+(1009)		346,598.74
		1012	FY 2023 LOR TIER 1 LEVY ADJUSTMENT = ((1005)-(1011)) =	1025	FY 2023 1ST TIER REFERENDUM LEVY ADJUST FY 2023 1ST TIER REF LEVY AUTH (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 238)
			.05-		340,097.87
A	IN GENERAL, IF WE HAVE:	1013	FY 2023 LOR TIER 2 (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 200)	1026	ALLOCATION OF TBRA (FROM PAY 22 LEVY REPORT, LINE 276)
B	FINAL LEVY AUTHORITY			1027	ALLOC OF REF HOLD HARM (FROM PAY 22 LEVY REPORT, LINE 303)
C	PREVIOUSLY CALCULATED AUTHORITY				
D	CERTIFIED LEVY BASED ON (B) LEVY ADJUSTMENT, THEN: IF A>B, D=A-B IF A<C, D=A-C OTHERWISE D=ZERO			1028 21 PAY 22 LIMIT 1029 21 PAY 22 LEVY	340,097.93 340,097.93

FY 2023 1ST TIER REF ADJ (CONT)		***FY 2023 UNEQUAL REF ADJ (CONT)***		**FY 2023 LOR TBRA ALLOCATION ADJ**	
1030	PAY 22 LIMIT BEFORE TBRA AND HOLD HARM ADJ = (1026)+(1027) + (1028) = 340,097.93	1042	ALLOCATION OF TBRA (FROM PAY 22 LEVY REPORT, LINE 278)	1055	FY 2023 ALLOCATION OF TBRA TO LOR TIER 1 LEVY (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 252)
1031	PAY 22 LEVY BEFORE TBRA AND HOLD HARM ADJ = (1026)+(1027) 340,097.93 +(1029) =	1043	ALLOC OF REF HOLD HARM (FROM PAY 22 LEVY REPORT, LINE 305)	1006	ALLOCATION OF TBRA (FROM PAY 22 LEVY REPORT, LINE 285)
1032	FY 2023 1ST TIER VTR REF LEVY ADJUSTMENT = ((1135)-(11317) = .06-	1044	21 PAY 22 LEVY	1045	21 PAY 22 LEVY
	FY 2023 2ND TIER REF LEVY ADJUST	1046	PAY 22 LIMIT BEFORE TBRA AND HOLD HARM ADJ = (1042)+(1043) +(1044) =	1056	FY 2023 TBRA ALLOCATION LOR LEVY TIER 1 ADJUSTMENT = (1006)-(1055) = FY 2023 REFERENDUM HOLD HARMLESS ADJUSTMENT TO VOTER-APPROVED LEVIES
1033	FY 2023 2ND TIER REF LEVY AUTH (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 240)	1047	PAY 22 LEVY BEFORE TBRA AND HOLD HARM ADJ = (1042)+(1043) +(1045) =	1057	FY 2023 ALLOC OF HOLD HARM TO REF LEVY CATEGORIES (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINES 281 TO 283)
1034	ALLOCATION OF TBRA (FROM PAY 22 LEVY REPORT, LINE 277)	1048	FY 2023 UNEQUALIZED REF LEVY ADJUSTMENT	1058	TIER 1 LEVY
1035	ALLOC OF REF HOLD HARM (FROM PAY 22 LEVY REPORT, LINE 304)		FY 2023 TBRA ALLOCATION ADJUSTMENT TO VOTER-APPROVED LEVIES	1059	TIER 2 LEVY
1036	21 PAY 22 LIMIT		FY 2023 ALLOCATION OF TBRA TO REF LEVY CATEGORIES (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINES 253 TO 255)	1060	UNEQL LEVY
1037	21 PAY 22 LEVY			1061	TOTAL HOLD HARM ALLOC TO REF LEVY CATEGORIES = (1058) TO (1060) =
1038	PAY 22 LIMIT BEFORE TBRA AND HOLD HARM ADJ = (1034)+(1035) +(1036) =	1049	TIER 1 LEVY	1062	TOTAL FY 2023 HOLD HARM ALLOC TO REF LEVY CATEGORIES FROM PAY 22 LEVY =(1027)+(1035)+(1043)
1039	PAY 22 LEVY BEFORE TBRA AND HOLD HARM ADJ = (1034)+(1035) +(1037) =	1050	TIER 2 LEVY	1063	FY 2023 HOLD HARM ALLOC VTR-APPR ADJUSTMENT = (1062)-(1061) = FY 2023 REFERENDUM HOLD HARMLESS ADJUSTMENT TO LOR TIER 1 LEVIES
1040	FY 2023 2ND TIER REF LEVY ADJUSTMENT	1051	UNEQL LEVY	1064	FY 2023 ALLOC OF HOLD HARM TO LOR TIER 1 LEVY (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 280)
	FY 2023 UNEQUAL REF LEVY ADJ	1052	TOTAL FY 2023 TBRA ALLOC TO REF LEVY CATEGORIES = (1049) TO (1051) =	1065	FY 2023 ALLOC OF HOLD HARM TO LOR TIER 1 LEVY (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 280)
1041	FY 2023 UNEQUAL REF LEVY AUTH (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 242)	1053	TOTAL FY 2023 TBRA ALLOC TO REF LEVY CATEGORIES FROM PAY 22 LEVY = (1026)+(1034) +(1042) =	1066	ALLOC OF REF HOLD HARM (FROM PAY 22 LEVY ALLOCATION OF TBRA
		1054	FY 2023 TBRA ALLOCATION VTR-APPR ADJUSTMENT = (1053)-(1052) =		

FY 2023 HOLD HARM ADJ (CONT)		*FY 23 & FY 22 CAPITAL RELATED ADJ*		***FY 2022 LTFM UNEQUAL LEVY ADJ***	
1065	FY 2023 HOLD HARM ALLOC TIER 1 LEVY ADJUSTMENT = (1007)-(1064) =	1077	FY 2023 EST LTFM EQUALIZED LEVY AUTHORITY (FROM FY 2023 WEBSITE REPORT, LINE 63)	1092	FY 2022 EST LTFM UNEQUALIZED LEVY AUTH (FROM FY 2022 WEBSITE REPORT, LINE 64)
	FY 2023 INTEGRATION ADJUSTMENT		381,846.65	1093	20 PAY 21 LIMIT
1066	FY 2023 INTEG LEVY AUTH (FROM INTEGRATION REVENUE REPORT, LINE 20)	1078	21 PAY 22 LIMIT	1094	20 PAY 21 LEVY
		1079	21 PAY 22 LEVY	1095	TOTAL ADJUSTMENT
1067	21 PAY 22 LIMIT			1096	21 PAY 22 ADJ LIMIT
1068	21 PAY 22 LEVY	1080	FY 2023 LTFM EQUALIZED LEVY ADJUST = (1077)-(1079) =	1097	21 PAY 22 ADJ LEVY
			12,983.61-	1098	FY 2022 LTFM UNEQUALIZED LEVY ADJUST
1069	FY 2023 INTEGRATION ADJUSTMENT LIMIT		FY 2023 LTFM UNEQUALIZED LEVY ADJUST		
		1081	FY 2023 EST LTFM UNEQUALIZED LEVY AUTHORITY (FROM FY 2023 WEBSITE REPORT, LINE 64)		3 YEAR PRIOR ADJUSTMENTS
	FY 2021 CARRYOVER INTEGRATION ADJUSTMENT				FY 2021 OPERATING CAPITAL LEVY ADJ
1070	FY 2021 INTEGRATION LEVY AUTH CARRYOVER FINAL ADJUSTMENT (FROM FY 2021 INTEGRATION CARRYOVER AID REPORT, LINE 14)	1082	21 PAY 22 LIMIT	1099	FY 2021 OPER CAP LEVY AUTH (FROM FY 2021 GENERAL EDUC REVENUE REPORT, LINE 170)
		1083	21 PAY 22 LEVY		127,822.46
1071	FY 2021 INTEG LEVY AUTH CARRYOVER ADJ PAY 23	1084	FY 2023 LTFM UNEQUALIZED LEVY ADJUST	1100	19 PAY 20 LIMIT
				1101	19 PAY 20 LEVY
1072	FY 2021 INTEG LEVY AUTH FINAL CARRYOVER ADJUSTMENT = (1070) - (1071) =		FY 2022 LTFM EQUALIZED LEVY ADJUST	1102	TOTAL ADJUST TO PAY 20 OPER CAP LEVY AUTH = ((1100)-(1101)) =
		1085	FY 2022 EST LTFM EQUALIZED LEVY AUTHORITY (FROM FY 2022 WEBSITE REPORT, LINE 63)		327.14
	FY 2023 ALT TEACHER COMP LEVY ADJ		412,563.32	1103	20 PAY 21 ADJ LIMIT
1073	FY 2023 ALT COMP LEVY AUTH (FROM FY 2023 GENERAL EDUC REVENUE REPORT, LINE 326)	1086	20 PAY 21 LIMIT	1104	20 PAY 21 ADJ LEVY
		1087	20 PAY 21 LEVY		272.76
1074	21 PAY 22 LIMIT			1105	FY 2021 OPER CAPITAL LEVY ADJUSTMENT = ((1103)-(1104)) =
1075	21 PAY 22 LEVY	1088	TOTAL ADJUSTMENT = (1085)-(1087) =		54.38
			4,438.80-		
1076	FY 2023 ALT TEACH COMP LEVY ADJUSTMENT	1089	21 PAY 22 ADJ LIMIT	1106	FY 2021 LOR TIER 1 LEVY ADJ
		1090	21 PAY 22 ADJ LEVY		
			6,887.79-	1107	FY 2021 LOC OPT TIER 1 AUTH (FROM FY 2021 GENERAL EDUC REVENUE REPORT, LINE 189)
		1091	FY 2022 LTFM EQUALIZED LEVY ADJUST = (1088)-(1089) =		331,723.22
			2,448.99	1108	19 PAY 20 LEVY
				1109	TOTAL ADJUST TO PAY 20 LOR OPTIONAL LEVY AUTH = ((1106)-(1108)) =
					2,312.30-

FY 2021 LOR TIER 1 LEVY ADJ (CONT)		***FY 2021 TRANSITION LEVY ADJ***		**FY 2021 2ND TIER REF ADJ (CONT)**			
1110	20 PAY 21 ADJ LIMIT	2,312.30-	1127	FY 2021 TRANSITION LEVY AUTH	1142	PAY 20 LIMIT BEFORE	
1111	20 PAY 21 ADJ LEVY	2,312.30-		(FROM FY 2021 GENERAL		TBRA AND HOLD HARM ADJ	
				EDUC REVENUE REPORT,		(FROM PAY 21 LEVY	
1112	FY 2021 LOR OPTIONAL			LINE 200)		REPORT, LINE 1038)	
	LEVY ADJUSTMENT			4,377.26			
			1128	19 PAY 20 LIMIT	4,285.63	1143	PAY 20 LEVY BEFORE
			1129	19 PAY 20 LEVY	4,285.63		TBRA AND HOLD HARM ADJ
							(FROM PAY 21 LEVY
							REPORT, LINE 1039)
	FY 2021 LOR TIER 2 LEVY ADJUST		1130	TOTAL ADJUST TO PAY 20		1144	TOTAL ADJUST TO PAY 20
				TRANSITION LEVY AUTH			2ND TIER REF LEVY AUTH
1113	FY 2021 LOC OPT LEVY AUTH			= ((1127)-(1128)) =	91.63		
	(FROM FY 2021 GENERAL						
	EDUC REVENUE REPORT,		1131	20 PAY 21 ADJ LIMIT	7.26		
	LINE 276)	808,971.03	1132	20 PAY 21 ADJ LEVY	7.26		
1114	19 PAY 20 LIMIT	814,610.00	1133	FY 2021 TRANSITION		1145	20 PAY 21 ADJ LIMIT
1115	19 PAY 20 LEVY	814,610.00		LEVY ADJUSTMENT		1146	20 PAY 21 ADJ LEVY
				= ((1130)-(1131)) =	84.37	1147	FY 2021 2ND TIER REF
1116	TOTAL ADJUST TO PAY 20						LEVY ADJUSTMENT
	LOR OPTIONAL LEVY AUTH						
	= ((1106)-(1108)) =	5,638.97-		FY 2021 1ST TIER VOTER-APPROVED			
				REFER LEVY ADJUST			
1117	20 PAY 21 ADJ LIMIT	5,638.97-					FY 2021 UNEQUAL REF LEVY ADJ
1118	20 PAY 21 ADJ LEVY	5,638.97-	1134	FY 2021 1ST TIER REF LEVY AUTH		1148	FY 2021 UNEQUAL REF LEVY AUTH
				(FROM FY 2021 GENERAL			(FROM FY 2021 GENERAL
1119	FY 2021 LOR OPTIONAL			EDUC REVENUE REPORT,			EDUC REVENUE REPORT,
	LEVY ADJUSTMENT			LINE 229)	331,898.85		LINE 233)
	=((1116)-(1117))						
			1135	PAY 20 LIMIT BEFORE		1149	PAY 20 LIMIT BEFORE
				TBRA AND HOLD HARM ADJ			TBRA AND HOLD HARM ADJ
				(FROM PAY 21 LEVY			(FROM PAY 21 LEVY
				REPORT, LINE 1022)	321,079.77		REPORT, LINE 1054)
			1136	PAY 20 LEVY BEFORE		1150	PAY 20 LEVY BEFORE
1120	FY 2021 EQUITY LEVY AUTH			TBRA AND HOLD HARM ADJ			TBRA AND HOLD HARM ADJ
	(FROM FY 2021 GENERAL			(FROM PAY 21 LEVY			(FROM PAY 21 LEVY
	EDUC REVENUE REPORT,			REPORT, LINE 1023)	321,079.77		REPORT, LINE 1055)
	LINE 193)	304,876.27					
1121	19 PAY 20 LIMIT	301,126.31	1137	TOTAL ADJUST TO PAY 20		1151	TOTAL ADJUST TO PAY 20
1122	19 PAY 20 LEVY	301,126.31		1ST TIER REF LEVY AUTH			UNEQUAL REF LEVY AUTH
				= ((1134)-(1135)) =	10,819.08		
1123	TOTAL ADJUST TO PAY 20		1138	20 PAY 21 ADJ LIMIT	4,421.64	1152	20 PAY 21 ADJ LIMIT
	EQUITY LEVY AUTH		1139	20 PAY 21 ADJ LEVY	4,421.64	1153	20 PAY 21 ADJ LEVY
	= ((1120)-(1121)) =	3,749.96					
1124	20 PAY 21 ADJ LIMIT	2,126.61-	1140	FY 2021 1ST TIER REF		1154	FY 2021 UNEQUAL REF
1125	20 PAY 21 ADJ LEVY	2,126.61-		LEVY ADJUSTMENT			LEVY ADJUSTMENT
				= ((1138)-(1139)) =	6,397.44		
1126	FY 2021 EQUITY						
	LEVY ADJUSTMENT						
	= ((1123)-(1124)) =	5,876.57					
				FY 2021 2ND TIER REF LEVY ADJUST			
			1141	FY 2021 2ND TIER REF LEVY AUTH			
				(FROM FY 2021 GENERAL EDUC			
				REV RPT, LINE 231)			

FY 2021 TBRA ALLOCATION ADJ TO VOTER-APPROVED LEVIES		***FY 2021 REF HOLD HARM (CONT)***		***FY 2021 INTEGRATION ADJ (CONT)***	
1155	FY 2021 ALLOC OF TBRA TO VTR-APPR REF LEVIES (FROM FY 2021 GENERAL EDUC REVENUE REPORT, LINES 244 TO 246)	1168	PAY 20 HOLD HARM ALLOC (FROM PAY 20 LEVY RPT, LINE 313 TO 315)	1185	FY 2021 INTEGRATION ADJUSTMENT LIMIT
1156	PAY 20 ALLOC OF TBRA TO VOTER-APPR REF LEVY (FROM PAY 20 LEVY RPT, LINES 297 TO 300)	1169	FY 2021 HOLD HARM TOTAL = (1168)-(1167) =		FY 2021 REEMPLOYMENT ADJUSTMENT
1157	FY 2021 TBRA ALLOCATION TOTAL ADJUSTMENT = (1156)-(1155) =	1170	20 PAY 21 ADJ LIMIT	1186	FY 2021 EXPEND ACTUAL
1158	20 PAY 21 ADJ LIMIT	1171	20 PAY 21 ADJ LEVY	1187	REEMPLOY LEVY AUTH = 100% OF (1186) =
1159	20 PAY 21 ADJ LEVY	1172	FY 2021 HOLD HARM ALLOC	1188	20 PAY 21 LIMIT 65,000.00
1160	FY 2021 TBRA ALLOC LEVY ADJUSTMENT			1189	20 PAY 21 LEVY 65,000.00
	FY 2021 LOR TBRA ADJUST		FY 2021 LOR TIER 1 HOLD HARMLESS ADJUSTMENT	1190	FY 2021 REEMPLOY ADJUST = ((1187)-(1189)) = 65,000.00-
1161	FY 2021 ALLOC OF TBRA TO LOR TIER 1 LEVY (FROM FY 2021 GENERAL REVENUE REPORT, LINE 243)	1173	FY 2021 ALLOC OF HOLD HARMLESS TO LOR TIER 1 LEVY (FROM FY 2021 GENERAL EDUC REVENUE REPORT, LINES 271)		FY 2021 SAFE SCHOOLS ADJUST
1162	ALLOCATION OF TBRA (FROM PAY 20 LEVY RPT, LINE 296)	1174	PAY 20 TIER 1 HOLD HARMLESS LEVY (FROM PAY 21 LEVY RPT, LINES 312)	1191	SAFE SCH LVY REQUEST YES
1163	FY 2021 ALLOCATION OF TBRA LOR LEVY TIER 1 ADJUSTMENT = (1161)-(1162) =	1175	FY 2021 LOR TIER 1 HOLD HARMLESS ADJUSTMENT = (1173)-(1174) =	54	2020-21 ADJ PU (ACT) 2,771.39
1164	20 PAY 21 ADJ LIMIT	1176	20 PAY 21 ADJ LIMIT	1192	FY 2021 SAFE SCHOOLS AUTH \$36 X (54) = 99,770.04
1165	20 PAY 21 ADJ LEVY	1177	20 PAY 21 ADJ LEVY	1193	19 PAY 20 LIMIT 102,395.52
1166	FY 2021 LOR TIER 1 TBRA LEVY ADJUSTMENT	1178	FY 2020 TIER 1 HOLD HARM ADJUSTMENT = (1175)-(1176) =	1194	19 PAY 20 LEVY 102,395.52
	FY 2021 REFERENDUM HOLD HARM		FY 2021 INTEGRATION ADJUSTMENT	1195	FY 2021 SAFE SCH ADJUST = ((1187)-(1189)) = 2,625.48-
1167	FY 2021 ALLOC OF HOLD HARM (FROM FY 2021 GENERAL EDUC REVENUE REPORT, LINE 272 TO 274)	1179	FY 2021 INTEG LEVY AUTH (FROM INTEGRATION REVENUE REPORT, LINE 20)		FY 2021 SAFE SCHOOLS INTERMEDIATE ADJUST
		1180	19 PAY 20 LIMIT	54	2020-21 ADJ PU (ACT) 2,771.39
		1181	19 PAY 20 LEVY	1196	SAFE SCH INTERMEDIATE LEVY ALLOW
		1182	TOTAL ADJUSTMENT	1197	FY 2021 SAFE SCHOOLS INTERMEDIATE AUTHORITY = (1196) X (54) =
		1183	20 PAY 21 ADJ LIMIT	1198	19 PAY 20 LIMIT
		1184	20 PAY 21 ADJ LEVY	1199	19 PAY 20 LEVY
				1200	FY 2021 SAFE SCHOOLS INTERMEDIATE ADJUST

FY 2021 ALT TEACHER COMP LEVY ADJ		**FY 2021 LTFM UNEQUAL ADJ (CONT)**		***FY 2021 ANNUAL OPEB LEVY ADJ***	
1201	FY 2021 ALT COMP LEVY AUTH (FROM FY 2021 GENERAL EDUC REVENUE REPORT, LINE 317)	1220	19 PAY 20 LIMIT	1238	FY 2021 ACTUAL COST (FIN 797 + OBJ 291)
		1221	19 PAY 20 LEVY		
		1222	TOTAL ADJUSTMENT	1239	PRORATION FACTOR TO REFLECT STATEWIDE CAP 1.00000000
1202	19 PAY 20 LIMIT	1223	20 PAY 21 ADJ LIMIT	1240	PRORATED ANNUAL OPEB LEVY AUTH
1203	19 PAY 20 LEVY	1224	20 PAY 21 ADJ LEVY		
1204	TOTAL ADJUST TO PAY 20 ALT COMP LEVY AUTH	1225	21 PAY 22 ADJ LIMIT	1241	21 PAY 22 LIMIT
		1226	21 PAY 22 ADJ LEVY	1242	21 PAY 22 LEVY
1205	20 PAY 21 ADJ LIMIT	1227	FY 2021 UNEQUAL LIMIT ADJUST = (1223)+(1225) =	1243	FY 2021 ANNUAL OPEB ADJUSTMENT (NO ADJUSTMENT)
1206	20 PAY 21 ADJ LEVY				
1207	FY 2021 ALT TEACH COMP LEVY ADJUST	1228	FY 2021 UNEQUAL LEVY ADJUST = (1224)+(1226) =		
		1229	FY 2021 LTFM UNEQUALIZED LEVY ADJUST		PAY 20 LEASE LEVY ADJUST
	FY 2021 LTFM EQUALIZED LEVY ADJ				FY 2020 AND FY 2021 LEASE COST WITH A PAY 20 LEVY(PAY 21 LEASE LEVY FOR FY 2021 & 2022 LEASE COSTS WILL BE ADJUSTED NEXT YEAR)
1208	FY 2021 EST LTFM EQUALIZED LEVY AUTHORITY (FROM FY 2021 WEBSITE REPORT, LINE 63) 456,142.37		FY 2021 CAREER TECHNICAL ADJ		FY 2020 PAY 19 NET LEASE COSTS
1209	19 PAY 20 LIMIT 456,142.37	1230	FY 2021 CAREER TECH LEVY AUTHORITY (FY 2021 CTE AID REPORT LINE 21) 47,373.53	1301	PAY 19 OPER INTERMED
1210	19 PAY 20 LEVY 456,142.37			1302	PAY 19 CAP INTERMED
1211	TOTAL ADJUSTMENT			1303	PAY 19 TIES CAPITAL
		1231	20 PAY 21 LIMIT 47,030.33	1304	PAY 19 OPER JOINT
1212	20 PAY 21 ADJ LIMIT	1232	20 PAY 21 LEVY 47,030.33	1305	PAY 19 OPER NON-J ADM
1213	20 PAY 21 ADJ LEVY	1233	FY 2021 CAREER TECH ADJUSTMENT = ((1230)-(1231)) = 343.20	1306	PAY 19 OPER NON-J
1214	21 PAY 22 ADJ LIMIT			1307	PAY 19 CAPITAL JOINT
1215	21 PAY 22 ADJ LEVY			1308	PAY 19 CAP NON-J ADM
				1309	PAY 19 CAPITAL NON-J
1216	FY 2021 EQUAL LIMIT ADJUST = (1212)+(1214) =		FY 2021 HEALTH BENEFIT LEVY ADJUST	1310	FY 2020 COSTS (PAY 19) SUM (1301) TO (1309)=
1217	FY 2021 EQUAL LEVY ADJUST = (1213)+(1215) =	1234	FY 2021 ACTUAL COST (LIMITED TO \$600,000) 156,791.70		FY 2020 PAY 20 NET LEASE COSTS
1218	FY 2021 LTFM EQUALIZED LEVY ADJUST	1235	20 PAY 21 LIMIT 141,243.00	1311	PAY 20 OPER INTERMED
		1236	20 PAY 21 LEVY 141,243.00	1312	PAY 20 CAP INTERMED
		1237	FY 2021 HEALTH BENEFITS ADJUST = ((1229)-(1230)) = 15,548.70	1313	PAY 20 OPER JOINT
				1314	PAY 20 OPER NON-J ADM
				1315	PAY 20 OPER NON-J OTH
				1316	PAY 20 CAPITAL JOINT
				1317	PAY 20 CAP NON-J ADM
				1318	PAY 20 CAP NON-J OTH
				1319	FY 2020 COSTS (PAY 20) SUM (1311) TO (1318)=
1219	FY 2021 EST LTFM UNEQUALIZED LEVY AUTH (FROM FY 2021 WEBSITE REPORT, LINE 64)				

FY 2021 PAY 20 NET LEASE COSTS		***FY 2021 PAY 21 NET LEASE COSTS***		***FY 2021 NET LEASE COSTS***	
1320	PAY 20 OPER INTERMED	1345	TOTAL FY 2021 OPER	1357	REGULAR MAX AUTHORITY
1321	PAY 20 CAP INTERMED		NON-J NET LEASE COSTS		= GTR OF (1355)
1322	PAY 20 TIES CAPITAL		FOR (PAY 20)		OR (1356) =
1323	PAY 20 OPER JOINT		= (1324) + (1325) =		587,534.68
1324	PAY 20 OPER NON-J ADM			1358	TOTAL PAY 20 REGULAR
1325	PAY 20 OPER NON-J OTH	1346	ACTUAL FY 2021 UFARS		LEASE LEVY AUTHORITY
1326	PAY 20 CAPITAL JOINT		LEASE COSTS		= LSR OF (1354)
1327	PAY 20 CAP NON-J ADM		(FUND 1, OBJECT 370)		OR (1357) =
1328	PAY 20 CAP NON-J OTH		284,265.69		
1329	FY 2021 COSTS (PAY 20)	1347	PAY 20 OPER NON-J	1359	TOTAL PAY 20 REGULAR &
	SUM (1320) TO (1328)=		LEASE COST LIMITED		INTERM LEASE LEVY AUTH
			BY FY 2021 UFARS		= (1352) + (1358) =
			=LSR(1345) OR (1346)=		
	FY 2021 NET LEASE COSTS			1360	19 PAY 20 LIMIT
				1361	19 PAY 20 LEVY
					121,397.92
					121,397.92
				1362	PAY 20 LEASE LEVY
1330	PAY 21 OPER INTERMED		FY 2021 NET LEASE COSTS		LIMITATION ADJUSTMENT
1331	PAY 21 CAP INTERMED	1348	FY 2021 ADJUSTED COSTS		= (1359)-(1361) =
1332	PAY 21 OPER JOINT		(PAY 20) = (1329) -		121,397.92-
1333	PAY 21 OPER NON-J ADM		(1324)-(1325)+(1347)=		
1334	PAY 21 OPER NON-J OTH				
1335	PAY 21 CAPITAL JOINT	1349	PAY 20 ADJUSTED NET		CAPITAL RELATED ADJ SUMMARY
1336	PAY 21 CAP NON-J ADM		LEASE COSTS		
1337	PAY 21 CAP NON-J OTH		= (1344) + (1348) =	1004	FY 2023 OPER CAP ADJ
				1105	FY 2021 OPER CAP ADJ
1338	FY 2021 COSTS (PAY 21)	1350	DIST'S SHARE OF PAY 20	1080	FY 2023 LTFM EQ ADJ
	SUM (1330) TO (1337)		LEASE COSTS FOR THE	1084	FY 2023 LTFM UNEQ ADJ
	98,256.75		INTERMEDIATE DISTRICTS	1091	FY 2022 LTFM EQ ADJ
			= (1311) + (1312)	1098	FY 2022 LTFM UNEQ ADJ
1339	TOTAL FY 2020 OPER		+ (1320) + (1321) =	1218	FY 2021 LTFM EQ ADJ
	NON-J NET LEASE COSTS	54	2020-21 ADJ PU (ACT)	1229	FY 2021 LTFM UNEQ ADJ
	=(1306)+(1314)+(1315)		2,771.39	1362	PAY 20 LEASE LEVY ADJ
		1351	INTERM PUPIL UNIT	1363	LEASE LEVY ADJ (MEMO)
1340	ACTUAL FY 2020 UFARS		AUTH = \$65 X (54) =	1364	OTHER CEX ADJ (MEMO)
	LEASE COSTS		180,140.35	1365	TOTAL CAPITAL RELATED
	(FUND 1, OBJECT 370)				LEVY LIMIT ADJUSTMENT
	296,259.32	1352	INTERM LEASE AUTH = LSR		=(1004)+(1105)+(1080)
1341	PAY 19 OPER NON-J		OF (1350) OR (1351) =		+(1084)+(1091)+(1098)
	LEASE COST LIMITED	1353	INTERM DIST CARRYOVER		+(1218)+(1229)+(1362)
	BY FY 2020 UFARS		TO REGULAR LEASE AUTH		+(1363)+(1364) =
	LSR (1306) OR (1340)=		= (1350) - (1352) =		13,345.92-
					OTHER GENERAL LIMITATION ADJ
1342	REMAIN FY 2020 UFARS	1354	PAY 20 LEASE COST	760	GENERAL FUND LEVY ADJ
	= GREATER OF ZERO OR		UNDER REGULAR AUTH		FOR FAC & EQUIP BONDS
	[(1340) - (1341)] =		= (1349) - (1352) =		
	296,259.32	54	2020-21 ADJ PU (ACT)	1366	ECON DEV ABATE ADJUST
1343	PAY 20 OPER NON-J		2,771.39		(MEMO)
	LEASE COST LIMITED	1355	PAY 20 PUPIL UNIT MAX	1367	DEBT SURPLUS TRANSFER
	BY FY 2020 UFARS		AUTH = \$212 X (54) =		(MEMO)
	= LSR [(1314)+(1315)]		587,534.68	1368	SCH TAX ADJUSTMENT
	OR (1342) =				(FROM STR ADJUST
					REPORT, LINE 9)
1344	FY 2020 ADJUSTED COSTS	1356	PAY 20 COMMISSIONER		
	(PAY 20) = (1319) -		APPROVED LIMIT		
	(1314)-(1315)+(1343)=				

OTHER GEN LIMITATION ADJ (CONT)		***GEN FUND ADJUST SUMMARY***		***FY 2021 HOME VISITING ADJ***	
1369	OTHER ADJUST, GEN RMV VOTER APPROVED JOBZ EXEMPT (MEMO)	1383	GENERAL RMV VOTER APPROVED JOBZ EXEMPT = (1032)+(1040)+(1048) + (1054)+(1063)+(1140) + (1147)+(1154)+(1160) + (1172)+(1370) =	1405	19 PAY 20 LIMIT 767.25
			6,397.38	1406	19 PAY 20 LEVY 767.25
1370	TOTAL OTHER ADJUST GEN RMV VOTER APPR JOBZ EXEMPT = (1368)+(1369) =	1384	GENERAL RMV OTHER JOBZ EXEMPT = (1012) + (1016)+(1020)+(1024) + (1056)+(1065)+(1112) + (1119)+(1126)+(1133) + (1166)+(1178)+(1374) =	1407	FY 2021 HOME VISIT ADJUSTMENT = ((1404)-(1406)) = 767.25-
1371	MAINT PU VAR (MEMO)				FY 2021 SCHOOL-AGE CARE
1372	SCH TAX ADJUSTMENT (FROM STR ADJUST REPORT, LINE 14)		7,350.03	1408	FY 2021 AUTHORITY (FROM UFARS EXPENDITURES)
1373	OTHER ADJUST, GEN RMV OTHER JOBZ EXEMPT (MEMO)	1385	GENERAL NTC VOTER APPROVED JOBZ EXEMPT = (1377) =	1409	19 PAY 20 LIMIT
				1410	19 PAY 20 LEVY
1374	TOTAL OTHER ADJUST GEN OTHER RMV JOBZ EXEMPT = (1371)+(1372)+(1373)	1386	GENERAL NTC OTHER JOBZ EXEMPT = (760)+(1069)+(1076) + (1185)+(1190)+(1195) + (1200)+(1207)+(1233) + (1237)+(1243)+(1365) + (1366)+(1367)+(1382) =	1411	SCH-AGE CARE ADJUSTMENT
1375	SCH TAX ADJUSTMENT (FROM STR ADJUST REPORT, LINE 23)		65,079.50-	1412	ADULTS W/DISABILITIES ADJUST
1376	OTHER ADJUST, GEN NTC VOTER APPROVED JOBZ EXEMPT (MEMO)	1387	TOTAL GENERAL LEVY LIMITATION ADJUSTMENT = (1383)+(1384) + (1385)+(1386) =	1413	SCH TAX ADJUSTMENT (FROM STR ADJUST REPORT, LINE 33)
			51,332.09-	1414	OTHER ADJUST (MEMO)
1377	TOTAL OTHER ADJUST GEN NTC VOTER APPR JOBZ EXEMPT = (1375)+(1376) =			1415	TOTAL OTHER ADJUST = (1413)+(1414) =
1378	TIF ADJUST (MEMO)			1416	TOTAL COMMUNITY SERVICE LIMITATION ADJUSTMENT = (1403)+(1407)+(1411) + (1412) + (1415) = 774.19-
1379	SCH TAX ADJUSTMENT (FROM STR ADJUST REPORT, LINE 28)	1400	FY 2023 REVISED ECFE LEVY AUTH (FROM FY 2023 ECFE AID REPORT, LINE 1.7) =		GENERAL DEBT SERVICE ADJUSTMENTS
			32,840.14		
1380	FY 2021 INTEG LEVY AUTH CARRYOVER ADJUSTMENT	1401	21 PAY 22 LIMIT 32,847.08	1701	REDUCTION DEBT SERVICE EXCESS, VOTER APPROVED = (762) X -1 =
		1402	21 PAY 22 LEVY 32,847.08		
1381	OTHER ADJUST, GEN NTC OTHER JOBZ EXEMPT (MEMO)	1403	FY 2023 EARLY CHILD FAMILY ADJUST = ((1400)-(1402)) =	1702	OTHER ADJUST (MEMO) VOTER APPROVED
			6.94-		
1382	TOTAL OTHER ADJUST, GEN NTC OTHER JOBZ EXEMPT = (1378)+(1379) + (1380)+(1381) =			1703	TOTAL DEBT SERV ADJUST VOTER APPROVED = (1701)+(1702) =
		1404	FY 2021 HOME VISITING FINAL ADJUSTMENT (FROM FY 2021 HOME VISITING AID REPORT, LINE 8)	1704	REDUCTION DEBT SERVICE EXCESS, NON-VOTER APPROV = (763) X -1 =

GENERAL DEBT SERVICE ADJUST		*FY 2021 LTFM DEBT LEVY ADJ (CONT)*		***INITIAL ABATE LEVY ADJ (CONT)***	
1705	OTHER ADJUST (MEMO) NON-VOTER APPROVED	1724	21 PAY 22 ADJ LIMIT	2024	FY 2023 ABATEMENT AID 1,422.66
		1725	21 PAY 22 ADJ LEVY		
1706	TOTAL DEBT SERV ADJUST NON-VOTER APPROVED = (1704)+(1705) + (1710)+(1717)+(1728)=	1726	FY 2021 DEBT LIMIT ADJUST = (1722)+(1724) =	2005	INITIAL ABATEMENT LEVY ADJUSTMENT = (2004)-(2024) = 519.25
		1727	FY 2021 DEBT LEVY ADJUST = (1723)+(1725) =		
	FY 2023 LTFM DEBT LEVY ADJ	1728	FY 2021 LTFM DEBT LEVY ADJ =(1721)-(1726)=		PAY 20 CERTIFIED LEVY PLUS AUDITOR ADJUSTMENT BY FUND
1707	FY 2023 EST LTFM DEBT LEVY AUTHORITY (FROM WEBSITE FY 2023 RPT, LINE 59)		OTH POSTEMPLOYMENT BENE (OPEB) & PENSION DEBT SERVICE ADJUSTMENTS	2006	GENERAL 1,577,766.61
				2007	COMMUNITY SERVICE
				2008	GENERAL DEBT SERVICE 1,691,823.97
				2009	OPEB DEBT SERVICE 691,284.12
				2010	TOTAL 3,960,874.70
1708	21 PAY 22 LIMIT	1900	REDUCTION DEBT EXCESS, VOTER APPROV = GTR OF		CERTIFIED LEVY RATIO BY FUND
1709	21 PAY 22 LEVY		[(921)OR(924)] X -1 =		
1710	FY 2023 LTFM DEBT LEVY ADJ =(1707)-(1708)=	1901	OTHER OPEB DS ADJUST (MEMO) VOTER APPROVED	2011	GENERAL (2006)/(2010) .74739422
				2012	COM SER (2007)/(2010)
				2013	GEN DBT (2008)/(2010) .42713393
				2014	OPEB DBT (2009)/(2010) .17452815
				2015	TOTAL 1.00000000
	FY 2022 LTFM DEBT LEVY ADJUST	1902	TOTAL OPEB DEBT SERV ADJ VOTER APPROVED = (1900)+(1901) =		ABATEMENT AID BY FUND (FROM PART III OF FY 2023 ABATEMENT AID REPORT)
1711	FY 2022 EST LTFM DEBT LEVY AUTHORITY (FROM WEBSITE FY 2022 RPT, LINE 59)	1903	REDUCTION DEBT EXCESS, NON-VOTER = GTR OF [(922)OR(925)] X -1 =	2016	GENERAL 593.29
				2017	COMMUNITY SERVICE
1712	20 PAY 21 LIMIT	1904	OTHER OPEB DS ADJUST (MEMO)NON-VOTER APPR	2018	GENERAL DEBT SERVICE 829.37
1713	20 PAY 21 LEVY			2019	TOTAL 1,422.66
1714	TOTAL ADJUSTMENT ADJ =(1711)-(1712)=	1905	TOTAL ADJUSTMENT NON-VOTER APPROVED = (1903)+(1904) =	2020	EST FY 2023 ABATEMENT AID PRORATION FACTOR 1.00000000
1715	21 PAY 22 ADJ LIMIT				PRORATED ABATEMENT AID BY FUND
1716	21 PAY 22 ADJ LEVY			2021	GENERAL (2020)X(2016) 593.29
				2022	COM SER (2020)X(2017)
				2023	GEN DBT (2020)X(2018) 829.37
				2024	TOTAL 1,422.66
1717	FY 2022 LTFM DEBT LEVY ADJ =(1714)-(1715)=		ABATEMENT ADJUSTMENTS		
			INITIAL ABATEMENT LEVY ADJUSTMENT		
	FY 2021 LTFM DEBT LEVY ADJUST	2001	SCHOOL TAXES ABATED IN 2021 2,222.18-		INITIAL ABATE LEVY ADJ BY FUND (ZERO IF NO LEVY AUTHORITY IN FUND)
1718	FY 2021 EST LTFM DEBT LEVY AUTHORITY (FROM WEBSITE FY 2021 RPT, LINE 59)	2002	SCHOOL TAXES ADDED IN 2021 280.27		
		2003	NET CHANGE IN SCHOOL TAXES = (2001)+(2002) = 1,941.91-	2025	GENERAL=(2004)-(2024)- (2026)-(2027)-(2028)= 180.24
1719	19 PAY 20 LIMIT			2026	COM SER [(2004)X (2012)]-(2022) =
1720	19 PAY 20 LEVY			2027	GDS DBT [(2004)X (2013)]-(2023) = .09
1721	TOTAL ADJUSTMENT ADJ =(1718)-(1719)=	2004	ABATEMENT RECOVERY REVENUE [GTR OF ZERO OR -1 X (2003)] 1,941.91	2028	OPEB DBT [(2004)X (2014)] = 338.92
1722	20 PAY 21 ADJ LIMIT			2005	TOTAL = (2004)-(2024) 519.25
1723	20 PAY 21 ADJ LEVY				

ABATEMENT INTEREST ADJUSTMENT		***CARRY-OVER ABATEMENT LEVY LIM*** (ZERO IF NO LEVY AUTHORITY IN FUND)		***TOTAL INITIAL LEVY LIMITATION*** SUMMARY BEFORE OFFSETTING ADJUST	
2029	ABATEMENT INTEREST DEDUCTED FROM TAX SETTLEMENTS IN 2021	2052	GENERAL=(2044)-(2048) OR MEMO	3001	GENERAL FUND INITIAL LEVY SUMMARY
	ABATEMENT INTEREST ADJUST BY FUND (ZERO IF NO LEVY AUTHORITY IN FUND)	2053	COM SER=(2045)-(2049) OR MEMO	3001	GENERAL RMV VOTER APPROVED JOBZ EXEMPT = (516)+(1383) = 353,725.62
2030	GENERAL = (2029) -(2031) -(2032)-(2033) =	2054	GEN DBT=(2046)-(2050) OR MEMO	3002	GENERAL RMV OTHER JOBZ EXEMPT = (517)+(1384) = 1,550,506.13
2031	COM SER (2029)X(2012)	2055	OPEB DBT=(2047)-(2051) OR MEMO	3002	GENERAL RMV OTHER JOBZ EXEMPT = (517)+(1384) = 1,550,506.13
2032	GEN DBT (2029)X(2013)	2056	TOTAL	3003	GENERAL NTC VOTER APPROVED JOBZ EXEMPT = (518)+(1385) =
2033	OPEB DBT (2029)X(2014)		ADVANCE ABATEMENT LEVY ADJUST	3003	GENERAL NTC VOTER APPROVED JOBZ EXEMPT = (518)+(1385) =
2029	TOTAL	2057	SCHOOL TAXES ABATED IN 1ST 6 MO OF 2022 880.03-	3004	GENERAL NTC OTHER JOBZ EXEMPT +(519)+(1386)+(2039) +(2052)+(2070) = 707,123.11
	FY 2021 ABATEMENT AID ADJUST (ZERO IF NO LEVY AUTHORITY IN FUND)	2058	SCHOOL TAXES ADDED IN 1ST 6 MO OF 2022 71.26	3004	GENERAL NTC OTHER JOBZ EXEMPT +(519)+(1386)+(2039) +(2052)+(2070) = 707,123.11
2034	GENERAL	2059	NET CHANGE IN SCHOOL TAXES (2057)+(2058) 808.77-	3005	TOTAL GENERAL FUND INITIAL LEVY LIMITATION = (3001)+(3002) + (3003)+(3004) = 2,611,354.86
2035	COMMUNITY SERVICE	2060	TOTAL ADVANCE ABATE LEVY AUTHORITY [GTR OF ZERO OR -1 X (2059)] 808.77	3005	TOTAL GENERAL FUND INITIAL LEVY LIMITATION = (3001)+(3002) + (3003)+(3004) = 2,611,354.86
2036	GEN DEBT		ADVANCE ABATEMENT AUTH BY FUND	3006	COMMUNITY SERV INIT LEVY SUMMARY
2037	OPEB DEBT	2061	GENERAL = (2060) -(2062)-(2063)-(2064) 322.17	3006	TOTAL COMMUNITY SERVICE FUND INITIAL LEVY LIMITATION = (634)+(1416)+(2040) + (2053)+(2071) = 169,159.16
2038	TOTAL	2062	COM SER (2060)X(2012)	3006	TOTAL COMMUNITY SERVICE FUND INITIAL LEVY LIMITATION = (634)+(1416)+(2040) + (2053)+(2071) = 169,159.16
	TOTAL REGULAR ABATE LEVY ADJ	2063	GEN DBT (2060)X(2013) 345.45	3007	GEN DEBT SERV INITIAL LEVY SUMMARY
2039	GENERAL = (2025)+(2030)+(2034)= 180.24	2064	OPEB DBT (2060)X(2014) 141.15	3007	GEN DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT = (812)+(1703)+(2041) + (2054)+(2072) = 1,639,288.39
2040	COMMUNITY SERVICE = (2026)+(2031)+(2035)=	2060	TOTAL 808.77	3008	GEN DEBT SERVICE OTHER JOBZ NONEXEMPT = (813)+(1706)+(2041) + (2054)+(2072) =
2041	GEN DEBT SERVICE = (2027)+(2032)+(2036)= .09		PREVIOUS ADVANCE ABATE LEVY (PAY 21 PREVIOUS ADVANCE PLUS PAY 21 ADVANCE LEVY)	3008	GEN DEBT SERVICE OTHER JOBZ NONEXEMPT = (813)+(1706)+(2041) + (2054)+(2072) =
2042	OPEB DEBT SERVICE = (2028)+(2033)+(2037)= 338.92	2065	GENERAL 221.64	3009	TOTAL DEBT SERVICE FUND INITIAL LEVY LIMITATION = (3007)+(3008) = 1,639,288.39
2043	TOTAL 519.25	2066	COMMUNITY SERVICE		
	CARRY-OVER ABATE LEVY AUTHORITY	2067	GENERAL DEBT SERVICE		
	PAY 22 REGULAR ABATEMENT LIMIT	2068	OPEB DEBT SERVICE 131.29		
2044	GENERAL	2069	TOTAL 352.93		
2045	COMMUNITY SERVICE		ADVANCE ABATEMENT ADJUSTMENT BY FUND (ZERO IF NO LEVY AUTHORITY IN FUND)		
2046	GENERAL DEBT SERVICE	2070	GENERAL=(2060)-(2069)- (2071)-(2072)-(2073)= 100.53		
2047	OPEB DEBT SERVICE	2071	COM SER (2062)-(2066)		
	PAY 22 REGULAR ABATEMENT LEVY	2072	GEN DBT (2063)-(2067) 345.45		
2048	GENERAL	2073	OPEB DBT (2064)-(2068) 9.86		
2049	COMMUNITY SERVICE	2074	TOTAL 455.84		
2050	GENERAL DEBT SERVICE				
2051	OPEB DEBT SERVICE				

OPEB/PENSION DEBT SVC INITIAL LEVY SUMMARY		***POSITIVE OFFSETTING ADJ (CONT)***		***POSITIVE OFFSETTING ADJ*** IN GENERAL DEBT SERV FUND	
3010	OPEB/PENSION DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT = (903)+(1900)+(2042) + (2055)+(2073) =	3020	COM SERV POSITIVE OFFSET GTR 0 OR [0-(3006)]	3031	GDS VOTER JOBZ NONEXEMPT POSITIVE OFFSET GTR OF 0 OR [-(3007)]
3011	OPEB/PENSION DEBT SERVICE OTHER JOBZ NONEXEMPT =(908)+(1903)+(2042) + (2055)+(2073) = 817,585.78	3021	GEN RMV VOTER JOBZ EXEMPT NEGATIVE OFFSET	3032	GDS OTHER JOBZ NONEXEMPT POSITIVE OFFSET GTR OF 0 OR [-(3008)]
3012	TOTAL OPEB/PENSION DEBT SERVICE FUND INITIAL LEVY LIMITATION = (3010)+(3011) = 817,585.78	3022	GEN RMV OTHER JOBZ EXEMPT NEGATIVE OFFSET		COLLECT NEGATIVE ADJUSTMENTS IN GENERAL DEBT SERV FUND
	OFFSETTING ADJUSTMENTS (COUNTY AUDITORS CANNOT SPREAD LEVIES BASED ON A NEGATIVE TAX RATE. TOTAL LEVY LIMITATIONS BY TRUTH IN TAXATION LEVY/FUND CATEGORY SHOWN ON PAGE 30 MUST BE ZERO OR GREATER).	3023	GEN NTC VOTER JOB EXEMPT NEGATIVE OFFSET	3033	GDS VOTER JOBZ NONEXEMPT NEGATIVE OFFSET
	OFFSET CARRIED FORWARD	3024	GEN NTC OTHER JOBZ EXEMPT NEGATIVE OFFSET	3034	GDS OTH JOBZ NONEXEMPT NEGATIVE OFFSET
3013	GENERAL	3025	COM SERV NEGATIVE OFFSET	3035	GDS VOTER JOBZ NONEXEMPT NET OFFSET ADJ = (3031)+(3033) =
3014	GENERAL DEBT SERVICE 28,848.53-	3026	GEN RMV VOTER JOBZ EXEMPT NET OFFSET ADJ = (3016)+(3021) =	3036	GDS OTH JOBZ NONEXEMPT NET OFFSET ADJ = (3032)+(3034) =
3015	OPEB/PENSION DEBT SERVICE	3027	GEN RMV OTHER JOBZ EXEMPT NET OFFSET ADJ = (3017)+(3022) =	3037	OPEB/PENSION DEBT SERVICE VOTER JOBZ NONEXEMPT POSITIVE OFFSET GTR OF 0 OR [-(3010)]
3016	GEN RMV VOTER JOBZ EXEMPT POSITIVE OFFSET GTR 0 OR [0-(3001)]	3028	GEN NTC VOTER JOB EXEMPT NET OFFSET ADJ = (3018)+(3023) =		POSITIVE OFFSETTING ADJUSTMENTS IN OPEB/PENSION DEBT SERV FUND
3017	GEN RMV OTHER JOBZ EXEMPT POSITIVE OFFSET GTR 0 OR [0-(3002)]	3029	GEN NTC OTHER JOBZ EXEMPT NET OFFSET ADJ = (3019)+(3024) =	3038	OPEB/PENSION DEBT SERVICE OTHER JOBZ NONEXEMPT POSITIVE OFFSET GTR OF 0 OR [-(3011)]
3018	GEN NTC VOTER JOB EXEMPT POSITIVE OFFSET GTR 0 OR [0-(3003)]	3030	COM SERV NET OFFSET ADJ = (3020)+(3025) =	3039	OPEB/PENSION DEBT SERVICE VOTER JOBZ NONEXEMPT NEGATIVE OFFSET
3019	GEN NTC OTHER JOBZ EXEMPT POSITIVE OFFSET GTR 0 OR [0-(3004)]				

COLLECT NEGATIVE ADJUST		***MAXIMUM EFFORT LOAN AID***		***FY 2024 TAC REG REF REV***	
IN OPEB/PENSION DEBT SERV FUND				(PAY 01 REF LEVY REQ)	
3040	OPEB/PENSION DEBT SERVICE OTHER JOBZ NONEXEMPT NEGATIVE OFFSET	3507	ACT MAX EFF LOAN AID FOR FY 2018 - FY 2022	4006	REG FRONT END FORMULA = (4003) X \$175 = 833,834.75
		3508	Pay 18 - PAY 21 ACT MAX EFF LOAN AID LEVY LIMIT ADJUST (ALL FUNDS) =	4007	TAC REG REF REV = GTR 0 OR [(4006)-(4005)]= 652,473.84
	NET OFFSETTING ADJUSTMENTS IN OPEB/PENSION DEBT SERV FUND	3509	REQUESTED DEBT DEFEASANCE AMOUNT BY END OF FY 2023		FY 2024 TAC ADD REF REV
3041	OPEB/PENSION DEBT SERVICE VOTER JOBZ NONEXEMPT NET OFFSET ADJ = (3037)+(3039) =	3510	BAL AVAIL END FY 2023 (3507)-(3508) =	4008	FY 13 REF REV ALLOW 415.00-
				4009	TAC REF ADD ALLOWANCE = (4008)+\$415 =
3042	OPEB/PENSION DEBT SERVICE OTHER JOBZ NONEXEMPT NET OFFSET ADJ = (3038)+(3040) =		LEVY LIMITS ARE REDUCED IN THE FOLLOWING ORDER	4010	ADD FRONT END FORMULA = (4002) X (4009) =
		3511	GEN DEBT VOTER =	4011	TAC ADD BASE = GTR 0 OR [(4010)-(4005)] =
	NET NEGATIVE ADJ BALANCE TO BE CARRIED FORWARD	3512	GEN DEBT OTHER =	4012	TAC ADD REF REVENUE = (4011) X 22.5% =
		3513	OPEB DEBT VOTER =		FY 2024 TAC TOTAL REF REV (JULY 2022 PAYMENT)
3043	GENERAL ADJUST BALANCE FORWARD = (3013)-(3026) -(3027)-(3028)-(3029) -(3030) =	3514	OPEB DEBT OTHER =	4013	TAC TOTAL REF REV = (4007)+(4012) = 652,473.84
		3515	GENERAL NTC VOTER =	4014	MAXIMUM EC RESERVE = (57) X \$25 = 63,025.00
		3516	GENERAL NTC OTHER =	4015	RSVD EARLY CHILDHOOD = LSR(4013)OR(4014)= 63,025.00
3044	GENERAL DEBT SERVICE ADJUST BALANCE FORWARD =(3014)-(3035)-(3036) 28,848.53-	3517	COMMUNITY SERVICE =		
		3518	MAX EFF LEVY LIMIT ADJ = SUM (3511) TO (3517)=		
3045	OPEB/PENSION DEBT SERVICE ADJUST BALANCE FORWARD =(3041)-(3042)=	3519	MAX EFFORT LOAN AID RETAINED FOR FUTURE USE =(3510) - (3518) =		FY 2022 TACONITE RECEIPTS (FEB 2022 & AUG 2022 PYMT) USED TO CALCULATE PAY 23 LEVY LIMITATION REDUCTION
3046	TOTAL ADJUST BALANCE FORWARD =(3043) +(3044)+(3045)= 28,848.53-		TACONITE REFERENDUM DATA INFORMATION ONLY	4016	TAC POT 13.72 CENTS PER TON (INITIAL AMT) 1,026,575.00
	LEVY AFTER OFFSETS STARTING POINT FOR MAX EFFORT ADJUSTMENTS	4001	1983-84 RESIDENT PU 4,764.77	4017	CITY/TWP REPLACEMENT NOT USED THIS YEAR
3500	GEN DEBT VOTER APPR 1,639,288.39	4002	2011-12 RESIDENT PU	4018	TAC POT ALLOCATED TO OTHER TAC SCHOOL DIST TO FUND LINE (4028)
3501	GEN DEBT OTHER	44	2021-22 RES PU (PRE) 2,655.73	4019	TAC POT ALLOCATED TO CITIES AND TOWNSHIPS (SEE SPREADSHEET)
3502	OPEB DEBT VOTER APPR	57	2023-24 ADJ PU (EST) 2,521.00	4020	TAC POT RECEIPTS BASE = (4016) - (4017) - (4018) - (4019) = 1,026,575.00
3503	OPEB DEBT OTHER 817,585.78	4003	TACONITE REG REF PU =GTR (4001) OR (44)= 4,764.77	4021	MINING 3.43 CENTS/TON 191,060.00
3504	GENERAL NTC VOTER	4004	2011 NET TAX CAPACITY	4022	TAC RAILR GRANDFATHER
3505	GENERAL NTC OTHER 707,123.11	4005	TAC REF REV REDUCT FOR BOTH REG AND ADD REF = (4004) X 1.8% = 181,360.91		
3506	COMMUNITY SERVICE 169,159.16				

TACONITE RECEIPTS (CONT)		***LEVY LIMIT SUBJECT TO*** TACONITE ADJUSTMENT (CONT)	***LEVY LIMIT SUBJECT TO*** TACONITE ADJUSTMENT (CONT)
4023	DEER RVR GRANDFATHER		
4024	FY 2022 ELIGIBLE TAC RECEIPTS BASE AMOUNT =SUM(4020) TO (4023)= 1,217,635.00	4041 NET OPEB DEBT SERV LEVY FOR VOTER APPR BONDS	4062 GDS TACONITE ADJUST VOTER APPR= -1 X (LSR OF (4045) OR (4061))=
		4042 = 50% OF (4041) =	
4025	MAX TAC REDUCT = 95% OF [(4024)+(4019)] 1,156,753.25	4043 NET GEN DEBT SERV LEVY NON-VOTER APPR BONDS	4063 TOTAL TACONITE LEVY LIMITATION ADJUST = (4046)+(4048)+(4050)+(4052)+(4054)+(4056)+(4058)+(4060)+(4062)= 1,156,753.25-
4026	TOTAL PAY 21 TAC LEVY LIMIT ADJUST ON LEVY LIMIT & CERTIFICATION 1,437,328.15-	4044 NET GEN DEBT SERV LEVY FOR VOTER APPR BONDS 1,639,288.39	
		4045 = 50% OF (4044) = 819,644.20	4064 CITY/TOWNSHIP DISTRIBUTION = (4025)+(4063) =
4027	FY 2022 ELIG DIST TAC REPL AMT PLUS PAY 21 TAC LEVY ADJUSTMENT =(4024)+(4026)-(4019) 219,693.15-	4046 COM SERV = -1 X (LSR OF (4025) OR (4032))= 169,159.16-	FY 2024 LEVY, AID & REVENUE SUMMARY BY FUND CONTINUES ON PAGE 29
		4047 REMAINING REDUCTION = (4025)+(4046) = 987,594.09	
4028	TAC POT ALLOCATED FROM OTHER TAC SCH DIST FOR PAY 21 LEVY REPLACEMENT [NOT INCL IN (4024)] 4,503.00	4048 GEN OTH NTC = -1 X (LSR OF (4034) OR (4047))= 707,123.11-	
		4049 REMAINING REDUCTION = (4047)+(4048) = 280,470.98	
4029	TAC PROP TAX RELIEF ACCOUNT TRANSFER FOR PAY 21 LEVY REPLACEMENT [NOT INCL IN (4024)] 219,694.00	4050 OPEB TACONITE ADJUST NON-VOTER = -1 X (LSR OF (4040) OR (4049))= 280,470.98-	
		4051 REMAINING REDUCTION = (4049)+(4050) =	
4030	FY 2022 ADDITIONAL TAC POT 11 CENTS/TON [NOT INCL IN (4024)] 727,347.00	4052 GDS TACONITE ADJUST NON-VOTER = -1 X (LSR OF (4043) OR (4051))=	
		4053 REMAINING REDUCTION = (4049)+(4052) =	
4031	FY 2022 TAC BLDG MAINT & REPAIR 4 CENTS/TON [NOT INCL IN (4024)] 474,977.00	4054 GEN OTH RMV = -1 X (LSR OF (4035) OR (4053))=	
		4055 REMAINING REDUCTION = (4053)+(4054) =	
	LEVY LIMIT SUBJECT TO TACONITE ADJUSTMENT	4056 OPER REF = -1 X (LSR OF (4037) OR (4055))=	
4032	COMMUNITY SERVICE 169,159.16	4057 REMAINING REDUCTION = (4055)+(4056) =	
4033	OTHER GENERAL NTC 707,123.11	4058 CAP PROJ = -1 X (LSR OF (4039) OR (4057))=	
4034	REDUCED OTHER NTC FOR LIMITED LTFM LEVY 707,123.11	4059 REMAINING REDUCTION = (4057)+(4058) =	
4035	OTHER GENERAL RMV 1,550,506.13	4060 OPEB DEBT TAC ADJUST VOTER APPR= -1 X (LSR OF (4042) OR (4059))=	
4036	OP REFERENDUM (VOTER) 353,725.62		
4037	= 50% OF (4036) = 176,862.81	4061 REMAINING REDUCTION = (4059)+(4060) =	
4038	CAP PROJ LIMIT(VOTER)		
4039	= 50% OF (4038) =		
4040	NET OPEB DEBT SERV LEVY NON-VOTER APPR BONDS 817,585.78		

FY 2024 LEVY, AID & REV SUMMARY		***COMMUNITY SERVICE FUND***		**OPEB/PENS DEBT SERV FUND (CONT)**	
BY FUND					
(ESTIMATE AT TIME OF PROPOSED LEVY CERTIFICATION)					
GENERAL FUND		5012	MAX EFFORT LOAN AID USED = -(3517) =	5024	TOTAL OPEB/PENSION DEBT SERVICE FUND LEVY LIMITATION = (5022)+(5023) = 537,114.80
5001 GEN RMV VOTER APPROVED JOBZ EXEMPT = (3001) +(3026)+(4056) = 353,725.62		5013	TACONITE RECEIPTS = -(4046) = 169,159.16	5025	MAX EFFORT LOAN AID USED = -(3513)-(3514) =
5002 GENERAL RMV OTHER JOBZ EXEMPT = (3002) +(3027)+(4054) = 1,550,506.13		5014	TOTAL COMM SERV FUND REVENUE = (5010) +(5011)+(5012)+(5013) 266,905.66	5026	TACONITE RECEIPTS = -(4050)-(4060) = 280,470.98
5003 GEN NTC VOTER APPROVED JOBZ EXEMPT = (3003)+ (3028)+(3515)+(4058)=		GENERAL DEBT SERVICE FUND		5027	TOTAL OPEB/PENSION DEBT SERVICE FUND REVENUE =(5024)+(5025)+(5026) 817,585.78
5004 GENERAL NTC OTHER JOBZ EXEMPT = (3004)+ (3029)+(3516)+(4048)=		5015	GEN DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT = (3007)+ (3035)+(3511)+(4062)= 1,639,288.39	TOTAL, ALL FUNDS	
5005 TOTAL GENERAL FUND LEVY LIMITATION = (5001)+(5002)+(5003) + (5004) = 1,904,231.75		5016	GEN DEBT SERV OTHER JOBZ NONEXEMPT = (3008) (3036)+(3512)+(4052)=	5028	TOTAL LEVY LIMIT = (5005)+(5010) + (5017)+(5024) = 4,080,634.94
5006 TOTAL GENERAL FUND AID = (323)+(329)+(334)+ (340)+(341)+(342)+(358) +(383)+(443)+(2021)= 24,259,313.82		5017	TOTAL DEBT SERVICE FUND LEVY LIMITATION = (5015)+(5016) = 1,639,288.39	5029	TOTAL AID = (5006)+(5011) + (5018) = 29,849,286.84
5007 MAX EFFORT LOAN AID USED = -(3515)-(3516) =		5018	TOTAL DEBT SERVICE FUND AID = (438)+ (779)+(799)+(2023) = 5,492,226.52	5030	TOTAL MAX EFFORT AID USED = (5007)+(5012) + (5019)+(5025) =
5008 TACONITE RECEIPTS = - (4048)-(4054) - (4056)-(4058) = 707,123.11		5019	MAX EFFORT LOAN AID USED =(3508)-(3511)-(3512)	5031	TOTAL TACONITE RECEIPTS = (5008)+(5013) + (5020)+(5026) = 1,156,753.25-
5009 TOTAL GENERAL FUND REVENUE = (5005)+ (5006)+(5007)+(5008)= 26,870,668.68		5020	TACONITE RECEIPTS = -(4052)-(4062) =	5032	TOTAL REVENUE = (5009)+(5014) + (5021)+(5027) = 35,086,675.03
		5021	TOTAL DEBT SERVICE FUND REVENUE = (5017) +(5018)+(5019)+(5020) 7,131,514.91	OPEB/PENSION DEBT SERVICE FUND	
COMMUNITY SERVICE FUND					
5010 TOTAL COMMUNITY SERVICE FUND LEVY LIMITATION = (3006)+ (3030)+(3517)+(4046)=		5022	OPEB/PENSION DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT =(3010)+ (3041)+(3513)+(4060)=		
5011 TOTAL COMMUNITY SERVICE FUND AID = (611)+(621)+(626) + (632)+(2022) = 97,746.50		5023	OPEB/PENSION DEBT SERVICE OTHER JOBZ NONEXEMPT=(3011)+ (3042)+(3514)+(4050)= 537,114.80		

I. COMPUTATION OF 2022 PAYABLE 2023 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TAC/MAX EFF ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	347,328.24	6,397.38	N/A			353,725.62
GEN-RMV OTHER-EXEMP	1,543,156.10	7,350.03	N/A			1,550,506.13
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-GENED	N/A	N/A	N/A	N/A	N/A	N/A
GEN-NTC OTHER-EXEMP	771,921.84	65,079.50-	280.77		707,123.11-	
TOTAL GENERAL	2,662,406.18	51,332.09-	280.77		707,123.11-	1,904,231.75
COM SERV-EXEMP	169,933.35	774.19-			169,159.16-	
DEBT-VOTER-NONEXEMP	1,638,942.85		345.54			1,639,288.39
DEBT-OTHER-NONEXEMP						
TOTAL DEBT SERV	1,638,942.85		345.54			1,639,288.39
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP	817,237.00		348.78		280,470.98-	537,114.80
TOTAL OPEB/PENSION	817,237.00		348.78		280,470.98-	537,114.80
TOTAL	5,288,519.38	52,106.28-	975.09		1,156,753.25-	4,080,634.94

II. COMPARISON OF 2021 PAYABLE 2022 LEVY LIMITATION WITH 2022 PAYABLE 2023 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2021 PAY 2022 LIMITATION	2022 PAY 2023 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	1,992,767.36	1,904,231.75	88,535.61-	4.44-
COMMUNITY SERVICE				
GENERAL DEBT SERVICE	1,504,812.97	1,639,288.39	134,475.42	8.94
OPEB DEBT SERVICE	709,695.09	537,114.80	172,580.29-	24.32-
TOTAL	4,207,275.42	4,080,634.94	126,640.48-	3.01-

III. COMPARISON OF 2021 PAYABLE 2022 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2022 PAYABLE 2023 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2021 PAY 2022 CERTIFIED LEVY + ADJUSTMENTS	2022 PAY 2023 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	1,992,767.36			
COMMUNITY SERVICE				
GENERAL DEBT SERVICE	1,504,812.97			
OPEB DEBT SERVICE	709,695.09			
TOTAL AFTER ADJUSTMENTS	4,207,275.42			

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY NOTES
SUBTOTALS BY LEVY CATEGORY						
(5001)	GENERAL-RMV VOTER-JOBZ EXEMPT	351,598.56	351,598.56	353,725.62	353,725.62	353,725.62
(5002)	GENERAL-RMV OTHER-JOBZ EXEMPT	1,478,603.04	1,478,603.04	1,550,506.13	1,550,506.13	1,550,506.13
(5003)	GENERAL-NTC VOTER-JOBZ EXEMPT					
(5004)	GENERAL-NTC OTHER-JOBZ EXEMPT	162,565.76	162,565.76			
(5010)	COMMUNITY SERV-NTC OTHER-EXEMPT					
(5015)	GENL DEBT-NTC VOTER-NONEXEMPT	1,504,812.97	1,504,812.97	1,639,288.39	1,639,288.39	1,639,288.39 *1
(5016)	GENL DEBT-NTC OTHER-NONEXEMPT					*1
(5022)	OPEB DEBT-NTC VOTER-NONEXEMPT					
(5023)	OPEB DEBT-NTC OTHER-NONEXEMPT	709,695.09	709,695.09	537,114.80	653,075.80	537,114.80
SUBTOTALS BY FUND						
(5005)	GENERAL FUND	1,992,767.36	1,992,767.36	1,904,231.75	1,904,231.75	
(5010)	COMMUNITY SERVICES FUND					
(5017)	GENERAL DEBT SERVICE FUND	1,504,812.97	1,504,812.97	1,639,288.39	1,639,288.39	
(5024)	OPEB/PENSION DEBT SERVICE FUND	709,695.09	709,695.09	537,114.80	653,075.80	
SUBTOTALS BY TAX BASE						
	REFERENDUM MARKET VALUE	1,830,201.60	1,830,201.60	1,904,231.75	1,904,231.75	
	NET TAX CAPACITY	2,377,073.82	2,377,073.82	2,176,403.19	2,292,364.19	
SUBTOTALS BY TRUTH IN TAXATION CATEGORY						
	VOTER APPROVED	1,856,411.53	1,856,411.53	1,993,014.01	1,993,014.01	
	OTHER	2,350,863.89	2,350,863.89	2,087,620.93	2,203,581.93	
TOTAL LEVY						
	TOTAL LEVY	4,207,275.42	4,207,275.42	4,080,634.94	4,196,595.94	4,080,634.94
ALLOWABLE INCREASE						
	ALLOWABLE INCREASE AMOUNT				115,961.00-	
	MAXIMUM ALLOWABLE CERTIFIED LEVY				4,080,634.94	

FOOTNOTES:

*1 SCHOOL BUILDING BOND AGRICULTURAL CREDIT WILL BE CALCULATED USING THE GENERAL DEBT SERVICE LEVY CATEGORIES

NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY	NOTES
GENERAL REFER MARKET VALUE VOTER APPROVED JOBZ EXEMPT:							
(310)	1ST TIER RMV REFER	340,097.93	340,097.93	347,328.24	347,328.24	347,328.24	*2
(311)	2ND TIER RMV REFER						*2
(312)	UNEQUALIZED RMV REFER						
(1032)	FY 2023 1ST TIER REF ADJUST	11,500.63	11,500.63	.06-	.06-	.06-	*2
(1040)	FY 2023 2ND TIER REF ADJUST						*2
(1048)	FY 2023 UNEQUAL REF ADJUST						
(1054)	FY 2023 TBRA ALLOC ADJUST						*2
(1063)	FY 2023 REF HOLD HARMLESS ADJ						
(1140)	FY 2021 1ST TIER REF ADJUST			6,397.44	6,397.44	6,397.44	
(1147)	FY 2021 2ND TIER REF ADJUST						
	FY 2021 3RD TIER REF ADJUST			N/A	N/A	N/A	
(1154)	FY 2021 UNEQUAL REF ADJUST						
(1160)	FY 2021 TBRA ALLOC ADJUST						
(1172)	FY 2021 REF HOLD HARMLESS ADJ						
(1369)	OTHER RMV REF ADJUST (MEMO)						
(3026)	RMV REF NET OFFSET ADJUST						
(4056)	REFERENDUM TACONITE ADJUST						
(5001)	TOTAL GENERAL - RMV VOTER APPROVED JOBZ EXEMPT	351,598.56	351,598.56	353,725.62	353,725.62	353,725.62	
GENERAL REFER MARKET VALUE OTHER JOBZ EXEMPT:							
(307)	1ST TIER LOCAL OPTIONAL	346,598.74	346,598.74	353,967.25	353,967.25	353,967.25	*3
(237)	2ND TIER LOCAL OPTIONAL	785,428.98	785,428.98	863,217.40	863,217.40	863,217.40	*3
(240)	EQUITY	291,247.81	291,247.81	321,390.70	321,390.70	321,390.70	*3
(242)	TRANSITION	4,167.96	4,167.96	4,580.75	4,580.75	4,580.75	*3
(1012)	FY 2023 LOR TIER 1 ADJUST	11,720.47	11,720.47	.05-	.05-	.05-	*3
(1016)	FY 2023 LOR TIER 2 ADJUST	28,582.61	28,582.61	.14-	.14-	.14-	*3
(1020)	FY 2023 EQUITY ADJUST	10,704.79	10,704.79	1,389.28	1,389.28	1,389.28	*3
(1024)	FY 2023 TRANSITION ADJUST	151.68	151.68				*3
(1056)	FY 2023 LOR TIER 1 TBRA ADJUST						*2
(1065)	FY 2023 LOR TIER 1 HOLD HARM AD						
(1112)	FY 2021 LOR TIER 1 ADJUST						
(1119)	FY 2021 LOR TIER 2 ADJUST	N/A	N/A				
(1126)	FY 2021 EQUITY ADJUST			5,876.57	5,876.57	5,876.57	
(1133)	FY 2021 TRANSITION ADJUST			84.37	84.37	84.37	
	FY 2021 TIER 1 BRD-APPR REF ADJ			N/A	N/A	N/A	
(1166)	FY 2021 LOR TIER 1 TBRA ADJUST	N/A	N/A				
(1178)	FY 2021 LOR TIER 1 HOLD HARMLES	N/A	N/A				
(1374)	OTHER ADJ, GEN OTHER RMV						
(3027)	GENERAL OTH RMV NET OFFSET ADJ						
(4054)	GENERAL OTH RMV TACONITE ADJUST						
(5002)	TOTAL GENERAL - RMV OTHER JOBZ EXEMPT	1,478,603.04	1,478,603.04	1,550,506.13	1,550,506.13	1,550,506.13	

FOOTNOTES:

*2 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING REFERENDUM EQUALIZATION AID (PRIOR TO TAX BASE REPLACEMENT AID AND REFERENDUM HOLD HARMLESS).

*3 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING GENERAL EDUCATION AID. FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2023. FOR PAYABLE 2022 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY NOTES
GENERAL NET TAX CAPACITY VOTER APPROVED JOBZ EXEMPT:						
(502)	CAPITAL PROJECT REFERENDUM					
(1377)	OTHER NTC VOTER ADJ					
(3028)	NTC VOTER NET OFFSET ADJ					
(3515)	NTC VOTER MAX EFFORT ADJ					
(4058)	CAPITAL PROJ TACONITE ADJ					
(5003)	TOTAL GENERAL - NTC VOTER APPROVED JOBZ EXEMPT					

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY	NOTES
GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT:							
INITIAL LEVIES:							
(231)	OPERATING CAPITAL	137,023.45	137,023.45	146,365.14	146,365.14	146,365.14	*3
(333)	ALT TEACHER COMP (Q COMP)						*4
(356)	ACHIEVEMENT & INTEGRATION						*5
(360)	FY 2023 REEMPLOYMENT INS						
(362)	SAFE SCHOOLS	96,537.60	96,537.60	90,756.00	90,756.00	90,756.00	
(365)	SAFE SCHOOLS INTERMEDIATE						
(368)	JUDGMENT	260,000.00	260,000.00				*6
(370)	ICE ARENA						
(382)	FY 2023 CAREER TECHNICAL	80,839.25	80,839.25	86,091.24	86,091.24	86,091.24	
(386)	FY 2022 ANNUAL OTHER POST- EMPLOYMENT BENEFITS (OPEB)						
(444)	LT FACILITIES EQUAL	394,830.26	394,830.26	383,620.71	383,620.71	383,620.71	*4
(445)	LT FACILITIES UNEQUAL						
(455)	DISABLED ACCESS						
(499)	BUILDING/LAND LEASE	68,825.00	68,825.00	63,825.00	63,825.00	63,825.00	
(500)	COOP BUILDING REPAIR						
(501)	OTHER CAPITAL (MEMO)						
(504)	CONSOL/TRANSITION						
(505)	REORG OPERATING DEBT						
(506)	FY 2023 HEALTH BENEFITS	103,377.00	103,377.00		115,961.00		
(507)	ADDITIONAL RETIREMENT						
(508)	SEVERANCE						
(509)	ADMINISTRATIVE DISTRICT						
(510)	SWIMMING POOL						
(511)	TREE GROWTH	1,263.75	1,263.75	1,263.75	1,263.75	1,263.75	
(512)	CONSOL/RETIREMENT						
(513)	ECON DEV ABATEMENT						
(514)	OTHER GENERAL (MEMO)						
(5005A)	SUBTOTAL - INITIAL LEVIES - GENERAL NTC OTHER JOBZ EXEMPT	1,142,696.31	1,142,696.31	771,921.84	887,882.84		

FOOTNOTES:

- *3 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING GENERAL EDUCATION AID.
- *4 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN EQUALIZATION AID.
- *5 70% OF INTEGRATION REVENUE IS PROVIDED BY STATE AID. DISTRICT MUST PROVIDE 30% OF INTEGRATION REVENUE EITHER THROUGH THIS LEVY OR THROUGH OTHER DISTRICT FUNDS.
- *6 WITH COMMISSIONER APPROVAL, DISTRICTS MAY SPREAD THIS LEVY OVER UP TO THREE YEARS.

FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2023. FOR PAYABLE 2022 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY	NOTES
GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT (CON'T):							
LEVY ADJUSTMENTS:							
(1004)	FY 2023 OPER CAPITAL ADJUST	4,890.23	4,890.23	942.76-	942.76-	942.76-	*3
(1105)	FY 2021 OPER CAPITAL ADJUST			54.38	54.38	54.38	
(1076)	FY 2023 ALT TEACHER COMP ADJUST						*7
(1207)	FY 2021 ALT TEACHER COMP ADJUST						
(1069)	FY 2023 ACHIEVE & INTEG ADJUST						*5
(1185)	FY 2021 ACHIEVE & INTEG ADJUST						*5
(1190)	FY 2021 REEMPLOYMENT ADJUST			65,000.00-	65,000.00-	65,000.00-	
(1195)	FY 2021 SAFE SCHOOLS ADJUST			2,625.48-	2,625.48-	2,625.48-	
(1200)	FY 2021 SAFE SCHOOLS INTERM ADJ						
(1233)	FY 2021 CAREER TECHNICAL ADJUST			343.20	343.20	343.20	
(1237)	FY 2021 HEALTH BENEFITS ADJUST			15,548.70	15,548.70	15,548.70	
(1243)	FY 2021 ANNUAL OPEB ADJUST						
(1080)	FY 2023 LTFM EQUAL ADJUST	6,887.79-	6,887.79-	12,983.61-	12,983.61-	12,983.61-	
(1084)	FY 2023 LTFM UNEQUAL ADJUST						
(1091)	FY 2022 LTFM EQUAL ADJUST			2,448.99	2,448.99	2,448.99	
(1098)	FY 2022 LTFM UNEQUAL ADJUST						
(1218)	FY 2021 LTFM EQUAL ADJUST						
(1229)	FY 2021 LTFM UNEQUAL ADJUST						
(5005B)	SUBTOTAL - ADJUSTMENTS-THIS PAGE						
	GENERAL NTC OTHER JOBZ EXEMPT	1,997.56-	1,997.56-	63,156.58-	63,156.58-		

FOOTNOTES:

- *3 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING GENERAL EDUCATION AID.
- *5 70% OF INTEGRATION REVENUE IS PROVIDED BY STATE AID. DISTRICT MUST PROVIDE 30% OF INTEGRATION REVENUE EITHER THROUGH THIS LEVY OR THROUGH OTHER DISTRICT FUNDS.
- *7 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN ALTERNATIVE COMPENSATION EQUALIZATION

FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2023. FOR PAYABLE 2022 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY NOTES
GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT (CON'T):						
LEVY ADJUSTMENTS:						
(1362)	PAY 20 LEASE ADJUST			121,397.92-	121,397.92-	121,397.92-
(1363)	LEASE LEVY ADJ (MEMO)			119,475.00	119,475.00	119,475.00
(1364)	OTHER CAPITAL ADJUST (MEMO)					
(760)	FY 2024 FAC & EQUIP BOND ADJUST					
(1366)	ECON DEV ABATE ADJUST					
(1367)	DEBT SURPLUS ADJUST					
(1382)	OTHER GENERAL ADJUST					
(2039)	ABATEMENT ADJUSTMENT			180.24	180.24	180.24 *10
(2052)	CARRY-OVER ABATEMENT ADJUST					*11
(2070)	ADVANCE ABATEMENT ADJUST	196.26	196.26	100.53	100.53	100.53 *12
(3029)	GENERAL OTH NTC NET OFFSET ADJ					
(3516)	GEN OTH NTC MAX EFFORT ADJ					
(4048)	GENERAL OTH NTC TACONITE ADJUST	978,329.25-	978,329.25-	707,123.11-	823,084.11-	
(5005C)	SUBTOTAL - ADJUSTMENTS- THIS PAGE					
	GENERAL NTC OTHER JOBZ EXEMPT	978,132.99-	978,132.99-	708,765.26-	824,726.26-	
(5005A)	SUBTOTAL - INITIAL LEVIES- PAGE 35					
	GENERAL NTC OTHER JOBZ EXEMPT	1,142,696.31	1,142,696.31	771,921.84	887,882.84	
(5005B)	SUBTOTAL - ADJUSTMENTS- PAGE 36					
	GENERAL NTC OTHER JOBZ EXEMPT	1,997.56-	1,997.56-	63,156.58-	63,156.58-	
(5004)	TOTAL GENERAL - NTC					
	OTHER JOBZ EXEMPT	162,565.76	162,565.76			

FOOTNOTES:

- *10 PAY 2024 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THE COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
 - *11 PAY 2024 LEVY LIMITATION WILL NOT BE INCREASED BY ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
 - *12 PAY 2024 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2023. FOR PAYABLE 2022 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY	NOTES
COMMUNITY SERVICE JOBZ EXEMPT:							
(610)	BASIC COMMUNITY EDUC	124,556.28	124,556.28	133,969.70	133,969.70	133,969.70	*13
(620)	EARLY CHILD FAMILY	32,847.08	32,847.08	35,201.68	35,201.68	35,201.68	*14
(625)	HOME VISITING	687.49	687.49	761.97	761.97	761.97	
(627)	ADULTS W/ DISABILITIES						
(631)	SCHOOL-AGE CARE						*14
(633)	OTHER COMM ED (MEMO)						
(1403)	FY 2023 EARLY CHILD FAMILY ADJ	213.46	213.46	6.94-	6.94-	6.94-	
(1407)	FY 2021 HOME VISITING ADJUST	689.11-	689.11-	767.25-	767.25-	767.25-	
(1411)	FY 2021 SCHOOL-AGE CARE ADJUST						
(1412)	ADULTS W/ DISABILITIES ADJUST						
(1415)	OTHER ADJUST (MEMO)						
(2040)	ABATEMENT ADJUSTMENT						*10
(2053)	CARRY-OVER ABATEMENT ADJUST						*11
(2071)	ADVANCE ABATEMENT ADJUST						*12
(3030)	COM SERV NET OFFSET ADJUST						
(3517)	COM SERV MAX EFFORT ADJUST						
(4046)	COM SERV TACONITE ADJUST	157,615.20-	157,615.20-	169,159.16-	169,159.16-		
(5010)	TOTAL COMMUNITY SERVICE JOBZ EXEMPT						

FOOTNOTES:

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- *11 PAY 2024 LEVY LIMITATION WILL NOT BE INCREASED BY ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
- *12 PAY 2024 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *13 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *14 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID. DISTRICT MUST PROVIDE A COMMUNITY EDUCATION PROGRAM TO QUALIFY FOR THIS LEVY.

FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2023. FOR PAYABLE 2022 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY	NOTES
DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT:							
(808)	DEBT SERVICE-AID ELIG	1,504,812.97	1,504,812.97	1,638,942.85	1,638,942.85		*15
(810)	DEBT SERVICE-AID INELIG						*15
(780)	NATURAL DISASTER DEBT						*15
(1701)	REDUCTION FOR DEBT EXCESS						
(1702)	OTHER ADJUST (MEMO)						
(2041)	ABATEMENT ADJUSTMENT			.09	.09	.09	*10,16
(2054)	CARRY OVER ABATEMENT						*11,16
(2072)	ADVANCE ABATE ADJUST			345.45	345.45	345.45	*12,16
(3035)	GDS VTR NET OFFSET ADJUST						
(3511)	GDS VTR MAX EFFORT ADJ						
(4062)	GDS VTR TACONITE ADJUST						
(5015)	TOTAL DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT	1,504,812.97	1,504,812.97	1,639,288.39	1,639,288.39	1,639,288.39	*1
DEBT SERVICE OTHER JOBZ NONEXEMPT:							
(809)	DEBT SERVICE-AID ELIG						*15
(811)	DEBT SERVICE-AID INELIG						*15
(771)	LT FACILITIES DEBT SERVICE						*15
(1710)	FY 2023 LTFM DEBT SERV ADJ						
(1717)	FY 2022 LTFM DEBT SERV ADJ						
(1728)	FY 2021 LTFM DEBT SERV ADJ						
(1704)	REDUCTION FOR DEBT EXCESS						
(1705)	OTHER ADJUST (MEMO)						
(2041)	ABATEMENT ADJUSTMENT						*10,16
(2054)	CARRY OVER ABATEMENT						*11,16
(2072)	ADVANCE ABATE ADJUST						*12,16
(3036)	GDS OTH NET OFFSET ADJUST						
(3512)	GDS OTH MAX EFFORT ADJ						
(4052)	GDS OTH TACONITE ADJUST						
(5016)	TOTAL DEBT SERVICE OTHER JOBZ NONEXEMPT						*1

FOOTNOTES:

- *1 SCHOOL BUILDING BOND AGRICULTURAL CREDIT WILL BE CALCULATED USING THE GENERAL DEBT SERVICE LEVY CATEGORIES
- *10 PAY 2024 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *11 PAY 2024 LEVY LIMITATION WILL NOT BE INCREASED BY ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
- *12 PAY 2024 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *15 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
- *16 ABATEMENT ADJUSTMENTS SHOWN ON LINES 2041, 2054 AND 2072 APPEAR AS VOTER APPROVED DEBT SERVICE IF VOTER APPROVED INITIAL DEBT SERVICE LEVY ON LINE 812 IS GREATER THAN ZERO. OTHERWISE ABATEMENT ADJUSTMENTS APPEAR AS OTHER DEBT SERVICE.

FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2023. FOR PAYABLE 2022 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE #	LIMITATION COMPONENTS	2021 PAY 2022 LIMITATION	2021 PAY 2022 CERTIFIED LEVY	2022 PAY 2023 LIMITATION	2022 PAY 2023 PROPOSED LEVY	2022 PAY 2023 CERTIFIED LEVY	NOTES
OPEB/PENSION DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT:							
(903)	REQ DEBT SERVICE LEVY FOR OPEB/PENSION BONDS						*15
(1900)	REDUCTION FOR DEBT EXCESS						
(1901)	OTHER ADJUST (MEMO)						
(2042)	ABATEMENT ADJUSTMENT						*10,17
(2055)	CARRY OVER ABATEMENT						*11,17
(2073)	ADVANCE ABATE ADJUST						*12,17
(3041)	OPEB DEBT VTR NET OFFSET ADJUST						
(3513)	OPEB VTR MAX EFFORT ADJ						
(4060)	OPEB/PENSION DEBT TACONITE ADJUST						
(5022)	TOTAL OPEB/PENSION DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT						
OPEB/PENSION DEBT SERVICE OTHER JOBZ NONEXEMPT:							
(908)	REQ DEBT SERVICE LEVY FOR OPEB/PENSION BONDS	817,586.00	817,586.00	817,237.00	817,237.00		*15
(1903)	REDUCTION FOR DEBT EXCESS	108,007.17-	108,007.17-				
(1904)	OTHER ADJUST (MEMO)						
(2042)	ABATEMENT ADJUSTMENT			338.92	338.92	338.92	*10,17
(2055)	CARRY OVER ABATEMENT						*11,17
(2073)	ADVANCE ABATE ADJUST	116.26	116.26	9.86	9.86	9.86	*12,17
(3042)	OPEB DEBT OTH NET OFFSET ADJUST						
(3514)	OPEB OTH MAX EFFORT ADJ						
(4050)	OPEB/PENSION DEBT TACONITE ADJUST			280,470.98-	164,509.98-		
(5023)	TOTAL OPEB/PENSION DEBT SERVICE OTHER JOBZ NONEXEMPT	709,695.09	709,695.09	537,114.80	653,075.80	537,114.80	

FOOTNOTES:

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- *12 PAY 2024 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *15 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
- *17 ABATEMENT ADJUSTMENTS SHOWN ON LINES 2042, 2055 AND 2073 APPEAR AS VOTER APPROVED OPEB DEBT SERVICE IF VOTER APPROVED INITIAL OPEB DEBT SERVICE LEVY ON LINE 903 IS GREATER THAN ZERO. OTHERWISE ABATEMENT ADJUSTMENTS APPEAR AS OTHER DEBT SERVICE.

FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2023. FOR PAYABLE 2022 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

END OF LEVY LIMITATION AND CERTIFICATION REPORT

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, NOVEMBER 28, 2022, 6:00 P.M.**

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

Members Present:

Bill Addy
Nicole Culbert-Dahl
Tim Riordan

Brandi Lautigar
Pollyann Sorcan
Tom Tammaro

Other Staff Present:

Dr. Noel Schmidt, Mark Winter
Sheena Stefanich, Todd Griepentrog,
Willie Spelts, Spencer Aune, Bob Voss,
Mike Hoag, Josh Lamppa, Chad Hazelton,
Alicia Schroeder, Bill Bryson

Members Absent:

Matt Sjoberg
John Uhan

Stacey Scholz

- I. CHAIR RIORDAN called the regular meeting to order at 6:00 P.M. and the Pledge of Allegiance was recited and roll call was taken.

- II. **APPROVE AGENDA:**
 - A. Chair RIORDAN *added Item 5.0 Fundraising Update by Willie Spelts.*
 - B. SORCAN motioned to *delete Item 7.1 Negotiations/Admin. Committee meeting scheduled for Wednesday, November 30, 2022 at 4:00 PM* seconded by CULBERT-DAHL. Motion failed 3-3 with LAUTIGAR, RIORDAN and TAMMARO voting no. SORCAN amended her motion to *add a Special Meeting Closed Session for the School Board for Negotiation Strategy for Superintendent Contract on Monday, December 5, 2022 at 5:00 PM and a Negotiations/Admin. Committee meeting on the Superintendent's Contract for Wednesday, December 7, 2022 at 4:00 PM*, seconded by CULBERT-DAHL. Motion passed unanimously.
 - C. TAMMARO motioned to *approve the amended agenda*, seconded by Lautigar. Motion passed unanimously.

- III. **RECOGNITION OF VISITORS AND VISITOR INPUT:**
 - A. No one signed up to speak.
 - B. Motion by SORCAN to *let a visitor in the audience speak*, seconded by CULBERT-DAHL. Motion failed 4 to 2 with LAUTIGAR, RIORDAN, TAMMARO, and ADDY voting no.

- IV. **CONSENT AGENDA:**
 - A. Motion to **approve the Consent Agenda as amended** made by TAMMARO, seconded by ADDY. Motion passed 5 to 1 with SORCAN voting no.
 1. Approval of November 14, 2022 regular meeting minutes.
 2. Payment of the bills.
 3. Acceptance of resignation of Cristy Litchy from the Para Educator position effective November 15, 2022.
 4. Acceptance of resignation of Breanna Bridgewater from the Lunch/Playground Aide position effective November 30, 2022.
 5. Acceptance of resignation of Jamila Henderson from the Para Educator position effective December 2, 2022.
 6. Approval of transfer of Para Educator position for Salina Lundstrom at a rate of \$18.47/hour effective November 29, 2022.
 7. Acceptance of resignation of Amanda Reed from the Para Educator position effective November 30, 2022.

8. Approval of hire of Skyler Harju for Assistant Boys Swim Coaching position effective November 28, 2022 with a stipend of \$4,538.
9. Approval of hire of Matthew Strawser for the Assistant Wrestling Coaching position effective November 21, 2022 with a stipend of \$4,538.
10. Approval of hire of Nancy Reed for the JH Boys Swim Coaching position effective November 28, 2022 with a stipend of \$3,105.
11. Approval of hire of John Stanaway for the Co-JH Boys Basketball Coaching position for 8th grade effective November 21, 2022 with a stipend of \$1,552.50.
12. Approval of hire of Kyle Colbert for the JH Boys Basketball Coaching position for 7th grade effective November 21, 2022 with a stipend of \$3,105.
13. Approval of hire of Kristen Samsa, ECFE Para Educator position at a rate of \$18.47/hour effective December 7, 2022.
14. Approval of hire of Breanna Peterson, Para Educator position at a rate of \$18.47/hour effective December 19, 2022.
15. Approval of hire of David Setnicker for the Boys Co-Assistant/Dive Swim Coaching position effective November 28, 2022 with a stipend of \$1,552.50.
16. Approval of hire of Steven Begich as Boys Co-Assistant Dive Swim Coaching effective November 28, 2022 with a stipend of \$1,552.50.
17. Acceptance of donation of school supplies from First National Bank of Gilbert to Laurentian Elementary School.
18. Approval of hire of Brittany Falk, Para Educator position at a rate of \$18.47/hour effective November 29, 2022.

V. **REPORTS:**

- A. Sheena Stefanich, Parkview Principal, gave a report on the Parkview Elementary happenings.
- B. Dr. Noel Schmidt, Superintendent, discussed the Voluntary Staff Survey that is being provided to all Rock Ridge staff by the Northeast Service Coop. This is an anonymous voluntary survey.
- C. Chad Hazelton, EGHS Activities Director, and Josh Lamppa, VHS Activities Director, discussed and provided the Board with the first draft of the Rock Ridge Coaches and Advisors Handbook.
- D. Chad Hazelton, EGHS Activities Director, Josh Lamppa, VHS Activities Director, and Amanda Mathson, with the YMCA, presented an update on After-School Child Care. ***Motion by TAMMARO, to hire a Director of After-School Care and Summer Camp at the rate of \$50,000/year to start in February of 2023***, seconded by ADDY. Motion passed unanimously.
- E. Mark Winter, VHS Principal and Todd Griepentrog, EGHS Principal, presented the Board with the Course Offerings for 2023-2024.
- F. Dr. Noel Schmidt, discussed the Rough Draft Strategic Plan. Alicia Schroeder, Curriculum Coordinator, discussed the curriculum component.
- G. Spencer Aune, Business Manager, gave an update on creating a Strategic Three-Year Budget Plan.
- H. Bill Bryson, Technology Director, gave an update on technology goals.
- I. Mike Hoag, Maintenance Director, gave an update on maintenance staffing and discussed training for care of the new buildings and grounds.
- J. Bob Voss, Transportation Director, gave an update on transportation.
- K. Chad Hazelton, EGHS Activities Director, and Josh Lamppa, VHS Activities Director, provided an update on Activities/Athletics and Community Education.
- L. Willie Spelts, Fundraising/Grants and School to Work Coordinator, reported that both are going very well. City Auto Glass is planning to make a \$60,000 donation and they will have naming rights for the Junior Varsity Baseball Field.
- M. Dr. Noel Schmidt, Superintendent, gave an update to the Board on Teacher Evaluations. Currently using Charlotte Danielson Evaluation but would like to find a different one for the Academy Model School.

VI. **ADMINISTRATION ITEMS:**

- A. Motion by *TAMMARO* to approve *MOU between Education Minnesota Rock Ridge and ISD 2909 regarding prep time on early release Wednesdays*, seconded by LAUTIGAR. Motion passed unanimously.
- B. Motion by *LAUTIGAR* to approve *the Learning Experience Agreement between Essentia Health and ISD 2909*, seconded by CULBERT-DAHL. Motion passed unanimously.
- C. Motion by *SORCAN* to nominate *Nicole Culbert-Dahl to be placed on the RAMS Board of Directors ballot*, seconded by LAUTIGAR. Motion passed 5 to 0 with CULBERT-DAHL abstaining.

VII. **MEETING ANNOUNCEMENTS** were made.

VIII. **ADJOURNMENT:** Meeting adjourned at 8:36 P.M.

CHAIR - TIM RIORDAN

CLERK – BRANDI LAUTIGAR

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, DECEMBER 5, 2022, 5:00 P.M.**

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

Members Present:

Bill Addy	Matt Sjoberg
Nicole Culbert-Dahl	Pollyann Sorcan
Brandi Lautigar	Tom Tammaro
Tim Riordan	John Uhan

Other Staff Present:

Dr. Noel Schmidt, Superintendent

Members Absent:

Stacey Scholz

- I. CHAIR RIORDAN called the special meeting to order at 5:00 P.M. and the Pledge of Allegiance was recited and roll call was taken.

- II. **ADMINISTRATION ITEM:**
 - A. Motion for the **Superintendent Negotiations Committee to negotiate a 3-year superintendent contract (2023-2026) with Dr. Noel Schmidt** made by TAMMARO, seconded by SJOBERG. Motion passed 7-1 with SORCAN voting NO.

- IV. **ADJOURNMENT:** Meeting adjourned at 5:54 P.M.

CHAIR - TIM RIORDAN

CLERK – BRANDI LAUTIGAR

December 12, 2022

offered the following resolution and moved for its adoption.

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

<u>CHECK NO.</u>	<u>VENDOR</u>	<u>UFARS CODE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
9228	MINNESOTA POWER	E 01 005 810 000 000 331	Electricity	\$3,120.93
9228 Total				<u>\$3,120.93</u>
9229	SUPER ONE	E 01 300 250 000 000 430	Instruct Supplies	\$78.74
9229	SUPER ONE	E 01 300 250 000 000 430	Instruct Supplies	\$159.30
9229	SUPER ONE	E 01 300 250 000 000 430	Instruct Supplies	\$28.39
9229	SUPER ONE	E 04 500 585 000 332 401	General Supplies	\$89.03
9229	SUPER ONE	E 01 300 292 000 000 401	General Supplies	\$63.96
9229 Total				<u>\$419.42</u>
9230	VERIZON	E 01 005 690 000 000 320	Comm Telephone	\$105.14
9230 Total				<u>\$105.14</u>
9231	HAFDAHL THOMAS	R 01 005 000 000 000 097	Refund	\$1,739.10
9231 Total				<u>\$1,739.10</u>
9232	3D CONCRETE & CONSTRUCTION INC	E 01 005 810 000 000 350	cost for first part of project	\$6,500.00
9232	3D CONCRETE & CONSTRUCTION INC	E 01 005 810 000 000 350	cost for second part project	\$6,500.00
9232 Total				<u>\$13,000.00</u>
9233	A-1 SERVICES INC	E 01 005 810 000 000 350	portable restroom charges	\$187.20
9233	A-1 SERVICES INC	E 01 005 810 000 000 350	rental	\$52.27
9233	A-1 SERVICES INC	E 01 005 810 000 000 350	service on portable restroom	\$98.00
9233 Total				<u>\$337.47</u>
9234	ABSOLUTE FIRE PROTECTION INC	E 01 005 810 000 000 350	Drain sprinkler system Gilbert	\$4,920.00
9234 Total				<u>\$4,920.00</u>
9235	ALBIN ACQUISITION CORP	E 01 005 110 000 000 314	Background Checks for October 2022	\$634.00
9235 Total				<u>\$634.00</u>
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Magnetic Tiles, Magnetic Blocks for Kids, Magn	\$48.99
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	mazon Basics Hanging Organizer File Folders - l	\$20.32
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	LEGO Classic Medium Creative Brick Box 10696	\$28.00
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	ZOHAN Kids Ear Protection 2 Pack,Kids Noise C	\$56.60
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	(50 Pcs) Fidget Toys Party Favors Sensory Toy l	\$21.99
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	hand2mind Mindful Maze Boards, Finger Path t	\$13.87
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	SUKALUN Breathing Ball Expandable Magic B	\$17.78
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	hand2mind Express Your Feelings Rainbow Sen	\$17.59
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Teacher Created Resources Small Sand Timers l	\$5.99
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Play-Doh Modeling Compound 10-Pack Case of l	\$7.99
9236	AMAZON CAPITAL SERVICES INC	E 01 005 810 000 000 401	base caps	\$119.80
9236	AMAZON CAPITAL SERVICES INC	E 01 005 810 000 000 401	shipping	\$13.30
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	USI Opti Clear Premium Thermal Low-Temp EV,	\$481.00
9236	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Plasticplace 31-33 gallon green garbage bags	\$34.49
9236	AMAZON CAPITAL SERVICES INC	E 01 112 810 000 000 420	Door signs31.96	\$31.96
9236	AMAZON CAPITAL SERVICES INC	E 01 005 810 000 000 350	dryer belt	\$29.99
9236 Total				<u>\$949.66</u>
9237	ARAMARK	E 01 302 250 000 000 430	Laundry Services- Weekly	\$37.45
9237	ARAMARK	E 01 302 250 000 000 430	Laundry Services- Weekly	\$37.45
9237	ARAMARK	E 01 302 250 000 000 430	Laundry Services- Weekly	\$37.45
9237	ARAMARK	E 01 302 250 000 000 430	Laundry Services- Weekly	\$37.45

9237	ARAMARK	E	01	302	250	000	000	430	Laundry Services- Weekly	\$37.45
9237	ARAMARK	E	01	302	250	000	000	430	Laundry Services- Weekly	\$37.45
9237 Total										<u>\$224.70</u>
9238	AT & T MOBILITY	E	01	005	690	000	000	320	TABLETS	\$67.23
9238 Total										<u>\$67.23</u>
9239	BITTMAN BETH	E	01	302	296	704	000	366	MILEAGE	\$138.75
9239 Total										<u>\$138.75</u>
9240	BSN SPORTS LLC	E	01	302	296	709	000	401	Legacy TF-1000 28.5'	\$1,019.88
9240	BSN SPORTS LLC	E	01	302	296	709	000	401	Freight	\$76.79
9240	BSN SPORTS LLC	E	01	302	296	704	000	430	Baden Perfection Vball blue/gray/white	\$899.40
9240	BSN SPORTS LLC	E	01	302	296	704	000	430	Baden Perfection Vball green/white	\$749.50
9240	BSN SPORTS LLC	E	01	302	296	704	000	430	Freight	\$76.80
9240 Total										<u>\$2,822.37</u>
9241	CHRISTENSEN PARTS	E	03	005	760	000	720	401	supplies	\$71.94
9241	CHRISTENSEN PARTS	E	03	005	760	000	720	401	Brake pads	\$257.45
9241 Total										<u>\$329.39</u>
9242	ENDRESEN SOUND COMPANY	E	01	005	810	000	000	350	reapair alarm system	\$489.00
9242 Total										<u>\$489.00</u>
9243	FOSSLAND VICTORIA	E	01	302	296	710	000	305	OFFICIAL	\$93.00
9243	FOSSLAND VICTORIA	E	01	302	296	710	000	305	OFFICIAL	\$85.00
9243 Total										<u>\$178.00</u>
9244	FRIEDLIEB JACE	E	01	302	296	710	000	305	OFFICIAL	\$195.00
9244 Total										<u>\$195.00</u>
9245	GRANDE ACE HARDWARE	E	01	302	810	000	000	350	cartridge filter	\$19.79
9245	GRANDE ACE HARDWARE	E	03	005	760	000	720	401	bus supplies	\$17.73
9245	GRANDE ACE HARDWARE	E	03	005	760	000	720	401	supplies for garage	\$22.98
9245	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	carpenter supplies	\$33.76
9245	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	carpenter supplies	\$104.94
9245 Total										<u>\$199.20</u>
9246	HAWKINS INC	E	01	005	810	000	000	350	Pool supplies	\$475.22
9246 Total										<u>\$475.22</u>
9247	HENDRICKSON LARRY	E	01	005	810	000	000	350	october electrical and boiler work	\$2,250.00
9247 Total										<u>\$2,250.00</u>
9248	KY INTERPRETING SERVICES INC	E	01	100	405	000	740	399	INTERPRETING SERVICES	\$10,780.00
9248 Total										<u>\$10,780.00</u>
9249	L & M SUPPLY INC	E	03	005	760	000	720	401	Carburetor assembly	\$15.93
9249 Total										<u>\$15.93</u>
9250	LINDE GAS & EQUIPMENT INC	E	03	005	760	000	720	401	Cylinder Rental- Eve Bus Garage	\$80.89
9250	LINDE GAS & EQUIPMENT INC	E	03	005	760	000	720	401	Cylinder Rental- Gilb Bus Garage	\$64.66
9250	LINDE GAS & EQUIPMENT INC	E	01	302	361	914	830	433	Cylinder Rental- EGHS	\$80.89
9250 Total										<u>\$226.44</u>
9251	MARIUCCI VIDEO PRODUCTION INC	E	01	005	110	000	000	401	CH12 MGMT FEES	\$3,950.00
9251 Total										<u>\$3,950.00</u>
9252	MEDICO	B	01	215	003				22DEC LIFE	\$121.45
9252 Total										<u>\$121.45</u>
9253	MENARDS	E	01	116	810	000	000	410	dust pan and broom	\$90.76
9253	MENARDS	E	01	005	810	000	000	401	Markers for lots	\$198.00
9253	MENARDS	E	01	005	810	000	000	401	Markers	\$198.00
9253	MENARDS	E	01	005	810	000	000	401	Markers	\$19.80
9253	MENARDS	E	01	302	810	000	000	410	plumber parts	\$7.77
9253	MENARDS	E	01	005	810	000	000	350	supplies for grounds	\$27.45
9253	MENARDS	E	01	302	810	000	000	350	supplies	\$35.35
9253 Total										<u>\$577.13</u>

9254	METRO SALES INC	E	01	302	211	000	000	386	CREDIT	\$97.33
9254	METRO SALES INC	E	01	302	211	000	000	386	#107595 W885L60026	\$157.85
9254	METRO SALES INC	E	01	302	211	000	000	386	#113930 W866L300047	\$3.43
9254	METRO SALES INC	E	01	101	203	000	000	386	#114241 G676L400038	\$76.15
9254 Total										<u>\$334.76</u>
9255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	401	Misc parts	\$282.05
9255	MIDWEST BUS PARTS INC	E	03	005	760	000	720	401	bus parts	\$314.85
9255 Total										<u>\$596.90</u>
9256	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	UTILITIES	\$20,757.29
9256	MN ENERGY RESOURCES CORP	E	03	005	760	000	720	440	UTILITIES	\$61.56
9256	MN ENERGY RESOURCES CORP	E	01	101	810	000	000	440	UTILITIES	\$2,176.02
9256	MN ENERGY RESOURCES CORP	E	01	005	810	000	000	440	UTILITIES	\$19.33
9256	MN ENERGY RESOURCES CORP	E	01	005	810	000	000	440	UTILITIES	\$36.62
9256	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	UTILITIES	\$18.00
9256	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	UTILITIES	\$240.41
9256	MN ENERGY RESOURCES CORP	E	01	302	810	000	000	440	UTILITIES	\$46.42
9256	MN ENERGY RESOURCES CORP	E	01	005	810	000	000	440	UTILITIES	\$44.20
9256 Total										<u>\$23,399.85</u>
9257	MN TELECOMMUNICATIONS	E	01	005	605	000	311	320	TECH	\$3,923.90
9257 Total										<u>\$3,923.90</u>
9258	MOE TIM	E	01	302	296	710	000	305	OFFICIAL	\$85.00
9258 Total										<u>\$85.00</u>
9259	NATIONAL INSURANCE SERVICES OF WI	B	01	215	003				22DEC LIFE	\$940.83
9259	NATIONAL INSURANCE SERVICES OF WI	B	01	215	004				22DEC LTD	\$1,710.57
9259 Total										<u>\$2,651.40</u>
9260	NORTHSTAR STUDENT TRANSPORTATION	E	03	005	760	000	723	361	22OCT VAN TRANSPORTATION	\$132,100.00
9260 Total										<u>\$132,100.00</u>
9261	O'DAY EQUIPMENT LLC	E	03	005	760	000	720	401	labor	\$756.00
9261 Total										<u>\$756.00</u>
9262	PBBS EQUIPMENT CORPORATION	E	01	005	810	000	000	350	Installed new overload and connector	\$131.60
9262	PBBS EQUIPMENT CORPORATION	E	01	005	810	000	000	350	new starter	\$1,768.75
9262	PBBS EQUIPMENT CORPORATION	E	01	005	810	000	000	350	labor	\$2,312.50
9262	PBBS EQUIPMENT CORPORATION	E	01	005	810	000	000	350	milage	\$300.00
9262 Total										<u>\$4,512.85</u>
9263	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	Bus supplies	\$102.72
9263	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	DEF fluid	\$203.40
9263	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	Service stickers	\$15.99
9263	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	bus supplies	\$173.58
9263	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	DEF fluid	\$135.60
9263	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	motor oil	\$35.94
9263	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	Mechanic supplies	\$375.20
9263 Total										<u>\$1,042.43</u>
9264	RANGE PAPER CORPORATION	E	01	101	810	000	000	410	small garbage cans	\$120.84
9264 Total										<u>\$120.84</u>
9265	RM COTTON COMPANY	E	01	005	810	000	000	350	Pressure sensor	\$347.00
9265 Total										<u>\$347.00</u>
9266	ROGGENBUCK BRIAN	E	03	005	760	000	720	366	MILEAGE	\$49.87
9266 Total										<u>\$49.87</u>
9267	SCHMITT MUSIC CENTER	E	01	300	258	003	000	430	inv 4910920 String Bass book Habits of a Succe	\$7.96
9267 Total										<u>\$7.96</u>
9268	SCHOOL SPECIALTY LLC	E	01	101	203	000	000	401	Pencil Sharpener	\$29.18
9268 Total										<u>\$29.18</u>

9269	STRUKEL JASON	E	01	302	296	710	000	305	OFFICIAL	\$195.00
9269 Total										<u>\$195.00</u>
9270	SUCCESS BY DESIGN	E	01	101	203	000	000	401	Item # HM5040 26 X40 Hanging Wall Chart	\$35.98
9270	SUCCESS BY DESIGN	E	01	101	203	000	000	401	Freight	\$19.44
9270 Total										<u>\$55.42</u>
9271	SUPER ONE	E	04	500	570	000	321	401	Bear Care Snacks	\$149.24
9271	SUPER ONE	E	01	302	250	000	000	430	Supplies for FACS	\$89.42
9271	SUPER ONE	E	01	302	250	000	000	430	Supplies for FACS	\$183.22
9271	SUPER ONE	E	01	302	250	000	000	430	Supplies for FACS	\$22.66
9271	SUPER ONE	E	01	302	250	000	000	430	Supplies for FACS	\$36.69
9271	SUPER ONE	E	01	302	250	000	000	430	Supplies for FACS	\$6.66
9271 Total										<u>\$487.89</u>
9272	VIKING ELECTRIC SUPPLY	E	01	005	810	000	000	350	ballast	\$79.08
9272 Total										<u>\$79.08</u>
9273	MINNESOTA POWER	E	01	005	810	000	000	331	Electricity	\$6,294.78
9273 Total										<u>\$6,294.78</u>
9274	IRON RANGE PIANO LLC	E	05	300	850	000	302	311	DOWN PAYMENT	\$10,000.00
9274 Total										<u>\$10,000.00</u>
9275	UNIVERSITY OF WISCONSIN - SUPERIOR	E	01	300	259	001	000	430	Instruct Supplies	\$250.00
9275 Total										<u>\$250.00</u>
9276	321 ART STUDIO	E	04	500	560	000	321	430	Instruct Supplies	\$120.00
9276 Total										<u>\$120.00</u>
9277	ACOUSTICS ASSOCIATES INC	E	06	300	870	000	000	520	Bldg Improvements	\$29,399.65
9277 Total										<u>\$29,399.65</u>
9278	ADP LEMCO INC	E	06	100	870	000	000	520	Bldg Improvements	\$9,504.30
9278 Total										<u>\$9,504.30</u>
9279	AMAZON CAPITAL SERVICES INC	E	03	005	760	000	720	420	Repair Supplies	\$13.91
9279	AMAZON CAPITAL SERVICES INC	E	01	300	260	000	000	430	Instruct Supplies	\$289.07
9279	AMAZON CAPITAL SERVICES INC	E	04	500	560	000	321	430	Instruct Supplies	\$791.00
9279	AMAZON CAPITAL SERVICES INC	E	01	116	203	404	000	430	Instruct Supplies	\$107.19
9279	AMAZON CAPITAL SERVICES INC	E	06	300	870	000	000	530	Equipment	\$929.97
9279	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$39.68
9279	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$137.92
9279	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$269.94
9279	AMAZON CAPITAL SERVICES INC	E	01	005	606	000	000	401	General Supplies	\$274.92
9279	AMAZON CAPITAL SERVICES INC	E	01	005	606	000	000	401	General Supplies	\$15.94
9279	AMAZON CAPITAL SERVICES INC	R	01	005	000	000	000	099	Miscellaneous	\$167.93
9279	AMAZON CAPITAL SERVICES INC	E	01	116	606	000	000	430	Instructional Supply	\$124.95
9279	AMAZON CAPITAL SERVICES INC	E	01	116	203	000	000	401	General Supplies	\$62.97
9279	AMAZON CAPITAL SERVICES INC	E	01	300	214	038	000	401	General Supplies	\$145.50
9279	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$145.17
9279	AMAZON CAPITAL SERVICES INC	E	01	116	203	403	000	430	Instruct Supplies	\$145.17
9279 Total										<u>\$3,516.06</u>
9280	AMPLIFIED IT	E	01	005	606	000	000	311	Prof Tech Services	\$274.77
9280 Total										<u>\$274.77</u>
9281	AQUA LOGIC INC	E	06	300	870	000	000	520	Bldg Improvements	\$39,045.00
9281 Total										<u>\$39,045.00</u>
9282	AUSTAD TIFFANY A	E	01	116	405	000	740	399	Spec Purchased Services	\$82.88
9282 Total										<u>\$82.88</u>
9283	BARTLEY SALES COMPANY INC	E	06	300	870	000	000	520	Bldg Improvements	\$17,360.30
9283 Total										<u>\$17,360.30</u>
9284	BLICK ART MATERIALS	E	01	112	212	000	000	430	A01759-1659, SARGENT ART WATERCOLOR MA	\$27.56
9284 Total										<u>\$27.56</u>

9285	CARDMEMBER SERVICE	E	01	005	606	000	000	401		\$52.99
9285	CARDMEMBER SERVICE	E	01	300	296	705	000	364		\$298.70
9285	CARDMEMBER SERVICE	E	06	300	870	000	000	530		\$5,840.36
9285 Total										<u>\$6,192.05</u>
9286	COLOSIMO, PATCHIN, & KEARNEY LTD	E	01	005	150	000	000	311	Prof Tech Services	\$531.50
9286 Total										<u>\$531.50</u>
9287	COMMITTEE FOR CHILDREN	E	01	112	203	029	000	430	100869, SECOND STEP EARLY LEARNING	\$918.00
9287 Total										<u>\$918.00</u>
9288	CONSOLIDATED COMMUNICATIONS	E	01	005	606	000	000	320	Comm Telephone	\$536.35
9288 Total										<u>\$536.35</u>
9289	CONSTRUCTION SUPPLY INC	E	06	116	870	000	000	520	Bldg Improvements	\$4,182.85
9289 Total										<u>\$4,182.85</u>
9290	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Custodial Supplies	\$916.50
9290	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Custodial Supplies	\$756.00
9290	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Custodial Supplies	\$24.00
9290	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Custodial Supplies	\$852.00
9290	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$175.00
9290	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$187.00
9290	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$37.50
9290	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$24.00
9290	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$80.00
9290	DAHLHEIMER BEVERAGE	E	01	116	203	000	000	401	General Supplies	\$40.00
9290	DAHLHEIMER BEVERAGE	E	03	005	760	000	720	401	General Supplies	\$9.00
9290	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$9.00
9290	DAHLHEIMER BEVERAGE	E	01	116	203	000	000	401	General Supplies	\$11.00
9290 Total										<u>\$3,121.00</u>
9291	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$93.00
9291 Total										<u>\$93.00</u>
9292	DISCOUNT DANCE	E	01	300	296	720	000	430	AS PER ATTACHED	\$913.66
9292 Total										<u>\$913.66</u>
9293	DULUTH COATING SYSTEMS INC	E	06	300	870	000	000	520	Bldg Improvements	\$131,978.75
9293 Total										<u>\$131,978.75</u>
9294	EDUCATION WEEK	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$97.00
9294 Total										<u>\$97.00</u>
9295	ELLIOTT MISTY	E	01	005	640	000	316	366	Travel	\$240.00
9295 Total										<u>\$240.00</u>
9296	FRANZ REPROGRAPHICS INC	E	06	300	870	000	000	520	Bldg Improvements	\$77,854.87
9296 Total										<u>\$77,854.87</u>
9297	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Repairs Maint Serv	\$28.31
9297	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Repairs Maint Serv	\$21.11
9297	GRANDE ACE HARDWARE	E	01	112	810	000	000	420	Repair Supplies	\$41.86
9297	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Repairs Maint Serv	\$52.12
9297	GRANDE ACE HARDWARE	E	01	112	810	000	000	420	Repair Supplies	\$50.31
9297 Total										<u>\$193.71</u>
9298	GREAT LAKES HOTEL SUPPLY COMPANY	E	06	300	870	000	000	520	Bldg Improvements	\$37,787.72
9298 Total										<u>\$37,787.72</u>
9299	HOME SCIENCE TOOLS	E	01	300	260	000	000	430	SB-SPHEREKT, SPHERICIATION KIT	\$59.90
9299	HOME SCIENCE TOOLS	E	01	300	260	000	000	430	SB-MNIDRON, DIY MINI DRONE KIT	\$69.95
9299	HOME SCIENCE TOOLS	E	01	300	260	000	000	430	SB-BATHBOM, BATH BOMB SCIENCE KIT	\$44.95
9299	HOME SCIENCE TOOLS	E	01	300	260	000	000	430	KT-COOLBLU, COOL BLUE LIGHT EXPERIMENT KIT	\$11.95
9299	HOME SCIENCE TOOLS	E	01	300	260	000	000	430	SB-GAUSSRF, BUILD A GAUSS RIFLE KIT	\$29.95
9299 Total										<u>\$216.70</u>

9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$97.50
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$1,300.00
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$156.00
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$1,300.00
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$175.50
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$58.56
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$73.20
9300	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$78.00
9300 Total										<u>\$3,785.24</u>
9301	HUNT ELECTRIC CORPORATION	E	06	116	870	000	000	520	Bldg Improvements	\$67,489.90
9301 Total										<u>\$67,489.90</u>
9302	IRON RANGE TOWING	E	03	005	760	000	720	350	Repairs Maint Serv	\$250.00
9302	IRON RANGE TOWING	E	03	005	760	000	720	350	Repairs Maint Serv	\$300.00
9302 Total										<u>\$550.00</u>
9303	ISMIL ALEXA	E	01	300	214	038	000	401	General Supplies	\$12.50
9303 Total										<u>\$12.50</u>
9304	KELLER FENCE COMPANY-NORTH INC	E	06	116	870	000	000	520	Bldg Improvements	\$13,171.10
9304 Total										<u>\$13,171.10</u>
9305	KEN WASCHKE AUTO PLAZA	E	01	005	810	000	000	350	Repairs Maint Serv	\$93.92
9305 Total										<u>\$93.92</u>
9306	KRAUS-ANDERSON	E	06	300	870	000	000	311	Prof Tech Services	\$350,111.05
9306	KRAUS-ANDERSON	E	06	116	870	000	000	311	Prof Tech Services	\$78,144.62
9306 Total										<u>\$428,255.67</u>
9307	KUSH-JEFFERY SHANON	E	04	500	580	046	325	430		\$25.00
9307	KUSH-JEFFERY SHANON	E	04	500	582	000	344	430		\$3.75
9307	KUSH-JEFFERY SHANON	E	04	500	580	000	325	401		\$282.60
9307 Total										<u>\$311.35</u>
9308	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$29.96
9308	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$14.98
9308	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$23.98
9308	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$16.65
9308	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$4.49
9308	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$34.60
9308 Total										<u>\$124.66</u>
9309	LAMPPA JOSHUA	E	01	300	292	000	000	366	Travel	\$654.54
9309 Total										<u>\$654.54</u>
9310	MCEA	E	04	500	560	000	321	430	Instruct Supplies	\$730.00
9310 Total										<u>\$730.00</u>
9311	MENARDS	E	01	302	255	000	000	430	Instructional Supply	\$31.44
9311	MENARDS	E	01	302	255	000	000	430	Instructional Supply	\$134.85
9311	MENARDS	E	06	300	870	000	000	530	Equipment	\$82.86
9311	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$29.34
9311	MENARDS	E	01	300	211	027	000	430	Instruct Supplies	\$72.31
9311	MENARDS	E	01	302	255	000	000	430	Instructional Supply	\$51.44
9311	MENARDS	E	06	300	870	000	000	530	Equipment	\$102.78

9311	MENARDS	E	01	302	255	000	000	430	Instructional Supply	\$180.81
9311 Total										<u>\$685.83</u>
9312	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$1,237.35
9312 Total										<u>\$1,237.35</u>
9313	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$682.56
9313	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,374.80
9313	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$168.23
9313	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$235.18
9313	MID-STATE TRUCKING SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$419.45
9313 Total										<u>\$2,880.22</u>
9314	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$49.09
9314	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$138.73
9314	MINNEAPOLIS OXYGEN COMPANY	E	06	300	870	000	000	530	MIL 907-612, MILLERMATIC 141 120V 60HZ 1PI	\$3,552.00
9314 Total										<u>\$3,739.82</u>
9315	MOLIN CONCRETE PRODUCTS CO	E	06	116	870	000	000	520	Bldg Improvements	\$42,838.83
9315 Total										<u>\$42,838.83</u>
9316	NORLAND ANTHONY	E	01	300	212	000	000	430	Instruct Supplies	\$435.67
9316 Total										<u>\$435.67</u>
9317	NORTHERN INDUSTRIAL ERECTORS INC	E	06	300	870	000	000	520	Bldg Improvements	\$967.67
9317 Total										<u>\$967.67</u>
9318	NTS	E	06	116	870	000	000	311	Prof Tech Services	\$3,662.40
9318 Total										<u>\$3,662.40</u>
9319	PEPSI BEVERAGES COMPANY	E	01	300	214	038	000	401	General Supplies	\$319.20
9319 Total										<u>\$319.20</u>
9320	PERVENANZE PATTY	E	01	005	640	000	316	366	Travel	\$300.00
9320 Total										<u>\$300.00</u>
9321	PETERSON COMPANIES INC	E	06	300	870	000	000	520	Bldg Improvements	\$121,164.52
9321	PETERSON COMPANIES INC	E	06	300	870	000	000	510	Site Prep	\$861,864.57
9321 Total										<u>\$983,029.09</u>
9322	PIZZA HUT	E	04	500	580	000	325	401	General Supplies	\$418.48
9322 Total										<u>\$418.48</u>
9323	PLTW	E	01	101	203	000	000	430	AS PER ATTACHED QUOTE	\$762.50
9323 Total										<u>\$762.50</u>
9324	POHAKI LUMBER CO	E	05	300	850	052	302	520	Bldg Improvements	\$2,040.32
9324 Total										<u>\$2,040.32</u>
9325	PROPERTY SOLUTIONS DULUTH LLC	E	06	300	870	000	000	311	Prof Tech Services	\$41,100.47
9325 Total										<u>\$41,100.47</u>
9326	RACHEL CONTRACTING LLC	E	06	005	870	000	000	311	Prof Tech Services	\$8,624.50
9326	RACHEL CONTRACTING LLC	E	06	005	870	000	000	311	Prof Tech Services	\$220,186.25
9326 Total										<u>\$228,810.75</u>
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	101	203	000	000	430	Instructional Supply	\$1,978.50
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	005	020	000	000	401	General Supplies	\$15.74
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	300	270	000	000	434		\$18.26
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	300	292	000	000	401		\$47.40
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	02	005	770	000	701	401		\$9.89
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	112	201	000	000	430		\$89.52
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	300	050	000	000	401		\$102.55
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	112	201	000	000	430		\$81.46
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	116	203	405	000	430		\$40.15
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	04	500	580	000	325	430		\$62.00
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	101	203	000	000	430		\$168.24
9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	005	110	000	000	401		\$71.79

9327	RANGE OFFICE SUPPLY & EQUIP.CO	E	01	116	203	405	000	430		\$37.44
9327 Total										<u>\$2,722.94</u>
9328	RANGE PAPER CORPORATION	E	01	300	214	038	000	401	General Supplies	\$66.00
9328	RANGE PAPER CORPORATION	E	01	005	810	000	000	410	Custodial Supplies	\$769.44
9328	RANGE PAPER CORPORATION	E	01	005	810	000	000	410	Custodial Supplies	\$211.93
9328	RANGE PAPER CORPORATION	E	01	005	810	000	000	410		\$549.78
9328	RANGE PAPER CORPORATION	B	01	130	000					\$4,462.40
9328 Total										<u>\$6,059.55</u>
9329	RATWIK ROSZAK & MALONEY	E	01	005	150	000	000	311	Prof Tech Services	\$533.00
9329 Total										<u>\$533.00</u>
9330	RIFTON EQUIPMENT	E	01	112	420	000	740	433	AS PER ATTACHED	\$382.50
9330 Total										<u>\$382.50</u>
9331	RJ MECHANICAL INC	E	06	300	870	000	000	520	Bldg Improvements	\$92,212.34
9331	RJ MECHANICAL INC	E	06	116	870	000	000	520	Bldg Improvements	\$61,992.74
9331 Total										<u>\$154,205.08</u>
9332	ROLLING HILLS PUBLISHING	E	01	300	361	893	830	433	AS PER ATTACHED QUOTE # 2391	\$2,145.00
9332 Total										<u>\$2,145.00</u>
9333	RUPP, ANDERSON, SQUIRES & WALDSPURGER, E	01	005	150	000	000	311	Prof Tech Services	\$6,718.13	
9333 Total										<u>\$6,718.13</u>
9334	SCHOLASTIC INC	E	01	116	407	000	740	433	014-4758, SCHOLASTIC NEWS EDITION 3, PRINT	\$59.90
9334	SCHOLASTIC INC	E	01	116	407	000	740	433	016-4758, SCHOLASTIC NEWS EDITION 4, PRINT	\$89.85
9334	SCHOLASTIC INC	E	01	116	407	000	740	433	SHIPPING & HANDLING	\$14.98
9334 Total										<u>\$164.73</u>
9335	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	23497, INSTANTKOOL INSTANT COLD COMPRES	\$251.70
9335	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	8300, 3/4"X3" ADHESIVE BANDAGES	\$12.27
9335	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	8330, FINGER TIP 1-3/4"X2" ADHESIVE BANDA	\$14.58
9335	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	24705, EMESIS BAG	\$55.90
9335	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	Freight	\$27.50
9335 Total										<u>\$361.95</u>
9336	SHI	E	06	300	870	000	000	555	Technology Equip	\$133,726.93
9336 Total										<u>\$133,726.93</u>
9337	SHRED-N-GO INC	E	01	112	203	000	000	401		\$64.08
9337	SHRED-N-GO INC	E	01	300	211	000	000	401		\$28.03
9337	SHRED-N-GO INC	E	01	005	110	000	000	401		\$28.02
9337	SHRED-N-GO INC	E	01	116	203	000	000	401		\$28.03
9337 Total										<u>\$148.16</u>
9338	SHUBAT TRANSPORTATION	E	01	300	294	701	733	361	Private Trans Cont	\$1,425.00
9338 Total										<u>\$1,425.00</u>
9339	ST GERMAIN'S CABINET INC	E	06	116	870	000	000	520	Bldg Improvements	\$6,460.00
9339 Total										<u>\$6,460.00</u>
9340	STEFANICH SHEENA	E	01	112	203	000	000	401	General Supplies	\$46.11
9340 Total										<u>\$46.11</u>
9341	STEINBRECHER PAINTING COMPANY	E	06	300	870	000	000	520	Bldg Improvements	\$52,725.00
9341 Total										<u>\$52,725.00</u>
9342	SUPER ONE	E	04	500	580	000	325	401	General Supplies	\$49.56
9342	SUPER ONE	E	04	500	582	000	344	401	General Supplies	\$6.13
9342	SUPER ONE	E	04	500	580	000	325	401	General Supplies	\$67.26
9342	SUPER ONE	E	01	300	214	038	000	401	General Supplies	\$25.81
9342 Total										<u>\$148.76</u>
9343	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Repairs Maint Serv	\$89.95
9343 Total										<u>\$89.95</u>
9344	TEACHERS ON CALL	E	01	005	690	000	510	303		\$172.55
9344	TEACHERS ON CALL	E	01	302	640	000	000	303		\$167.51

9344	TEACHERS ON CALL	E	01	300	640	000	000	303		\$566.95
9344	TEACHERS ON CALL	E	01	116	640	000	000	303		\$354.34
9344	TEACHERS ON CALL	E	04	500	581	000	344	305		\$1,118.60
9344	TEACHERS ON CALL	E	01	302	420	000	740	307		\$684.25
9344	TEACHERS ON CALL	E	01	302	211	000	000	305		\$335.02
9344	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,632.19
9344	TEACHERS ON CALL	E	01	101	203	000	000	305		\$699.61
9344	TEACHERS ON CALL	E	01	300	420	000	740	307		\$2,183.65
9344	TEACHERS ON CALL	E	01	300	211	000	000	305		\$1,627.53
9344	TEACHERS ON CALL	E	01	116	420	000	740	307		\$856.80
9344	TEACHERS ON CALL	E	01	116	203	000	000	305		\$1,063.02
9344	TEACHERS ON CALL	E	01	112	420	000	740	307		\$1,987.30
9344	TEACHERS ON CALL	E	01	112	203	000	000	305		\$850.43
9344	TEACHERS ON CALL	E	01	300	640	000	000	303		\$193.28
9344	TEACHERS ON CALL	E	04	500	581	000	344	305		\$429.31
9344	TEACHERS ON CALL	E	01	302	420	000	740	307		\$440.30
9344	TEACHERS ON CALL	E	01	302	211	000	000	305		\$734.45
9344	TEACHERS ON CALL	E	01	101	420	000	740	307		\$1,195.95
9344	TEACHERS ON CALL	E	01	101	203	000	000	305		\$983.85
9344	TEACHERS ON CALL	E	01	300	420	000	740	307		\$2,631.60
9344	TEACHERS ON CALL	E	01	300	211	000	000	305		\$639.40
9344	TEACHERS ON CALL	E	01	116	420	000	740	307		\$666.40
9344	TEACHERS ON CALL	E	01	116	203	000	000	305		\$1,291.74
9344	TEACHERS ON CALL	E	01	112	420	000	740	307		\$2,153.90
9344	TEACHERS ON CALL	E	01	112	203	000	000	305		\$86.97
9344 Total										<u>\$25,746.90</u>
9345	TELIN TRANSPORTATION GROUP LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$30.91
9345	TELIN TRANSPORTATION GROUP LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$61.91
9345	TELIN TRANSPORTATION GROUP LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$569.57
9345 Total										<u>\$662.39</u>
9346	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$142,975.00
9346	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$51,015.00
9346 Total										<u>\$193,990.00</u>
9347	TRANSFINDER	E	03	005	760	000	720	305	Travel	\$9,800.00
9347 Total										<u>\$9,800.00</u>
9348	UHL COMPANY INC	E	06	300	870	000	000	520	Bldg Improvements	\$43,022.73
9348	UHL COMPANY INC	E	06	116	870	000	000	520	Bldg Improvements	\$18,451.96
9348 Total										<u>\$61,474.69</u>
9349	UNITED GLASS INC	E	06	300	870	000	000	520	Bldg Improvements	\$163,138.60
9349 Total										<u>\$163,138.60</u>
9350	US BANK EQUIPMENT FINANCE	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$2,498.00
9350 Total										<u>\$2,498.00</u>
9351	VCI ENVIRONMENTAL INC	E	06	005	870	000	000	311	Prof Tech Services	\$5,480.40
9351 Total										<u>\$5,480.40</u>
9352	VEX ROBOTICS INC	E	06	300	870	000	000	530	AS PER ATTACHED QUOTE # 11956943	\$13,690.82
9352 Total										<u>\$13,690.82</u>
9353	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$54.71
9353	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	333		\$77.98
9353	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	332		\$50.50
9353	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331		\$312.35
9353	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	440		\$202.13
9353	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$585.30
9353	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	333		\$606.36

9353	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	332		\$268.00
9353	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	331		\$6,246.54
9353	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	440		\$2,150.88
9353	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331	Electricity	\$54.51
9353	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331	Electricity	\$1,407.48
9353 Total										<u>\$12,016.74</u>
9354	WELLS CONCRETE PRODUCTS COMPANY INC	E	06	116	870	000	000	520	Bldg Improvements	\$241,304.75
9354 Total										<u>\$241,304.75</u>
9355	WENGER CORPORATION	E	06	300	870	000	000	520	Bldg Improvements	\$105,028.20
9355 Total										<u>\$105,028.20</u>
9356	WL HALL COMPANY	E	06	300	870	000	000	520	Bldg Improvements	\$29,483.95
9356 Total										<u>\$29,483.95</u>
9357	BSN SPORTS LLC	R	01	005	000	000	000	099	Miscellaneous	\$5,930.00
9357 Total										<u>\$5,930.00</u>
9358	CARDMEMBER SERVICE	E	01	005	020	000	000	401	General Supplies	\$342.00
9358 Total										<u>\$342.00</u>
9359	BSN SPORTS LLC	E	01	300	294	701	000	430	Instruct Supplies	\$1,528.89
9359	BSN SPORTS LLC	E	01	300	294	701	000	430	Instruct Supplies	\$2,702.00
9359	BSN SPORTS LLC	E	01	300	294	701	000	430	Instruct Supplies	\$100.00
9359	BSN SPORTS LLC	E	01	300	294	701	000	430	Instruct Supplies	\$5,200.01
9359	BSN SPORTS LLC	E	01	300	296	705	000	430	Instruct Supplies	\$2,325.60
9359	BSN SPORTS LLC	E	01	300	296	705	000	430	Instruct Supplies	\$2,250.00
9359	BSN SPORTS LLC	E	01	300	296	704	000	430	Instruct Supplies	\$777.58
9359	BSN SPORTS LLC	E	01	300	296	716	000	430	Instruct Supplies	\$172.79
9359	BSN SPORTS LLC	E	01	300	294	709	000	430	Instruct Supplies	\$1,096.67
9359	BSN SPORTS LLC	E	01	300	292	000	000	432	Uniforms	\$4,399.28
9359	BSN SPORTS LLC	E	01	300	294	714	000	430	Instruct Supplies	\$630.00
9359	BSN SPORTS LLC	E	04	500	560	000	321	430	Instruct Supplies	\$478.00
9359 Total										<u>\$21,660.82</u>
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR7753, HOME SWEET CLASSROOM BLANK CH	\$3.49
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR77492, SLATE BLUE BETTER THAN PAPER BL	\$39.98
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR77272, SHABBY CHIC AWNING	\$9.99
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR8817, HOME SWEET CLASSROOM BIRTHDA'	\$7.99
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR7933, HOME SWEET CLASSROOM LETTERS ,	\$3.49
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR8829, HOME SWEET NAME TAGS/LABELS -	\$4.99
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR77504, BOXWOOD HANGING PAPER LANTEF	\$7.99
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR77012, HOME SWEET CLASSROOM LABELS I	\$9.99
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR8819, HOME SWEET CLASSROOM WALL DEI	\$12.99
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	TCR8855, HOME SWEET CLASSROOM CALEND	\$14.99
9360	TEACHER CREATED RESOURCES	E	04	500	580	000	325	401	Freight	\$11.59
9360 Total										<u>\$127.48</u>
290670	PAYROLL 11/30/22									\$883,859.46
	OASDI									\$52,439.37
	MEDICARE									\$12,396.58
	PERA									\$23,496.93
	TRA									\$47,715.15
	TSA MATCH									\$4,464.14

TOTAL DISBURSEMENTS & PAYROLL **\$4,708,096.30**

Seconded by

that the above resolution be adopted.

Resolution adopted December 12, 2022.

Clerk

Chairperson

PBL World Conference			
Napa Valley, CA June 26-30th			
	COST	Number	Total Cost
Training	\$1,200.00	x 6 people	\$7,200.00
Hotel	\$745.00	x 4 Rooms	\$2,980.00
Flight & Rental Car	\$512.57	x 6 people	\$3,075.43
Airport Parking	\$21.00	x 5 days	\$105.00
Gas to Minneapolis	\$60	x 2 trips	\$120.00
Per Diem (40 per day)	\$200	x 6 people	\$1,200.00
			\$14,680.43
Depart Monday-June 26	2:55 PM	Arrive to San Fran	4:55 PM
Depart San Fran-June 30	11:59 PM	Arrive to Minneapolis	5:30 AM (July 1)

PBL WORLD Leadership Training

Location: American Canyon High School, Napa Valley, California

Dates: June 27-29th, 2023

Cost: \$1200 per person (If we register before Dec. 30th) (Save \$600)

Description: **PBL Leadership Workshop includes a Project Slice workshop*

This workshop is a three-day intensive dive into how school and district leadership teams can support the conditions for Project Based Learning to thrive in their system. The workshop is designed to help leaders launch or advance the work of Project Based Learning in their setting. Considering their current reality, participants will work in teams to design a customized strategy to implement PBL and foster a project-based mindset for teaching, learning, and leading that moves them forward along the PBLWorks' Leadership Continuum.

In this workshop, teams will:

- Experience PBL as learners
- Assess your school's current reality for PBL
- Identify and address a key challenge to the implementation of PBL
- Identify key action steps for implementing PBL in your school or district
- Engage together as a community of leaders and learners.

This three-day workshop is a blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Your workshop will be facilitated by PBLWorks National Faculty members—all seasoned teachers, administrators, and coaches who are PBL experts.



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: December 14, 2020

Revised: _____

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ORDER

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

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

12. Adjournment.

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: December 14, 2020

Revised: June 28, 2021

Revised: _____

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

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

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

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

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

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

IV. RIGHTS TO PRIVACY

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

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

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

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

VI. PROCEDURES

A. Agenda Items

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

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

B. Complaints

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

C. Visitor Input

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

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

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

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

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

D. No Board Action at Same Meeting

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

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

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

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

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

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 10, 2022

Revised: _____

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 [U.S.C. § United States Code section](#) 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 [C.F.R. Code of Federal Regulations](#) part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and Minnesota Rules parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, videoconference, satellite, Internet, or other electronic and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools in the school district.

D. Directory Information

“Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student’s name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student’s parent(s). Directory information does not include:

1. a student’s social security number;
2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
4. personally identifiable data which references religion, race, color, social position, or nationality; or
5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent or guardian.

E. Education Records

1. What constitutes “education records.” Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education record. The term “education records” does not include:
 - a. Records of instructional personnel that are:
 - (1) kept in the sole possession of the maker of the record; and
 - (2) used only as a personal memory aid;
 - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
 - (4) destroyed at the end of the school year.
 - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the school district which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual’s capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.
 - d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

- (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.
- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes section 13.05 or a court order.

FG. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

GH. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

HI. Legitimate Educational Interest

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

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

IJ. Parent

“Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

JK. Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student’s name; (b) the name of the student’s parent or other family member; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number or student number or biometric record; (e) other direct identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

KL. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

LM. Responsible Authority

“Responsible authority” means *[designate title and actual name of individual]*.

MN. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

NO. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

OP. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

PQ. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 [C.F.R. § Code of Federal Regulations section 99.31\(a\)](#).

C. Students with a Disability

The school district shall follow 34 ~~C.F.R.~~ §§ Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
 - a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes chapter 256B or Minnesota Care under Minnesota Statutes chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school district would otherwise use employees;
 - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 [U.S.C. § United States Code section](#) 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

- a. determine eligibility for the aid;
- b. determine the amount of the aid;
- c. determine conditions for the aid; or
- d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers.
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable

information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, “organizations,” includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 [U.S.C. § United States Code section](#) 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as “directory information” pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the

principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 [U.S.C. § United States Code section 5304](#)), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an “education record,” the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual’s attendance as a student (e.g., a student’s activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
 - b. the parent’s or eligible student’s right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent’s or eligible student’s prior written consent, except as provided in Section VI. of this policy.

3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, building principal, in writing by October 1st each year. The written request must include the following information:

1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents

of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of Section VI. of this policy; and
 - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 [U.S.C. § United States Code section](#) 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 [C.F.R. § Code of Federal Regulations section](#) 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in [§ section](#) 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access

to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student, that indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 ~~C.F.R.~~ [§ Code of Federal Regulations section](#) 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an

ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. U.S.C. § United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has

been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

- b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statute chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means the superintendent of schools.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school

district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)

Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
[Minn. Stat. § 626.557 \(Reporting of Maltreatment of Vulnerable Adults\)](#)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273, 309 (2002)
[Dept. of Admin. Advisory Op. No. 21-008 \(December 8, 2021\)](#)

Cross References: Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 417 (Chemical Use and Abuse)
Policy 506 (Student Discipline)
Policy 519 (Interviews of Students by Outside Agencies)
Policy 520 (Student Surveys)
Policy 711 (Video Recording on School Buses)
Policy 722 (Public Data Requests)
Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)



Rock Ridge Public
Schools
1405 Progress

Adopted: July 27, 2020

Revised: December 14, 2020

Revised: January 10, 2022

Revised: _____

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Students have use of a meal account. If the account reaches a negative balance, the student will continue to receive a meal and the account will continue to be charged the cost of the meal.
- B. If the school district receives school lunch aid under Minnesota Statute section 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.
- C. A student who has been determined to be eligible for free and reduced-price lunch always must be served a reimbursable meal even if the student has an outstanding debt.
- D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.
- ~~E. The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals.~~
- ~~E~~. When a student has a negative account balance, the student will not be allowed to charge a snack item.

- GE. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance.
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- D. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and
 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district’s website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district’s school meals policy.

Legal References: *Minn. Stat. § 123B.37 (Prohibited Fees)*
Minn. Stat. § 124D.111, (Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minnesota Statutes section 120B.022, subdivision 1.]

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

III. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

IV. CPR AND AED INSTRUCTION

- ~~G.~~ The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum ~~for all students in that grade beginning in the 2014-2015 school year and later.~~
- 1A. In the school district's discretion, training and instruction may result in CPR certification.

- 2B. CPR and AED instruction must include CPR and AED training that have been developed:
 - a1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. “Psychomotor skills” means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- 3C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- 4D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

V. COLLEGE AND CAREER PLANNING

- HA. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students’ plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student and the student’s parent or guardian, if the student is a minor, of the student’s achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student’s plan under this provision shall continue while a student is enrolled.

VI. CIVICS TEST

- 1A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student’s transcript that the student answered at least 30 of 50 civics test questions correctly.
- 1B. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state’s civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota’s Legacy website by August 1 of that year.
- 2C. ~~A school or district~~ The school district may exempt a student with disabilities from this requirement if the student’s IEP team determines the requirement is inappropriate and establishes an alternative requirement.
- 3D. ~~A school or district~~ The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.
- 4E. ~~A school or district~~ The school district may administer civics test questions as part of the social studies curriculum.

5F. A The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

6G. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; ~~Involuntary Career Tracking Prohibited Personal Learning Plans~~)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: Policy 603 (Curriculum Development)
Policy 605 (Alternative Programs)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: _____

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, ~~Minn. Stat. Ch.~~ Minnesota Statutes chapter 13 (MGDPA), and ~~Minn.~~ Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

~~A. Government Data~~

~~“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.~~

BF. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

~~C. Public Data~~

~~“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.~~

~~D. Responsible Authority~~

~~“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.~~

~~E. Summary Data~~

~~“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.~~

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.
1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
 2. ~~A requestor is not required to explain the reason for the data request. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.~~
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary

for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota

Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:

a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX: ANNUAL REVIEW AND POSTING

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:
Superintendent Noel Schmidt
1405 Progress Parkway
Virginia, MN 55792
218-742-3901
noel.schmidt@rrps.org

Data Practices Compliance Official:

Superintendent Noel Schmidt

[1405 Progress Parkway](#)

[Virginia, MN 55792](#)

218-742-3901

noel.schmidt@rrps.org

Data Practices Designee(s):

Building Principals

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

[Minn. Stat. § 13.01 \(Government Data\)](#)

[Minn. Stat. § 13.02 \(Definitions\)](#)

[Minn. Stat. 13.025 \(Government Entity Obligation\)](#)

[Minn. Stat. § 13.03 \(Access to Government Data\)](#)

[Minn. Stat. § 13.04 \(Rights of Subjects to Data\)](#)

[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)

[Minn. Stat. § 13.32 \(Educational Data\)](#)

[Minn. Rules Part 1205.0300 \(Access to Public Data\)](#)

[Minn. Rules Part 1205.0400 \(Access to Private Data\)](#)

Cross References: Policy 406 (Public and Private Personnel Data)

Policy 515 (Protection and Privacy of Pupil Records)



PIERCELY UNITED

Rock Ridge School District
Coca-Cola Proposal 2022



PRICING

<u>Products</u>	<u>Package</u>	<u>Price</u>	<u>Discount</u>	<u>Net</u>	<u>Unit</u>
20oz Sparkling	20oz	\$41.00	\$13.35	\$27.65	\$1.15
20oz Powerade	20oz	\$37.00	\$8.75	\$28.25	\$1.18
16oz BodyArmor	16oz	\$24.00	\$0.25	\$23.75	\$1.98
20 Dasani	20oz	\$35.00	\$14.00	\$21.00	\$0.88
12oz Minute Maid Juice	12oz	\$40.00	\$9.60	\$30.40	\$1.27
23.7oz SmartWater Flavors	23.7oz	\$19.00	\$2.55	\$16.45	\$1.37
700mL SmartWater	700mL	\$38.00	\$5.25	\$32.75	\$1.36
20oz Vitamin Water	20oz	\$22.25	\$5.25	\$17.00	\$1.42
12oz Fairlife	12oz	\$23.25	\$3.00	\$20.25	\$1.69
12oz AHA	12oz	\$16.05	\$3.00	\$13.05	\$0.54
Armada Coffee Products	Package	Wholesale	Discount	Net	Unit
Executive Blend O/B	40- 1.5 oz	\$ 67.50	\$ 15.00	\$ 52.50	\$1.31
Hot Chocolate	12-2 lb	\$ 90.00	\$ 20.00	\$ 70.00	\$35.00
French Vanilla Cappuccino	6-2 lb	\$ 69.00	\$ 12.00	\$ 57.00	\$28.50



Classified - Confidential



Product Pricing Concessions

<u>Products</u>	<u>Package</u>	<u>Price</u>	<u>Discount</u>	<u>Net</u>
Sparkling Soft Drinks	20 oz	\$41.00	\$13.35	\$27.65
Dasani	20 oz	\$35.00	\$14.00	\$21.00
Body Armor	16 oz	\$24.00	\$0.25	\$23.75
Powerade	20 oz	\$37.00	\$8.75	\$28.25
Vitamin Water	20 oz	\$22.25	\$5.25	\$17.00
Smart Water Flavors	20 oz	\$19.00	\$2.55	\$16.45
Fairlife	14 oz	\$23.25	\$3.00	\$20.25
Minute Maid Juice	12 oz	\$40.00	\$9.60	\$30.40
AHA	12 oz	\$16.05	\$3.00	\$13.05

Product Pricing Coffee

<u>Armada Coffee Products</u>	<u>Package</u>	<u>Wholesale</u>	<u>Discount</u>	<u>Net</u>
Executive Blend O/B	40- 1.5 oz	\$ 67.50	\$ 12.00	\$ 55.50
Executive Blend Decaf O/B	40- 1.5 oz	\$ 72.50	\$ 12.00	\$ 60.50
Hot Chocolate	12-2lb	\$ 90.00	\$ 10.00	\$ 80.00
English Toffee	6-2lb	\$ 69.00	\$ 7.00	\$ 62.00
Hi-Energy Mocha	6-2lb	\$ 68.00	\$ 7.00	\$ 61.00
French Vanilla Cappuccino	6-2 lb	\$ 69.00	\$ 7.00	\$ 62.00
Salted Caramel	6-2 lb	\$ 68.00	\$ 7.00	\$ 61.00

Product Pricing Vending

<u>Product</u>	<u>Pricing</u>	<u>Commission Rate</u>
20oz Bottle Pop/ Water	\$2.50	10%
16oz - 20oz NCB/Juices	\$2.50	10%
12 oz Cans	\$1.00	10%
12oz-14oz Milk/Core	\$3.00	10%

Projected Annual Volume & Commission:

12oz Cans	100 units	20oz Sparkling	80 units
12oz AHA	12 units	20oz Non-Sparkling	93 units
14oz Fairlife	18 units		

10% Commission = \$1513



EQUIPMENT RECOMMENDATIONS

- ✓ 4-GDM26 Cooler [Concessions]
- ✓ 3-GDM45 Cooler [Concessions]
- ✓ 1-Bottle Stack Vender [Lounge]
- ✓ 4-Glass Front Vender [Vending]
- ✓ 1-Airpot Brewer [Lounge]
- ✓ 1-Dual Infusion Brewer [Store]
- ✓ 4-iMix 3 Cappuccino/Hot Chocolate [Concessions & Store]
- ✓ 3-Satellite Dual Brewer [Concessions]

❖ Equipment Investment- \$40,326

Products Pricing



20OZ SPARKLING

\$27.65 (24 each)

\$1.15 per 20oz

SRP \$2.00-\$3.00

Profit 20oz: \$.85-\$1.85

Profit Pr Case: \$20.40-\$44.40

Margin: 43%-62%



POWERADE

\$28.25 (24 each)

\$1.18 per 20oz

SRP \$2.00-\$3.00

Profit Pr 20oz: \$.82-\$1.82

Profit Pr Case: \$19.68-\$43.68

Margin: 43%-61%



BODYARMOR

\$23.75 (12 each)

\$1.98 per unit

SRP \$2.50-\$3.50

Profit Pr 16oz: \$.52-\$1.52

Profit Pr case: \$6.24-\$18.24

Margin: 21%-43%



DASANI

\$21.00 (24 each)

\$.88 per unit

SRP \$1.50-\$2.50

Profit Pr 16oz: \$.62-\$1.62

Profit Pr case: \$14.88-\$38.88

Margin: 41%-65%

Juice & Water


Vending/Concessions/Food Service



USDA Compliant Coca-Cola Catalog

Approved for: High School Middle School Elementary School


**Minute Maid®
100% Juice**



Product	Package
Minute Maid® Orange Juice 100% Juice - Aseptic Box	177 mL
Minute Maid® Apple Juice 100% Juice - Aseptic Box	177 mL
Minute Maid® Fruit Punch 100% Juice Blend - Aseptic Box	177 mL
Minute Maid® Orange Juice 100% Juice - Dispensed	8 FL OZ
Minute Maid® Apple Juice 100% Juice - Dispensed	8 FL OZ

Approved for: High School Middle School

**Minute Maid®
100% Juice**



Product	Package
Minute Maid® Orange Juice 100% Juice - Bottle	10 FL OZ PET/ 12 FL OZ PET
Minute Maid® Apple Juice 100% Juice - Bottle	10 FL OZ PET/ 12 FL OZ PET
Minute Maid® Mixed Berry 100% Juice Blend - Bottle	10 FL OZ PET
Minute Maid® 100% Vegetable Tomato Blend- Bottle	12 FL OZ PET
Minute Maid® Orange Juice 100% Juice - Dispensed	12 FL OZ PET
Minute Maid® Apple Juice 100% Juice - Dispensed	12 FL OZ PET

Approved for: High School Middle School Elementary School

DASANI®



Product	Package
DASANI®	300 mL PET
DASANI®	12 FL OZ PET
DASANI®	500 mL PET
DASANI®	20 FL OZ PET
DASANI®	1 Liter
DASANI®	1.5 Liter PET
DASANI® Sparkling Original	12 FL OZ Can

Approved for: High School Middle School Elementary School

**glacéau
smartwater**

Product	Package
smartwater®	500 mL PET
smartwater®	20 FL OZ PET
smartwater®	700 mL PET
smartwater®	1 Liter PET
smartwater® Antioxidant	1 Liter PET
smartwater® Alkaline	1 Liter PET
smartwater®	1.5 Liter PET

Sparkling Zero


Vending/Concessions/Food Service



USDA Compliant Coca-Cola Catalog

Approved for: High School


Coca-Cola Zero Sugar and Coca-Cola Zero™



Product	Package	Dispensed Serving Size
Coca-Cola Zero Sugar™	12 FL OZ Can 20 FL OZ PET	UP TO 20 FL OZ
Coca-Cola Zero™ Caffeine-Free	12 FL OZ Can	UP TO 20 FL OZ
Coca-Cola Zero™ Cherry	12 FL OZ Can 20 FL OZ PET	UP TO 20 FL OZ
Coca-Cola Zero Vanilla	12 FL OZ Can 20 FL OZ PET	N/A
Coca-Cola Orange Vanilla Zero Sugar	12 FL OZ Can 20 FL OZ PET	N/A
Coca-Cola Cherry Vanilla Zero Sugar	12 FL OZ Can 20 FL OZ PET	N/A

Approved for: High School


Diet Coke®



Product	Package	Dispensed Serving Size
Diet Coke*	12 FL OZ Can 20 FL OZ PET	UP TO 20 FL OZ
Diet Coke® Caffeine-Free	12 FL OZ Can 20 FL OZ PET	UP TO 20 FL OZ
Diet Coke* with Lime	12 FL OZ Can 20 FL OZ PET	UP TO 20 FL OZ
Diet Coke* with Splenda®	12 FL OZ Can 20 FL OZ PET	N/A
Diet Coke* Cherry	12 FL OZ Can 20 FL OZ PET	N/A

Approved for: High School


Sprite Zero™



Product	Package	Dispensed Serving Size
Sprite Zero™	12 FL OZ Can 20 FL OZ PET	UP TO 20 FL OZ
Sprite Ginger Zero Sugar™	12 FL OZ Can	N/A

Approved for: High School

Fanta Zero™



Product	Package	Dispensed Serving Size
Fanta Orange Zero™	12 FL OZ Can 20 FL OZ PET	UP TO 20 FL OZ

Sparkling Zero


Vending/Concessions/Food Service



USDA Compliant Coca-Cola Catalog

Approved for: High School


Mello Yello Zero™



Product	Package	Dispensed Serving Size
Mello Yello Zero™	12 FLOZ Can 20 FLOZ PET	N/A

Approved for: High School


Diet Barq's® Root Beer



Product	Package	Dispensed Serving Size
Diet Barq's Root Beer™	12 FLOZ Can 20 FLOZ PET	N/A

Approved for: High School


Pibb Zero™



Product	Package	Dispensed Serving Size
Pibb Zero™	12 FLOZ Can 20 FLOZ PET	N/A

Approved for: High School

Seagram's® Diet Ginger Ale



Product	Package	Dispensed Serving Size
Seagram's Diet Ginger Ale™	12 FLOZ Can	N/A

Approved for: High School

Hi-C® Light



Product	Dispensed Serving Size
Hi-C® Light Orange Dispensed	UPTO 20 FL OZ
Hi-C® Light Fruit Punch Dispensed	UPTO 20 FL OZ

Approved for: High School

MINUTE MAID REFRESHMENT LIGHTS



Product	Package
Minute Maid Refreshment Lights™ Light Lemonade	20 FLOZ PET
Minute Maid Refreshment Lights™ Light Cherry Limeade	20 FLOZ PET
Minute Maid Refreshment Lights™ Light Mango Passion	20 FLOZ PET

Isotonics

Vending/Concessions/Food Service



USDA Compliant Coca-Cola Catalog

Approved for: High School

Product	Package
POWERADE ZERO™ Fruit Punch	20 FL OZ PET
POWERADE ZERO™ Mixed Berry	20 FL OZ PET
POWERADE ZERO™ Grape	20 FL OZ PET
POWERADE ZERO™ Orange	20 FL OZ PET

Approved for: High School

Product	Package
POWERADE ULTRA™ Mixed Berry	20 FL OZ PET
POWERADE ULTRA™ Strawberry Lemonade	20 FL OZ PET
POWERADE ULTRA™ White Cherry	20 FL OZ PET

Approved for: High School

Product	Package
POWERADE Power Water™ Berry Cherry	20 FL OZ PET
POWERADE Power Water™ Tropical Mango	20 FL OZ PET
POWERADE Power Water™ Lemon	20 FL OZ PET

Approved for: High School

Product	Package	Dispensed Serving Size
vitaminwater zero™ shine (strawberry lemonade)	20 FL OZ PET	N/A
vitaminwater zero™ ice	20 FL OZ PET	N/A
vitaminwater zero™ rise (orange)	16.9 FL OZ PET 20 FL OZ PET	N/A
vitaminwater zero™ power-c (dragonfruit)	20 FL OZ PET	N/A
vitaminwater zero™ gutsy	20 FL OZ PET	N/A
vitaminwater zero™ look	20 FL OZ PET	N/A
vitaminwater zero™ squeezed (lemonade)	16.9 FL OZ PET 20 FL OZ PET	UP TO 20 FL OZ
vitaminwater zero™ xxx (acai-blueberry-pomegranate)	16.9 FL OZ PET 20 FL OZ PET	UP TO 20 FL OZ

AHA Sparkling H2O

Vending/Concessions/Food Service



Approved for:



High School

AHA® Sparkling Water



Product	Package	Dispensed Serving Size
AHA® Blueberry + Pomegrante	12/16 FL OZ PET	UP TO 20 FL OZ
AHA® Lime + Watermelon	12/16 FL OZ PET	UP TO 20 FL OZ
AHA® Raspberry + Acai	12/16 FL OZ PET	
AHA® Mango + Black Tea	12/16 FL OZ PET	
AHA® Black Cherry + Coffee	12 FL OZ CAN	
AHA® Peach + Honey	12 FL OZ CAN	UP TO 20 FL OZ
AHA® Apple + Ginger	12 FL OZ CAN	
AHA® Strawberry + Cucumber	12 FL OZ CAN	

Body Armor

Vending/Concessions/Food Service



BERRY PUNCH 12oz



NATURAL FLAVORS AND SWEETENERS

COCONUT WATER

ELECTROLYTES:
POTASSIUM: 530mg
TOTAL BLEND: 620mg

ANTIOXIDANTS
VITAMINS A, C, & E

B VITAMINS
B₃, B₅, B₆, B₉, B₁₂

NO SUGAR ADDED
LOW CALORIE

NO COLORS FROM ARTIFICIAL SOURCES
10% Coconut Water

Nutrition Facts

Serving size 1 Bottle

Amount per serving

Calories 15

% Daily Value*

Total Fat 0g 0%

Sodium 30mg 1%

Total Carbohydrate 14g 5%

Total Sugars 2g

Includes 0g Added Sugars 0%

Protein 0g

Potassium 530mg 10% • Vitamin A 470mcg 50%

Vitamin C 45mg 50% • Vitamin E 8mg 50%

Niacin 24mg 150% • Vitamin B6 2.55mg 150%

Folate 600mcg DFE 150% • Vitamin B12 3.6mcg 150%

Pantoic Acid 7.5mg 150% • Magnesium 55mg 15%

Zinc 5.8mg 50%

Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium and iron.

*% DV = % Daily Value

GLUTEN FREE

NO CAFFEINE

MANUFACTURED FOR:
BA Sports Nutrition, LLC
New York, NY 11357

INGREDIENTS: Filtered Water, Erythritol, Coconut Water Concentrate, Citric Acid, Dipotassium Phosphate (Electrolyte), Vegetable Juice Concentrate (Color), Ascorbic Acid (Vitamin C), Magnesium Oxide (Electrolyte), Stevia rebaudiana Leaf Extract, Niacinamide (Vitamin B3), Natural Berry Flavor with other Natural Flavors, Calcium D-Pantothenate (Vitamin B5), alpha-Tocopheryl Acetate (Vitamin E), Zinc Oxide (Electrolyte), Guar Gum, Pyridoxine Hydrochloride (Vitamin B6), Folic Acid (Vitamin B9), Vitamin A Palmitate (Vitamin A), Cyanocobalamin (Vitamin B12).

PEACH MANGO 12oz



NATURAL FLAVORS AND SWEETENERS

COCONUT WATER

ELECTROLYTES:
POTASSIUM: 530mg
TOTAL BLEND: 620mg

ANTIOXIDANTS
VITAMINS A, C, & E

B VITAMINS
B₃, B₅, B₆, B₉, B₁₂

NO SUGAR ADDED
LOW CALORIE

NO COLORS FROM ARTIFICIAL SOURCES
10% Coconut Water

Nutrition Facts

Serving size 1 Bottle

Amount per serving

Calories 15

% Daily Value*

Total Fat 0g 0%

Sodium 30mg 1%

Total Carbohydrate 14g 5%

Total Sugars 2g

Includes 0g Added Sugars 0%

Protein 0g

Potassium 530mg 10% • Vitamin A 470mcg 50%

Vitamin C 45mg 50% • Vitamin E 8mg 50%

Niacin 24mg 150% • Vitamin B6 2.55mg 150%

Folate 600mcg DFE 150% • Vitamin B12 3.6mcg 150%

Pantoic Acid 7.5mg 150% • Magnesium 55mg 15%

Zinc 5.8mg 50%

Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium and iron.

*% DV = % Daily Value

GLUTEN FREE

NO CAFFEINE

MANUFACTURED FOR:
BA Sports Nutrition, LLC
New York, NY 11357

INGREDIENTS: Filtered Water, Erythritol, Coconut Water Concentrate, Citric Acid, Dipotassium Phosphate (Electrolyte), Ascorbic Acid (Vitamin C), Magnesium Oxide (Electrolyte), Gum Arabic, Stevia rebaudiana Leaf Extract, Vegetable Juice Concentrate (Color), Natural Peach Mango Flavor with other Natural Flavors, Niacinamide (Vitamin B3), Calcium D-Pantothenate (Vitamin B5), Ester Gum, alpha-Tocopheryl Acetate (Vitamin E), Zinc Oxide (Electrolyte), Guar Gum, Pyridoxine Hydrochloride (Vitamin B6), Folic Acid (Vitamin B9), Vitamin A Palmitate (Vitamin A), beta-apo-8' Carotenol (Color), Cyanocobalamin (Vitamin B12).

Body Armor

Vending/Concessions/Food Service



WATERMELON LYTE 12oz



NATURAL FLAVORS AND SWEETENERS

COCONUT WATER

ELECTROLYTES:
POTASSIUM: 530mg
TOTAL BLEND: 620mg

ANTIOXIDANTS
VITAMINS A, C, & E

B VITAMINS
B₃, B₅, B₆, B₉, B₁₂

NO SUGAR ADDED
LOW CALORIE

NO COLORS FROM ARTIFICIAL SOURCES
10% Coconut Water

Nutrition Facts

Serving size	1 Bottle
Amount per serving	
Calories	15
	% Daily Value*
Total Fat 0g	0%
Sodium 30mg	1%
Total Carbohydrate 14g	5%
Total Sugars 2g	
Includes 0g Added Sugars	0%
Protein 0g	
Potassium 530mg 10%	Vitamin A 470mcg 50%
Vitamin C 45mg 50%	Vitamin E 8mg 50%
Niacin 24mg 150%	Vitamin B6 2.55mg 150%
Folate 600mcg DFE 150%	Vitamin B12 3.8mcg 150%
Pantothenic Acid 7.5mg 150%	Magnesium 55mg 15%
Zinc 5.8mg 50%	

Not a significant source of saturated fat, trans fat, cholesterol, dietary fiber, vitamin D, calcium and iron.

*% DV = % Daily Value

GLUTEN FREE **NO CAFFEINE**

MANUFACTURED FOR:
BA Sports Nutrition, LLC
New York, NY 11357

INGREDIENTS: Filtered Water, Erythritol, Coconut Water Concentrate, Citric Acid, Dipotassium Phosphate (Electrolyte), Vegetable Juice Concentrate (Color), Ascorbic Acid (Vitamin C), Magnesium Oxide (Electrolyte), *Stevia rebaudiana* Leaf Extract, Niacinamide (Vitamin B3), Calcium D-Pantothenate (Vitamin B5), Natural Watermelon Flavor with other Natural Flavors, alpha-Tocopheryl Acetate (Vitamin E), Zinc Oxide (Electrolyte), Guar Gum, Pyridoxine Hydrochloride (Vitamin B6), Folic Acid (Vitamin B9), Vitamin A Palmitate (Vitamin A), Cyanocobalamin (Vitamin B12).

20oz SPORTWATER



Nutrition Facts

1 serving per container	
Serving size	1 Bottle
Amount per serving	
Calories	0
	% Daily Value*
Total Fat 0g	0%
Sodium 0mg	0%
Total Carbohydrate 0g	0%
Protein 0g	

Not a significant source of saturated fat, cholesterol, dietary fiber, total sugars, added sugars, vitamin D, calcium, iron and potassium.

INGREDIENTS: Reverse Osmosis Water, Potassium Bicarbonate, Calcium Chloride, Magnesium Chloride.

MANUFACTURED FOR:
BA Sports Nutrition, LLC
New York, NY 11357

Facebook Instagram Twitter @DRINKBODYARMOR



Funding

Viking agrees to provide \$25,000 in year one of this Agreement. In return, Customer agrees to provide exclusive naming rights to the Football/Track Stadium including but not limited to, signage, marketing on all electronics/social/printed media and Half-time announcements. Customer agrees to host an annual Coca-Cola Game Day for mutually agreed upon event.

Customer also agrees that they will participate in the Powerade For Schools program and will have all required elements represented. Customer and Viking agree the funds earned in years 1-5 will be forfeited. Starting in year 6, any funds earned through the successful Powerade For Schools program will be issued to the school through the term of agreement while the Powerade For Schools is in place.

Viking agrees to escrow \$500 in Annual Marketing Fund to be used for the annual Coca-Cola Game Day and school event product donations. These marketing activities are to be targeted at driving beverage sales. Marketing dollars will not roll over from year to year.

1 each Powerade Sideline Kit valued at \$500 each for Athletics Department annually.

- (1) Beverage Cooler Dispenser, (1) Powerade Bottle Carrier w/6 Bottles, (6) Powerade Towels, (1) Rolling Cooler *when available





2022 Program Dates: January 1, 2022 thru December 31st 2022

VALUE PROPOSITION:

- Viking Coca-Cola and Coca-Cola Beverages of Duluth have developed a fund to be used in support of High Schools within the Viking territory, and supported also by The Coca-Cola Company.
- This fund will accrue monies on a “per case” basis – on all cases of POWERADE® product sold throughout Viking Coca-Cola and Coca-Cola Beverages of Duluth territory.
- This will include sales of POWERADE® at all participating stores in Viking Coca-Cola territory.

WHY IT IS RELEVANT TO YOUR SCHOOL:

- Your school will receive a share of this fund
- Your school benefits as you drive sales of Coca-Cola products through your internal channels: Vending, Food Service, Faculty Lounges, Concessions, Booster groups
- You can also earn money for your school by purchasing POWERADE® products at your local store.
- The more you sell, the more you can receive.
- Funds will be allocated based on your school’s Percentage of overall school sales. The overall School sales will be those Schools serviced by Viking Coca-Cola and Coca-Cola Beverages of Duluth.





HOW TO BECOME ELIGIBLE:

1. Make Viking Coca-Cola space equal to or greater than the primary competitor in all vending, cafeteria, concession and food service areas.
2. Make available at least **3** SKU's of POWERADE® /POWERADE ZERO™ in your school.
3. Make available at least 2 SKU's of vitaminwater™/vitaminwater zero™ in your school.
4. Make DASANI®/smartwater* / smartwater* Flavors available in your school.
5. Place Powerade signage on your scoreboard, dasher boards, posters or banners near concession stands, cafeteria or vendors – See your Viking Coke Account Manager for signage options and potential funding.
6. Make Powerade 4 Schools advertising part of your printed athletic programs.
7. Make available BODYARMOR (Min 2 SKU's)
8. Make available AHA 16oz cans (Min 2 SKU's)
9. Athletic/ Booster Clubs will distribute coupons for retail activity.

HOW TO MAXIMIZE YOUR FUNDS:

Work with Viking Coca-Cola Account manager to identify opportunities within your school:

Food Service, Faculty Lounges,
Concessions Booster Groups,
Athletic Vending

NAMING RIGHTS AGREEMENT

This Naming Rights Agreement (“Agreement”) is entered into by and between Independent School District No. 2909, Rock Ridge Public Schools, a public school district duly and properly organized under the laws of the state of Minnesota (hereinafter referred to as the “District”), and The CAG Foundation (hereinafter referred to as the “Foundation”).

RECITALS

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

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

C. **WHEREAS**, the newly consolidated District has embarked on a major facilities construction project based upon the recent consolidation and based upon the successful 2019 voter approved referendum to fund the construction of new school and extra-curricular facilities (hereinafter referred to as the “Project”) in what is now the consolidated Rock Ridge School District.

D. **WHEREAS**, the Project includes the construction of a brand new high school campus. In addition to construction of a new, state-of-the-art high school building, the Project will include new, modern athletic facilities, including new baseball fields.

E. **WHEREAS**, Foundation, as a charitable giving organization associated with City Auto Glass, an employee-owned, Minnesota-based auto glass replacement and repair company, wishes to promote and support public education and student

athletic and extra-curricular activities and facilities.

F. **WHEREAS**, Foundation is prepared to make a significant donation of money to the District, to be utilized in the construction of the Project.

G. **WHEREAS**, in appreciation for and recognition of Foundation's significant donation, the District intends to name a newly constructed baseball field "**City Auto Glass Field.**"

AGREEMENT

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

1. Foundation will donate \$60,000 to the District. Foundation will be making this donation to the District on or before December 31, 2022. The District will be free, at its discretion, to utilize these donated proceeds for any and all costs and expenditures related to the construction of the Project.

2. The District agrees that, upon completion of construction of a new baseball field to be constructed as part of the Project, the baseball field, in perpetuity, will be named, known as, and referred to as "**City Auto Glass Field**" (the "Name"), which shall include without limitation the use and reference to the Name in any and all District maps and signage. City Auto Glass will be the only auto glass or windshield replacement & repair company that will have any signage, advertising or advertising visibility at the baseball field. The District reserves and retains the right to allow other businesses or sponsors of high school or youth athletics, that are not auto glass or windshield replacement & repair companies, to have advertising or advertising visibility at or around the baseball field as long as any such advertising, advertising visibility or related signage is less prominent than any signage for City Auto Glass.

“Less prominent” as used in the preceding sentence shall mean that any such other advertising or signage shall be smaller in physical size (e.g., other signs will be smaller in square footage) than the advertising and signage for City Auto Glass and such other advertising or signage shall not be as centrally located in and around the baseball field as the advertising and signage for City Auto Glass. The District also agrees to erect and maintain signage at the baseball field emphasizing, recognizing, and prominently identifying the field as “**City Auto Glass Field**”, including, but not limited to, an outfield windscreen that will have the name “**City Auto Glass Field**” prominently displayed on the windscreen and a main sign in the exterior area around the baseball field with the name “**City Auto Glass Field**” prominently displayed on the sign so that it will be clearly visible from outside of the field. The signage shall be consistent with, proportionate to, and no less prominent than, the signage used throughout the Project to identify and refer to other fields, stadiums, arenas, buildings and locations of similar size. Further, the City Auto Glass corporate logo will be incorporated in any signage where there is sufficient space in any such signage to incorporate the logo. The Foundation or City Auto Glass also will have the option of placing additional City Auto Glass or Foundation signage to be located at the baseball field (e.g., on the back of the dugouts). City Auto Glass or the Foundation will be responsible for paying all of the costs and expenses associated with any such additional signage, and the location and duration of any such additional signage will be as mutually agreed upon between City Auto Glass or the Foundation and the District. Foundation acknowledges and agrees that, while the baseball field specifically shall bear the Name, the District reserves and retains all naming rights for all other facilities, fields, stadiums, athletic-related equipment, plazas, departments or any other areas to be constructed or installed as part of the Project. City Auto Glass

or the Foundation also shall have the right to utilize the baseball field one time per year, without having to pay a separate rental fee to the District, for a baseball or softball game fundraising event to be scheduled at a time that will not conflict with any scheduled use of the baseball field by District teams or any scheduled baseball or softball tournaments.

3. Miscellaneous Provisions

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

1. Rock Ridge Public Schools
Attn: Willie Spelts, H.R. & Fundraising Coordinator
411 5th Avenue South
Virginia, MN 55792
2. John "Red" Lowen
The CAG Foundation
22196 County 17
Park Rapids, MN 56740

4. Complete Agreement.

This Agreement constitutes the entire and complete agreement between the parties with respect to the donation being made by Foundation to the District for the naming rights to the baseball field.

5. Governing Law.

This Agreement will be governed by, interpreted and enforced in accordance with the laws of the state of Minnesota and the parties consent to the exclusive jurisdiction and venue of the Minnesota State District Court, sited at the St. Louis County Courthouse in Virginia, Minnesota, for the resolution of any disputes that may

arise regarding the interpretation, administration or enforcement of this Agreement.

6. Severability.

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

7. Amendments.

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

8. Binding Effect.

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

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

Dated: _____, 2022

By: _____
Dr. Noel Schmidt
Superintendent of Schools

By: _____
Tim Riordan
Chairperson, Board of Education

THE CAG FOUNDATION

Dated: _____, 2022

John "Red" Lowen
Authorized signatory on behalf of The CAG
Foundation

NAME OF PROVIDER	SERVICES/PROGRAM	DUE:
Rock Ridge School District	SHIP	As soon as possible

St. Louis County Public Health & Human Services
Government Services Center
Contract Services, Suite 6E
320 West Second Street
Duluth, MN 55802-1495

SCOPE OF WORK (SOW)

PHHS DIVISION: Public Health

*** E-mail completed SOW to:**

- Abby Schaefer schaefera@stlouiscountymn.gov 218-725-5015
PHHS Administration, Children & Family Services, Economic Services & Supports & Public Health

BUDGET:

Service	Expense
<i>How to work effectively with diverse populations – Jodi PFarr</i>	
Staff Training – Speaker	5,000
Staff Training Resource books	6,300
Staff Training Facility	1,500
TOTAL	\$12,800

CONTRACT TERM:

December 1, 2023 – October 31, 2023

**Funds must be expended by June 30, 2023 with reporting and work on deliverables continuing through the contract term.*

SOW CHECKLIST

The following checklist identifies the information required for the Department to contract.

Please provide the material checked as “required” on the checklist. Please be aware that the information you provide is public information, except for client-specific information when names are used.

PAGE		REQUIRED	COMPLETED
2.	Liability Insurance <i>(send copy of certificate)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Workers Compensation Insurance <i>(required when applicable, send copy of certificate)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Agency Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Licensing Information <i>(required when applicable, send copies of the license/s)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GENERAL INSTRUCTIONS

1. BEFORE YOU BEGIN YOUR CONTRACT SERVICES SOW, PLEASE REVIEW THE ENTIRE SOW TO ACQUAINT YOURSELF WITH THE PROCESS.
2. Client eligibility is determined by the Department unless the Provider has been given prior approval to determine eligibility. In this case, eligibility is established for specific population groups, based upon eligibility criteria determined by the Board, as represented by PHHS.
3. MUST PROVIDE PROOF OF INDEMNITY, LIABILITY INSURANCE AND WORKERS COMPENSATION.

LIABILITY (General, Auto, Professional)	General Liability insurance is required at a minimum of \$1,500,000 each occurrence and \$500,000 personal & adv. injury. Auto insurance is required at a minimum of \$1,000,000. Provider must submit the name of the insurance company, coverage, and effective dates. St. Louis County Public Health and Human Services Department must be named certificate holder on all insurance. <u>St. Louis County must be named additional insured on the general liability portion of the policy. When the insurance expires and is renewed, a new certificate must be sent to the County.</u>
WORKERS' COMPENSATION PER STATUTORY REQUIREMENTS	The Board reserves the right to rescind any contract not in compliance with these requirements and retains all rights thereafter to pursue any legal remedies against the Provider. <u>If the Provider is self-insured, a copy of the certificate from the MN Dept. of Commerce must be provided each year.</u>

4. Any provider contracting with the St. Louis County Board of Commissioners is expected to comply with the following requirements:
 - a. Data Privacy
 - b. Equal Employment Opportunity and Civil Rights Clause
 - c. Fair Hearing Appeal
 - d. Rehabilitation Act
 - e. Health Insurance Portability and Accountability Act (HIPAA)
5. The Contract cannot be completed until this Contract Services SOW has been completed in its entirety and submitted to the Contract Services Representative for review and approval. No payments will be made by the County until the Contract has been approved by the Board (or designees) and signed by all parties.
6. All information should be e-mailed on the appropriate SOW form with accompanying attachments.
7. If you need additional information, contact:
 - ☒ Abby Schaefer schaefera@stlouiscountymn.gov 218-725-5015
 - PHHS Administration, Children & Family Services, Public Health, Economic Services & Supports

AGENCY INFORMATION –

1. Legal Name of Agency: [Click here to enter text.](#)
 Doing Business As: [Click here to enter text.](#)
2. Program/Service [Click here to enter text.](#)
3. Location of agency headquarters: [Click here to enter text.](#)
4. Location of service delivery (address): [Click here to enter text.](#)
5. Executive Director:

Name	Phone	E-Mail Address

6. Service Provision Contact

Name	Position Title	Phone	E-Mail Address

7. Name of person who prepared this SOW:

Name	Position Title	Phone	E-Mail Address

8. Financial Contact Person:

Name	Position Title	Phone	E-Mail Address

9. Person designated as “Responsible Authority” for data practices purposes:

Name	Phone	E-Mail Address

10. Type of Agency:

- Governmental Unit Proprietorship Partnership
 Incorporated for Profit , date of incorporation: [Click here to enter a date.](#)
 Incorporated for Non-Profit (501-C-3), date of incorporation: [Click here to enter a date.](#)
 Other [Click here to enter text.](#)

11.

Federal Tax ID or SSN#	Minnesota Tax ID #	MA Provider # (MMIS II)	NPI # (National Provider ID #)

12. **List Individuals and/or Positions with (Board) authority to sign contracts:**

- Include Board documentation (resolution) approving the designated person(s) to sign the contract/agreement and notify your Contract Services Representative when there is a change in signatory.

	Name	Position Title
1		
2		
3		
4		

LICENSE INFORMATION

A. Is a license required to provide the service contracted? **YES** **NO**

If yes, please provide copies of the license/s and answer the following questions:

If program has only one facility, list here. If more than one, list all on a separate page with the following information:

- 1. **Facility Name:** Click here to enter text.
- 2. **Address:** Click here to enter text.
- 3. **Facility Phone #** Click here to enter text.
- 4. **Fax #** Click here to enter text.

5. Facility Contact Person:

Name	Position Title	Phone	E-Mail Address

6. Facility Licensing Information:

Name on License:	Governing State Rule(s) and/or Statutes:
License Number:	Type of License:
License Start Date:	License Expiration Date:
License Capacity:	Days and Hours of Operation:
Licensing Worker (if applicable):	Phone #:

7. **Do any licenses have current negative actions or a provisional status?**

YES **NO**

➤ If yes, please attach documentation to this SOW.

8. For city, state or federally licensed services, each time a new or renewed license is received by the provider, a copy of the document must be submitted to their Contract Services Representative.

B. **License exclusion*** Not applicable If applicable, give reason:

➤ _____
If your program is excluded from licensing or if your program is not required to be licensed, substantiate that all state and local health and safety standards have been met.

SCOPE OF WORK

1. **Service(s) requested:** Planning, implementation, and evaluation of the Minnesota Department of Health's Statewide Health Improvement Program using the MN Well-being Social Connection strategy in the school setting as defined in the MDH and CHB approved St. Louis County SHIP work plan.
2. **Target Population:** Students and community served by the Rock Ridge Public School District
3. **Service Description:** Rock Ridge Public Schools (RRPS) is bringing in Jodi Pfarr to help equip teachers and staff to "work more effectively with diverse populations – whether that diversity is economic, racial, gender, etc. Her training will allow participants to become conscious of and better understand their personal experiences while also being open to the complexities of other's experiences. Participants leave with a very practical understanding of how to work effectively with diverse populations to help them better manage, supervise, or volunteer within their organizations or communities." - from jpfarr.com

This training does not encompass all the work Rock Ridge Public Schools are doing as a staff. The training is a big step in bringing the work the RRPS leadership team has been doing to the entire staff so we can move forward together. A group of educators, our project leadership team, has been meeting biweekly to discuss the climate and culture of Rock Ridge. We have been intentionally discussing how to encourage good behavior, how much language matters, and equity, inclusion, diversity, and belonging. We want to help create and encourage a culture where students and staff feel safe, respected, included, and where all involved can learn to their greatest potential while having fun. We want Rock Ridge to be a place students and staff want to be.

This leadership team includes teachers from both high school campuses, the Dean of Students, a Counselor, the School Social Worker, the Indigenous Education Director, and the Positive Community Norms Coordinator. The Virginia High School Principal has also attended. Staff, primarily from this group, attended an Equity Summit this November and are working to bring conversations forward to the rest of the Rock Ridge staff.

This training will help increase our knowledge and awareness as a staff. The district has shown its commitment to this effort by inviting and covering the cost of paraprofessionals and other staff not required to work during an in-service day in addition to all k-12 teachers. Truly, this affects how we are within the building and how we connect with our families.

Following this training, we will discuss what further work we need to do as a district to create belonging within our schools. These conversations will include reviewing current policies, procedures, or practices that work to increase or unintentionally work against the environment we seek to create. Creating space where all feel safe, and a sense of belonging has a positive effect on attendance, well-being, and self-worth. It also builds a place where students see that teachers and staff care about them, which builds the protective factors that counteract ACES (adverse childhood experiences).

From this training, we will increase staff understanding of why this is vital to addressing many of the challenges we face as a school from attendance to behavior concerns to substance use prevention. There is so much opportunity and the beginning of a groundswell of support; this training will help us to truly get our effort fully underway and build out the coalition of people doing the work. The fact that administrators are part of the conversation and are some of the people seeking this training for staff demonstrates the need and ongoing support for this effort.

4. **Deliverables:**

- 1) The Rock Ridge School District team lead will present work and outcomes to stakeholders on a regional and statewide level as opportunities arise.
- 2) More students feel cared about by teachers and staff within Rock Ridge Public Schools (MSS).

SCOPE OF WORK

- 3) The RRPS school board is reviewing school policies and the leadership team will help to identify opportunities for policy change to align with district strategic plans. Also, of interest is ensuring that policy is put into practice and driven by an intentional system.
- 4) Increase communication and connection between school district teachers, staff, administration, and the community. (Bridge to Health Survey social connectedness data)



7th and 8th Grade Courses



Grade Course offerings (2023-24 SY)


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

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



9th Grade Exploration

Required Courses				
English 9 or Honors English 9	Algebra 1 or Honors Geometry	Earth Science or Honors Earth Science	Foundations of SS 9 or Honors Foundations 9	Career and Citizenship

Elective Opportunities				
Academy:	Agriculture, Natural Resources, Manufacturing, Construction, Engineering and Science	Business, Management, Administration, Arts, Communications, and Information Systems	Health and Human Services	Exploratory
<p><i>** 9th grade students can earn up to 7 credits. 3 of those credits are elective opportunities</i></p> 	<ul style="list-style-type: none"> • Sculpture • Jewlery and Metals • Intro to Computer Science • Robotics 1 • Robotics 2 • Small Engines • Sculpture • Exploring Math in the Trades 	<ul style="list-style-type: none"> • Foods and Nutrition • Textile Design and Production • Ceramics • Web Design & Info Graphics • Art through Culture & History • Drawing • Painting • Stained Glass • Photography • Cartoon Animation • General Art • Printmaking • Music and Art Comparisons • Marketing Strategies • Advanced Marketing • Intro to Business • Personal Finance • Web Design & Info Graphics • STARR I & II 	<ul style="list-style-type: none"> • Everyday Fitness • Strength and Conditioning • Personal Health Studies • Individual/Dual Sports/Racket Sports 	<ul style="list-style-type: none"> • Orchestra • 9th Grade Band • Choir: Bel Canto or Kantorei • Industrial Technology I • Industrial Technology II • Intro to World Language • German I • Spanish I • Ojibwemowin I (9-12) • Reach 9 • AVID 9 • Math Concepts (9-10)





Grades 10-12 Core Classes



10 Grade Required Courses

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

11 Grade Required Courses

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

12 Grade Required Courses

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





Elective Course Offerings Grades 10-12



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





Special Education Classes



7-12 Special Education Courses

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



Coaches & Advisors Handbook



ATHLETIC STATEMENT OF PHILOSOPHY

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

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

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

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

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

ADVISOR/COACHING EXPECTATIONS

Advisor/Coaches' Professional and Personal Relationships and Expectations

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

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

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

ATHLETIC ADMINISTRATIVE ORGANIZATION GENERAL GUIDELINES

Chain of Command

A. School Board of Directors

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

B. Superintendent of Schools

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

C. High School Principal

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

D. Activities Director

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

E. Head Coaches

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

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

F. Assistant Coaches

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

Definition of the Administrative Chain.

A. School Board of Directors

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

B. Superintendent of Schools

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

C. High School Principal

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

D. Athletic Director

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

E. Coaches

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

Line of Authority

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

Hiring Process of New Coaches

A. Head Coach

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

ATHLETIC COMMITTEE

A. Purpose

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

B. Function

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

C. Membership

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

D. Meetings

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

ATHLETIC OBJECTIVES OF PARTICIPATION

Statement of Objectives

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

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

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

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

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

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

HEAD ATHLETIC COACH/ADVISOR

Job Goal

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

Duties and Responsibilities

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

requirements for tournament and special sports events.

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

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

Qualifications

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

Reports To

The Activities Director

Supervises

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

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

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

Reports To

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

Supervises

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

Job Goal

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

Duties and Responsibilities

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

Administrative Duties of Coach/Advisor

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

tournaments and special sporting events.

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

Student Responsibilities of Coach/Advisor

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

Equipment and Facilities staff

NO EQUIPMENT MAY BE PURCHASED WITHOUT A PURCHASE ORDER

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

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

BUDGET

Budget Responsibilities

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

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

Inventory of Equipment

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

State Tournament

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

TRANSPORTATION POLICIES

General Transportation Policy

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

Procedures for Transportation Procurement

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

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

Procedures Relative to the Use of School Buses

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

EQUIPMENT AND FACILITIES

Issuing of Athletic Equipment

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

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

Use of Athletic Equipment and Facilities

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

Collection and Storage of Athletic Equipment

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

COACHING/ADVISING RESPONSIBILITIES - PRESEASON

Parent Meetings

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

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

Team Meetings

Sample Preseason Staff Meeting Agenda

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

Sample Agenda for Preseason Team Meetings

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

Sample Agenda for Postseason Meetings

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

Rules Meetings

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

Managers

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

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

COACHING/ADVISING RESPONSIBILITIES - IN SEASON

Activity Fees

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

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

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

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

following criteria:

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

PRACTICE SESSIONS

Coaches/Advisors Responsibilities

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

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

LOCKER ROOM AND RELATED FACILITIES

Locker Room Responsibilities

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

Locker Room Procedures

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

Access to Facilities

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

Equipment, Training, Weight Room

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

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

OUT OF SEASON TRAINING FOR IN SEASON ATHLETES/FINE ARTS

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

SUMMER PROGRAMMING

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

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

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

SCHOOL YEAR PROGRAMMING

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

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

PROCEDURE FOR HANDLING PLAYER/PARENT CONCERNS

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

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

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

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

ILLNESS OF COACHES/ADVISORS

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

Student Handbook SPORTS & ACTIVITIES

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

Academic Eligibility

MSHSL Athletics & Activities Academic Eligibility Procedures

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

MSHSL Athletics & Activities Academic Eligibility Consequences

Mid-Term Eligibility

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

Quarter Eligibility

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

activities for violations.

All Other Non-MSHSL Activities

No policy for any student grades 7-12

Attendance Eligibility

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

MSHSL Athletics & Activities Attendance Eligibility Consequences

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

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

Code of Conduct Eligibility

Chemical Eligibility

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

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

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

Category I

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

Category II

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

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

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

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

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

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

Transportation Policy for Students

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

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

Weather Related Policy

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

Wednesday & Sunday Activities

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

National Honor Society

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

Student Council

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

Grades 9 -12

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

Grades 7 & 8

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

UNIFORMS and EQUIPMENT

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

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

PENALTIES:

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

CHAIN OF COMMAND

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

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

PARENT and/or STUDENT HOUSE and CELL PHONE RULES

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

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

DUAL SPORTS GUIDELINE

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

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

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

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

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

FAIR HEARING PROCEDURE – STUDENT ELIGIBILITY

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

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

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

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

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

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

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

MSHSL Concussion Protocol

Acute injury

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

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

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

Return to play protocol

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

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

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

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

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

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

For more information please refer to the references listed below and at www.concussionsafety.com.

Signs observed by Coaching Staff

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

Symptoms Reported By Athlete

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

Acute injury

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

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

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

Return to play protocol

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

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

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

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

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

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

For more information please refer to the references listed below and www.concussionsafety.com.

Signs Observed By Coaching Staff

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

Symptoms Reported By Athlete

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

REV. 8-3-2016



**Virginia Community
Foundation
Grant Application ***

Application

Date: 09/22/2022

Event NA

Date: _____
(For VCF Use Only)

I. Applicant Organization

Date 9/22/22

Organization Name Rock Ridge Public School

Street Address 1405 Progress Parkway

City Virginia State MN Zip 55792

Contact Person Alicia Schroeder Title K-12 Curriculum Coordinator

Telephone 218-7742-3973 E-mail alicia.schroeder@rrps.org

IRS Federal ID # _____ Organization Website www.rrps.org

II. Type of Eligible Entity

- 501(c)(3) Organization
- Public Entity
- Group operating through a 501(c)(3) Fiscal Agent

Fiscal Agent (if applicable):

Organization Name Rock Ridge Public School

Street Address 1405 Progress Parkway

City Virginia State MN Zip 55792

Contact Person Alicia Schroeder Title K-12 Curriculum Coordinator

Telephone 218-742-3973 ex. 1973 E-mail alicia.schroeder@rrps.org

IRS Federal ID # _____ Organization Website www.rrps.org

* For additional guidance, please see the Foundation's *Grant Policy & Application Process* available by request in hard copy or on our website at www.virginiafoundation.com.

III. Organizational Background

Please provide background information about your organization including its mission/purpose and a brief history.

As a newly formed School District, Rock Ridge Public Schools ~~is~~^s creating an Academy style high school. In preparation for that we need to provide programs and curriculum that will prepare them to make an Academy selection when they enter 10th grade. Metier is a 5-8th grade self awareness and college & career readiness program that will allow our students to try out many different career fields prior to 10th grade.

IV. Purpose of Request

Project Title:

Metier Program Games

Please describe the purpose of your request and how it will positively impact the greater Virginia, Minnesota community, including (use a separate sheet if more room is needed, clearly labeling each response):

a) Tell us about the project and how the funds will be used.

Metier is a program in which students will explore many careers to find out which one ~~will~~ fits them. Metier starts in 5th grade and goes through 8th grade. Metier believes that students are made up of unique sets of gifts and talents and that you are responsible to use them to serve your family, community, and the world. Level 1: (5th & 6th grade), students are "Wayfinders." They will find the intersection of how you play, flow, and love. The combination is the formula to passion and the truest, happiest and greatest version of yourself. Level 2: (7th & 8th grade), students are "Flourblazers." Those living north of happy deliberately and intentionally build their lives around flow. →

b) Goals the project will address (i.e. how does the project address your program's needs).

It addresses the need to ensure all of our students are prepared to select an academy that will lead them to a job and career that they truly enjoy and will make them come alive and do well.

c) Detail the estimated number of people that will be served.

This year Metier will serve all Rock Ridge 5th, 6th, and 7th graders, along with 15 HS students. A total of 654 students. Next year our goal is to roll it up to all of our 8th graders as well.

d) Specific activities proposed and a timeline for implementation.

We are proposing that the grant covers the cost of the games needed. Students in 5-6th are already going. 7th graders at VHS have started as well. 7th graders at EGHS will start second semester.

e) How will you recognize the Virginia Community Foundation's support for this project or event?

We will share a post on our social media pages and will include it in our newsletter.

V. Community Involvement

Please describe ways (if any) that this project includes cooperative or collaborative effort between the applicant and other community entities, utilization of volunteers, or other types of grassroots support.

7th + 8th grade Metier would be able to involve the community through career interviews, presentations, & guest speakers.

VI. Evaluation

Please describe how you will evaluate the relative success of the project. (Final Grant report must be submitted within 30 days of completion of event/project)

At the end of the school year we will interview students in metier to get their feedback on the program.

VII. Project Budget

FUNDS REQUESTED FROM VIRGINIA COMMUNITY FOUNDATION (VCF)

Budget Item Description	Amount
Teacher Metier Games/Supplies for curriculum	\$ 3217.70
Total From VCF:	\$ 3217.70

FUNDS FROM OTHER SOURCES

Source	Committed or Pending	In-Kind or Cash	Amount
NA			
Total From Other Sources:			\$0

TOTAL PROJECT:	\$ 3217.70
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VIII. Sustainability

Has this activity been funded previously by VCF?

- Yes
- No

Please explain your plan for sustaining this project after VCF funds have been expended, including whether the effort only requires one-time support.

Once the games are purchased, they will be able to be used again each year. The games should last for several years. As we grow into 8th grade for the 2023-24 SY, we hope to reach out to the VCF fund again, to purchase the 8th grade games.

IX. Attachments

Please attach the following materials:

- Third-party estimates/bids¹ or other documentation to support the proposed budget.
- Applicant organization or fiscal agent's IRS determination letter (for 501(c)(3) organizations); or Governmental Information Letter (for public entities).
- Complete list of the organization's governing board members.
- Copy of your governing body's resolution authorizing the grant request.
- Letters of support from partners and/or other community organizations (*optional*).

Submit completed applications to:

Virginia Community Foundation, PO Box 559, Virginia, MN 55792

(FINAL ADOPTED 5-21-20)

For Foundation Use Only

Date of Board Consideration: _____

- Approved in the amount of \$ _____
- Declined
- Past Funding _____
- Final Report Received

¹ The Foundation has a stated policy preference for purchases of materials and services to be made from *local businesses* when utilizing VCF grant funds.



CONSULTANT AGREEMENT

THIS AGREEMENT, by and between COSTIN GROUP MINNESOTA, INC. hereinafter referred to as “Consultant,” and the ROCK RIDGE PUBLIC SCHOOLS ISD#2909, a school district in the State of Minnesota, hereinafter referred to as “RR”.

1. **Scope of Services:** Consultant shall perform government relations, public relations, and related services directed and approved by the Superintendent of RR. This scope of service will include:

- Representation at the Minnesota Legislature and before its committees;
- Representation before the Administration of State government, the Office of Governor and additionally all constitutional offices along with departments, boards, and commissions;
- Assistance to promote the mission of RR in Northeastern Minnesota;
- Assistance with the RR construction project.

2. **Compensation to Consultant:** In consideration of the services to be performed by consultant pursuant to this Agreement, RR agrees to make payment to Consultant at the rate of \$ 3,500 per month retainer. Consultant shall bill RR not less frequently than quarterly for retainer incurred pursuant to this Agreement. Payment shall be made upon approval of RR according to its internal approval process following receipt of Consultant’s billing.

3. **Conditions of Payment:** All services provided by consultant pursuant to this Agreement shall be performed by Jeff Anderson and Gary Cerkvenik personally, unless RR has given advance approval for services to be performed by another representative of consultant. All services provided shall be performed to the satisfaction of RR, and in accordance with all applicable federal, state, and local laws, ordinances, rules, and regulations.

All items of work to be performed by the consultant shall be done in accordance with the requirements and recommendations of, and subject to the approval of, RR. Consultant shall be responsible for the professional quality, technical accuracy and the coordination of all services furnished by consultant under this Agreement. Consultant shall, without additional compensation, correct or revise any errors or deficiencies in consultant’s final work product or services.

RR shall not be obligated to pay for, nor shall consultant claim for, any services not specifically authorized pursuant to the terms of this Agreement, except upon advance written approval of RR. Such approval shall be a modification of this Agreement. Consultant shall notify RR in writing before it begins any work which will be the basis for a claim for extra compensation. If such notification is not given or is not approved by RR in writing before consultant commences the work, then Consultant hereby waives and releases forever any claim or costs for such extra compensation. However, such notice shall not in any way be construed as proving the validity of any claim by consultant except as approved in advance by RR.

4. **Ownership of Work Product:** All data gathered, prepared, or recorded by consultant pursuant to the terms of this Agreement shall be the property of RR. Upon request of any duly authorized agent of RR, Consultant shall make every reasonable effort to explain or clarify the meaning of the data contained in the materials delivered to RR.

5. **Term:** The term of this Agreement shall be from March 1, 2023 through March 1, 2025.

6. **Independent Contractor:** It is agreed that nothing contained in this Agreement is intended or should be construed as creating the relationship of co-partner, joint venturer or an association with the Consultant and RR. Consultant is an independent contractor and neither it, its employees, agents, subcontractors, or representatives shall be considered employees, agents, or representatives of RR. Except as otherwise provided herein, Consultant shall maintain, in all respects, its present control over the means and personnel by which this Agreement is performed. From any amounts due consultant, there shall be no deductions for federal income tax or FICA payments nor for any state income tax, nor for any other purposes which are associated with an employer/employee relationship unless otherwise required by law. Payment of federal income tax, FICA payments, state income tax, unemployment compensation taxes, and other payroll deductions and taxes are the sole responsibility of consultant.

7. **Assignment or Transfer:** No portion of the work or services required under this Agreement shall be transferred, assigned, or otherwise disposed of except with the prior written consent of RR.

8. **Non-Discrimination:** Consultant shall not discriminate against employees or applicants for employment or in the rendering of work or services under this Agreement based on race, creed, color, national origin, religion, sex, marital status, disability, sexual orientation, or status with respect to public assistance.

9. **Separability:** In the event any provision of this Agreement shall be held invalid and unenforceable, the remaining provisions shall be valid and binding upon the parties unless such invalidity or non-enforceability would cause the Agreement to fail of

its purpose. One or more waivers by either party of any provision, term, condition, or covenant shall not be construed by the other party as a waiver of a subsequent breach of the Agreement.

10. **Entire Agreement:** It is understood and agreed that the entire agreement of the parties is contained herein, and that this Agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof as well as any previous contracts presently in effect between RR and Consultant relating to the subject matter hereof.

11. **Modification of Agreement:** Any alterations, variations, modifications, or waivers of provisions of this Agreement shall only be valid when they have been reduced to writing, signed by authorized representatives of RR and Consultant, and attached to the original of this Agreement.

IN WITNESS WHEREOF, CPS and Consultant have executed this Agreement as of this ____ day of _____, 2022.

ROCK RIDGE PUBLIC SCHOOLS

COSTIN GROUP MINNESOTA, INC.

By: _____
Its Superintendent

By: _____
Its President

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION ESTABLISHING COMBINED POLLING PLACES
FOR SCHOOL DISTRICT ELECTIONS NOT HELD
ON THE DAY OF A STATEWIDE ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 2909, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. Each combined polling place must be a polling place that has been designated by a county or municipality. The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

Combined Polling Place 1: Fayal Town Hall, 4375 Shady Ln., Eveleth, MN 55734

This combined polling place serves all territory in Independent School District No. 2909 located in Fayal Township; Iron Junction Township; and Clinton Township, St. Louis County, Minnesota.

Combined Polling Place 2: Gilbert City Hall, 16 S Broadway St., Gilbert, MN 55741

This combined polling place serves all territory in Independent School District No. 2909 located in the City of Gilbert; Biwabik Township; the City of McKinley; Unorg. Precinct 14 Tikander Lake/Lakeland; and Unorg. Precinct 18 (59-16), St. Louis County, Minnesota.

Combined Polling Place 3: Iron Trail Motors Event Center, 919 6th St S., Virginia, MN 55792

This combined polling place serves all territory in Independent School District No. 2909 located in the City of Virginia, Precincts 1, 2, 3, 4, and 5, St. Louis County, Minnesota.

Combined Polling Place 4: Eveleth City Auditorium, 421 Jackson St., Eveleth, MN 55734

This combined polling place serves all territory in Independent School District No. 2909 located in the City of Eveleth, Precincts 1 and 2; and the City of Leonidas, St. Louis County, Minnesota.

Combined Polling Place 5: Wuori Town Hall, 7449 Werner Rd., Virginia, MN 55792

This combined polling place serves all territory in Independent School District No. 2909 located in the City of Mountain Iron, Precinct 2; Wuori Township; Sandy Township; Pike Township; and Unorg. Precinct 15 Sand Lake, St. Louis County, Minnesota.

3. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

4. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

The motion for the adoption of the foregoing resolution was duly seconded by member _____ and upon vote being taken, the following voted in favor thereof:

And the following voted against the same:

And the following were absent:

Whereupon, said resolution was declared duly passed and adopted.

Dated: December 12, 2022

/s/ _____
Board Chair
Rock Ridge Public Schools
Independent School District No. 2909

/s/ _____
Board Clerk
Rock Ridge Public Schools
Independent School District No. 2909

= EDUCATION TO INSPIRE THE NEXT GENERATION OUR ROADMAP TO BECOMING THE WORLD'S BEST



Rock Ridge Vision

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



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

CAREER FOCUSED

Initial Rollout Fall 2020

Engaging Business and Industry in Systems Design

I. Academy Scope & Sequence

Philosophy:

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

Resources:

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

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

Lagging Indicators

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

Leading Indicators

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

2. Academy Systems

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

Lagging Indicator

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

Leading Indicator

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

3. Academy Training and Development

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

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

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

Intentional and Integrated Career Exploration

I. Grades PK-6

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

Lagging Indicator

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

Leading Indicator

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

2. Grades 7-9

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

Lagging Indicator

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

Leading Indicator

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

3. Grades 10-12

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

Lagging Indicator

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

Leading Indicator

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

INSTRUCTIONAL DESIGN

1. Rigorous Inquiry, Lesson Design, and Assessment

Philosophy:

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

Resources:

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

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Teachers/Students develop a level of understanding about Costa's level of thinking. Teachers incorporate Costa's House and use higher level thinking skills in daily activities, lessons, and assessments. [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"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication Locally & Globally • Collaboration • Global Competence • Citizenship • Character 	<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>Richard Dufour's PLC Focus Questions:</p> <ul style="list-style-type: none"> • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient? 	<p>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"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication Locally & Globally • Collaboration • Global Competence • Citizenship • Character • Entrepreneurship

<ul style="list-style-type: none">• Entrepreneurship			
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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.

Leading Indicator

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

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

Resources:

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

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

Lagging Indicator

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

Leading Indicator

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

3. Small Group Instruction/Flex Groupings

Resources:

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

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

Lagging Indicator

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

Leading Indicator

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

4. Flexible learning spaces and teacher and student goals

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

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

Resources:

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

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

Lagging Indicator

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

Leading Indicator

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

5. Safe, Welcoming, and Culturally Responsive Learning Environment

Resources:

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

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

Lagging Indicator

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

Leading Indicator

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

GRADING AND ASSESSMENT

1. Feedback and Grading of Learning (Summative)

Resources:

- [Grading and Reporting for Educational Equity | Great Schools Partnership](#)
- [Grading-and-Reporting-for-Educational-Equity-Full-Book.pdf \(greatschoolspartnership.org\)](#)
- [Culturally Relevant Teaching](#)
- [Kauphoff: Beyond Grif](#)
- <https://cedar.education.ufl.edu/portfolio/culturally-responsive-teaching/>
- <https://www.frontiersin.org/articles/10.3389/feduc.2019.00040/full>

- On Your Mark, by Thomas Guskey
- Rick Wormeli, Fair Isn't Always Equal
- [Dweck: Growth Mindset](#)
- [Top 20 Teens](#)
- [Joe Feldman: Grading for Equity](#)

Philosophy:

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

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

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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. Feedback and assessments are primarily teacher driven.

Leading Indicator

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

2. Feedback and Grading for Learning (Formative)

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

Lagging Indicator

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

Leading Indicator

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

3. System Design

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

Lagging Indicator

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

Leading Indicator

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

11/28/2022

4. Rigorous Levels of Assessments

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

Lagging Indicator

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

Leading Indicator

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

DESIGN PROCESS

1. Challenging Problem

Philosophy:

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

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

Resources:

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

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

Lagging Indicator

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

Leading Indicator

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

2. Sustained Inquiry

EXPLORING	EMERGING	SUSTAINING	EXTENDING
<p>Students engage in a rigorous, extended process of posing questions, finding resources, and applying information. [principals, Alicia, Willie]</p> <p>With teachers as facilitators, students effectively communicate their learning journey and progress. They then work with their teacher to determine their next steps for learning.</p> <p>The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry.</p> <p>There is no process for students to generate questions to guide inquiry.</p>	<p>Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked).</p> <p>Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</p>	<p>Routinely asks questions using the top two levels of Costa's House</p> <p>Requires all students to respond to the question rather than just a few</p> <p>Routinely use structures for inquiry such as socratic seminar, philosophical chairs, collaborative study groups, student academic discussions</p> <p>Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</p>	<p>Inquiry is driven by high levels (top 1/4 of Costa's house) of student-generated questions throughout the project.</p>

Lagging Indicator

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

Leading Indicator

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

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

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

Lagging Indicator

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

Leading Indicator

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

4. Student Voice and Choice

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

Lagging Indicator

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

Leading Indicator

Learners are engaged and take pride in their work.

5. Reflection

EXPLORING	EMERGING	SUSTAINING	EXTENDING
Learners and teachers reflect on the learning, the quality of student work, and obstacles that arise, and strategies for overcoming them. [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 autonomy to engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's real world applications.

Lagging Indicator

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

Leading Indicator

Learners engage in ongoing reflection on their learning.

6. Critique and Revision

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

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

Leading Indicator
Learners take constructive feedback to improve their work.

7. Public Product

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

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

Finance

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

Philosophy:

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

Resources:

- <https://resources.finalsite.net/images/v1657656121/district112.org/ocemx>
- <https://www.asbointl.org/MBA>
- <https://ppa1ogfweovj26/2022-2023Budget.pdf>

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

Lagging indicators

Compare budget vs actual.

Leading indicators

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

Create a monthly budget-to-actual report

Philosophy:

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

Resources:

- [Add a resource](#)
-

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

Lagging indicators

The report is provided to the school board.

Leading Indicators

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

Food Service

Initial Rollout Fall 2023

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

Philosophy:

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

Resources:

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

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

Lagging indicators

We have a food service plan and delivery model

Leading Indicators

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

Technology

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

Philosophy:

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

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

Lagging indicators

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

Leading Indicators

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

Custodial

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

Philosophy:

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

Resources:

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

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

Lagging indicators:

Custodians and staff complete work details and assignments.

Leading Indicators:

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

Buildings and Grounds

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

Philosophy:

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

Resources:

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

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

Lagging indicators:

Games and practices are successfully held on turf fields

Leading Indicators:

We have the proper equipment to perform our turf maintenance procedures.
Staff are properly performing their turf maintenance procedures.

Transportation

Initial Rollout Fall 2023

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

Philosophy:

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

Resources:

- www.transfinder.com
- www.hoglundbus.com
- www.telimgroup.co

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

Lagging indicators

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

Leading Indicators

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

Activities

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

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

Philosophy:

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

Resources:

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

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

Lagging indicators

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

Leading Indicators

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

Community Education

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

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

Philosophy:

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

Resources:

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

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

Lagging indicators

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

Leading Indicators

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

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

Fundraising

Initial Rollout Fall 2023

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

Philosophy:

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

Resources:

- Alumni.rms.org

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

Lagging indicators

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

Leading Indicators

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

School to Work Engagement

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

Philosophy:

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

Resources:

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

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

Lagging indicators:

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

Leading Indicators:

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

Teacher Evaluation and Feedback

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

Philosophy:

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

Resources:

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

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

Lagging Indicators

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

Leading Indicators

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

Student Enrollment

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

Philosophy:

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

Resources:

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

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

Lagging indicators

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

Leading Indicators

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



Category 1 – ARCC Ballot December 2022 Election

Must Be Received at ARCC by 4:30 p.m. on 12/14/2022

Category 1 Superintendent and School Board Member

Each Category 1 school district from this list may vote for **ONE Superintendent.**

Cloquet
Proctor

Grand Rapids
Rock Ridge

Hermantown
St Louis County

Hibbing

SUPERINTENDENT Member ... (Check ONE)

- Nominee Four Year Term – Richard Aldrich, Hibbing
- Other Four Year Term _____
Write in name/School District

SCHOOL BOARD Member ... This seat is not open for re-election

A Superintendent and School Board member from the same district cannot serve at the same time.

Category V - At Large Finance/Accounting and Instructional Management

Each school district may vote for **ONE Finance/Accounting Member.** These candidates must be employees of a member district and will represent all member school districts.

FINANCE/ACCOUNTING Member ... (check ONE four year term)

- Nominee Four Year Term - Steve Anderson, Proctor
- Other Four Year Term _____
Write in name/School District

INSTRUCTIONAL MANAGEMENT Member ... This seat is not open for re-election.

Mail – to ARCC, 4884 Miller Trunk Hwy, Suite 300, Hermantown MN 55811

E-mail – scan and send to cindylee@arcc.org



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

STUDENT TEACHING LETTER OF AGREEMENT

Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and Rock Ridge School District #2909 ("District"), and is effective as of the date of the signature below ("Effective Date").

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

A. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort.

B. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the then-current WGU full-time and continuous requirement of 12 weeks (16 weeks for special education) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.

C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Has a minimum of three years of teaching experience, five years preferred, with two or more years teaching in the placement school and/or District, and have strong evaluations;
- Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective when a state, district, or school provides such ratings;
- Successfully and with positive impact mentored student teachers, colleagues, and/or other adults;
- Competently uses technology for communicating via email and completing online evaluation forms; and
- Consistently models the dispositions and ethical considerations expected of WGU Teacher Candidates:
 - Caring and considerate
 - Affirming of diversity and cross-culturally competent
 - Reflective practitioner
 - Equitable and fair
 - Committed to the belief that all students can learn
 - Collaborative
 - Technologically proficient
 - Professional leadership

D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experience.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to have completed a background check acceptable to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.
- Maintain an online site for support, resources, and training for Cooperating Teachers.
- Facilitate a cohort seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.

- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises.
- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Encourage Cooperating Teachers to participate in WGU’s training, held for each cohort (Fall or Spring) when a new Teacher Candidate is assigned, to understand WGU’s policies, processes, procedures, and how to mentor adult learners.
- Encourage administrators and Cooperating Teachers to participate in WGU’s Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

F. Additional Terms

- **Term.** This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching.
- **Points of Contact.** Each party shall designate a point of contact between the parties for communication and coordination of Student Teaching. Contact information is set forth following the signature block.
- **Education Records.**
 - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a “school official” with a legitimate educational interest in such records.
 - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student’s parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

- **Video Recordings.**

During Student Teaching, Teacher Candidates complete a teacher performance assessment, which measures Teacher Candidate readiness to teach. A teacher performance assessment is designed for Teacher Candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the Teacher Candidates respond to students when teaching in a real setting. In order to collect artifacts required for a teacher performance assessment, Teacher Candidates may be required to submit video recordings of themselves teaching in the classroom.

Additionally, recordings provide WGU an avenue to evaluate the performance of Teacher Candidates, and the Teacher Candidates with opportunities to evaluate themselves, reflect, and improve their instruction.

WGU provides the following guidelines to Teacher Candidates. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of the District's students should be agreed directly between the District and Teacher Candidates.

Teacher Candidate Guidelines

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
 - To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
 - You must follow appropriate protocol to submit recordings to WGU.
 - You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
 - You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
 - You must destroy all video recordings once the evaluation is complete.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
 - **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
 - **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
 - **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner.
 - **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, veteran status, or any other basis protected by law.
 - **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.

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

WGU

DISTRICT

By: Stacey Ludwig Johnson

By: _____

Title: VP, Academic Operations, Teachers College

Title: _____

Date: _____

Point of Contact:

Email: tc_outreach@wgu.edu

Phone: 866-889-0132 (Option 1)

For notice purposes:

General Counsel

Western Governors University

4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

Point of Contact:

Email:

Phone:

For notice purposes: