

# Chisholm School District School Board Meeting Agenda

Monday, August 10, 2020 at 5:00 PM  
Regular Meeting  
Teleconference

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## **I. Determination of Quorum and Call to Order**

### **II. Public Comment:**

Welcome to this meeting of the Board of Education Independent School District #695, Chisholm School District. We are extremely pleased that you have shown an interest in school district affairs by attending this meeting. The Board of Education allows public participation at its meeting, but at the same time has the responsibility for conducting its business in an orderly fashion. We will provide the audience with an opportunity to request to speak. We request that before you speak to announce your name. Each speaker will be allowed five minutes unless the time limit is waived by a majority of the board members present. At a public meeting of the board, no person shall orally initiate charges or complaints against individual employees of the district or challenge instructional materials used in the district. All such charges, if presented to the board directly, shall be referred to the Superintendent for investigation and report. We would also like to remind the public that the school board is not allowed to comment on your concerns. If there are no questions, we will open the public comment section of the board meeting.

### **III. Recognition of Guests and Visitors**

### **IV. Approve Agenda**

### **V. Approve Minutes**

- A. Approve July 27, 2020, Regular Meeting Minutes
- B. Approve August 5, 2020, Special Meeting Minutes

### **VI. Reports**

- A. Superintendent's Report

### **VII. Correspondence**

### **VIII. Consent Agenda**

### **IX. Action Agenda**

- A. Approve the Hire of Elizabeth Carroll as the Yearbook Advisor at \$2,752.00 for the 2020-2021 School Year
- B. Approve the Hire of Elizabeth Carroll as the Art Club Advisor at \$1,072.96 for the 2020-2021 School Year
- C. Approve Jessie Trunnell as a Volunteer Coach for Fall Volleyball
- D. Approve the Hire of Pam Pioske as a Temporary IT Assistant
- E. Approve 2020-2021 Hibbing Community College Concurrent Enrollment Agreement
- F. Approve an Open Campus for Grades 7-12 for the 2020-2021 School Year
- G. Approve the Hire of Katrina Swalby as the Jr. and Sr. High Drama Advisor for the 2020-2021 School Year at \$1,514.49 for Jr. high and \$1,956.05 for Sr. high

H. Approve the Hire of Katrina Swalby as the One Act Advisor for the 2020-2021 School Year at \$1,072.96

I. Approve the Hire of Katrina Swalby as the Speech Co-Advisor for the 2020-2021 School Year at \$,956.05

J. Approve Nico Stish's Intent to Pursue a Master's Degree

K. Approve Jessica Rice's Intent to Pursue a Master's Degree

L. Approve Tara Anderson's Intent to Pursue a Master's Degree

**X. Discussion**

**XI. Information**

**XII. Adjourn**

# Chisholm School District School Board Meeting Agenda

Monday, July 27, 2020 at 5:00 PM  
Regular Meeting  
Teleconference

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## **I. Determination of Quorum and Call to Order**

Attendance Taken at 5:00 PM. Corradi Simon: Present, Lappi: Present, Rahja: Present, Randa-Sauter: Present, Rice: Present, Sever: Present. Superintendent Blanchard and Business Manager Zunich were also in attendance.

## **II. Public Comment:**

## **III. Recognition of Guests and Visitors**

## **IV. Approve Agenda**

It was moved by Shelly Lappi and seconded by Jaclyn Corradi Simon to approve the agenda with additions. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

## **V. Approve Minutes**

### **A. Approve the Minutes from June 29, 2020 Joint School Board/City Council Meeting**

It was moved by Shelly Lappi and seconded by Danielle Randa-Sauter to approve the minutes from June 29, 2020, joint School Board/City Council meeting. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

### **B. Approve the Minutes from July 13, 2020, Regular Meeting**

It was moved by Clarice Sever and seconded by Cindy Rice to approve the minutes from July 13, 2020, regular meeting. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

### **C. Approve the Minutes from the July 20, 2020 Working Session**

It was moved by Clarice Sever and seconded by Jaclyn Corradi Simon to approve the minutes from the July 20, 2020, working session, with the correction that the location was changed from the cafeteria to room 101 in the high school. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

## **VI. Reports**

### **A. Superintendent's Report**

Dr. Blanchard gave an update on the contract for the sports complex and discussed getting times for board members to do a walkthrough. She updated that the blinds are going to begin installation. Superintendent Blanchard discussed new resources available to teachers for the 2020-2021 school year.

## **VII. Correspondence**

## VIII. Consent Agenda

It was moved by Bob Rahja and seconded by Clarice Sever to approve the consent agenda. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

A. Approve Payroll for a total of \$112,511.41

B. Approve Accounts Payable for a Total of \$510,735.52

C. Approve Facility Use Request for Gym and Girls Locker Room 8-3-2020 through 8-14-2020, 10:30 a.m. to 12:30 p.m., Girls Volleyball Captains Practice

D. Approve Facility Use Request for Gym and Girls Locker room 8-3-2020 through 8-14-2020, 9:00 a.m. to 10:30 a.m., Girls Basketball

## IX. Action Agenda

A. Approve the Minnesota State High School League Membership Renewal

It was moved by Shelly Lappi and seconded by Cindy Rice to approve the Minnesota State High School League membership renewal for 2020-2021 school year for \$3,680. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

B. Approve the Hire of Brody Boehm

It was moved by Clarice Sever and seconded by Jaclyn Corradi Simon to approve the hire of Brody Boehm as a 1.0 English teacher at the High School at a Step 0 contingent he is fully licensed by Sept. 1, \$41,292. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

C. Approve Amended Joint Powers Agreement with NLC

It was moved by Clarice Sever and seconded by Danielle Randa-Sauter to approve the amended joint powers agreement with Northland Learning Center. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

D. Approve the Recommendation from the Budget Committee for a Passenger Vehicle

It was moved by Clarice Sever and seconded by Jaclyn Corradi Simon to approve the purchase of a passenger vehicle from Ford of Hibbing for \$37,256.34. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

E. Approve Posting for a Temporary IT Assistant Position

It was moved by Jaclyn Corradi Simon and seconded by Shelly Lappi to approve posting for a temporary IT Assistant position. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

## X. Discussion

Board Chair Rahja asked for input regarding the possibility of in person meetings. The board discussed options for meeting locations.

## XI. Information

## XII. Adjourn

It was moved by Clarice Sever and seconded by Shelly Lappi to adjourn at 5:48 p.m. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

# Chisholm School District School Board Meeting Agenda

Wednesday, August 5, 2020 at 5:00 PM  
Special Meeting  
Teleconference

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## **I. Determination of Quorum and Call to Order**

Attendance Taken at 5:00 PM. Corradi Simon: Present, Lappi: Present, Rahja: Present, Randa-Sauter: Present, Rice: Present, Sever: Present. Superintendent Blanchard was also present.

## **II. Public Comment:**

## **III. Recognition of Guests and Visitors**

There were no guests or visitors.

## **IV. Approve Agenda**

It was moved by Shelly Lappi and seconded by Jaclyn Corradi Simon to approve the agenda. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

## **V. Reports**

Superintendent Blanchard gave updates on the feedback she has received from surveys and information from St. Louis county. The board members each gave a report on their thoughts.

## **VI. Action Agenda**

### **A. Approve 2020-2021 School Year Restart Plan**

It was moved by Clarice Sever and seconded by Jaclyn Corradi Simon to approve to approve resolution base learning model face to face for Pre-k through 12 for the 2020-2021 school year with distance learning as an option for those who choose. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Nay**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

## **VII. Discussion**

## **VIII. Information**

## **IX. Adjourn**

It was moved by Shelly Lappi and seconded by Clarice Sever to adjourn at 6:09 p.m. Motion Passed.

Corradi Simon: **Yea**, Lappi: **Yea**, Rahja: **Yea**, Randa-Sauter: **Yea**, Rice: **Yea**, Sever: **Yea**

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## Hire recommendation

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**Joe Phillips** <jphillips@chisholm.k12.mn.us>

Thu, Aug 6, 2020 at 11:52 AM

To: Cheyenne Mikkola-Rahja <cmikkola-rahja@chisholm.k12.mn.us>

After careful consideration, I have chosen Pam Pioske as the new hire for the temporary tech position. Thanks.

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Joe Phillips  
IT Director  
Chisholm School District - ISD 695  
Office: 218-254-5726 ext. 2113  
Cell: 218-966-2087  
[jphillips@chisholm.k12.mn.us](mailto:jphillips@chisholm.k12.mn.us)

# STATE OF MINNESOTA

## MINNESOTA STATE COLLEGES AND UNIVERSITIES

### Hibbing Community College

#### CONCURRENT ENROLLMENT AGREEMENT 2020-2021 Academic Year

THIS CONCURRENT ENROLLMENT AGREEMENT, and amendments and supplements thereto, (hereinafter "contract") is between the State of Minnesota, acting through its Board of Trustees of the Minnesota State Colleges and Universities (hereinafter "Minnesota State"), on behalf of HIBBING COMMUNITY COLLEGE (hereinafter "The COLLEGE"), and CHISHOLM HIGH SCHOOL, ISD695, (hereinafter "HIGH SCHOOL(S)").

WHEREAS: The COLLEGE is an autonomous college in the Minnesota State system, which share a President through their respective memberships in the Northeast Higher Education District; and

WHEREAS: It is understood that the individual members of HIGH SCHOOLS, acting under the authority of their school district, and THE COLLEGE, respectively, need to act at times jointly and at times severally, as appropriate to the circumstance, with respect to this agreement; and

WHEREAS: The COLLEGE is desirous of offering college level classes to HIGH SCHOOLS through a program known as the Post-Secondary Options Program (hereinafter "PSEO"), a component of which provides for college-level classes to be offered at high schools, known as the Concurrent Enrollment Program (hereinafter "CEP"); and

WHEREAS: HIGH SCHOOLS are desirous of receiving college courses which meet transfer criteria to colleges and universities within Minnesota State, and when appropriate technical courses which meet transfer criteria to vocational/technical colleges within Minnesota State and services from the COLLEGE through the CEP; and

WHEREAS: It is understood that the goals of the CEP can best be accomplished if individual HIGH SCHOOLS and the COLLEGE, collaboratively establish long-term working relationships to develop and improve delivery of services to the high schools' students; and

WHEREAS: The governing policies of the CEP program and this Agreement are established by law and the Minnesota State Board of Trustees, which include the following general provisions that are considered to be minimum requirements (Minnesota State Board Policy, Chapter 3 Section 5):

#### Definitions

**Post-Secondary Enrollment Options Program or "PSEO".** The Post-Secondary Enrollment Options Program is the program established by Minnesota Statutes section 124D.09 to "promote rigorous educational pursuits and provide a wider variety of options for students." Through PSEO, high school students may earn both secondary and postsecondary credit for college or university courses completed on a college or university campus, at a high school, or at another location.

**PSEO Concurrent Enrollment Course.** A PSEO concurrent enrollment course is a college or university course made available through the PSEO program, offered through a secondary school, and taught by a secondary teacher.

#### Post-Secondary Enrollment Options Expectations

The Minnesota State Colleges and Universities shall provide opportunities for students to participate in the Post-Secondary Enrollment Options Program. Students shall be admitted according to criteria that promote progress through college-level coursework and that augment their continued academic growth consistent with board policies and system procedures.

**Enrollment on campus.** Enrollment of PSEO students in courses on a college or university campus shall be allowed on the basis of available space as defined by the college or university.

**Compliance with standards.** Colleges and universities shall require PSEO students to perform to the college's or university's academic and student conduct standards.

**Developmental courses.** Colleges and universities shall not enroll students in developmental courses through PSEO.

and;

WHEREAS: HIGH SCHOOLS and the COLLEGE wish to enter into this Agreement through their respective agents for the delivery of CEP courses, which would be of mutual benefit;

NOW, THEREFORE, it is agreed:

I. DUTIES OF each participating COLLEGE and HIGH SCHOOL

A. COLLEGE'S DUTIES. COLLEGE shall:

Ensure that the coordinator:

- Provides necessary registration, drop-add, and withdrawal information.
- Provides students with information outlining student responsibilities (including their responsibility to communicate with their high school about their academic performance in CEP courses) and describing available academic and student support services. This information, in print or electronic form, may be provided to the high school for subsequent distribution to the students. It may also be available online or through student orientation sessions (Minnesota State Board Policy Chapter 3.5.1 Part 3 Subpart A).
- Provides necessary Student-Parent Agreement and Student Information Forms.
- Provides necessary Drop/Add and Withdrawal Forms.
- Maintains records documenting each CEP course.
- Provides evaluation tools for the purpose of evaluating each college faculty collaborator, as well as the program in general.

Ensure that the assessment coordinator:

- Provides the means for college readiness assessment testing for potential CEP students twice each academic year, in cooperation with HIGH SCHOOL guidance and counseling personnel.
- Makes arrangements for students to take assessment tests on the college campus, when geographically feasible.

Ensure that the records office:

- Creates course lists and grade sheets.
- Makes appropriate record adjustments for students in accordance to Drop/Add and Withdrawal policies.
- Makes grades available to students approximately three weeks after the semester ends.
- Provides student transcripts upon receipt of written request and fee payment.
- Maintains college course records for high school students, and awards college credit for successfully completed courses.

Ensure that each college faculty collaborator:

- Supports the high school CEP teachers, giving additional time and attention to teachers new to the program.
- Initiates an orientation session with new high school teachers and initial contacts with experienced teachers at the time of the CEP assignment (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart D Number 1).
- Collaborates with the high school CEP teacher to clarify the approved college course outline and to create a course syllabus for the CEP course.

- Provides current college text information and/or exam copies of the text, course outlines, sample syllabi, sample exams, assignments, and exercises for the high school teacher's use.
- Provides teachers who have taught the course previously with copies of new course outlines, new calendars, schedules or other information as courses change.
- Collaborates with high school CEP teachers to assure that assessment meets college criteria.
- Provides college course lists and grade sheets to the high school CEP teacher.
- Visits the class during the semester to observe teaching and student response to instruction, meeting with the teacher after each classroom observation. Classes taught by high school CEP teachers who have taught the course previously will be visited once, while classes taught by high school CEP teachers who have not taught the course previously will be visited twice.
- Meets regularly (face-to-face, ITV, online, by telephone, etc.) with the high school CEP teacher and monitors assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure that the course meets the learning outcomes contained in the course outline approved by the college, and that students are held to college-level standards (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart D Number 1).
- Arranges to guest lecture twice during the semester for courses of both new and experienced CEP teachers, if requested in writing to do so by the high school teacher.
- Submits to the CEP coordinator and to the high school principal, a brief written report of each meeting and a final written report at the end of the semester for each CEP course assigned.
- Reviews selected graded assignments, tests and papers.
- Confers with the high school CEP teacher not less than once per month and is available to the high school teacher by phone, e-mail, or other means.
- Extends to high school CEP teachers, invitations to participate in appropriate campus-based and/or program-specific faculty development activities (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart D Number 2).

B. HIGH SCHOOL'S DUTIES. The HIGH SCHOOL shall:

Ensure the following program logistics:

- By March 1 of each year, provide general information about the CEP to all students in grades 8, 9, 10, and 11 enrolled in their high school (MN Statutes, Section 124D.09, Subdivision 7).
- Anytime January-March, coordinate for assessment testing, at the providing the COLLEGE if geographically feasible.
- By April 1 of each year, return to the COLLEGE's CEP coordinator, the completed *Course Proposal Application* to request courses for the following academic year and to provide the start and end dates for both semesters of the high school calendar.
- Several weeks prior to the scheduled assessment test date, have students each complete a *Student Information Form*. (These students are those scheduled to take the assessment test and who may potentially be enrolling in a CEP course the following academic year.)
- No later than two weeks prior to the scheduled assessment test date, send completed *Student Information Forms* to the COLLEGE's CEP coordinator.
- By May 15 of each year, send to the COLLEGE's CEP coordinator, the completed *Student-Parent Agreement Forms*.
- By May 15 of each year for Fall Semester, and by December 1 of each year for Spring Semester, send enrollment lists to the COLLEGE'S CEP coordinator.
  - (1) The enrollment list for each CEP course offered shall include the full name of each student who plans to enroll in the course, with the understanding that in order to be listed, the student meets the criteria to be eligible for participation in a CEP course (see "Student Qualifications" section).
  - (2) In order to complete an assessment test, the student must provide a completed *Student Information Form*.
  - (3) In order to register for a course, the student must have met CEP program requirements and course pre-requisites, and provide a completed *Student-Parent Agreement Form*.
- Assist in student compliance with the Drop/Add and Withdrawal Policies (see "Other Provisions" section), sign off on forms as student advisor, and forward completed forms to the COLLEGE's CEP coordinator.

- To the extent possible, provide counseling services to students and their parents or guardian before students enroll in CEP courses. This ensures that the students and their parents or guardian are fully aware of the risks and possible consequences of enrolling in CEP courses.
- Provide all textbooks and other instructional materials/equipment required for the course as these are described in the course syllabus.

Ensure the following course scheduling requirements:

- The maximum enrollment of a course with a CEP component is to be the same as it is for other, similarly structured courses in the high school, and the total enrollment (CEP students and non-CEP students combined) must not exceed the course maximum established by the providing COLLEGE.
- HIGH SCHOOLS will have the option to run courses with enrollment fewer than ten students, but only after consultation with and approval from the providing COLLEGE prior to the start of the semester.
- CEP courses should be scheduled at times not normally used for school sports and activities to minimize absences due to school related activities.

Ensure that each high school CEP teacher does the following:

- Creates a course syllabus for the CEP course in collaboration with the college faculty. This is to be completed and shared with the college collaborator no later than one month prior to the first day of the CEP course. This syllabus is to be provided to each student within a maximum of one week after the first class meeting (Minnesota State Board Policy, Chapter 3.22 Part 3). The syllabus needs to contain the components outlined in the COLLEGE's *Concurrent Enrollment Course Syllabus Guidelines*, and other requirements as may be established by the HIGH SCHOOL.
- Provides the college faculty collaborator with documentation that ensures each CEP course is equivalent in content and rigor to the same course offered on the college campus. This documentation should include copies of quizzes, exams, and completed homework assignments that are examples of student A-level work, B-level work, and C-level work. A student's grade in a course is to be based on their academic performance on assignments and tests. Testing will cover the full curriculum of the course. The college faculty collaborator reserves the right to approve any mid-terms, as well as the final examination. If not approved, the college faculty collaborator must demonstrate that the exam does not evaluate at a college level and/or it is not consistent with the course outline.
- Assigns final, whole letter grades to each student on the class list, which is provided by the college faculty collaborator. This completed grade sheet is to be signed and sent to the college faculty collaborator immediately after the semester ends.

Ensure the following program support:

- Schedule high school CEP teachers so that they are responsible for no more than two CEP courses per semester, unless approved by the Provost of the providing COLLEGE.

## II. OTHER PROVISIONS.

The following is to be understood and agreed to by both the HIGH SCHOOL and COLLEGE:

### Teacher Qualifications

- The minimum qualifications for CEP instructors shall be the system established credential fields and minimum qualifications for faculty, as designated in Minnesota State Board Policy 3.32 and System Procedure 3.32.1 College Faculty Credentialing. Exceptions to this requirement must fall under the provisions of the "Timeline & Approval Process for CEP Teacher Professional Development Plans" and the "Professional Development Plan for CEP Teachers" must be used (refer to documents, attached).
- The CEP HIGH SCHOOL shall forward a completed *High School CEP Teacher Application*, copies of transcripts and a resume to the providing COLLEGE's CEP coordinator. Repeat teachers need to submit updated documentation if they further their education and earn credentials to teach in a different discipline.

- Each high school teacher selected to teach a CEP course requires the approval of the teacher's principal and of the college based on the recommendations of its faculty (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart E).

#### Student Admissions Requirements

- Eligible students are juniors with a class rank in the upper one-third of their class and seniors with a class rank in the upper one-half of their class.
- If the high school does not keep class ranking, eligible students are juniors with a score at or above the 70<sup>th</sup> percentile on a nationally standardized, norm-referenced test and seniors with a score at or above the 50<sup>th</sup> percentile on a nationally standardized, norm-referenced test.
- If the high school does not keep class ranking and no standardized test score is available, eligible students are juniors with a GPA of 3.00 or better and seniors with a GPA of 2.50 or better. (This is pursuant to Minnesota State System Procedures Chapter 3.5.1 Part 2 Subpart A Number 3, which allows documentation other than that specified above).
- Potential CEP students must participate in assessment testing in reading, English (determined from reading assessment), and mathematics prior to course registration, and CEP students must place at or above college level in reading and English skills. (A student can take this assessment test up to twice each year.)
- Potential CEP students can also meet college-readiness admissions standards by achieving established minimum ACT, SAT, and/or MCA assessment scores.
- CEP students must meet the required prerequisites for each course in which they wish to enroll, before their course begins.
- A student who does not meet the admissions standards indicated above may petition for admission to the providing COLLEGE after an admissions review process. This decision is based upon a completed *Student Petition Form* which includes a signed statement by the HIGH SCHOOL Principal. This statement needs to provide evidence of the student's readiness and ability to perform college-level work as well as the indication that the student could benefit from college courses and is recommended for admission.
- All student petitions will be reviewed in accordance to the procedures outlined in the providing the COLLEGE'S admissions review process.

#### Exceptions Requirements

- A high school that wishes to have a college offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to CEP students, may request approval for an exception from the provost of the college. The provost of the college shall approve or deny the request after the appropriate college consultation process (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart H). Requests from high schools must be received by July 1 of each year for Fall Semester and December 1 of each year for Spring Semester.
- Enrollment of CEP students in a course will be greater than the enrollment of non-CEP students (Minnesota State System Procedures Chapter 3.5.1 Part 4 Subpart H Number 2a).
- The non-CEP students enrolled in CEP courses must have taken the assessment test. It is not necessary that the student achieve the prerequisite score required by students enrolled to earn college credit.
- Students may choose to be non-CEP students and not receive college credit, even if they are eligible and qualify for the CEP course.

#### Student Requirements

- Potential CEP students shall inform the high school by March 30 of each year of the student's intent to enroll in CEP courses during the following school year. (This is to assist in planning. A student is not bound by notifying or not notifying the district by this time.) [See Minnesota Statute, 124D.09 Post-secondary Enrollment Options Act, Subd 7.]
- Potential CEP students must return to their high school guidance counselor their completed *Student Information Form* and *Student-Parent Agreement Form*.
- Potential CEP students must indicate the courses in which they intend to enroll by way of the high school's designated registration system.
- The COLLEGE's Drop-Add and Withdrawal Policy applies to enrolled CEP students. It is understood that adjustments will be made to the student's record by the COLLEGE's records office in accordance to the Drop/Add and Withdrawal policies outlined below.

Dropping and Adding a Course

Students may make a change(s) in their course schedules **only** through the fifth (5<sup>th</sup>) class day of the high school's calendar. Dropped classes do not appear on the student's transcript.

Withdrawal

Students may withdraw from courses after the fifth (5<sup>th</sup>) class day through the final date for official course withdrawal. The final date for official course withdrawal is the last day on which students may officially terminate their enrollment in a course, and shall be the date on which eighty percent (80%) of the days in the academic semester at the high school have elapsed. For courses not on a standard academic semester schedule, such as those courses "stretched" over both fall and spring semesters, the final date for official course withdrawal shall be established as the date on which eighty percent (80%) of the instructional days for the course have elapsed (Minnesota State Board Policy, Chapter 3 Part 3 Subpart A).

Grades of "W" for withdrawal will be recorded on the student's official transcript. No withdrawals from the courses may be made after the final date for official course withdrawal. Withdrawals that are not officially processed through the CEP coordinator and records office will be recorded on the student's permanent record with a grade of "F".

III. CONSIDERATION AND TERMS OF PAYMENT.

- A. Consideration for all services performed by COLLEGES pursuant to this Agreement shall be paid by the HIGH SCHOOLS as follows:

HIGH SCHOOLS will pay \$2,750 for each CEP course offered during a semester.

If no CEP course is offered during the Academic Year, no yearly fee is due; however, the HIGH SCHOOL will need to pay any costs incurred by COLLEGE due to the administration of assessment tests. These costs include a per test fee, as well as mileage, food and lodging reimbursements (if applicable), and staff time administering and scoring the tests.

- B. Terms of Payment. Payment shall be made by HIGH SCHOOL(S) within thirty (30) days after the COLLEGE has presented invoices for services performed to the HIGH SCHOOL. Invoices for course fees shall be calculated once each academic year with the invoice to be submitted to the appropriate high school no later than May 15.

- IV. TERMS OF AGREEMENT. This agreement shall be effective August 1, 2020, or upon the date that the final required signature is obtained by the COLLEGE, whichever occurs later, and shall remain in effect until June 30, 2021, or until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

- V. CANCELLATION. This Agreement may be cancelled during its term only by mutual agreement between HIGH SCHOOLS and COLLEGE. In the event of such a cancellation, the COLLEGE shall be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed.

VI. AUTHORIZED REPRESENTATIVES.

Each Authorized Representative shall have final authority for acceptance of services of the other party and shall have responsibility to insure that all payments due to the other party are made pursuant to the terms of this Agreement.

- A. For collective actions, HIGH SCHOOLS' Authorized Representative for the purposes of administration of this Agreement is:

Superintendent, Chisholm School District

- B. For individual actions, the Authorized Representative of each COLLEGE for the purpose of administration of this agreement is as follows:

HIBBING COMMUNITY COLLEGE: ~~12~~ Provost, Hibbing Community College, 1515 East 25th

Street, Hibbing, MN 55746.

- VII. ASSIGNMENT. Neither the COLLEGE nor the HIGH SCHOOL(S) may assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party.
- VIII. AMENDMENTS. Any amendments to this Agreement shall be in writing, and shall be executed by the same parties who executed the original agreement, or their successors in office.
- IX. LIABILITY. HIGH SCHOOL(S) agree to indemnify and save and hold the COLLEGE, their representatives and employees, harmless from any and all claims or causes of action arising from the performance of this contract by the HIGH SCHOOL(S) or the HIGH SCHOOL(S)' agents or employees. This clause shall not be construed to bar any legal remedies the HIGH SCHOOLS may have for the COLLEGES' failure to fulfill their obligations pursuant to this contract.
- X. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE. HIGH SCHOOL(S) agree that in fulfilling the duties of this contract, HIGH SCHOOL(S) are responsible for complying with the applicable provisions of the Americans with Disabilities Act, 42 U.S.C. Section 12101, et seq. and regulations promulgated pursuant to it. The COLLEGE(S) is not responsible for issues or challenges related to compliance with the ADA beyond their own routine use of facilities, services, or other areas covered by the ADA.
- XI. GOVERNMENT DATA PRACTICES ACT. HIGH SCHOOL(S) must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the COLLEGE in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the HIGH SCHOOL(S) in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08, apply to the release of the data referred to in this Article by either HIGH SCHOOL(S) or the COLLEGE.
- In the event a HIGH SCHOOL receives a request to release the data referred to in this Article, the HIGH SCHOOL must immediately notify the COLLEGE. The COLLEGE will give HIGH SCHOOL instructions concerning the release of the data to the requesting party before the data is released.
- XII. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS. The COLLEGE shall own all rights, including all intellectual property rights, in all original materials, including any curriculum materials, inventions, reports, studies, designs, drawings, specifications, notes, documents, software and documentation, computer based training modules, electronically or magnetically recorded materials, and other work in whatever form, developed by the COLLEGE and its employees and contractors individually or jointly. Materials developed jointly between any COLLEGE employee and/or contractor and any HIGH SCHOOL employee in the performance of its obligations under this contract shall be jointly owned by the COLLEGE and HIGH SCHOOL. Materials developed individually by any HIGH SCHOOL employee in performance of his/her duties under this contract shall belong to HIGH SCHOOL; however, the COLLEGE shall have a non-exclusive, unrestricted right to use such materials in the future. This provision shall not apply to materials developed by the COLLEGE, their contractors and/or employees, or those developed by the HIGH SCHOOL or any HIGH SCHOOL employee prior to the existence of this contract.
- XIII. PUBLICITY. Any publicity given the program, publications, or services provided resulting from this Agreement, including, but not limited to, notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the HIGH SCHOOL or its employees individually or jointly with others, or any subcontractors shall identify the COLLEGE as the sponsoring agency and shall not be released prior to approval by COLLEGES' authorized representative.

IN WITNESS WHEREOF, the parties have caused this agreement to be duly executed intending to be bound thereby.

APPROVED:

**1. SCHOOL DISTRICT**

By (authorized signature)
Title: Dr. Janey Blanchard, Superintendent, Chisholm School District #695
Date

**2. HIBBING COMMUNITY COLLEGE**

By (authorized signature)
Title: Aaron Reini, Interim Provost, Hibbing Community College
Date

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## Advisor Positions

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**Jamie Steinberg** <[jsteinberg@chisholm.k12.mn.us](mailto:jsteinberg@chisholm.k12.mn.us)>

Thu, Aug 6, 2020 at 11:50 AM

To: Cheyenne Mikkola-Rahja <[cmikkola-rahja@chisholm.k12.mn.us](mailto:cmikkola-rahja@chisholm.k12.mn.us)>

Cheyenne

I recommend Katrina Swalby for speech, one act, and drama advisor positions.

Thanks

Jamie

On Aug 6, 2020, at 11:39 AM, Cheyenne Mikkola-Rahja <[cmikkola-rahja@chisholm.k12.mn.us](mailto:cmikkola-rahja@chisholm.k12.mn.us)> wrote:

[Quoted text hidden]

Nico Stish  
37367 Little Sweden Road  
Nashwauk, MN 55769  
[nicostish@gmail.com](mailto:nicostish@gmail.com)  
(320)630-2370

Candidate for the ME – Learning Design and Technology Online  
St. Mary University

Letter of Intent  
08/04/2020

Dear Chisholm School Board Members,

I am writing to you because of my interest in obtaining a Masters of Education degree in Learning Design and Technology. I received my Bachelor's Degree in Elementary Education from St. Cloud State University in 2009. Prior to getting my teaching degree, I did licensed family childcare in my home for more than 10 years while raising my 2 children. I have been teaching elementary school for 11 years primarily in grades K-3. I am currently teaching kindergarten in Chisholm, MN. I consider this to be a perfect fit for my personality, and would love to spend the rest of my career here!

This fall, our school is implementing 1-1 I-pads through a grant received from the Cares Act developed for schools during COVID-19. I consider myself to be a lifelong learner and embrace this opportunity to further my knowledge. My goal is to always do as much as I can to engage my students in what they are learning by exceeding their expectations. Meeting them with an element of surprise or making a real-life connection "hooks" their attention. I have been witness to so many fun presentations that used technology as a tool to "hook" the students. I want to be able to trouble shoot and solve technical problems on my own to keep the students' attention, and save the integrity of lessons and class time. It is also important to me to consider my co-workers. I want to be able to help them utilize the tools that we are given for the benefit of our students.

I believe myself to be a positive influence on people and I am good at forming professional relationships with students and peers. I tend to be a "big picture" type of person with lots of ideas. I would like to develop a stronger sense of attention to details, especially when it comes to preparing my lessons for students.

My husband and I are both teachers and have two children and a golden retriever. Our daughter has graduated from St. Scholastica with a nursing degree and is working on the pediatric floor at Essentia hospital in Duluth. Our son will be starting college this fall at the University of Wisconsin, Madison in their chemical engineering program. This is the perfect time for me to focus on this program. Thank you for your time in reviewing my letter. I look forward to hearing from you!

Sincerely,

Nico Stish

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**Jessica Rice**

(218) 969-5494

jrice@chisholm.k12.mn.us

6th August 2020

**Chisholm School Board**

ISD #695

300 SW 3RD AVE

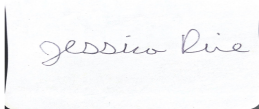
CHISHOLM, MN 55719

Dear Chisholm School Board Members,

I am writing to you to request approval to obtain a Master's of Education. I will be taking the Learning Design & Technology through Saint Mary's University of Minnesota.

The Master of Education in Learning Design and Technology program is designed to help you nurture the spirit of learners by bringing technology and elements like exploration and creativity into the classroom. This innovative program offers courses that teach educators how to connect with their students in a more digitally savvy way, all while developing as an educator. The master's program promotes a culture of learning and encouragement to seek out new ideas to become a force for positive change. I will begin the program on August 31, 2020 and it will take approximately 20 months to complete. I will complete it around May 2022.

I will use this degree to help my students become more actively engaged in the classroom. I will also use it to help my colleagues better understand the new technological world we live in. I want to help our district keep up to date with all of the different and ever changing technologies and technology practices.

A rectangular box containing a handwritten signature in cursive that reads "Jessica Rice".

**Jessica Rice**

Dear Chisholm School Board Members,

I am writing this letter to you because of my interest in obtaining a Masters of Education degree in Learning Design and Technology at Saint Mary's University of Minnesota. The program will help prepare me to connect to students digitally. I have been teaching elementary school in Chisholm since 1999. I feel this a great opportunity to extend my knowledge and share it with the Chisholm School District.

This fall, our school is implementing 1-1 I-Pads through a grant from the Cares Act developed for schools during COVID-19. My objective is to continue to enhance my education so that I can work with the Chisholm students through the technology changes. I am envisioning this program to build my technology skills as I continue to teach.

Thank you for your time in reviewing my letter to pursue my Master's degree. I have always been enthusiastic about continuing my education and now is the time for me to continue my dream.

Sincerely,

Tara Anderson