



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Building a Community for Life-long Learning

**Agenda for May 17, 2021
6:30 PM
Rockford Community Center
7600 County Rd 50
Rockford, MN 55373**

1. **CALL MEETING TO ORDER**
 - A. Pledge of Allegiance
 - B. Board Roll Call
2. **APPROVAL OF AGENDA**
3. **PUBLIC COMMENTS**
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**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

- B. 2021-2022 District Student-Parent Handbook 127
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- 9. **CLOSED SESSION**
 - A. Contract and Negotiations Update 182
- 10. **BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS**
 - A. Regular Meeting of the Board of Education: Monday, June 21st, at 6:30 p.m. in the RCC.
 - B. School Board Work Session: Monday June 28, 2021, 6:30 p.m. in the RCC.
 - C. BOARD COMMITTEE UPDATES
- 11. **ADJOURNMENT**

Our Mission: Building a Community for Life-Long Learning

Our Vision: Provide a respectful learning environment in which all students achieve their highest potential for a changing world.

Rockford Board of Education

- | | |
|----------------------------|-----------------|
| Brady Anderson | Amy Edwards |
| Eric Gordee | Jessica Johnson |
| Jenny Kneeland | Beth Praska |
| Superintendent Rhonda Dean | |



Independent School District #883

Regular School Board Meeting

April 19, 2021

Chair Edwards called the meeting to order at 6:30 p.m. Pursuant to Minnesota Statutes 13D.021 with regards to the COVID-19 pandemic and the Minnesota Governor's peacetime emergency declaration, the meeting was held by conference call.

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

Board Roll Call

Members present: *Anderson, Edwards, Gordee, Johnson, Kneeland, Praska and Superintendent Dean.* Also present were *Principal Bobbi Anderson-Hume, POSA Matthew Scheidler, Director of Community Ed Melissa Joseph, Director of Buildings and Grounds James Leuer, Business Manager Tanley Lego.*

Members absent: *None*

Board Members participating by telephone or other electronic means as outlined in M.S. §13D.021

APPROVAL OF AGENDA

Approval of Agenda motion by Gordee, seconded by Johnson, to approve the agenda as presented.

Roll call vote, the following voted in favor: Johnson, Kneeland, Gordee, Anderson, Praska, and Edwards. And the following voted against: None.

Motion carried unanimously

PUBLIC COMMENTS

Minnesota Governor Tim Walz declared a state of emergency on Friday, March 13, 2020 and moved to limit the size of public gatherings in response to the COVID-19 virus. Therefore, attendance of the public at this meeting would not be feasible due to the emergency declaration, pursuant to State Statute.

There were no public comments.

CONSENT ITEMS

Anderson motioned, seconded by Gordee, to approve the following consent items. Roll call vote, the following voted in favor: Johnson, Kneeland, Gordee, Anderson, Praska, and Edwards. And the following voted against: None.

Motion passed unanimously.

- **Minutes:**

March 15, 2021 Regular Meeting and Work Session, April 5, 2021

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
Hire	Meghan	Larson	RMS/REAMS Choir	2021-22 School Year
Hire	Jeffrey	Kienitz	Director of Technology	4/5/2021
LTS Extension	Aimee	Smith	LTS REAMS Physical Ed	4/19 - 6/4/2021
Position Title Update	Melissa	Joseph	Community Education Director	3/16/2021
Intermittent Leave of Absence	Diana	Wondra	Paraprofessional	3/21/2021
Return from Leave	Sue	Russell	Paraprofessional	2021-22 School Year
Leave Approved	Michelle	Paulson	REAMS Kindergarten Teacher	5/3/2021 - 6/7/2021
Leave Approved	Krista	Bird	EL Teacher	9/7/2021 - TBD
Leave Approved	Kylene	Hammer	Second Great Teacher	8/31/2021 - TBD
Resignation	Colette	Viquez	RMS	4/19/2021
Resignation	Ivy	Balcer	RCC Front Desk	4/30/2021
Resignation	Lexi	Wacker	RCC Front Desk	4/30/2021
Resignation	Stephanie	Ogland	Early Childhood Teacher	5/31/2021
Resignation	Amanda	Jensen	REAMS Kindergarten Teacher	6/7/2021
Resignation	Deborra	Krebsbach	SPED Language Arts & OJT Teacher	6/7/2021
Retirement	Stacy	Welborn	EL Teacher	6/7/2021
Non-Renewal 1 Year Contract	Kayla	Manske	DL Teacher	6/7/2021
Non-Renewal 1 Year Contract	Desiree	Koepke	DL Teacher	6/7/2021
Non-Renewal LTS	Julia	Hensel	REAMS Building Sub	6/7/2021
Non-Renewal LTS	Aimee	Smith	LTS DAPE	6/7/2021
Non-Renewal LTS	Meghan	Larson	RMS/REAMS Choir	6/7/2021

- **Bills and Wire Transfers:**

February 2020 (listing attached)

Fund 01 \$1,977,610.72
 Fund 02 114,118.34
 Fund 04 12,313.89
 Fund 21 3,598.25
 Fund 45 2,098.97
 Total: \$ 1,109,740.17

March 2020 (listing attached)

Fund 01 \$1,435,165.44
 Fund 02 55,682.44
 Fund 04 13,296.35
 Fund 21 11,069.98
 Fund 45 2,025.16
 Total: \$ 1,517,239.37

- **Open Enrollments:**

Resident Students Attending Other Schools

	Grade	Non-Resident District	Number	Date Effective	NR/OE
1	K	Delano	879	9/7/2021	OE
2	K	Delano	879	9/7/2021	OE
3	7	Delano	879	9/7/2021	OE
4	K	Delano	879	9/7/2021	OE
5	2	Delano	879	9/7/2021	OE
6	7	Delano	879	9/7/2021	OE
7	8	Buffalo	877	4/12/2021	OE
8	7	Delano	879	9/7/2021	OE
9	5	Delano	879	9/7/2021	OE
10	K	Delano	879	9/7/2021	OE
11	12	Elk River	728	2/13/2021	OE
12	6	Hutchinson	423	4/06/2021	OE

FISCAL RESPONSIBILITY

Johnson motioned, seconded by Kneeland, to approve the following Resolution as presented:

- **Resolution of Acknowledgement of Contributions/Donations**

WHEREAS Minnesota Statute 123B.02 permits school boards to “receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. On that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof.”

THEREFORE, be it resolved by the School Board of Rockford Area Schools, Independent School District 883 that the School Board accepts, with appreciation, the contributions detailed below.

Donor	Amount	Fund
K Weiland	Misc Supplies	RMS General Fund
C Beasecker	Misc Supplies	REAMS General Fund
The Blackbaud Giving Fund	\$100.00	RMS General Fund
Fox Family	Misc Supplies	REAMS General Fund
Bohjanen Family	Misc Supplies	REAMS General Fund
S Peterson Family	Misc Supplies	REAMS General Fund
Webb Family	Misc Supplies	REAMS General Fund
Rockford Educ Foundation	\$237.00	RAS General Fund
Rockford Educ Foundation	\$553.30	RMS-CES Classroom General Fund
Rockford Educ Foundation	\$1,448.78	RHS Band General Fund
Rockford Educ Foundation	\$338.99	RAS General Fund
Benevity Comm Fund	\$48.86	RAS General Fund
MN Blaze Track & Field	\$1,500.00	RHS Track Activity Fund

On a roll call vote, the following voted in favor: Praska, Gordee, Johnson, Anderson, Kneeland, Edwards. And the following voted against: None.

Whereupon said resolution was declared duly passed and adopted.

- **Bond Resolution**

Gordee motioned to approve the Resolution Providing for the Issuance and sale of General Obligation Capital Facilities Refunding Bonds, Series 2021A, Anderson seconded.

On a roll call vote, the following voted in favor: Anderson, Edwards, Gordee, Johnson, Kneeland, and Praska. And the following voted against: None.

Whereupon said resolution was declared duly passed and adopted.

HIGH STUDENT ACHIEVEMENT

POSA, Matthew Scheidler presented 2021 Targeted Services and Credit Recovery Summer School. Summer School dates will be from June 14-24, 2021 (Session 1), July 12 - August 5, 2021 (Session 2) and July 26 to August 19 (Session 3) as well as the timeline for parent communication, registration window and the staffing needed.

Principal Anderson-Hume shared information about upcoming events and an update on RMS goals in: power standards, assessment, standards based-grading, STEM Environmental Powerhouse, about the Greenhouse construction, MDE school Forest, makerspace and crop crates.

SAFE AND WELCOMING ENVIRONMENT

- **Rockford Community Education:** Director Joseph presented that the number of people signed for CE classes is returning to normal numbers and there is a new class RC Racing. She is working on the design for the online brochure for the summer class offerings, the Fall community Expo (taking place on October 30th). Registration for Fall preschool opened on February 1st and Summer Galaxy registration is open and numbers are normal for early registrations. Rentals are slowly starting to rise.
- **Buildings and Grounds update:** Director Leuer presented information on the Bright School upgrades, done in phase 2, starting with phase 3. Presented on the creation of a 1,3,5 and 10 year plan for facilities, and the flooring replacement at REAMS during the summer. He also informed that he is short two staff members; the custodial staff has been gearing up for spring sports for the past few weeks and on information on the Safety Committee working with Human Resources Director Erin Raukar. Director Leuer also presented the idea about having a Facilities Committee and if there are board members interested to be in it.
- **Staff Recognition Program:** Superintendent Dean presented information on the Staff Recognition program, which recognizes district employees that are retiring, that have 5, 10, 15, 20, 25 and 30 years of service as well as the STAR Awards, the LEEA Award and the ESSA Award.

Praska motioned to approve the staff recognition program as presented. Johnson seconded. On a roll call vote, the following voted in favor: Anderson, Edwards, Gordee, Johnson, Kneeland, and Praska. And the following voted against: None.

Motion passed unanimously.

Board Member Johnson, Anderson and Kneeland will be participating in the Selection Committee collaborating with Superintendent Dean.

EFFICIENT & EFFECTIVE OPERATIONS

- **School Board Meeting location:** Superintendent Dean presented a proposal for the Board meetings in the month of May and June. She proposed to use the RCC rooms 804, 805 and 806 for the meetings as well as information regarding capacity, sound system, and safety.

Gordee motioned to approve the board meetings to take place in person starting in the month of May and changing the location to the Community Center as well as following capacity guidelines. Kneeland seconded.

On a roll call vote, the following voted in favor: Anderson, Edwards, Gordee, Johnson, Kneeland, and Praska. And the following voted against: None.

Motion passed unanimously.

BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS

A work session is scheduled for Monday May 17, 2021, at 6:30 p.m. in person, at the Community Center. A regular meeting of the Board of Education will take place on Monday, May 17, 2021, at 6:30 pm in person, at the Community Center

- **Board Committee Updates**

The Board gave updates on their committee assignments and events attended.

Board/Superintendent Updates and Announcements

The Board gave updates on their committee assignments and events attended.

- Gordee attended principal negotiations, 284 negotiations and mediations meetings.
- Praska attended negotiations meetings, MSBA advocacy workshops, pre-board meeting planning with Superintendent Dean and Chair Edwards.
- Anderson will be attending the Community Education Advisory Council on April 20.
- Johnson attended a MAWSECO meeting, negotiations meetings, work session, and the Chamber of Commerce event.
- Kneeland attended the Chamber of Commerce event and will be attending the Community Education Advisory Council meeting on April 20.
- Edwards had conversations with Superintendent Dean, attended the board meeting planning with Director Praska and Superintendent Dean and participated in MSBA webinars.
- Superintendent Dean attended the Safe Routes to School Program meeting, Crisis Team meeting, House and Senate meetings, negotiations meetings and a high school track meet as well as met with Chair Edwards and Director Praska regarding board meeting pre-planning.

Johnson motioned to adjourn the meeting at 9:20 p.m. Gordee seconded. On a roll call vote, the following voted in favor: Anderson, Gordee, Johnson, Kneeland, Praska, and Edwards. And the following voted against: None.

Ivonne Padilla
Recorder

Jessica Johnson
Clerk



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Consent Personnel

Meeting Date: May 17, 2021

Prepared By: Department of Human Resources

Date Prepared: May 12, 2021

<input type="checkbox"/> Information	<input type="checkbox"/> Briefing	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Enclosure Item(s)
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Personnel Items:

Status	First Name	Last Name	Position	Date(s)
Hire	Natalie	Langford	RMS Health Office Assistant	06/01/2021
Hire	Nicholle	Luehrs	HS MYP Language & Literature	2021-22 School Year
Hire	Mitchell	Johnson	RCC Front Desk	5/15/2021
Hire	Emily	Bartels	Speech Language Pathologist	2021-22 School Year
Hire	Benjamin	Clark	RCC Front Desk	4/21/2021
Hire	Taylor	Netjes	LTS Kindergarten	4/26/2021 - 6/7/2021
Non-Renewal Long Term Substitute	Macie	Berg	LTS Kindergarten	6/7/2021
Retirement	Stephanie	Seiler	RMS Para Professional	6/7/2021
Retirement	Tess	Stavlo	Technology Assistant II	6/7/2021
Resignation	Elizabeth	Sigette	REAMS School Counselor	6/7/2021
Resignation	Kacy	Rodamaker	RMS Para Professional	6/7/2021



**ROCKFORD AREA SCHOOLS
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BOARD OF EDUCATION**

Resignation	Natalie	Langford	Health Office Substitute	5/31/2021
Resignation	Jason	Hester	NHS Advisor	6/7/2021
Lane Change	Kathy	Mattson	MA to MA 10	



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Intent to Negotiate - Education Minnesota - Rockford Local #4739							
Meeting Date: May 17, 2021							
Prepared By: Department of Human Resources							
Date Prepared: May 12, 2021							
<input checked="" type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)

The District has received a letter of intent to negotiate the Master Agreement with Education Minnesota - Rockford Local #4739. The Board representatives to participate in negotiations include Eric Gordee (Amy Edwards alternate), Jessica Johnson, and Beth Praska.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Approval of Bills and Wire Transfers

Meeting Date: May 17, 2021

Prepared by: Tanley Lego

Date Prepared: May 11 2021

Information Briefing Action Enclosure Item(s)

April 2021 (listing attached)

Fund 01	\$1,068,509.32
Fund 02	69,649.78
Fund 04	6,466.58
Fund 21	5,404.25
Fund 45	2,004.33
<hr/>	
Total:	\$1,152,034.26

Note: Reconciled as of 5/11/2021 by Tanley Lego, Business Manager

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
ASSO		53245		Wire	1 4050		AFLAC		No	Yes	No	04/20/2021		532.52
ASSO		53246		Wire	1 1937		PUBLIC EMPLOYEES RETIREMENT ASS		No	Yes	No	04/27/2021		19,378.64
ASSO		53247		Wire	1 1938		TRA		No	Yes	No	04/27/2021		53,316.31
ASSO		53248		Wire	1 1938		TRA		No	Yes	No	04/14/2021		54,694.86
ASSO		53249		Wire	1 1937		PUBLIC EMPLOYEES RETIREMENT ASS		No	Yes	No	04/14/2021		22,134.61
ASSO		53250		Wire	1 3370		MN CHILD SUPPORT PMT CENTER		No	Yes	No	04/15/2021		314.00
ASSO		53251		Wire	1 3370		MN CHILD SUPPORT PMT CENTER		No	Yes	No	04/01/2021		314.00
ASSO		53252		Wire	1 1962		MINNESOTA DEPT OF REVENUE		No	Yes	No	04/16/2021		17,694.79
ASSO		53253		Wire	1 1962		MINNESOTA DEPT OF REVENUE		No	Yes	No	04/02/2021		18,926.64
ASSO		53254		Wire	1 2006		US GOVERNMENT		No	Yes	No	04/16/2021		104,456.81
ASSO		53255		Wire	1 2006		US GOVERNMENT		No	Yes	No	04/02/2021		113,114.91
ASSO		53256		Wire	1 5459		LEGAL SHIELD		No	Yes	No	04/20/2021		220.30
ASSO		53260		Wire	1 2470		MSRS		No	No	No	04/22/2021		16,204.44
ASSO		53261		Wire	1 6431		HR SIMPLIFIED		Yes	Yes	Yes	04/01/2021		12,395.54
ASSO		53261		Wire	1 6431		HR SIMPLIFIED		Yes	Yes	Yes	04/22/2021		(12,395.54)
ASSO		53283		Wire	1 7649		TSA CONSULTING GROUP, INC.		No	No	No	04/23/2021		39,217.08
ASSO		53284		Wire	1 8119		GIS BENEFITS, INC.	S Corporation	No	No	No	04/15/2021		14,363.05
ASSO		53118	99787	Check	1 3293		TREMCO		Yes	No	Yes	04/06/2021		(1,522.09)
ASSO		53146	99792	Check	1 6377		DISH		Yes	Yes	No	04/05/2021		108.04
ASSO		53147	99793	Check	1 1016		WRIGHT-HENNEPIN COOP. ELECTRIC		Yes	Yes	No	04/06/2021		203.70
ASSO		53148	99794	Check	1 1215		XCEL ENERGY		Yes	Yes	No	04/06/2021		17,929.36
ASSO		53149	99795	Check	1 1269		T-MOBILE		Yes	Yes	No	04/07/2021		1,357.44
ASSO		53165	99796	Check	1 6623		ADVANCED IMAGING SOLUTIONS		Yes	Yes	No	04/09/2021		5,449.00
ASSO		53154	99797	Check	1 1180		CENTERPOINT ENERGY		Yes	Yes	No	04/09/2021		6,120.66
ASSO		53172	99798	Check	1 8071		CREATIVE STAFFING SOLUTIONS		Yes	Yes	No	04/09/2021		1,338.75
ASSO		53155	99799	Check	1 1200		CUB FOODS		Yes	Yes	No	04/09/2021		49.44
ASSO		53177	99800	Check	1 8187		FEDEX FREIGHT		Yes	Yes	No	04/09/2021		71.66
ASSO		53171	99801	Check	1 7997		FOLDINGCHAIRSANDTABLES.COM		Yes	Yes	No	04/09/2021		6,622.50
ASSO		53164	99802	Check	1 6481		GRADY'S ACE HARDWARE		Yes	Yes	No	04/09/2021		175.42
ASSO		53152	99803	Check	1 1113		GRAINGER		Yes	Yes	No	04/09/2021		78.49
ASSO		53150	99804	Check	1 1057		HILLYARD		Yes	Yes	No	04/09/2021		183.91
ASSO		53160	99805	Check	1 4673		INTEGRIPRINT		Yes	Yes	No	04/09/2021		83.95
ASSO		53156	99806	Check	1 2051		INTERMEDIATE DISTRICT 287		Yes	Yes	No	04/09/2021		4,234.70
ASSO		53166	99807	Check	1 6997		KIDCREATE STUDIO		Yes	No	No	04/09/2021		441.00
ASSO		53169	99808	Check	1 7697		MARISELA V NELSON INTERPRETING		Yes	Yes	No	04/09/2021		170.00
ASSO		53153	99809	Check	1 1165		MINNSPRA		Yes	No	No	04/09/2021		95.00
ASSO		53170	99810	Check	1 7873		ON SITE COMPANIES, INC.		Yes	Yes	No	04/09/2021		241.00
ASSO		53175	99811	Check	1 8185		PATNODE, BRIAN & CHRISTINA		Yes	No	No	04/09/2021		99.05
ASSO		53173	99812	Check	1 8072		PEDIATRIC HOME SERVICE		Yes	Yes	No	04/09/2021		768.75

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
ASSO		53174	99813	Check	1 8122		PROJECTOR LAMPS LLC	LLC - Partnership	Yes	No	Yes	04/09/2021		218.80
ASSO		53158	99814	Check	1 3403		RANDY'S SANITATION INC		Yes	Yes	No	04/09/2021		1,751.40
ASSO		53159	99815	Check	1 3915		REINHART FOOD SERVICE		Yes	Yes	No	04/09/2021		407.76
ASSO		53161	99816	Check	1 4937		RUSSELL SECURITY RESOURCE INC		Yes	Yes	No	04/09/2021		2,875.00
ASSO		53151	99817	Check	1 1091		SCHMITT MUSIC CENTER		Yes	Yes	No	04/09/2021		35.00
ASSO		53162	99818	Check	1 5337	remit	SCHOOL OUTFITTERS LLC		Yes	Yes	No	04/09/2021		7,171.87
ASSO		53157	99819	Check	1 2207		SECTION 5A-REGION SECRETARY		Yes	Yes	No	04/09/2021		1,120.00
ASSO		53167	99820	Check	1 7387	remit	SFRC		Yes	Yes	No	04/09/2021		212.95
ASSO		53176	99821	Check	1 8186		SHOULTZ, MAX & SARA		Yes	Yes	No	04/09/2021		216.25
ASSO		53163	99822	Check	1 6437		TASC		Yes	Yes	No	04/09/2021		5.75
ASSO		53168	99823	Check	1 7545		TEACHERS ON CALL		Yes	Yes	No	04/09/2021		7,626.16
ASSO		53196	99824	Check	1 4335		4 POINT 0 SCHOOL SERVICES		Yes	Yes	No	04/16/2021		4,970.53
ASSO		53186	99825	Check	1 1369		ABC LETTERING		Yes	No	No	04/16/2021		871.00
ASSO		53210	99826	Check	1 7798		ALBIN ACQUISITION CORP		Yes	Yes	No	04/16/2021		42.00
ASSO		53212	99827	Check	1 7946		BARKEIM, APRIL		Yes	Yes	No	04/16/2021		165.00
ASSO		53213	99828	Check	1 8071		CREATIVE STAFFING SOLUTIONS		Yes	Yes	No	04/16/2021		1,135.13
ASSO		53202	99829	Check	1 5658		EASTBAY INC.		Yes	Yes	No	04/16/2021		1,384.00
ASSO		53203	99830	Check	1 5992		ECM PUBLISHERS, INC.		Yes	Yes	No	04/16/2021		474.91
ASSO		53215	99831	Check	1 8182		FENCESCREEN, INC.		Yes	Yes	No	04/16/2021		4,160.43
ASSO		53217	99832	Check	1 8191		FRSECURE LLC	LLC - S Corp	Yes	Yes	No	04/16/2021		9,000.00
ASSO		53185	99833	Check	1 1223		GROTH MUSIC		Yes	Yes	No	04/16/2021		28.39
ASSO		53191	99834	Check	1 2051		INTERMEDIATE DISTRICT 287		Yes	Yes	No	04/16/2021		1,364.59
ASSO		53199	99835	Check	1 4507		JENSEN STEVE		Yes	No	No	04/16/2021		77.00
ASSO		53184	99836	Check	1 1102		JW PEPPER		Yes	Yes	No	04/16/2021		3.00
ASSO		53206	99837	Check	1 6590		LODGE, MARK		Yes	Yes	No	04/16/2021		77.00
ASSO		53207	99838	Check	1 7697		MARISELA V NELSON INTERPRETING		Yes	Yes	No	04/16/2021		190.00
ASSO		53187	99839	Check	1 1394		MBNA/BUSINESS CARD		Yes	Yes	No	04/16/2021		8,931.29
ASSO		53188	99840	Check	1 1394		MBNA/BUSINESS CARD		Yes	Yes	No	04/16/2021		440.46
ASSO		53189	99841	Check	1 1394		MBNA/BUSINESS CARD		Yes	Yes	No	04/16/2021		154.90
ASSO		53194	99842	Check	1 2518	remit	MCGRAW - HILL SCHOOL EDUCATION		Yes	Yes	No	04/16/2021		48.12
ASSO		53205	99843	Check	1 6356		MITEL NETSOLUTIONS		Yes	Yes	No	04/16/2021		3,212.91
ASSO		53209	99844	Check	1 7783		NATIONAL RECOGNITION PRODUCTS		Yes	Yes	No	04/16/2021		411.98
ASSO		53211	99845	Check	1 7873		ON SITE COMPANIES, INC.		Yes	Yes	No	04/16/2021		642.67
ASSO		53214	99846	Check	1 8072		PEDIATRIC HOME SERVICE		Yes	Yes	No	04/16/2021		900.00
ASSO		53216	99847	Check	1 8189		PIECHOWSKI, DENNIS	Ind/Sole Proprietor	Yes	No	No	04/16/2021		85.00
ASSO		53198	99848	Check	1 4466		SCHMID BRIAN		Yes	No	No	04/16/2021		77.00
ASSO		53204	99849	Check	1 6279		SHI INTERNATIONAL CORP.		Yes	Yes	No	04/16/2021		2,422.00
ASSO		53197	99850	Check	1 4387		TAHER INC - BIN# 135092		Yes	Yes	No	04/16/2021		69,279.83
ASSO		53208	99851	Check	1 7778		TEAMWORKS INTERNATIONAL, INC		Yes	No	No	04/16/2021		10,140.55

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
ASSO		53192	99852	Check	1 2208		TECH/CHECK		Yes	Yes	No	04/16/2021		845.00
ASSO		53200	99853	Check	1 5149		TOLL COMPANY		Yes	Yes	No	04/16/2021		68.08
ASSO		53195	99854	Check	1 3293		TREMCO		Yes	Yes	No	04/16/2021		694.39
ASSO		53201	99855	Check	1 5430		WEST METRO LAWN MAINTENANCE		Yes	No	No	04/16/2021		980.00
ASSO		53190	99856	Check	1 1841		WRIGHT TECHNICAL CENTER		Yes	Yes	No	04/16/2021		1,066.74
ASSO		53193	99857	Check	1 2298		YANKE, MICK		Yes	Yes	No	04/16/2021		85.00
ASSO		53218	99858	Check	1 5991		BW T&F ENTERPRISES LLP		Yes	Yes	No	04/16/2021		8,835.00
ASSO		53225	99859	Check	1 4335		4 POINT 0 SCHOOL SERVICES		Yes	Yes	No	04/19/2021		75,200.55
ASSO		53237	99860	Check	1 7745		AHA! PROCESS, INC.		Yes	Yes	No	04/19/2021		199.00
ASSO		53228	99861	Check	1 5853	remit	ALL STATE COMMUNICATIONS, INC		Yes	Yes	No	04/19/2021		845.00
ASSO		53244	99862	Check	1 8162	remit	AVI SYSTEMS, INC.	S Corporation	Yes	Yes	No	04/19/2021		1,763.75
ASSO		53234	99863	Check	1 7519		COMMON THREAD CUSTOM APPAREL		Yes	No	No	04/19/2021		320.00
ASSO		53233	99864	Check	1 7480		CORPORATE MECHANICAL, INC.		Yes	Yes	No	04/19/2021		1,422.00
ASSO		53235	99865	Check	1 7570		CST MN - BIN # 170065		Yes	Yes	No	04/19/2021		119,741.02
ASSO		53231	99866	Check	1 6727	remit	DAIKIN APPLIED		Yes	Yes	No	04/19/2021		1,311.00
ASSO		53222	99867	Check	1 1113		GRAINGER		Yes	Yes	No	04/19/2021		123.89
ASSO		53220	99868	Check	1 1057		HILLYARD		Yes	Yes	No	04/19/2021		23.94
ASSO		53227	99869	Check	1 5165		ICS CONSULTING, INC		Yes	Yes	No	04/19/2021		795.00
ASSO		53226	99870	Check	1 4613		KENNEDY AND GRAVEN		Yes	Yes	No	04/19/2021		1,800.00
ASSO		53242	99871	Check	1 8090		LUTHERAN SOCIAL SERVICES-HOMME		Yes	Yes	No	04/19/2021		4,630.34
ASSO		53236	99872	Check	1 7697		MARISELA V NELSON INTERPRETING		Yes	Yes	No	04/19/2021		415.00
ASSO		53240	99873	Check	1 7857		MCLEOD COMMUNITY SOLAR ONE LLC		Yes	Yes	No	04/19/2021		1,048.71
ASSO		53223	99874	Check	1 2216		MENARDS INC		Yes	Yes	No	04/19/2021		79.82
ASSO		53229	99875	Check	1 6274		METRO PAVING		Yes	No	No	04/19/2021		6,400.00
ASSO		53219	99876	Check	1 1039		MINNESOTA ELEVATOR, INC		Yes	Yes	No	04/19/2021		425.80
ASSO		53232	99877	Check	1 6913		NEE INVESTMENT 9, LLC		Yes	Yes	No	04/19/2021		744.55
ASSO		53241	99878	Check	1 7873		ON SITE COMPANIES, INC.		Yes	Yes	No	04/19/2021		98.78
ASSO		53243	99879	Check	1 8122		PROJECTOR LAMPS LLC	LLC - Partnership	Yes	Yes	No	04/19/2021		460.60
ASSO		53224	99880	Check	1 2537		REGION V		Yes	Yes	No	04/19/2021		6,240.75
ASSO		53221	99881	Check	1 1091		SCHMITT MUSIC CENTER		Yes	Yes	No	04/19/2021		355.73
ASSO		53230	99882	Check	1 6279		SHI INTERNATIONAL CORP.		Yes	Yes	No	04/19/2021		165.00
ASSO		53238	99883	Check	1 7786	REMIT	TERRAFORM PHOENIX II ARCADIA		Yes	Yes	No	04/19/2021		310.49
ASSO		53239	99884	Check	1 7821		VARSITY GROUP		Yes	Yes	No	04/19/2021		2,400.00
ASSO		53259	99885	Check	1 2009		EDUCATION FOUNDATION - EMR		Yes	No	No	04/21/2021		9,185.28
ASSO		53257	99886	Check	1 1644		ISD #883 EDUCATION FOUNDATION		Yes	No	No	04/21/2021		467.70
ASSO		53258	99887	Check	1 1969		SCHOOL SERVICE EMPLOYEES		Yes	No	No	04/21/2021		1,863.06
ASSO		53271	99888	Check	1 6572		BEHRENS, CHARLES		Yes	Yes	No	04/23/2021		77.00
ASSO		53265	99889	Check	1 1180		CENTERPOINT ENERGY		Yes	Yes	No	04/23/2021		3,578.77
ASSO		53270	99890	Check	1 5507		CITY OF GREENFIELD WATER & SEWE		Yes	No	No	04/23/2021		33.00

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
ASSO		53276	99891	Check	1	7692	COLEMAN, ROBERT		Yes	No	No	04/23/2021		77.00
ASSO		53278	99892	Check	1	8071	CREATIVE STAFFING SOLUTIONS		Yes	Yes	No	04/23/2021		752.63
ASSO		53274	99893	Check	1	7570	CST MN - BIN # 170065		Yes	Yes	No	04/23/2021		40,000.00
ASSO		53272	99894	Check	1	6580	DECA		Yes	Yes	No	04/23/2021		331.86
ASSO		53273	99895	Check	1	6810	FARMINGTON GYMNASTICS CENTER		Yes	Yes	No	04/23/2021		240.00
ASSO		53266	99896	Check	1	3104	KJESBO, LEE	Ind/Sole Proprietor	Yes	Yes	No	04/23/2021		145.00
ASSO		53282	99897	Check	1	8196	LYREN, DELON	Ind/Sole Proprietor	Yes	Yes	No	04/23/2021		170.00
ASSO		53277	99898	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	Yes	No	04/23/2021		170.00
ASSO		53267	99899	Check	1	4001	MONOPRICE INC		Yes	No	No	04/23/2021		676.50
ASSO		53279	99900	Check	1	8072	PEDIATRIC HOME SERVICE		Yes	Yes	No	04/23/2021		450.00
ASSO		53268	99901	Check	1	4937	RUSSELL SECURITY RESOURCE INC		Yes	Yes	No	04/23/2021		482.00
ASSO		53269	99902	Check	1	5337	remit SCHOOL OUTFITTERS LLC		Yes	Yes	No	04/23/2021		673.08
ASSO		53280	99903	Check	1	8143	SCRIBBLES SOFTWARE	C Corporation	Yes	Yes	No	04/23/2021		102.10
ASSO		53281	99904	Check	1	8193	SERGEANT, ERNEST	Ind/Sole Proprietor	Yes	Yes	No	04/23/2021		77.00
ASSO		53275	99905	Check	1	7649	TSA CONSULTING GROUP, INC.		Yes	Yes	No	04/23/2021		350.40
ASSO		53285	99906	Check	1	8170	remit US BANCORP GOVN'T LEASING & FINA	C Corporation	Yes	No	No	04/27/2021		7,569.12
ASSO		53297	99907	Check	1	6183	BUFFALO GUN CLUB, INC.		Yes	No	No	04/30/2021		2,051.50
ASSO		53289	99908	Check	1	1181	CITY OF ROCKFORD		Yes	No	No	04/30/2021		490.60
ASSO		53302	99909	Check	1	7218	COLTON, PAULA	Ind/Sole Proprietor	Yes	No	No	04/30/2021		600.00
ASSO		53299	99910	Check	1	6532	GREENROCK DELI		Yes	No	No	04/30/2021		102.86
ASSO		53310	99911	Check	1	7878	HERITAGE EMBROIDERY & DESIGN		Yes	No	No	04/30/2021		740.00
ASSO		53287	99912	Check	1	1057	HILLYARD		Yes	No	No	04/30/2021		4,373.47
ASSO		53292	99913	Check	1	4507	JENSEN STEVE		Yes	No	No	04/30/2021		77.00
ASSO		53296	99914	Check	1	5733	MANTHANA, SREENIVAS & JENNIFER		Yes	No	No	04/30/2021		11.95
ASSO		53307	99915	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	04/30/2021		365.00
ASSO		53306	99916	Check	1	7621	MIDWEST MECHANICAL SOLUTIONS		Yes	No	No	04/30/2021		574.00
ASSO		53314	99917	Check	1	8199	MONSON, MARK	Ind/Sole Proprietor	Yes	No	No	04/30/2021		166.00
ASSO		53308	99918	Check	1	7783	remit NATIONAL RECOGNITION PRODUCTS		Yes	No	No	04/30/2021		518.02
ASSO		53304	99919	Check	1	7442	NORTHAGEN, DUANE	Ind/Sole Proprietor	Yes	No	No	04/30/2021		154.00
ASSO		53300	99920	Check	1	6577	OFTEDAL, RICHARD		Yes	No	No	04/30/2021		77.00
ASSO		53309	99921	Check	1	7873	ON SITE COMPANIES, INC.		Yes	No	No	04/30/2021		1,310.72
ASSO		53315	99922	Check	1	8200	OVERLIE, CHRISTOPHER	Ind/Sole Proprietor	Yes	No	No	04/30/2021		77.00
ASSO		53312	99923	Check	1	8072	PEDIATRIC HOME SERVICE		Yes	No	No	04/30/2021		450.00
ASSO		53291	99924	Check	1	2398	PERFORMANCE TOURS		Yes	No	No	04/30/2021		2,495.00
ASSO		53286	99925	Check	1	1020	remit PITNEY BOWES GLOBAL FINANCIAL SE		Yes	No	No	04/30/2021		903.54
ASSO		53288	99926	Check	1	1152	RESOURCE TRAINING & SOLUTIONS		Yes	No	No	04/30/2021		168.00
ASSO		53293	99927	Check	1	4937	RUSSELL SECURITY RESOURCE INC		Yes	No	No	04/30/2021		1,598.00
ASSO		53295	99928	Check	1	5337	remit SCHOOL OUTFITTERS LLC		Yes	No	No	04/30/2021		1,097.93
ASSO		53303	99929	Check	1	7387	remit SFRC		Yes	No	No	04/30/2021		287.36

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void		Date
ASSO		53298	99930	Check	1	6474	STENDAHL, DALLAS		Yes	No	No	04/30/2021	68.00
ASSO		53305	99931	Check	1	7545	TEACHERS ON CALL		Yes	No	No	04/30/2021	6,554.61
ASSO		53294	99932	Check	1	5143	THE WORKS		Yes	No	No	04/30/2021	1,746.00
ASSO		53290	99933	Check	1	1269	T-MOBILE		Yes	No	No	04/30/2021	1,357.44
ASSO		53301	99934	Check	1	7186	WAGNER, JOHN		Yes	No	No	04/30/2021	77.00
ASSO		53311	99935	Check	1	7891	WAHL HARKESS, SALLY		Yes	No	No	04/30/2021	51.00
ASSO		53313	99936	Check	1	8198	WITEBORG, NORMAN	Ind/Sole Proprietor	Yes	No	No	04/30/2021	166.00
Bank Total:												\$997,588.75	
WEST		53262		Wire	1	6431	HR SIMPLIFIED		No	No	No	04/20/2021	9,227.54
WEST		53263		Wire	1	6431	HR SIMPLIFIED		No	No	No	04/15/2021	12,395.54
WEST		53264		Wire	1	1977	BLUE CROSS BLUE SHIELD of MN		No	No	No	04/01/2021	129,172.89
WEST		53358	202104	Wire	1	1968	BANKWEST ROCKFORD		Yes	No	No	04/30/2021	3,649.54
Bank Total:												\$154,445.51	
Report Total:												\$1,152,034.26	

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Rockford ISD #0883

Apr-21 202110

Payment Distribution

Co	L	Fd	Org	Pro	T	Descri	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Debit	Credit
0883	B	01	101												13,917.63	1,082,426.95
0883	B	01	206												1,082,426.95	13,917.63
0883	B	02	101												0.00	69,649.78
0883	B	02	206												69,649.78	0.00
0883	B	04	101												2.16	6,468.74
0883	B	04	206												6,468.74	2.16
0883	B	21	101												0.00	5,404.25
0883	B	21	206												5,404.25	0.00
0883	B	45	101												0.00	2,004.33
0883	B	45	206												2,004.33	0.00
															1,068,509.32	
															69,649.78	
															6,466.58	
															5,404.25	
															2,004.33	
																1,152,034.26



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883 BOARD OF EDUCATION

Subject: OPEN ENROLLMENTS

Meeting Date: May 17, 2021

Prepared by: Superintendent's Office

Date Prepared: May 12, 2021

Information Briefing Action Enclosure Item(s)

Resident Students Attending Other Schools

	Grade	Non-Resident District	Number	Date Effective	NR/OE
1	K	Osseo	279	9/7/2021	OE
2	K	Howard Lake Waverly Winsted Schools	2687	9/7/2021	OE

Non-Resident Students Attending Rockford

	Grade	Non-Resident District	Number	Date Effective	NR/OE
1	8	Delano	879	3/27/21	NR
2	8	Delano	879	3/27/21	NR
3	12	Delano	879	3/27/21	NR
4	5	Osseo	279	4/13/21	NR
5	2	Buffalo	877	5/1/2021	NR
6	4	Buffalo	877	5/1/2021	NR
7	K	Delano	879	9/7/2021	NR
8	K	Osseo	279	9/7/2021	NR
9	K	Fridley	014	9/7/2021	NR
10	K	Buffalo	877	9/7/2021	NR
11	K	Osseo	279	9/7/2021	NR
12	K	Delano	879	9/7/2021	NR
13	K	Buffalo	877	9/7/201	NR
14	K	Anoka-Hennepin	11	9/7/2021	NR
15	K	Buffalo	877	9/7/2021	NR
16	K	Buffalo	877	9/7/2021	NR
17	K	Osseo	279	9/7/2021	NR
18	K	Buffalo	877	9/7/2021	NR
19	K	Buffalo	877	9/7/2021	NR
20	K	Anoka-Hennepin	11	9/7/2021	NR

Note: Non-resident agreements will not be signed for families requesting a release from our school district. The students listed above are covered under MN Statute 124D.03, thus meeting the legal requirements for open enrollment.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Superintendent Salary 2021-2022 School Year							
Meeting Date: May 17, 2021							
Prepared by: Department of Human Resources							
Date Prepared: May 12, 2021							
<input type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)

The salary for the Superintendent will increase 1% for 2021-2022 contract year. This increase is in concordance with the provisions set forth in the 2021-2023 Superintendent Contract.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: District Office Updated Job Descriptions & Position Titles							
Meeting Date: May 17, 2021							
Prepared by: Department of Human Resources							
Date Prepared: May 12, 2021							
<input type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action	<input checked="" type="checkbox"/>	Enclosure Item(s)

The following District Office positions have been reviewed to document updated duties, FLSA status, and titles.

Job Descriptions

All three positions were previously aligned under the Accounts Clerk job description. Three distinct job descriptions have been created to accurately reflect essential functions of each position (enclosed).

Title Changes

Prior Titles

- Account Clerk/MARSS Coordinator
- Account Clerk Payroll
- Account Clerk AR/AP

Updated Titles

- District Office Assistant & MARSS Coordinator
- Pay & Benefits Coordinator
- Purchasing & Account Clerk



Rockford Area Schools Job Description

Purchasing & Account Clerk

General Definition of Work

Perform purchasing, accounts payable, and accounts receivable administrative support, including reviewing, processing, and coordinating orders and paying invoices. Duties performed under limited supervision of the Business Manager.

Essential Functions

- Deposit funds and physical monies.
- Manage invoicing and packing slips.
- Process requisitions and purchase orders.
- Maintain vendor records and prepare 1099s.
- Oversee funding forms, billing, and submissions.
- Manage purchasing for Buildings & Grounds Department.
- Maintain accounts payable documentation and data entry.
- Complete annual non public transportation reimbursements.
- Provide back up assistance for front desk duties as needed.
- Reconcile credit card statements and Infinite Campus payments.
- Maintain collaborative relationships and communication with staff and vendors.
- Assist Business Manager with additional duties as assigned, including CLiCS data entry, month end reporting, and specials projects.

Knowledge, Skills and Abilities

- Demonstrate confidentiality.
- Proficient in arithmetic computations.
- Strong communication and customer service skills.
- Demonstrate accountability and effective decision making.
- Ability to establish and maintain effective working relationships.
- Thorough knowledge of purchasing, financial statements, and reports.
- Ability to utilize standard equipment and software, including Smart Finance and Microsoft Excel.

Education and Experience

Associate's Degree with coursework in public finance or accounting or related field of study preferred. Moderate experience in finance, accounting, or related field, or equivalent combination of education and experience.

Special Requirements

- Smart Finance training upon hire.
- Infinite Campus training upon hire.



Rockford Area Schools

Pay & Benefits Coordinator

General Definition of Work

Process payroll, tax, benefits, and time and attendance records, and provide administrative Human Resources support, including employee consultation and compiling and analyzing payroll and benefits data. Duties performed under limited supervision of the Director of Human Resources.

Essential Functions

- Administer all aspects of insurance and benefits, including enrollment, online benefits platform, employee elections and deductions, reporting, program offerings, post retirement, and COBRA.
- Prepare, submit, and process semi-monthly payroll data files, including deductions and savings.
- Prepare and submit semi-monthly, quarterly, and annual reports for ACA, FICA, TRA, PERA, Unemployment Compensation, state and federal withholdings, and other deductions.
- Prepare pay and benefit data for annual audit, budget forecast, and labor negotiations.
- Manage time and attendance, including substitute and absence management systems.
- Maintain compliance with applicable policies, laws, regulations, and labor contracts.
- Serve as point of contact for broker, plan vendors, and third party administrators.
- Process employment verifications, cyclical lane changes, and seniority review.
- Provide technical support and consultation for pay and benefit inquiries.
- Assist with additional duties and lead special projects as assigned .
- Maintain personnel files.

Knowledge, Skills and Abilities

- High attention to detail and accuracy in work.
- Demonstrate accountability and effective decision making.
- Assist with sensitive situations and demonstrate confidentiality.
- Proficient in basic mathematics, accounting, and data analysis.
- Ability to establish and maintain effective working relationships.
- Excellent written and verbal communication and customer service skills.
- Strong organizational skills, with ability to demonstrate initiative and prioritize work.

Education and Experience

Associate's Degree with coursework in pay and benefits, business, human resources, or related field of study preferred and 3 years experience in payroll and benefits administration, or equivalent combination of education and experience. Experience utilizing Microsoft Excel and SmartHR.

Special Requirements

- Smart HR training upon hire.
- Infinite Campus training upon hire.



Rockford Area Schools

District Office Assistant & MARSS Coordinator

General Definition of Work

Coordinate accurate reporting of student and district data, including submissions to MARSS and other state reports, and perform District Office assistant support duties. Duties performed under limited supervision of the Business Manager.

Essential Functions

- Maintain household census data and student records.
- Serve as District Registrar and MARSS/Ed-Fi Coordinator.
- Track open enrollment, tuition agreements, home school, and non-public student data.
- Coordinate and submit mandatory student data reports using state and federal guidelines.
- Assist Business Manager with additional duties as assigned, including invoicing, accounts receivable, unclaimed property, grants reimbursements, reconciliation, reports, and projects.
- Manage educational benefits applications, including free and reduced price lunch and P-EBT.
- Assist with scholarships, donations, SEDRA, LTCS funds, and CLICS Food Service submissions.
- Welcome visitors and provide resources and assistance to research and address requests.
- Serve as District Office Assistant and provide front desk, phone, and mail service.
- Provide back-up support for Executive Assistant to the Superintendent.
- Maintain collaborative relationships and communications with staff.
- Monitor and order office supplies.

Knowledge, Skills and Abilities

- Demonstrate confidentiality.
- Strong communication and customer service skills.
- Demonstrate accountability and effective decision making.
- Ability to establish and maintain effective working relationships.
- Knowledge of secretarial practices, including document filing and record retention.
- Ability to utilize standard equipment and software, including MARSS/Ed-Fi and Infinite Campus.

Education and Experience

Associate's Degree with 3 years experience serving as an assistant or secretary in education or related position, or equivalent combination of education and experience.

Special Requirements

- Ed-Fi/MARSS training upon hire.
- Infinite Campus training upon hire.
- MDE and FNS training as related to duties upon hire.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Technology Integration Position

Meeting Date: 5/17/21

Prepared by: Kevin Keller

Date Prepared: 5/17/21

Information Briefing Action Enclosure Item(s)

It is our recommendation that the Technology Integration position continues to be funded at its current level based on the current and future needs of the staff and students of RAS.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Approval of SSEU 2020-2022

Meeting Date: May 17, 2021

Prepared by: Department of Human Resources

Date Prepared: May 14, 2021

<input type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)
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The District and School Board Negotiations Committee for the SSEU 284 Agreement are recommending approval of the 2020-21 and 2021-22 School Service Employees Union No. 284 Agreement.

Key Points:

- Update Language
- Longevity Increase
- Hourly Rate Increase
- Increase in Steps from 2 to 3
- Increase in Medical Contribution
- Additional Bereavement Time of Immediate Family



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Non-Classified Contract Continuation for 2021-22 School Year

Meeting Date: May 17, 2021

Prepared by: Department of Human Resources

Date Prepared: May 12, 2021

<input type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)
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Proposed continuation of the following non-classified contracts for the 2021-22 School Year (headcount in each position):

- Activities Director (1)
- Building Safety Specialist (1)
- Business Manager (1)
- Community Education Director (1)
- Community Education Gymnastics Coordinator (1)
- Director of Buildings & Grounds (1)
- Director of Human Resources (1)
- Director of Teaching & Learning (1)
- Director of Technology (1)
- District Office Assistant & MARSS Coordinator (1)
- ECFE / SR Coordinator (1)
- Executive Assistant to Superintendent (1)
- Health Office Assistant (2)
- Payroll & Benefits Coordinator (1)
- Purchasing & Account Clerk (1)
- RCC Membership Coordinator (1)
- SACC Coordinator (1)
- Technology Assistant II (3)
- Technology Assistant / District Testing (1)



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

**Subject: Approval of Taher for Food Services Contract
Renewal 2021-2022 and June 2021 Summer extended
services**

Meeting Date: May 17, 2021

Prepared by: Tanley Lego

Date Prepared: May 12, 2021

Information

Briefing

Action

Enclosure Item(s)

We recommend the approval to renew our food service contract for the upcoming normal scheduled fiscal school year 2021-22 and for the Summer Food service until the end of June 30, 2021.

Please find attached the service contract renewal from Taher for our School Nutrition Program.

Rockford Area Schools
Summer Food Service Program

THIS ADDENDUM is additional language to the original Agreement made the 1st day of July, 2020 by and between **TAHER, INC.**, a Minnesota corporation, with its principal place of business at 5570 Smetana Drive, Minnetonka, MN 55343 ("FSMC") and **ROCKFORD AREA SCHOOLS**, 6051 Ash Street, Rockford, MN 55373 ("SFA").

1. FSMC agrees to implement and administer the SFA Summer School Food Service Program through June 30, 2021. FSMC will provide all service related to the summer program per the USDA requirements at the Serving Sites determined by the SFA.

2. This agreement will be for the period ending on June 30, 2021. Billing will be on a cost reimbursable plus fixed fee arrangement as specified in the original contract document. Per the Contract for 2020-21, the FSMC will be reimbursed for all expenses and a Management Fee per meal of \$0.17/meal.

SFA: _____ Date: _____

FSMC:  _____ Date: 5/12/2021

School Nutrition Programs

Renewal of Food Service Management Contract

School Year 2021-22

Food service management contracts that started in 2017-18 or later may be renewed for the 2021-22 contract year if both parties have mutually agreed to renew.

Federal regulations for the National School Lunch Program (NSLP), at 7 Code of Federal Regulations section 210.16 and Minnesota Statutes section 123B.52, allow a food service management contract to be renewed for a term not to exceed one year for up to four renewals (a total of five years including the original contract).

This renewal document must be used to meet NSLP requirements and for contract payments to be allowable costs to the nonprofit school food service. No changes may be made to this renewal document without preapproval by the Minnesota Department of Education (MDE), except for the information required to be inserted by the school food authority.

1. Definitions

“SFA” is the school food authority (school district, nonpublic school or residential child care organization) contracting for food service management.

SFA: Rockford Area Schools

Cyber-Linked Interactive Child Nutrition Systems (CLiCS) Identification Number: 1000004062

“Company” is the company providing food service management to School.

Company: Taher, Inc.

“Original contract” is the first year of the food service management contract, which was competitively procured and specified the terms for contract renewals.

The original contract was for school year 2020-2021.

2. Renewal of Contract

SFA and Company mutually agree to renew the original contract for the term indicated below, not to exceed one year.

This is the 2nd year of the contract, counting the original year of the contract and renewals.

Start Date for Renewed Contract: 7/1/2021 End Date for Renewed Contract: 6/30/2022

3. Adjusted Meal Prices

SFA and Company have mutually agreed to 2021-22 prices or fees as shown below. The maximum amount that 2020-21 prices or fees may be increased is 2.9 percent (Consumer Price Index (CPI-U), Food Away from Home, Midwest Region, for the twelve months ending December 2020).

Check one:

Fixed Meal Price Contract – Prices are adjusted as shown below.

Cost-Reimbursable Contract – Fees are adjusted as shown below.

The fixed price(s) or fixed administrative fee(s), and the calculation of the revised price(s) or fee(s), are shown below:

Meal Service	2020-21 Price or Fee	Percent Increase (maximum 2.9%)	2021-22 Price or Fee
Management Fee	\$ 0.025	2.9 %	\$ 0.0257
General and Admin. fee	\$ 0.145	2.9 %	\$ 0.1492
	\$	_____ %	\$
	\$	_____ %	\$

4. Meal Equivalency Factor

The meal equivalency factor for school year 2021-22, used to determine the number of lunches that the a la carte food service revenue is equivalent to for billing purposes, is \$3.95.

5. Value of USDA Foods

Contract prices do not take into account the value of USDA Foods that Company will receive during the contract year. Company will continue to credit SFA for USDA Foods received for the renewed contract year.

At the time that this contract renewal is sent to MDE, the SFA must include a completed Reconciliation of Credits for USDA Foods form to show that USDA Foods have been fully credited during the 2020-21 contract year.

6. Non-Financial Adjustments

No material changes have been made since the original contract.

Minor non-financial adjustments for renewal, if any, are described here:

7. Revised Program Requirements

Company agrees to meet all SNP requirements including requirements that become effective during the renewed contract year.


8. Termination

Either party may terminate the contract for cause as allowed in the original contract. The contract may be terminated for (no cause) if the partners mutually agree to terminate for convenience.

SIGNATURES

School Food Authority: Rockford Area Schools ISD #883
Address: 6051 Ash Street
Authorized Representative: Ms. Rhonda Dean
Title: Superintendent
Signature: _____
Date: _____

School Food Authority Contact: Tanley Lego
Title: Business Manager
Phone: 763-477-7511
Email: legot@rockford.k12.mn.us

Company: Taher, Inc.
Address: 5570 Smetana Drive, Minnetonka, MN 55343-9022
Authorized Representative: Bruce Taher
Title: CEO
Signature: 
Date: 5/11/2021

Company Contact: Judy Cameron
Title: Senior Vice President
Phone: 952-945-0505
Email: j.cameron@taher.com

Independent Price Determination Certificate

Both the SFA and the FSMC shall execute this Independent Price Determination Certificate.

Taher, Inc.

Name of FSMC

Rockford Area Schools ISD #883

Name of SFA

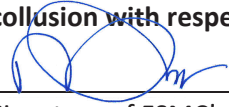
By submission of this offer, the FSMC certifies, and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:

1. The prices in this offer have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other FSMC or with any competitor.
2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed to the FSMC and will not knowingly be disclosed by the FSMC prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other FSMC for the purpose of restricting competition.
3. No attempt has been made or will be made by the FSMC to induce any person or firm to submit or not submit an offer for the purpose of restricting competition.

Each person signing this offer on behalf of the FSMC certifies that:

1. He or she is the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to 1 through 3 above; or
2. He or she is not the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to 1 through 3 above, and as their agent does hereby certify; and he or she has not participated, and will not participate, in any action contrary to 1 through 3 above.

To the best of my knowledge, this FSMC, its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:



Signature of FSMC's Authorized Representative

CEO

Title

5/11/2021

Date

In accepting this offer, the SFA certifies that no representative of the school food authority has taken any action that may have jeopardized the independence of the offer referred above.

Signature of SFA
Authorized Representative

Superintendent

Title

Date

INSTRUCTIONS FOR DEBARMENT CERTIFICATION FORM

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted to obtain a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, search the records on the System for Award Management (SAM). [View the SAM website.](#)
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies as appropriate, including suspension and/or debarment.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

LOWER-TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, Executive Order 12689, and 31 U.S.C. 6101; Debarment and Suspension, 2 CFR Part 417, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons.

(Please read instructions on next page before completing Certification.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Company Name: Taher, Inc

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Bruce Taher, CEO

Signature:  _____

Date: 5/11/2021

CERTIFICATION REGARDING LOBBYING


The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of any federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment or modification of a federal contract, grant, loan or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.
4. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Company Name: Taher, Inc.

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Bruce Taher, CEO

Signature:  _____

Date: 5/11/2021



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Principal's Update - Rockford High School

Meeting Date: 5/17/2021

Prepared by: Paul Menard

Date Prepared: 5/12/21

Information Briefing Action Enclosure Item(s)

-
- Building Goals Update
 - Grand Parade and Prom recap
 - Commencement plans
 - STAR Testing process and planning for 2021-2022



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject:

Meeting Date: 5/17/2021

Prepared by: Jill Gordee and Paul Menard

Date Prepared: 5/12/2021

Information Briefing Action Enclosure Item(s)

Review and Update to the IB Policies

Language Policy
Inclusion Policy
Assessment Policy
Academic Policy

Proposed Rockford High School Professional Development Plan for Summer 2021 and School year 2021-2022

**Rockford High School Planned Professional Development alignment with
PLC goals for the 2021-2022 school year.**

1. **Plan:** *We have identified several areas of needs based on IB, NWSISD, QComp Goals, and other initiatives.*
- 2.) **Do:** *4 Focus Areas (PLCs)*
- 3.) **Study:** *March-April Focus 4: Revision/Reflection on curriculum, policy review, and needs for the upcoming school year.*
- 4.) **Act:** *Plan for 2022-23 professional development based on reflection from teachers, needs for the school year, and district/building goals.*

Focus Area 1 - September - October- Baseline: - Reinforcing Academic Excellence

Purpose: Teaching in the block, reading and writing across curriculum using STAR data and best practices, planning meaningful technology integration

Structure: PLC groups

Sample Subtopics:

- Writing Across the Content Areas as a topic
- Learner Profile
- Data review and lead measures (STAR testing)
- SAMR Technology Integration Model (NWSISD)
- Scaffolding, Inquiry, Collaboration (NWSISD)

Focus Area 2 - November-December - Implementation/Authorization Support

Purpose: Prepare for MYP authorization, DP/CP first assessments, ongoing NWSISD site visits, and the alignment of district and building desire for IB-focused, interdisciplinary, culturally responsive training and teaching

Structure: Designated MYP, DP & CP IB groups

Sample Subtopics:

- **November 8 - District Wide PD day (4 hours) -**
 - Cultural awareness speaker
 - Rollout Focus area 2
- MYP authorization prep
- DP/CP implementation check
- Interdisciplinary Units // Interdisciplinary Lessons
- Scaffolding, Inquiry, Collaboration (NWSISD)

Focus Area 3 - January-February - Action Plan Work

Purpose: Individual and group work on MYP Matters to be Addressed (MTBA) for full authorization, DP/CP internal and external assessment management & support

Structure: Designated MYP, DP & CP IB Groups

Sample Subtopics:

- **January 17 - District Wide PD day (4 hours)**
 - Roll out Focus area 3 and Focus area 4
 - Individual Action Plans for each MYP/DP/CP teacher
 - List of activities that need to be completed by the end of Focus Area 3

Focus Area 4 - March-April -Revision/Reflection on curriculum

Purpose: Analyze Year 1 DP/CP implementation, plan training and consulting as needed; support MYP staffing and curriculum needs; review STAR trend data, study effectiveness of strategies & supports implemented

Structure: Department groups

Sample Subtopics:

- Plan for 2022-2023 Professional Development
- Needs assessment on Technology and Curriculum, purchasing

Month/Day	District or Building	Hours of PD	Training
8/4/2021	Summer	Optional	Writing in the MYP/DP/CP
8/18/2021	Summer	Optional	Assistance with Unit planning/Course Outlines
8/25/2021	Summer	Optional	New staff IB orientation
Monday August 30	District/PLC	4?	Roll out Four IB Focus Areas/Goals for the year
Tuesday August 31	Building	4	<p><u>Tech Day</u></p> <ol style="list-style-type: none"> 1. Teacher Tasks 2. Room Set Up 3. Gradebook Set Up 4. Infinite Campus Gradebook Setup 5. VoiceMail Set Up 6. Infinite Campus Seating Chart Setup 7. Google Classroom Set Up 8. Website Maintenance 9. Panel/TV training for classroom 10. Post Syllabi 11. SD Tech Training Opportunities 12. Google Classroom Support Session 13. Campus Support Session 14. Google Website Support Session 15. Phone Support at Rooms <p>Training for each teacher on devices (panels, and laptop)</p>
Wednesday Sept 1 *Open House	Building	4	<p>Focus Area 1</p> <ol style="list-style-type: none"> 1. International Mindedness Presentation 2. Review the Learner Profile 3. Writing? <ol style="list-style-type: none"> a. Google Citation Generator/easybib b. Google Plagiarism Checker c. MLA formatting d. 5 Paragraph and applications across disciplines e. Integrating Evidence

			<ul style="list-style-type: none"> 4. Interventions/MTSS? 5. Standards Revisions Cycles Delayed Science/English 24/25 6. MYP/DP/CP Missions
Thursday Sept 2	Building? (hours can be flexed)	8 (Online PD training)	<ul style="list-style-type: none"> 1. SD/Training Videos? 2. Bloodborne Pathogens 3. International Mindedness Presentation? 4. Presentation on Overview of MYP/DP/CP 5. Grant Areas/NWSID awareness 6. Scaffolding 7. Inquiry 8. Collaboration 9. SAMR 10. ATLs 11. Relicensure
Nov 8		4 (AM)	Focus Area 2 - Cultural Awareness Speaker
Jan 17		8 4 hours - Building 4 hours - District	Focus Area 3 & 4 -
June 6		8	

Academic Honesty Policy

I. Background

Academic Honesty promotes personal integrity and good practice in teaching, learning, and assessment. Academic honesty shall be expected of all students, and teachers should be role models of this trait. Academic honesty is supported by several of the IB Learner Profile traits, which encourages students to be:

- A. Communicators:** Expressing ideas and information in the student's own words
- B. Principled:** Acting with integrity and honesty, taking responsibility for their own actions
- C. Caring:** Having respect for published ideas and information
- D. Knowledgeable:** Acquiring knowledge and developing understanding

II. General Statement of Policy

The school district places a high value on academic honesty. The school district shall establish procedures to communicate expectations of academic honesty and prevention of malpractice, including plagiarism, cheating, and collusion. The school district shall establish consequences for academic malpractice, including reporting instances to the International Baccalaureate organization when appropriate.

III. Definitions

- A. Academic Honesty** is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. This is further defined as respect for the intellectual property of others and submission of only authentic pieces of work with the ideas of others fully acknowledged.
- B. Authentic Work** is based on a student's individual and original ideas and work of others fully knowledgeable.
- C. Collaboration** is defined as supporting malpractice by another student including allowing one's work to be copied or submitted by another.
- D. Duplication of work** is defined as the presentation of the same work for different assignments, projects, or assessments.
- E. Malpractice** is behavior that results in a student gaining an unfair advantage over others. Malpractice includes plagiarism, collusion, duplication of work for multiple assessments, fabrication of data, accessing unauthorized material during an examination, or any other behavior that results in an unfair advantage or affects the score of another student.
- F. Intellectual Property** includes different forms of property rights, such as patents, registered designs, trademarks, moral rights, and copyright. Forms of intellectual and creative expression must be respected and are protected by law.
- G. Plagiarism** is the representation of the ideas or work of another person as the student's own, including copying text in full or in part or works of art without proper acknowledgement.
- H. Collusion** is defined as supporting malpractice by another student, including allowing one's work to be copied or submitted by another.

IV. Role of the School District

It is the responsibility of the school district to ensure that students understand academic honesty, receive guidance on academic writing and research, and know the consequences of malpractice. The school district shall also fully support the IB in the prevention, detection, and investigation of malpractice in the Diploma Programme.

V. Role of Teachers

A. Prevention

- I. Teachers shall provide candidates with MLA conventions for acknowledging all sources with an organized and consistent approach across subjects. Teachers shall provide guidance to students

on proper ways to express the work and ideas of others and warn students of the consequences of academic dishonesty.

- II. Teachers shall provide support to students working within the plagiarism checker (Turnitin, Google) as they correct and amend passages that need attention.

B. Detection and Reporting

- I. It is the responsibility of the teacher to confirm that, to the best of his or her knowledge, all work accepted is the authentic work of each student.
- II. Teachers shall be trained in use of online plagiarism checkers (Turnitin, Google).
- III. Teachers are encouraged to make use of online services that prevent plagiarism.
- IV. Diploma Programme teachers shall follow the guidelines of the IB when authenticating the work of candidates and report suspicions of malpractice to the coordinator.

C. Support of Policy

- I. Teachers shall support and act on the school policy. Teachers shall model good academic practice by practicing appropriate citation of sources
- II. Improper conduct by staff during IB examinations (internal or external) shall be brought to the attention of the IB.

VI. Role of Students

- A. The student is responsible for ensuring that all work submitted is authentic.
- B. The student will utilize MLA style guidelines to credit the work and ideas of others.
- C. The student will submit work to our online plagiarism checker (Turnitin, Google Classroom Checker) for review.
 - I. The student will correct and amend any flagged passages before final submission.
- D. The student may participate in work correction if offered as a consequence as outlined in “Academic Integrity Violations” below.
- E. IB students are required to provide their signature on all work submitted to the International Baccalaureate for assessment to confirm that the work is authentic.

VII. Communication of Policy

- A. This policy shall be available to students, parents, and staff on a school district maintained website.
- B. The policy shall be distributed to IB students at the beginning of the MYP Programme and followed by reminders throughout the programme.

VIII. Academic Integrity Violations

A. Offenses

- I. Student collaboration, duplication of work, malpractice, plagiarism, collusion will be viewed as violations of the Academic Integrity policy.
- II. Repeat offenses across classes and programs may be viewed as more severe than initial offenses.

B. Procedure

- I. Whenever a student is found to have violated the Academic Integrity Policy, these procedures will be followed:
 - The teacher will document the violation and report it in Infinite Campus
 - The teacher will confer with the student and may contact the student’s parents.
 - Teachers will clarify why the work or behavior in question constitutes a violation, and offer additional instruction to help prevent future violations.
 - Students may offer an explanation at this time and appeal.
 - Ultimately, teachers and administration will determine consequences.
 - An appropriate penalty for the offense will be imposed. Consequences for first-time

and subsequent offenses are outlined below.

- Repeat offenses may result in more severe penalties

C. Consequences/Penalties for Malpractice

- I. Consequences for academic dishonesty are addressed in school policy and shall be handled accordingly. As stated in our District Parent-Student Handbook:
 - *Academic Integrity [Refer to District Policy 506] Standard: All students are expected to demonstrate academic integrity which includes honesty, trust, fairness, respect and responsibility. All work submitted for credit in any class is expected to be produced by and be the original work of the student submitting it. Students who allow their work to be copied will receive the same or equal penalties to those who do the copying.*
 - *Consequences may include:*
 - *redoing the assignment*
 - *completing a new assignment*
 - *loss of credit for the assignment/s*
 - *loss of credit for the course*
 - *removal from the course*
 - *suspension from school*
- II. Instances of malpractice for Diploma Programme candidates shall be reported to and investigated by International Baccalaureate with cooperation by school administration, the IB coordinator, and the teacher(s) and student(s) involved.

Guidance and structures for this policy and definitions of terms come from International Baccalaureate Organization and [Rockford Area Schools](#). Other Sources Include: [Cooper High School Academic Honesty Policy](#); [Piedmont High School Academic Integrity Policy](#), [Learner Profile for IB Students](#)

RHS Assessment Policy

1. Purpose of Assessment:

The primary purpose of assessment in an IB World School is to support and encourage student learning through the gathering and analysis of information about student achievement. Assessment in its various forms is a critical component of the educational journey. Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for reflection and self-evaluation of strengths and areas for improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills and to revise their curriculum and instruction to meet student needs and reflect on their own practice.

2. Definitions

- a. **Formative:** Formative assessment is any type of assessment that occurs during the course of instruction during a lesson, sequence of lessons, or unit. Its purpose is to give both the student and teacher information about how individual students are progressing towards meeting the lesson or unit learning targets or objectives. Formative assessment strategies may include, but are not limited to short quizzes, warmups, exit tickets, open-ended questions, rehearsals, or student discussions.
- b. **Summative:** Summative assessment is assessment that takes place at or near the end of an instructional unit to measure student understanding and application of content knowledge and skills. Summative assessments are meant to be a final assessment for each unit. Types of summative assessment tasks might include, but are not limited to compositions, essays, paper/pencil tests, concerts, presentations, open ended tasks, journals, portfolios, videos, research or other types of projects, labs.
- c. **IB-Specific Assessment:** These are assessments which are specifically required by the IB program for internal or external evaluation. For detailed information, see 4.b.ii and 4.b.iii below.

3. Expectations

- a. **Expectations of Students**
 - i. Be accountable for their learning
 - ii. Be a strong self-advocate. Let teachers know when you need additional support
 - iii. Ask questions when they do not understand an assessment task, the course content, or how to complete a task
 - iv. Produce quality products and performances to the best of their ability
 - v. Know how their work will be assessed and refer to assessment criteria before and while they are completing their work
 - vi. Be aware of due dates and meet them
 - vii. Always turn in original work, upholding a culture of academic integrity and authentic intellectual engagement (refer to District Policy 506)
 - viii. Model the IB learner profile attributes.
- b. **Expectations of Parents**
 - i. Work as partners with students, teachers and support staff to communicate learning successes and concerns.
 - ii. Recognize their student's learning strengths and areas for growth.
 - iii. Regularly monitor their student's academic growth and progress in Infinite Campus.

- iv. Participate in the learning process by providing an appropriate learning environment and support at home.
- v. Model the IB learner profile attributes.
- c. Expectations of Teachers
 - i. Practice on-going assessment, taking into account learning processes and products
 - ii. Vary the types of assessment tasks used in each course
 - iii. Provide students with feedback on learning activities or formative assessments prior to attempting summative assessments
 - iv. Provide clear due dates for assessments and if appropriate, checkpoints along the way
 - v. Provide multiple opportunities to show mastery
 - vi. Engage students in reflection and self-evaluation
 - vii. When appropriate, differentiate and modify assessments to meet student needs
 - viii. Ensure assessment criteria or rubrics align with subject area objectives in the MYP and assessment criteria descriptors found in the subject guides or mark schemes for the DP and CP
 - ix. Ensure classroom based assessments in the DP and CP provide students the opportunity to prepare for Internal and External course and Core assessments
 - x. Indicate which assessments in a co-seated classroom are used for CIS credit evaluation, if appropriate
 - xi. Use a best-fit approach when marking with rubrics to be in-line with IB practice.
 - xii. In circumstances where multiple teachers teach the same content, teachers collaborate to ensure that use of assessment criteria is consistent.
 - xiii. Model the IB learner profile attributes.

4. Practices

- a. Using the Assessment Criteria
 - i. MYP
 - 1. The MYP has established subject area assessment criteria for each of the MYP subject areas.
 - 2. Curriculum in the MYP is based on the Minnesota State Standards and the MYP units teachers have developed. When designing units of work, the statement of inquiry shapes the summative assessment task.
 - 3. MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
 - 4. Teachers will create task-specific rubrics based on their subject area rubrics for each summative assessment. Teachers may adapt and modify descriptors in the rubrics to better align with specific assessment tasks to increase student understanding, but it is essential that the critical elements of the MYP learning objectives and key terms are not lost.
 - ii. CP and DP
 - 1. Curriculum in the DP and CP is based on the subject guides provided by the IB and on Minnesota State standards. Assessment tasks in the DP and CP are developed to assess a student's current levels of readiness to complete the internal and external exams as well as determine content knowledge and skills success as outlined in the Minnesota State Standards.
 - 2. If the course is coseated for College in the Schools credit, there may be assessments to measure achievement tied to course- and institution-specific expectations.

3. In addition to formative and summative classroom assessments, DP and CP students produce internal and external assessments attached to the courses and programmes in which they are enrolled. Internal assessments are pieces of student work that are evaluated by their content teacher, who gives the assessment a score which may then be moderated by external examiners to ensure alignment to the IB assessment criteria in that subject area. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.
 - a. Examples of internal assessments include:
 - i. Language and Literature (English) and Group 2, Language Acquisition (World Languages)
 - ii. Historical Investigations in Group 3: History
 - iii. projects and portfolios in Group 5, Mathematics
 - iv. practical laboratory work in Group 4, Science
 - v. Reflective Projects in the Career-related Programme
4. External Assessments
 - a. External assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners.
 - b. Examples of externally assessed work include:
 - i. Extended Essay
 - ii. Written Assignment in Language A: Literature and in Language Acquisition
 - c. External assessments are heavily focused on the quality of a finished written product in the IB subject area.
5. Assessment of Diploma and Career-related Programme Core Requirements
 - a. Students completing the requirements for the IB Diploma or the IB Career-related Certificate have Core requirements that are assessed as well based on established expectations found in IB guides.
 - b. These assessments may be assessed externally, as is done with the Extended Essays (DP); internally, as is done with Reflective Projects (CP); or by school-developed assessment criteria informed by the IB guides, as is done with the Language Development Portfolios and Service Learning Portfolios (CP).
6. Subject Area Examinations
 - a. Subject area examinations are administered in May each year.
 - b. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning).
 - c. The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice.
 - d. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area.
 - e. Examinations are mailed, within 24 hours following the examination, to external examiners around the world for assessment.

- f. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.
 - b. Relearning and Retakes of Assessments
 - i. Select assessments are eligible for relearning and reassessment as indicated by the teacher.
 - ii. A relearning plan must be completed by the student to outline the process for relearning and reassessment (except in cases of whole-class relearning opportunities).
 - iii. Retakes must be completed within two weeks unless otherwise indicated by the teacher.
- 5. **Recording and Reporting of Assessment Results**
 - a. Teachers report student marks on each assessment task in Infinite Campus.
 - i. Students and families are able to see student marks through the student or parent portal online.
 - ii. Teachers regularly update the online Gradebook and students and families are encouraged to contact their teachers if they have specific questions about assessment marks.
 - b. Report cards will be available after the conclusion of each marking period. Report cards will be available electronically for parents/ guardians to review.
- 6. **Assessment Evaluation (Grading) Practices**
 - a. The primary purpose of grading is to communicate the academic achievement status of students to students, their families, employers, and post-secondary institutions. A grade should accurately reflect what students know and are able to do in a course. Student work should be the best work they can produce so that their learning is clearly demonstrated.
 - b. Letter grades will be calculated with a weight of at least 70% of the grade based on summative assessments and no more than 30% of the grade based on learning activities and formative assessments.
 - c. Use of MYP Marks within Course Grading
 - i. Within IB Units, criterion marks will be reported to students via Classroom or Infinite Campus.
- 7. **Students with Special Circumstances**
 - a. Students with a Section 504 plan or Individual Education Plan (IEP) may require modifications to assessment. Any modifications to assessment will be stated in the student's 504 plan or IEP.
 - i. For additional information, please refer to the RHS Inclusion Policy.
 - b. Students whose first language is not English (ELL students) may need additional support to meet all content area objectives or may need modification to assessments. This will be determined by a collaboration of the subject area teacher and ELL teachers.
 - i. For additional information, please refer to the RHS Language Policy.
- 8. **Ongoing Review**
 - a. The Assessment Policy will be reviewed regularly to ensure the document reflects the needs and desires of our students, our school, and the expectations of IB.
- 9. **Communicating Policy**
 - a. The policy will be available on the RHS website and can be made available on paper to families upon request.

Acknowledgement:

Portions of the language in this document originated here:

https://henry.mpls.k12.mn.us/uploads/phhs_ib_assessment_policy_may_2016.pdf

<https://chs.rdale.org/academics/international-baccalaureate-grades-11-12>

RHS Inclusion Policy

1. Purpose of Inclusion Policy

- a. Rockford High School strives to provide a challenging, supportive educational experience for all students. We are committed to ensuring that all students have the knowledge, skills, and confidence they need to succeed. Students are provided with learning opportunities and services to meet their individual needs. All students are given the opportunity to participate in the IB Middle Years, Diploma, and Career Programmes to the fullest extent allowed by their abilities.
- b. The Inclusion Policy is designed to meet the needs of all students, including those who fall under one of the twelve categorical disabilities identified by the Minnesota Department of Education:
 - i. Specific Learning Disabilities (SLD)
 - ii. Emotional and Behavioral Disorders (EBD)
 - iii. Speech Language Impairment (SLI)
 - iv. Physically Impaired (PI)
 - v. Deaf/Hard of Hearing (DHH)
 - vi. Visually Impaired (VI)
 - vii. Deaf/Blind (DB)
 - viii. Traumatic Brain Injury (TBI)
 - ix. Severely Multiply Impaired (SMI)
 - x. Other Health Disabilities (OHD)
 - xi. Developmental Cognitive Disability (DCD)
 - xii. Autism Spectrum Disorders (ASD)

2. Philosophy

- a. The staff at Rockford High School:
 - i. Provides all children access to curriculum through creative and differentiated teaching methods, accommodations and modifications.
 - ii. Believes that we can ensure free and appropriate education to all students in our school system.
 - iii. Fosters compassion and care between staff and students to create a safe learning environment.
 - iv. Develops partnerships between general education and special education teachers to increase the success of students across subject areas.
 - v. Supports our students as risk-takers by knowing their unique needs and scaffolding their learning experiences.
 - vi. Guides all students to reach their unique intellectual, emotional and social capacities.
 - vii. Encourages all students to be internationally minded.
 - viii. Strengthens lines of communication with Individualized Education Programming (IEP) team members about student progress, growth, and changing needs.
 - ix. Actively plans for and supports the transition goals of students to be successful contributing citizens in a global society.

3. Definitions

- a. Individualized Education Plan (IEP)
 - i. The Individualized Education Program is a legal document that is developed for each public school child in the U.S. who needs special education which is determined by an evaluation. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- b. Section 504 Accommodations
 - i. A student may be eligible for a Section 504 Accommodation Plan if they have a diagnosed condition that limits their ability to be successful in school without accommodations.
 - ii. The 504 Plan is managed by an Administrator.
- c. Case Manager
 - i. Each student with an IEP is assigned a special education case manager. The role of the case manager is to oversee the implementation of services, modifications and accommodations as listed in the IEP and due process. Case managers facilitate communication between all team members and advocate for the best interest of the student. They partner with general education staff to implement accommodations and modifications of the curriculum.
- d. Supported Instruction
 - i. Supported instruction happens when a paraprofessional supports a student within the general education classroom.
- e. Direct Instruction:
 - i. Direct instruction happens when a Special Education teacher is a member of Resource classes; Related services (i.e Speech, DAPE, OT, PT); Consultation.
- f. Modifications
 - i. Modifications adjust the level and/or make the state standards more accessible for students with special needs.
- g. Accommodations
 - i. Accommodations do not change the rigor of the general education standards.
- h. Differentiated Instruction
 - i. Differentiated teaching uses a variety of instructional strategies to meet the diverse needs of all students, it is not, however, an accommodation or modification.

4. Expectations

- a. Expectations of Students
 - i. Students are expected to:
 1. Work in conjunction with teachers to meet the goals of their IEP.
 2. Strive to participate in MYP units and IB curriculum to the best of their ability with help from general and special education teachers
 3. Use the IB Learner Profile attributes to achieve success in school
- b. Expectations of Parents
 - i. Parents are expected to:
 1. Work with mainstream and special education teachers to reinforce learning at home. 52
 2. Attend parent/teacher conferences
 3. Attend IEP meetings

- c. Expectations of Teachers
 - i. General Education and Special Education teachers adapt their instruction to suit individual educational needs. Federal and state laws dictate that goals and objectives of an individual's IEP supersede the requirements of the IB. All teachers are committed to including all students in general education classrooms as determined by annual meetings. Special education teachers collaborate with general education teachers to address individual students' needs for success in the classroom. In addition, special education teachers should provide regular communication to families regarding their students.
 - ii. General education teachers work with their Special Education students' case managers/support staff to structure supports and accommodations as identified in students' IEPs. Examples of modifications and accommodations may include, but are not limited to:
 - 1. Provide a student with extra time to complete a test or to use technology to assist them in a task
 - 2. Reduce the length of a task
 - 3. Allow a student to demonstrate their knowledge and understanding in an alternative way
 - 4. Participate in an alternative environment such as a small group
 - 5. Differentiate instruction to meet the needs of all students in the classroom.
 - iii. General education teachers will consult with case managers to modify curriculum to support a student's success without changing the core essence of the task.

5. Inclusion Practices

- a. Identifying student need
 - i. Students may be referred to the Intervention Team (ITeam) when they have been identified as having additional needs.
 - ii. If students do not respond to interventions, they may be referred to the Child Study team for special education evaluation.
 - iii. Based on the evaluation results, recommendations, and parental approval, special education due process is followed in accordance with federal and state rules and regulations.
- b. IB Assessments
 - i. When students who have an IEP or 504 Plan register for IB exams, the IB Diploma Programme Coordinator will work with the student's Special Education Case Manager or 504 Coordinator and family to determine if accommodations should occur for internal or external assessments. When appropriate, the IB Diploma Programme Coordinator will submit the required paperwork requesting accommodations for assessments according to the protocols established by the IB.

6. Ongoing Review

- a. The Inclusion Policy will be reviewed regularly to ensure the document reflects the needs and desires of our students, our school, and the expectations of IB.

Acknowledgement:

A large portion of the language in this document originated here:

[Patrick Henry High School IB Inclusion Policy](#)

[Robbinsdale Cooper International Baccalaureate \(IB\) Inclusion Policy](#)

RHS Language Policy

Philosophy of Language Policy:

At Rockford High School, we view language as a tool for making meaning in a challenging, multilingual world and that the acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives. We believe that every student has individual and cultural experiences, skills, and interests that play a role in the teaching and learning process. The Rockford High School community will show students that we appreciate their unique family, community, and international cultures by treating their mother tongue as an asset and providing opportunities to retain and develop it. Our staff will help students develop an international mindset through the promotion of cultural identity, intercultural awareness, and global citizenship.

1. Practices

- a. Native Language/Home Language Support
 - i. To support students with a native language other than English, we strive to provide bilingual support for classroom learning and for communication with families. We also access district support for communicating with families and communities in languages other than English. We will provide every available/allowed aid to support students' success on required standardized tests in English. We continue to investigate other avenues and resources for native language support for all of our students.
- b. Multilingual Communication in our School Community
 - a. ELL Program
 - b. Spanish Speaking Student Services Secretary
 - c. Translation services for IEP and for other meetings upon request
 - d. Spanish language books in the media center
 - e. Many district documents and website available in Spanish
 - f. Language line translation services
- c. English Language Learners (ELL)
 - i. All parents who enroll students in RAS are required to complete a Home Language Survey. It is designed to determine if the child's primary language is one other than English and if the dominant language in the child's home is one other than English. If either response is affirmative, the EL (English Learner) teachers test that new student with a WiDA assessment known as W-APT Screener (see www.wida.us).
 1. This brief screener provides an idea of the student's English language abilities in four categories: reading, writing, speaking and listening. Based on these scores, the student's previous education, and staff and parent recommendations, the EL staff determines if the student should receive EL support services.
 2. The State of Minnesota requires that all LEP-Yes students take the WiDA ACCESS for ELLs test in the spring to test their English proficiency. In addition, the Direct Serve students are assessed in reading with the Scholastic Phonics Inventory, Scholastic Reading Inventory and Measures of Academic Progress. These measures, as well as a student's individual

grades, teacher recommendations and family concerns, are taken into account for student placement.

- d. Support for Gaining Proficiency in the Language of Instruction
 - i. Except for Language Acquisition classes, the language of instruction at Rockford High School is English. We recognize that some students have yet to achieve English language proficiency and support the achievement of proficiency by diversifying our curriculum and library resources, the use of visual aids, and graphic organizers during classroom instruction.
 - ii. ESL learners receive language support and instruction after being assessed by using the WIDA Screener and the WIDA ACCESS for ELs test. After assessment, students will be placed on a continuum based on proficiency. As proficiency increases, students receive less ESL instruction until they exit the program based on ACCESS testing results.
- e. Secondary Language Acquisition
 - i. In addition to following ACTFL standards , Language Acquisition instruction supports the MYP fundamental concept of Intercultural Awareness and the IB Learner Profile. Learning an additional language is essential for students to understand other cultures, reflect on their own, and develop a mindset that values multilingualism and international mindedness.

2. Ongoing Review

- a. The Language Policy will be reviewed regularly to ensure the document reflects the needs and desires of our students, our school, and the expectations of IB.

3. Communicating Policy

- a. The policy will be available on the RHS website and can be made available on paper to families upon request.

Acknowledgement:

Portions of the language in this document originated here:

https://henry.mpls.k12.mn.us/uploads/phhs_ib_assessment_policy_may_2016.pdf

<https://chs.rdale.org/academics/international-baccalaureate-grades-11-12>

Language and learning in IB programs, 2012

IB Guidelines for developing a school language policy

IB Language and Literature Subject Guide, 2014

IB Language Acquisition Subject Guide, 2014



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

ITEM: 1

Subject: Activities update

Meeting Date: 5-17-21

Prepared by: Dan Pratt

Date Prepared: 5-12-21

Information Briefing Action Enclosure Item(s)

Board Report - 2020-21 Highlights

This year's National Choral Award recipient is senior **Madeline Haas**. Chamber **Choir** and seven soloists participated in a virtual Solo and Ensemble Contest. **Chamber Choir** received a score of "Excellent", and all soloists received the top score of "Superior." Sophomore **Claire Shaikoski** and junior Mackenzie Bakken auditioned for 2021-2022 Minnesota All-State Choirs.

Four students from the Rockford **Speech** team qualified for the State Tournament: seniors **Scout Lund, Madeline Haas, Rayna Bowen** and junior **Jasmine Faue**. **Rayna Bowen** finished second place at State. Senior **Elizabeth Johnson** and sophomore **Margaret Johnson** finished fifth at sections. Elizabeth and Margaret were also named Wright County Conference Champions.

Due to COVID-19, the Fall **Cheerleading** season was abbreviated to only home games and the Winter season did not occur due to capacity restrictions/venue guidelines during the pandemic.

The Rockford **Dance** Team finished 8th out of 14th at the section tournament. The team also finished 4th overall in our conference with our captains, senior **Cassidy Cruz** and junior **Skyla Lewis** both receiving All Conference.

Eighth graders **Ruby Gifford** and **Hailey Jackson** earned All-Conference honors and both qualified for the state cross country meet. This was the first time in over 15 years that Rockford has had two runners from the same team qualify for state. Both the boys and girls cross country teams earned the State **Cross Country** Coaches Association Gold Award (GPA 3.75+).

RHS **National Honor Society** inducted 21 new members this year. This year's NHS has a total of 55 members.

Rockford **Football** was Section 2AAA runner up in 2020. Varsity football was awarded the Minnesota State Coaches Association Academic All Star Silver Award (GPA 3.5-3.74) for nine of the last ten years. Two players named for All District position honors: Midstate District Red Offensive Lineman of the Year - senior **Levi Broking** and Midstate District Red Back of the Year - senior **Connor Schreckenghaust**.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

The highlight of the **Girls Soccer** season was an amazing group of seniors and captains that created a culture of cohesion, support, teamwork, and inclusiveness. The amount of pride that this team carried around for one another was unstoppable! A huge shout out to the graduating seniors that made this one of the best years yet!

Trapshooting has 36 shooters on the team this year 10 of which are new to the team. Senior captains **Hunter Ehlers, Nate Jorgenson, and Chase Jordet** have been leading this year's team through some tough weeks of competition. Weather has been the biggest obstacle for the shooters this year, they have shot in snow, cold, driving rain, and had to suspend one match due to hail. Despite the joys of an outdoor spring sport the team has kept a great attitude week after week and are looking forward to the 2nd Annual Crow River Shoot-off Tournament and the State Championship in June. Freshman shooter **Trigg Bryngelson** brought home top honors shooting this year's first perfect round (25 straight) a couple weeks ago.

The Varsity team was awarded the Minnesota **Volleyball** Coaches Association Academic Gold Award with a team GPA of 3.89. Senior **Lexi Wacker** received Academic All-State honors. Junior **Lauren Loegering** was named to the All-Conference Team and Junior **Sophie Bremel** was named All-Conference Honorable Mention.

Senior **Ellie Sather** was named this year's recipient of the regional **Athena** award for outstanding female athlete.

On **National Signing Day**, three seniors signed their letters of intent to play sports at the collegiate level: Track & Field - **Jayden Lark**; Soccer - **Sydney Manthana**; Softball - **Ellie Sather**. **Sara Byers** signed with Oklahoma State for Track after the signing day.

Seniors **Sydney Boyd and Kyle Thomas** were named RHS Academics, Arts and Athletics (**Triple A**) Award winners.

The **One Act** Play team put on a recorded in-person production of "The Brother's Grimm Spectaculathon" by Don Zolidis. Despite the challenges of this season due to the pandemic, the cast and crew had a blast with this year's show, and the seniors will be deeply missed!

Rockford High School's **Gymnastics** teams had a great season including C Team, Junior Varsity and Varsity. At the Section 5A Meet, Rockford took 3rd place out of eight teams. Sophomore **Elise Biorn** qualified for the State Meet on the Uneven Parallel Bars! **Elise** performed a great routine scoring her highest average all year. She came in 14th place out of 42 gymnasts. **Elise** was also awarded the All State Honorable Mention Certificate and All Conference!

Of 15 rostered Varsity **Baseball** players, we had 12 make their Varsity debut this year. Our six graduating seniors are **Evan Rootness, Mike Nelson, Connor Schreckenghaust, Dillon Lundberg, Ryan Lowe, and Ben Biorn**. Evan Rootness, Mike Nelson, and Ben Biorn are captains. Also graduating are our extremely talented managers, seniors **Cassidy Cruz and Olivia Heitke**.

DECA had 25 students who competed at State this year with three students representing RHS at nationals: seniors **Morgan Johnson, Libby Johnson, and Scout Lund**.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Due to the pandemic, there was not a high school **Musical** performance in 2020-21.

Two members of the high school **Concert Band** were selected and performed for this year's All-State Band. **Amelie LaPlume**, junior, was selected to the Symphonic Band. **Amelie** is a junior this year and will be participating again as a senior next year. **Amelie** plays the bass clarinet. **Steven Mutterer**, senior, was selected to the Symphonic Band. **Steven** plays the clarinet. Rockford also hosted a solo/ensemble contest this year. In all, 50 students participated in 31 entries. 22 entries received the highest rating of "superior". 9 entries received the 2nd highest rating of "excellent". Senior **Paige Henrich** is this year's recipient of the John Philip Sousa Award for outstanding senior instrumentalist. Senior **Evan Rootness** is the year's recipient of the Louis Armstrong award for outstanding senior jazz member.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Data and Testing Update							
Meeting Date: 5/17/21							
Prepared by: Kevin Keller							
Date Prepared: 5/10/21							
<input checked="" type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)

MCA/MTAS Data

Date	Description of Resource or Event
Wednesday, July 14	District and School Student Results (DSR and SSR) files available for district download. These files provide embargoed final individual student results.
Friday, Aug. 6	Test Results Summary provides embargoed summary results.
Thursday, Aug. 26	Individual Student Reports (ISRs) arrive in districts
Week of Aug. 30	Media receives access to embargoed accountability downloadable data file including state, all districts, and all school-level data Public release of assessment and accountability results, including school recognition, in Data Center Assessment results available in PearsonAccess Next (MCA/MTAS) and WIDA AMS (ACCESS/Alternate ACCESS)



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

FAST and STAR Assessments will be completed by Thursday, May 20th - Reading data will be used to determine QComp Building Goals.

REAMS Building Goal: 60% of students in grades K-4 at REAMS will meet or exceed the FAST aReading. This is a baseline year.

RMS-CES Building Goal: 70% of students in grades 5-8 at RMS-CES will meet or exceed the FAST aReading. This is a baseline year.

RHS Building Goal: 50% of students will meet or exceed the STAR reading. This is a baseline year.

Rockford MCA Data

MTAS - 64% of eligible 3-11th grade students took the MTAS

Reading MCA - 84% of eligible 3-8 and 10th-grade students took the assessment.

Math MCA - 84% of eligible 3-8 and 11th-grade students took the math assessment.

Science MCA - 92% of eligible 5 & 8th-grade students took the science assessment

From MDE: Earlier this month, Minnesota submitted a waiver for the accountability sections of its Every Student Succeeds Act (ESSA) State Plan in response to an opportunity from the U.S. Department of Education (ED). On Wednesday, April 21, we received notification from ED that our waiver has been approved. Under this waiver, Minnesota will still collect and report data on student learning. However, due to the effects of the COVID-19 pandemic on data collection and usability, **data collected during the 2020–21 school year will not be used for accountability purposes.**

This means that for the next round of identification of schools for support and improvement under ESSA, which under the waiver will now be delayed until fall 2022, we will use statewide assessment results from only the 2018–19 and 2021–22 school years. For graduation and attendance data, we will use data from 2017–18 and 2020–21.

Take away - REAMS will continue to work with the Regional Centers of Excellence (RCE) for a 4th year and will continue to develop a research based, English Learner co-teaching delivery method.



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Q Comp Proposed Plan Changes

Meeting Date: 5/17/21

Prepared by: Kevin Keller

Advisor Team (Kathy Mattson, Amanda Rasset, Beth Russell)

Date Prepared: April 2021

Information Briefing Action Enclosure Item(s)

The following documents are requirements of our Q Comp plan. The changes were approved by the Union and will be sent to QComp at MDE.

Information Requiring Action

- **Program Update Form:** Includes proposed plan changes for 2021-2022 Q Comp plan. Only changes pertaining to Minnesota statute needs to be submitted on this form.
- I recommend approval of the Program Update Form as presented.

Informational Documentation

- [Summary of Plan Changes](#) – Executive summary of proposed changes to Q Comp for the 2021-2022 school year
- [Q Comp Plan 2021-2022](#): This is the internal district Q Comp Plan. It reflects proposed plan changes from the Program Update Form as well as changes that only need to be agreed upon within the district. ~~Strikeouts~~ represent language to be removed, **red text** is proposed new language. No submission to the MDE is required. *Board approval of this document is also not required.* Document is provided as information.
- [Key Q Comp Dates/Meetings for 2021-2022](#)

General Information: This form is to be used by all implementing districts and charter schools to provide information to the Minnesota Department of Education (MDE) regarding changes to the approved Q Comp program as outlined in Minnesota Statutes, section 122A.414, subdivision 3(a). The form will expand to fit your responses. Double-click on the yes/no check boxes to select it. Send the completed form and any related attachments via email to [Q Comp](#).

Note: *There is no need to submit a program update form if no changes are being made to the approved Q Comp program.*

District or Charter School Name: Rockford Area Schools

Superintendent or Director: Rhonda Dean

- Phone: 763-477-9165
- Email: deanr@rockford.k12.mn.us

President of the Exclusive Representative of the Teachers: Steve Merila

- Phone: 763-477-5837
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Program Contact Person: Kathy Mattson (Rockford High School)

- Phone: 763-477-5846
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Program Contact Person: Beth Russell (Rockford Middle School-Center for Environmental Studies)

- Phone: 763-477-5831
- Email: russellb@rockford.k12.mn.us

Program Contact Person: Amanda Rasset (Rockford Elementary Arts Magnet School)

- Phone: 763-477-5837
- Email: rasseta@rockford.k12.mn.us

It is the district's responsibility to align any program changes with statutory requirements. To assist with this process, a *Q Comp Requirements and Guiding Principles* document is available on the Q Comp web page under the Implementation section.

Please address all items related to the component(s) that are being changed and attach any additional information and related materials. Ensure that when designing program changes the fiscal implications of the change are thoroughly considered so that funds are available to cover related costs. MDE staff will review the provided information and contact the district/charter school if further clarification is needed.

Core Component: Career Advancement Options

Describe the changes to the teacher leader model to be implemented next year:

The mentorship payment has been restructured: new hire mentors will receive \$700 (no change) while mentors (working with teachers after their first year) will be paid \$500 (instead of \$700 and instead of possibly mentoring more than one person).

Teachers may also be paid for mentoring long term subs.

Does this change have a fiscal impact on the program budget? Yes No

If yes, has the budget been adjusted to support this change? Yes No

Core Component: Job-Embedded Professional Development

Describe the changes to the job-embedded professional development structure to be implemented next year:

There will be one additional leader, bringing district Leader count to 20. The cost for an additional leader is \$625.

Does this change have a fiscal impact on the program budget? Yes No

If yes, has the budget been adjusted to support this change? Yes No

Core Component: Teacher Evaluation

Describe the changes to the teacher evaluation program to be implemented next year:

The observation tool is shifting to encourage a growth mindset and conversation to that end as opposed to evaluation. Pay is based on completing the three-step observation process completely for all three rounds.

Does this change have a fiscal impact on the program budget? Yes No

If yes, has the budget been adjusted to support this change? Yes No

Core Component: Performance Pay and Reformed Salary Schedule

Describe the changes to performance pay or the reformed salary schedule to be implemented next year:

	Past years		Now	
Job-embedded PLCs	35%	\$787.50	30%	\$675.00
Individual Goals	15%	\$337.50	30%	\$675.00
Observations	35%	\$787.50	35%	\$787.50
Building Goal	15%	\$337.50	5%	\$112.50
Potential June payout	85%	\$1912.50	100%	\$2250.00
Potential fall payout	15%	\$337.50	0%	\$0.00
Total Possible payout	100%	\$2250.00	100%	\$2250.00

Does this change have a fiscal impact on the program budget? Yes No

If yes, has the budget been adjusted to support this change? Yes No

The undersigned hereby certifies on behalf of the district/charter school that all of the proposed changes meet statutory requirements.

Superintendent/Executive Director Name	Signature	Date
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Local Union President Name*	Signature	Date
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*Districts/Charter Schools without a collective bargaining unit only need the signature of the superintendent/executive director on behalf of the school board.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Q Comp Annual Report

Meeting Date: 5/17/21

Prepared by: Kevin Keller, Advisor Team (Kathy Mattson, Amanda Rasset, Beth Russell)

Date Prepared: March-April 2021 by Advisor Team

Information

Briefing

Action

Enclosure Item(s)

Annual Report:

Presentation of this report is needed to meet MDE Q Comp requirements. This report will be added as an addendum to the final World's Best Workforce Report due October 15, 2021. Program updates have been approved by the Teachers Union and signed by the Superintendent and will be submitted by the August 31st due date.

Last year that requirement was waived given the pandemic.

Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

Our PLC Leaders, Observation Coaches, and Mentors promoted and facilitated collaboration, discussion, and reflection to promote student growth and achievement.

At REAMS: the first two focus areas were designated to distance learning and 1:1 prep, then data dig (looking at data, planning instruction and interventions, and understanding standards), and lastly individualized PLC work (looking at standards, aligning common assessments, curriculum development, interventions, understanding new Science standards).

At RMS-CES, the four focus areas were distance learning and technology (two rounds), rubrics, and STEM integration.

At RHS, the four focus areas were distance/hybrid learning, teacher support, student support, and IB implementation. These focus areas were intertwined such that each focus area tied to classroom instruction. The Leaders/Coaches helped introduce new strategies and frameworks. They also provided instructional examples.

In all buildings, through these collaborative efforts, teachers could reflect on, discuss, and implement instructional adjustments that specifically supported areas for targeted growth and impacted classroom instruction.

Mentors provided ongoing support and guidance to their Mentees and reported on their collaborative efforts throughout the year.

How did the work of teacher leaders impact student achievement?

The work of teacher leaders impacted student achievement because teachers had to navigate a totally new teaching landscape this year. Teachers continuously adjusted their teaching to meet the demands of this unique context. The focus areas allowed for teachers to collaborate on topics that supported students in this unusual time. Teachers learned together and, as they did, they modeled that learning to their students. As new technologies were introduced and implemented, teachers and students learned together.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

At Leadership meetings, teachers reviewed progress, identified challenges, problem-solved, and implemented new approaches. Through purposeful meetings and ongoing conversations and feedback opportunities, the Advisor Team, Core Committee, and building principals stayed aware of staff needs.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

Teachers rate their leaders well overall. Here's what some teachers shared about their Leaders: "Our keeps us informed, always offers her ear, and gives great advice!" Another shared their leader "always set up ahead of time with her presentation and she starts the PLC promptly on time, giving us plenty of time to learn and discuss the topic. She's a great listener and facilitator."

As for observations, they were rated as one of the most valuable parts of the program, which speaks to the effectiveness of the Coaches in guiding teachers in reflecting on their teaching in order to grow. One group reported that "As usual, it's great to hear other teachers' perspective, especially those from other content areas. It provides an entirely different lens to view ourselves from."

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

The feedback from surveys, data collected representative of and related to our work streams allowed detailed evaluation of the PLC format. The Core Committee understands that it is important to build shared knowledge and language regarding the critical steps in the PLC process, and on an ongoing basis, make modifications to address teachers' feedback. Results were favorable overall, though many helpful suggestions were offered that will help continue to promote program growth.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

PLC meetings allow for purposeful conversations and collaboration, which carry directly into the classroom. Specific focus areas (at the designated buildings) allowed for time to be spent on topics of importance. Many of these focus areas helped classroom instruction, through continued work within the PLC groups. Many PLC groups had the time to dig into data more deeply, and then take a look at the standards and instruction. Quality classroom instruction is at the forefront of our work in PLC groups.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

All teachers created individual goals that are SMART goals. Many of these goals are based around student achievement, based on data that is collected. The goal is monitored throughout the school year, and teachers are continuously working to achieve their individual goals.

Many of the designated focus areas also impacted student achievement. When teachers are collaborating together in their PLC groups, looking at data, and discussing and implementing interventions, it has an impact on student achievement.

PLC groups were asked to rate the impact of job-embedded PLC work on classroom instruction/student achievement, from 0 to 4 (0 having no impact and 4 having a high impact). Across the district, 68.4% rated it a 3, and 10.5% rated it a 4. Therefore, 78.9% of PLC groups feel that the job embedded work within PLC groups has a significant impact on classroom instruction/student achievement.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

PLC groups continue to utilize past practices and instructional strategies, and implement them into their everyday teaching. These strategies are observable through the observation component of Q Comp. Teachers continue to collaborate with one another, and learn instructional strategies from one another that best promote and increase student achievement.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

REAMS: At REAMS, teachers focused on digging into data from FAST, and coming up with instructional strategies and specific interventions to support students. PRESS is continually used as an intervention tool to meet the individual needs of students in the academic area of reading. Data also helps teachers come up with different strategies, through collaboration, to meet the needs of the whole class as well.

RMS-CES: RMS-CES teachers identified education technology and digital tools as a major focus for the year. Teacher leaders created lessons and activities for the staff to develop and grow their technology skills for teaching online and in hybrid blended learning models. We also looked to the future with rubrics and standards as well as redefining the environmental STEM magnet program within our building.

RHS: At RHS, as a part of the International Baccalaureate grant, work focused on the SAMR model of technology integration was incorporated into PLC work. In addition, PLCs spent time learning about teaching in the block. Part of those strategies included work with scaffolding, inquiry, and collaboration (RHS identified best practices).

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The data collected will be used to set the framework for PLCs next year. Teachers have benefited from the focus areas at each building and the building level initiatives that come with that. To improve the effectiveness of the job-embedded PLC work, the advisors along with building principals will work together to implement focus areas that continue to build collaboration within the PLCs, work toward building goals, and increase classroom instruction and student achievement. These focus areas will be thought out ahead of time, and purposeful.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Teachers consistently rank observations as one of the highest impacts of the Q Comp program. It allows for reflection, discussion, and advice on lessons and teaching— so often, teaching is solitary due to the nature of the structure of the schedule. Observations create space for teachers to share, find support, and gain ideas from colleagues. This year, hybrid and distance elements were included to help identify ways for teachers to be successful in a new teaching environment. These elements were created with help from the leaders and coaches, and allowed for reflection on best practices on classroom instruction in a completely new teaching setting.

What impact did the observation/evaluation process, including coaching, have on student achievement?

Feedback from groups was very positive regarding observation impact. On a scale of 0-4, with 4 being very high impact, 47% of groups ranked observation impact on student achievement at a 3, and 29% rated observations at a 4. Overall, the overwhelming majority of groups found observations to have a high or very high impact on achievement.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Each observation consists of the observation itself along with a pre and post evaluation meeting with the observation coach. The questions and discussion that results from these materials give teachers space to identify what they are trying to accomplish or achieve within the lesson, as well as a space to reflect on how the lesson accomplished those goals. Teachers are asked to identify an element for improvement as well as a point of pride in the lesson.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

Observation coaches are trained in Rockford's observation process and have continued discussions about issues, strategies, or clarifications regarding observations throughout the year. Coaches watch a taped video of a lesson,

and after completing the rubric, a discussion is had to see how each person has completed the observation documentation.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

When so many of the PLC groups find observations to be meaningful and have a positive impact on student achievement, we take their feedback seriously. Many observation coaches found the rubric to be too evaluative and expressed a desire for a tool that could be more effective at creating dialogue and conversations about the lesson. With their help and support, we have adjusted the observation rubric to create a new observation documentation tool that will focus less on evaluation and more on reflection of best practices and effective strategies. This tool will also help facilitate meaningful conversations.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

No, the pay amounts are shifting and there is a plan update form being submitted to reflect that. The pay amount for the building/site goal has decreased and the individual goal pay amount has increased.

If no, please explain the changes that have occurred and why?

The change occurred to better reflect where our time is spent as PLCs. While the data is an essential piece of informing instruction, the other components are factors that each teacher can more independently and continuously monitor regardless of subject/grade level.

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Impact

Teachers invest in the Q Comp program and all of its components. It is for that reason that the impact of Q Comp is a clear part of each building landscape.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

The Q Comp program has improved teacher instruction. The Focus Area structure allows each building to focus PLC work on building initiatives that support student achievement. This helps streamline the work teachers are doing

and allows for meaningful collaboration. That collaboration also brings greater awareness. By collecting feedback at the close of each focus area, the Advisor Team, Core Committee, principals, stay aware and responsive to teacher-identified needs. That responsiveness is essential to the effectiveness of the Q Comp program.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Teachers engage in ongoing work that is focused by the goal of improving student achievement. That looks like intervention discussions. That looks like an acceleration discussion. That looks like grade-level discussions, vertical alignment discussions within departments. That looks like assessment alignment and analysis. That looks like exploring new strategies and curricular materials. That looks like discussing plans for implementing new programming.

Teachers reflect on their practice both through PLC meetings and through observations. Those two elements allow teachers to improve their instructional practices to better meet the needs of their students. Beyond that, each teacher's individual goal also addresses student achievement. Those goals allow teachers to reflect on professional goals and prioritize a goal that will facilitate growth.

How will the district use the review findings to improve the overall effectiveness of the program?

The Core Committee and Advisor Team carefully considered feedback from Administrators, Leaders, Coaches, Mentors and PLC Groups (in the form of the annual survey) in order to make some changes to the program. All changes are intended to foster meaningful engagement/collaboration and positively impact student achievement in a streamlined way.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Resolution to Certify Listing of Graduates

Meeting Date: May 17, 2021

Prepared by: Superintendent's Office

Date Prepared: April 28, 2021

Information Briefing Action Enclosure Item(s)

The Board needs to pass a resolution authorizing the high school principal, Paul Menard, to grant high school diplomas to all Rockford Area School District students that have met the State of Minnesota and Rockford Area School District graduation requirements. If the Board agrees, this will certify our listing of graduates.

BE IT RESOLVED, by the School Board of Independent School District No. 883, authorizes Rockford High School Principal Paul Menard to grant high school diplomas on Friday, May 28, 2021 to all Rockford Area School district students that have met the State of Minnesota and Rockford Area School District graduation requirements.

**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Acknowledgement of Contributions Resolution

Meeting Date: May 17, 2021

Prepared by: Business Office

Date Prepared: May 12, 2021

Information	Briefing	X	Action
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RESOLUTION

Whereas Minnesota Statute 123B.02 permits school boards to "...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof."

Therefore, be it resolved by the School Board of Rockford Area Schools, Independent School District 883 that the School Board accepts, with appreciation, the contributions detailed below.

<i>Donor</i>	<i>Amount</i>	<i>Fund</i>
Rocket Boosters	\$86.76	Girls & Boys Golf Activity Accounts
Eric & Jill Gordee	\$2,000.00	Wrestling Activity Account
Dixon Family	Staff Supplies	REAMS General Fund
K Nolby	Water Bottles	REAMS Classroom General Fund
Casey's General Stores	\$24.20	ES gift account
Meyer Family	Misc Supplies	REAMS General Fund
Box Tops	\$11.20	MS gift accout
V Wermager	Classroom Art Supplies	REAMS Classroom General Fund



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Approval for Refunding Bond Series 2021A

Meeting Date: May 17, 2021

Prepared by: Tanley Lego

Date Prepared: May 11, 2021

Information

Briefing

Action

Enclosure Item(s)

Attached Sale Summary - General Obligation Capital Facilities Refunding Bonds Series 2021A presentation by Steve Pumper from PMA and Business Manager, Tanley Lego from Rockford Area Schools District.

Attached is the Resolution of Ratifying the Sale of General Obligation Capital Facilities Refunding Bond Series 2021A needing board approval to proceed.

Recommendation to approve this ratifying sale refunding bond 2021A with Woodlands National Bank.



PMA[™]
SECURITIES

ISD 883, Rockford Area Schools

Sale Summary

General Obligation Capital Facilities Refunding Bonds,
Series 2021A

Michael Hart

Director, Public Finance
PMA Securities, LLC

Steve Pumper

Vice President
PMA Securities, LLC



G.O. Capital Facilities Refunding Bonds, Series 2021A

- ▶ Purpose:
 - ▶ Refund Series 2010A Capital Facilities Bonds to achieve debt service savings

- ▶ Mechanism
 - ▶ Current refunding (Call Date = 6/21/2021)
 - ▶ No changes to payment structure

- ▶ Authority
 - ▶ MN Statute Chapter 475



Bid Summary

Independent School District No. 883 (Rockford)

\$590,000

General Obligation Capital Facilities Refunding Bonds, Series 2021A

Date of Sale: May 11, 2021

Award: Woodlands National Bank

<u>Bidder</u>	<u>Interest Rate</u>
Woodlands National Bank	0.281%
The Bank of Elk River	0.39%
Zions Bancorporation, N.A.	0.99%
CorTrust Bank	2.00%



Sale Summary

G.O. Capital Facilities Refunding Bonds, Series 2021A

▶ Final Par Amount	\$590,000
▶ Gross Savings	\$26,881
▶ Annual Average Debt Service Savings	\$6,720
▶ 4 Years of Payments Remaining	
▶ All savings will benefit District's Capital Fund	
▶ Final True Interest Cost	0.281%



Savings Detail

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2022	148,073.03	147,339.00	154,262.50	6,923.50
02/01/2023	148,244.84	148,244.84	154,875.00	6,630.16
02/01/2024	148,831.76	148,831.76	155,325.00	6,493.24
02/01/2025	148,415.88	148,415.88	155,250.00	6,834.12
Total	\$593,565.51	\$592,831.48	\$619,712.50	\$26,881.02

PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	26,020.46
Net PV Cashflow Savings @ 0.281%(Bond Yield).....	26,020.46
Contingency or Rounding Amount.....	734.03
Net Present Value Benefit	\$26,754.49
Net PV Benefit / \$570,000 Refunded Principal...	4.694%
Net PV Benefit / \$616,020.46 PV Refunded Debt Service	4.343%
Average Annual Cash Flow Savings.....	6,720.26



Parameters Resolution vs. Actual Sale

G.O. Capital Facilities Refunding Bonds, Series 2021A

Parameters Resolution – April 19, 2021

- ▶ Current refund the District's 2010A Bonds
- ▶ Par Amount not to exceed \$595,000
- ▶ Minimum Gross Savings of \$5,000
- ▶ PMA Securities, LLC acting as Municipal Advisor
- ▶ Minnesota State Credit Enhancement Program

Sale Results



\$590,000

\$26,881





Sources & Uses of Funds

Sources Of Funds

Par Amount of Bonds	\$590,000.00
Total Sources	\$590,000.00

Uses Of Funds

Deposit to Current Refunding Fund	577,490.97
Bond Counsel (Kennedy & Graven)	5,500.00
Financial Advisor (PMA Securities)	5,000.00
Paying Agent (US Bank)	850.00
Deposit to Debt Service Fund	734.03
Auditor Certificate (Hennepin County)	275.00
Auditor Certificate (Wright County)	150.00
Total Uses	\$590,000.00



Disclosure

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive. The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

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RESOLUTION RATIFYING THE SALE OF GENERAL OBLIGATION CAPITAL FACILITIES REFUNDING BONDS, SERIES 2021A, IN THE ORIGINAL AGGREGATE PRINCIPAL AMOUNT OF \$590,000; FIXING THEIR FORM AND SPECIFICATIONS; DIRECTING THEIR EXECUTION AND DELIVERY; PROVIDING FOR THEIR PAYMENT; AND PROVIDING FOR THE REFUNDING OF BONDS REFUNDED THEREBY

BE IT RESOLVED By the Board of Education (the “Board”) of Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota (the “District”) as follows:

Section 1. Sale of Bonds.

1.01. It is hereby determined that:

(a) On March 3, 2010, the District issued its General Obligation Capital Facilities Bonds, Series 2010A (the “Refunded Bonds”), dated the date of issuance, in the original aggregate principal amount of \$1,875,000, Minnesota Statutes, Chapter 475, as amended (the “Municipal Debt Act” or “Act”), and Minnesota Statutes, Section 123B.59 (as then in effect). The Refunded Bonds are currently outstanding in the principal amount of \$570,000 and are subject to call for redemption and prepayment at the option of the District on any date. Proceeds of the Refunded Bonds were used to finance certain capital projects and related financing costs, including facilities improvements to address deferred maintenance, correct ventilation deficiencies, and implement energy conservation measures at the high school, middle school and elementary school facilities of the District.

(b) On April 19, 2021, the Board adopted a resolution providing the parameters for the sale of the General Obligation Capital Facilities Refunding Bonds, Series 2021A (the “Bonds”), including the latest final maturity of the Bonds, the maximum principal amount of the Bonds, and the gross debt service savings to be produced by the issuance of the Bonds, for the purpose of refunding the outstanding Refunded Bonds.

(c) The District is authorized by Section 475.60, subdivision 2(9) of the Act to negotiate the sale of the Bonds by private negotiation and to place the Bonds with one or more financial institutions, it being determined that the District has retained an independent municipal advisor in connection with such sale. The actions of the District staff and the District’s municipal advisor in negotiating the sale of the Bonds are ratified and confirmed in all aspects.

(d) Offers to purchase the Bonds were solicited on behalf of the District by PMA Securities, LLC (the “Municipal Advisor”).

(e) (f) The offers were received at the offices of the Municipal Advisor, 5301 Kyler Ave, Albertville, Minnesota 55301, on May 11, 2021 and are set forth in EXHIBIT A attached hereto.

1.02. Acceptance of Offer. The offer of Woodlands National Bank (the “Purchaser”), to purchase the Bonds, in accordance with the terms of proposal, at the rates of interest hereinafter set forth, and to pay therefor the sum of \$590,000.00, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted, and the Bonds are hereby awarded to the Purchaser. The District Treasurer is directed to retain any deposit of said Purchaser. Any amount paid by the Purchaser over the minimum purchase price shall be credited to the Debt Service Fund or the Redemption Fund hereinafter created, as determined by the District Treasurer in consultation with the Municipal Advisor.

Year Interest Rate

2025*	0.281%
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*Term Bond

True interest cost: 0.2809833%

1.03. Purchase Contract. The execution and delivery of the contract with the Purchaser is hereby ratified and confirmed.

1.04. Terms and Principal Amount of Bonds. The District will forthwith issue and sell the Bonds pursuant to the Act, specifically Section 475.67, subdivision 3, in the total principal amount of \$590,000, originally dated the date of delivery, in the denomination of \$100,000 each and \$1,000 integral multiple thereof, numbered No. R-1, upward, bearing interest as above set forth, and maturing serially on February 1 in the years and amounts as follows:

Year	Amount
2025*	\$590,000

*Term Bond

1.05. Optional Redemption. The Bonds are not subject to optional redemption prior to maturity.

1.06. Mandatory Redemption; Term Bonds. The Bond maturing on February 1, 2025 shall hereinafter be referred to as the “Term Bond.” The principal amount of the Term Bond subject to mandatory sinking fund redemption on any date may be reduced through earlier optional redemptions, with any partial redemptions of the Term Bond credited against future mandatory sinking fund redemptions of such Term Bond in such order as the District shall determine. The Term Bond is subject to mandatory sinking fund redemption and shall be redeemed in part at par plus accrued interest on February 1 of the following years and in the principal amounts as follows:

Sinking Fund Installment Date

<u>February 1, 2025 Term Bond</u>	<u>Principal Amount</u>
2022	\$147,000
2023	147,000
2024	148,000
2025*	148,000

*Maturity

1.07. Covenant as to State Credit Enhancement. The District hereby covenants and obligates itself to notify the State of Minnesota of a potential default on the Bonds and to use the provisions of the Minnesota Statutes, Section 126C.55 (the “State Credit Enhancement Act”) to guarantee payment of the Bonds. The staff of the District is directed to notify the Minnesota Departments of Education and Finance that the District has obligated itself to be bound by the provisions of such State Credit Enhancement Act, which provide for payment of principal of and interest on the Bonds by the State of Minnesota in the event of a default by the District.

Section 2. Registration and Payment.

2.01. Registered Form. The Bonds will be issued only in fully registered form. The interest thereon and, upon surrender of each Bond, the principal amount thereof, is payable by check or draft issued by the Registrar described herein.

2.02. Dates; Interest Payment Dates. The Bonds will be dated as of the date of delivery. The interest on the Bonds is payable on February 1 and August 1 of each year, commencing February 1, 2022, to the registered owners of record as of the close of business on the fifteenth day of the immediately preceding month, whether or not that day is a business day.

2.03. Registration. The District will appoint a bond registrar, transfer agent, authenticating agent and paying agent (the “Registrar”). The effect of registration and the rights and duties of the District and the Registrar with respect thereto are as follows:

(a) Register. The Registrar must keep at its principal corporate trust office a bond register in which the Registrar provides for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.

(b) Transfer of Bonds. Upon surrender for transfer of a Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar will authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until that interest payment date.

(c) Exchange of Bonds. When Bonds are surrendered by the registered owner for exchange the Registrar will authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity as requested by the registered owner or the owner’s attorney in writing.

(d) Cancellation. Bonds surrendered upon transfer or exchange will be promptly cancelled by the Registrar and thereafter disposed of as directed by the District.

(e) Improper or Unauthorized Transfer. When a Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the Bond until the Registrar is satisfied that the endorsement on the Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar will incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name a Bond is registered in the bond register as the absolute owner of the Bond, whether the Bond is overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on the Bond and for all other purposes, and payments so made to a registered owner or upon the registered owner’s order will be valid and effectual to satisfy and discharge the liability upon the Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees and Charges. The Registrar may impose a charge upon the owner thereof for a transfer or exchange of Bonds sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to the transfer or exchange.

(h) Mutilated, Lost, Stolen or Destroyed Bonds. If a Bond becomes mutilated or is destroyed, stolen or lost, the Registrar will deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of the mutilated Bond or in lieu of and in substitution for any Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that the Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar an appropriate bond or indemnity in form, substance and amount satisfactory to it and as provided by law, in which both the District and the Registrar must be named as obligees. Bonds so surrendered to the Registrar will be cancelled by the Registrar and evidence of such cancellation must be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured or been called for redemption in accordance with its terms it is not necessary to issue a new Bond prior to payment.

2.04. Appointment of Initial Registrar. The District appoints U.S. Bank National Association, Saint Paul, Minnesota, as the initial Registrar. The Chair and the District Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with another corporation, if the resulting corporation is a bank or trust company authorized by law to conduct such business, the resulting corporation is authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon 30 days' notice and upon the appointment of a successor Registrar, in which event the predecessor Registrar must deliver all cash and Bonds in its possession to the successor Registrar and must deliver the bond register to the successor Registrar. On or before each principal or interest due date, without further order of this Board, the District Treasurer must transmit to the Registrar moneys sufficient for the payment of all principal and interest then due.

2.05. Execution, Authentication and Delivery. The Bonds will be prepared under the direction of the District Clerk and executed on behalf of the District by the signatures of the Chair and the District Clerk, provided that those signatures may be printed, engraved or lithographed facsimiles of the originals. If an officer whose signature or a facsimile of whose signature appears on the Bonds ceases to be such officer before the delivery of a Bond, that signature or facsimile will nevertheless be valid and sufficient for all purposes, the same as if the officer had remained in office until delivery. Notwithstanding such execution, a Bond will not be valid or obligatory for any purpose or entitled to any security or benefit under this resolution unless and until a certificate of authentication on the Bond has been duly executed by the manual signature of an authorized representative of the Registrar. Certificates of authentication on different Bonds need not be signed by the same representative. The executed certificate of authentication on a Bond is conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so prepared, executed and authenticated, the District Clerk will deliver the same to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser is not obligated to see to the application of the purchase price.

2.06. Temporary Bonds. The District may elect to deliver in lieu of printed definitive Bonds one or more typewritten temporary Bonds in substantially the form set forth in EXHIBIT B attached hereto with such changes as may be necessary to reflect more than one maturity in a single temporary bond. Upon the execution and delivery of definitive Bonds the temporary Bonds will be exchanged therefor and cancelled.

Section 3. Form of Bond.

3.01. Execution of the Bonds. The Bonds will be printed or typewritten in substantially the form as attached hereto as EXHIBIT B.

3.02. Approving Legal Opinion. The District Clerk is authorized and directed to obtain a copy of the proposed approving legal opinion of Kennedy & Graven, Chartered, Minneapolis, Minnesota, which is to be complete except as to dating thereof and cause the opinion to be printed on or accompany each Bond.

Section 4. Bonds; Security; Pledges.

4.01. Debt Service Fund. The Bonds will be payable from the General Obligation Capital Facilities Refunding Bonds, Series 2021A Debt Service Fund (the “Debt Service Fund”) hereby created, and the proceeds of the ad valorem taxes hereinafter levied (the “Taxes”) are hereby pledged to the Debt Service Fund. In addition, proceeds of the Bonds in excess of the amounts required to pay the costs of issuance of the Bonds and to fully fund the Redemption Fund (as defined hereafter) are hereby pledged to the Debt Service Fund.

4.02. Redemption Fund. All proceeds of the Bonds, less the appropriations made in Section 4.01 hereof and the costs of issuance of the Bonds, will be deposited in a separate fund (the “Redemption Fund”) to be used solely to redeem and prepay the Refunded Bonds on June 21, 2021 (the “Redemption Date”). Any balance remaining in the Redemption Fund after the redemption of the Refunded Bonds shall be deposited in the Debt Service Fund herein created for the Bonds.

4.03. Prior Debt Service Account. The debt service account heretofore established for the Refunded Bonds pursuant to the resolution authorizing the issuance and sale of the Refunded Bonds (the “Prior Resolution”) shall be closed following the redemption of the Refunded Bonds, and all monies therein shall be transferred to the Debt Service Fund herein created.

4.04. General Obligation Pledge. If a payment of principal or interest on the Bonds becomes due when there is not sufficient money in the Debt Service Fund to pay the same, the District Treasurer will pay such principal or interest from the general fund of the District, and the general fund will be reimbursed for those advances out of the proceeds of the Taxes herein levied, when collected.

4.05. Pledge of Taxes. For the purpose of paying the principal of and interest on the Bonds, there is hereby levied a direct annual irrevocable ad valorem tax upon all of the taxable property in the District, which will be spread upon the tax rolls and collected with and as part of other general taxes of the District. Such Taxes will be credited to the Debt Service Fund above provided and will be in the years and amounts attached hereto as EXHIBIT C.

4.06. Certification to County Auditor-Treasurer as to Debt Service Fund Amount. It is hereby determined that the estimated collection of the foregoing Taxes will produce at least five percent (5%) in excess of the amount needed to meet when due the principal and interest payments on the Bonds. The tax levy herein provided will be irrevocable until all of the Bonds are paid, provided that at the time the District makes its annual tax levies the District Treasurer may certify to the County Auditor/Treasurer of Wright County and the Taxpayer Services Division Manager of Hennepin County (together, the “County Auditors”) the amount available in the Debt Service Fund to pay principal and interest due during the ensuing year, and the County Auditors will thereupon reduce the levy collectible during such year by the amount so certified.

4.07. Cancellation of Prior Levy After Redemption Date. Following the payment in full of all outstanding principal of and interest due on the Refunded Bonds on the Redemption Date, the District Treasurer is hereby directed to certify such fact to and request the County Auditors to cancel any and all tax levies made by the Prior Resolution.

4.08. Filing. The District Clerk is authorized and directed to file a certified copy of this resolution with the County Auditors and to obtain the certificate required by Section 475.63 of the Act.

Section 5. Refunding of Refunded Bonds; Findings; Redemption of Refunded Bonds.

5.01. Purpose of Refunding. The Refunded Bonds will be called for redemption on the Redemption Date in the principal amount of \$570,000. It is hereby found and determined that based upon information presently available from the Municipal Advisor the issuance of the Bonds, a portion of which will be used to redeem and prepay the Refunded Bonds, is consistent with covenants made with the holders of the Refunded Bonds and is necessary and desirable for the reduction of debt service costs to the District and is necessary and desirable for the reduction of debt service costs to the District.

5.02. Application of Proceeds of Bonds. It is hereby found and determined that the proceeds of the Bonds deposited in the Redemption Fund, along with any other funds on hand in the debt service account established pursuant to the Prior Resolution, will be sufficient to prepay all of the principal of, interest on and redemption premium (if any) on the Refunded Bonds.

5.03. Redemption; Date of Redemption; Notice of Call for Redemption. The Refunded Bonds maturing on February 1, 2022 and thereafter will be redeemed and prepaid on the Redemption Date. The Refunded Bonds will be redeemed and prepaid in accordance with their terms and in accordance with the terms and conditions set forth in the form of Notice of Call for Redemption attached hereto as EXHIBIT D, which terms and conditions are hereby approved and incorporated herein by reference. The registrar for the Refunded Bonds is authorized and directed to send a copy of the Notice of Call for Redemption to each registered holder of the Refunded Bonds at least thirty (30) days prior to the Redemption Date.

Section 6. Authentication of Transcript.

6.01. Proceedings and Records. The officers of the District are authorized and directed to prepare and furnish to the Purchaser and to the attorneys approving the Bonds, certified copies of proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other certificates, affidavits and transcripts as may be required to show the facts within their knowledge or as shown by the books and records in their custody and under their control, relating to the validity and marketability of the Bonds, and such instruments, including any heretofore furnished, will be deemed representations of the District as to the facts stated therein.

6.02. No Official Statement or Prospectus. It is determined that no official statement or prospectus has been prepared or circulated by the District in connection with the sale of the Bonds and that the Purchaser has made its own investigations concerning the District as set forth in an investment letter of even date, receipt of which is hereby acknowledged.

6.03. Other Certificates. The Chair, the District Clerk, and the District Treasurer are hereby authorized and directed to furnish to the Purchaser at the closing such certificates as are required as a condition of sale. Unless litigation shall have been commenced and be pending questioning the Bonds or the organization of the District or incumbency of its officers, at the closing the Chair, the District Clerk, and the District Treasurer shall also execute and deliver to the Purchaser a suitable certificate as to absence of material litigation, and the District Treasurer shall also execute and deliver a certificate as to payment for and delivery of the Bonds.

Section 7. Tax Covenants.

7.01. Tax-Exempt Bonds. The District covenants and agrees with the holders from time to time of the Bonds that it will not take or permit to be taken by any of its officers, employees or agents any action which would cause the interest on the Bonds to become subject to taxation under the Internal Revenue Code of 1986, as amended (the "Code"), and the Treasury Regulations promulgated thereunder, in effect at the time of such

actions, and that it will take or cause its officers, employees or agents to take, all affirmative action within its power that may be necessary to ensure that such interest will not become subject to taxation under the Code and applicable Treasury Regulations, as presently existing or as hereafter amended and made applicable to the Bonds.

7.02. Rebate. The District will comply with requirements all necessary under the Code to establish and maintain the exclusion from gross income of the interest on the Bonds under Section 103 of the Code, including without limitation requirements relating to temporary periods for investments, limitations on amounts invested at a yield greater than the yield on the Bonds, and the rebate of excess investment earnings to the United States (unless the District qualifies for any exemption from rebate requirements based on timely expenditure of proceeds of the Bonds, in accordance with the Code and applicable Treasury Regulations).

7.03. Not Private Activity Bonds. The District further covenants not to use the proceeds of the Bonds or to cause or permit them or any of them to be used, in such a manner as to cause the Bonds to be “private activity bonds” or “arbitrage bonds” within the meaning of Sections 103 and 141 through 150 of the Code.

7.04. Designation of Qualified Tax-Exempt Obligations. In order to qualify the Bonds as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Code, the District makes the following factual statements and representations:

- (a) the Bonds are not “private activity bonds” as defined in Section 141 of the Code;
- (b) the Refunded Bonds were previously designated as “qualified tax-exempt obligations” for purposes of Section 265(b)(3) of the Code, the average maturity of the Bonds is not longer than the average maturity of the Refunded Bonds and the Bonds mature not later than 30 years after the date the Refunded Bonds were issued and therefore the Bonds issued to refund the outstanding principal amount of the Refunded Bonds are deemed designated as “qualified tax-exempt obligations” for purposes of Section 265(b)(3) of the Code in the amount of \$570,000;
- (c) the District designates the Bonds, to the extent the principal amount of the Bonds exceeds the outstanding principal amount of the Refunded Bonds (i.e. \$570,000), as “qualified tax-exempt obligations” for purposes of Section 265(b)(3) of the Code;
- (d) the reasonably anticipated amount of tax-exempt obligations (other than private activity bonds that are not qualified 501(c)(3) bonds and bonds described under Section 265(b)(3)(D)(ii) of the Code) which will be issued by the District (and all subordinate entities of the District) during calendar year 2021 will not exceed \$10,000,000; and
- (e) not more than \$10,000,000 of obligations issued by the District during calendar year 2021 have been designated for purposes of Section 265(b)(3) of the Code.
- (f) the aggregate face amount of the issue of the Bonds is not greater than \$10,000,000.

7.05. Procedural Requirements. The District will use its best efforts to comply with any federal procedural requirements which may apply in order to effectuate the designations made by this section.

7.06. Written Procedures to Monitor the Requirements of Section 148 of the Code. The District shall take all actions necessary to ensure that the Bonds shall be monitored for compliance with the arbitrage, yield restriction, and rebate requirements of Section 148 of the Code and applicable Treasury Regulations. The

District may retain the services of qualified third parties to ensure compliance with the provisions of this Section 7.06.

Section 8. Continuing Disclosure. The Purchaser and participating underwriters, if any, need not comply with the continuing disclosure requirements of Rule 15c2-12, promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, because the offering is of municipal securities in authorized denominations of \$100,000 or more and sold by private placement to no more than 35 sophisticated investors who agree they are purchasing for their own account. Consequently, the District will not enter into any undertaking to provide continuing disclosure of any kind with respect to the Bonds.

Section 9. Defeasance. When all Bonds and all interest thereon have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the holders of the Bonds will cease, except that the pledge of the full faith and credit of the District for the prompt and full payment of the principal of and interest on the Bonds will remain in full force and effect. The District may discharge all Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full. If any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit.

(The remainder of this page is intentionally left blank.)

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

EXHIBIT A
BIDS RECEIVED



Bid Summary

Independent School District No. 883 (Rockford)

\$590,000

General Obligation Capital Facilities Refunding Bonds, Series 2021A

Date of Sale: May 11, 2021

Award: Woodlands National Bank

Bidder	Interest Rate
Woodlands National Bank	0.281%
The Bank of Elk River	0.39%
Zions Bancorporation, N.A.	0.99%
CorTrust Bank	2.00%

Prepared on: 05/11/21

EXHIBIT B
FORM OF BOND

No. R-1	UNITED STATES OF AMERICA STATE OF MINNESOTA COUNTY OF POLK INDEPENDENT SCHOOL DISTRICT NO. 883 (ROCKFORD AREA SCHOOLS)	\$590,000
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GENERAL OBLIGATION CAPITAL FACILITIES REFUNDING BONDS
SERIES 2021A

Rate	Maturity	Date of Original Issue
0.281%	February 1, 2025	June 8, 2021

Registered Owner: Woodlands National Bank

Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota, a duly organized and existing school district in Wright and Hennepin Counties, Minnesota (the “District”), acknowledges itself to be indebted and for value received promises to pay to the Registered Owner specified above or registered assigns, the principal sum of \$590,000 on the maturity date specified above, with interest thereon from the date hereof at the annual rate specified above, payable February 1 and August 1 in each year, commencing February 1, 2022, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month. The interest hereon and, upon presentation and surrender hereof, the principal hereof are payable in lawful money of the United States of America by check or draft by U.S. Bank National Association, Saint Paul, Minnesota, as Registrar, Paying Agent, Transfer Agent and Authenticating Agent, or its designated successor under the Resolution described herein. For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

This Bond is not subject to optional redemption prior to maturity.

The Bond maturing on February 1, 2025 shall hereinafter be referred to as the “Term Bond.” The principal amount of the Term Bond subject to mandatory sinking fund redemption on any date may be reduced through earlier optional redemptions, with any partial redemptions of the Term Bond credited against future mandatory sinking fund redemptions of such Term Bond in such order as the District shall determine. The Term Bond is subject to mandatory sinking fund redemption and shall be redeemed in part at par plus accrued interest on February 1 of the following years and in the principal amounts as follows:

Sinking Fund Installment Date

<u>February 1, 2025 Term Bond</u>	<u>Principal Amount</u>
2022	\$147,000
2023	147,000
2024	148,000

** Maturity*

This Bond is one of an issue in the aggregate principal amount of \$590,000 all of like original issue date and tenor, except as to number, maturity date, and interest rate, all issued pursuant to a resolution adopted by the Board of Education of the District (the “Board”) on April 19, 2021, as ratified by a resolution adopted by the Board on May 17, 2021 (together, the “Resolution”), for the purpose of providing money to redeem and prepay certain outstanding general obligation bonds of the District, pursuant to and in full conformity with the Constitution and laws of the State of Minnesota, including Minnesota Statutes, Chapter 475, as amended, specifically Section 475.67, subdivision 3. The principal hereof and interest hereon are payable from ad valorem taxes, as set forth in the Resolution to which reference is made for a full statement of rights and powers thereby conferred. The full faith and credit of the District are irrevocably pledged for payment of this Bond and the Board has obligated itself to levy additional ad valorem taxes on all taxable property in the District in the event of any deficiency in taxes pledged, which additional taxes may be levied without limitation as to rate or amount. The Bonds of this series are issued only as fully registered Bonds in denominations of \$100,000 and \$1,000 integral multiple thereof of single maturities.

The Board has designated the issue of Bonds of which this Bond forms a part as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the “Code”) relating to disallowance of interest expense for financial institutions and within the \$10 million limit allowed by the Code for the calendar year of issue.

The District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, and to guarantee the payments of the principal of and interest on this Bond when due, pursuant to said statute.

As provided in the Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner’s attorney duly authorized in writing, upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner’s attorney; and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange the District will cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar will be affected by any notice to the contrary.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to exist, to happen and to be performed preliminary to and in the issuance of this Bond in order to make it a valid and binding general obligation of the District in accordance with its terms, have been done, do exist, have happened and have been performed as so required, and that the issuance of this Bond does not cause the indebtedness of the District to exceed any constitutional or statutory limitation of indebtedness.

This Bond is not valid or obligatory for any purpose or entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon has been executed by the Registrar by manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota, by its Board of Education, has caused this Bond to be executed on its behalf by the facsimile or manual signatures of the Chair and District Clerk and has caused this Bond to be dated as of the date set forth below.

Dated: June 8, 2021

**INDEPENDENT SCHOOL DISTRICT
NO. 883 (ROCKFORD AREA SCHOOLS),
WRIGHT AND HENNEPIN COUNTIES,
MINNESOTA**

(Facsimile)
Chair

(Facsimile)
District Clerk

CERTIFICATE OF AUTHENTICATION

This is one of the Bonds delivered pursuant to the Resolution mentioned within.

U.S. BANK NATIONAL ASSOCIATION

By: _____
Its: Authorized Officer

ABBREVIATIONS

The following abbreviations, when used in the inscription on the face of this Bond, will be construed as though they were written out in full according to applicable laws or regulations:

TEN COM -- as tenants in common

UNIF GIFT MIN ACT

Custodian _____

TEN ENT -- as tenants by entireties

(Cust) _____ (Minor)
under Uniform Gifts or Transfers to Minors Act,
State of _____

JT TEN -- as joint tenants with right of survivorship and not as tenants in common

Additional abbreviations may also be used though not in the above list.

PROVISIONS AS TO REGISTRATION

The ownership of the principal of and interest on the within Bond has been registered on the books of the Registrar in the name of the person last noted below.

Date of Registration

Registered Owner

Signature of
Officer of Registrar

June __, 2021 _____

Woodlands National Bank
Federal ID # _____

EXHIBIT C

TAX LEVY SCHEDULE

<u>YEAR *</u>	<u>TAX LEVY</u>
2021	\$155,476.68
2022	155,657.08
2023	156,273.35
2024	155,836.67

** Year tax levy collected.*

EXHIBIT D

NOTICE OF CALL FOR REDEMPTION

\$1,875,000
INDEPENDENT SCHOOL DISTRICT NO. 883
(ROCKFORD AREA SCHOOLS)
WRIGHT AND HENNEPIN COUNTIES, MINNESOTA
GENERAL OBLIGATION CAPITAL FACILITIES BONDS
SERIES 2010A

NOTICE IS HEREBY GIVEN that, by order of the Board of Education of Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota (the "District"), there have been called for redemption and prepayment on

June 21, 2021

all outstanding bonds of the District designated as General Obligation Capital Facilities Bonds, Series 2010A, dated March 3, 2010, having stated maturity dates of February 1 in the years 2022 through 2025, both inclusive, totaling \$570,000 in principal amount, and with the following CUSIP numbers:

<u>Year of Maturity</u>	<u>Amount</u>	<u>CUSIP Number</u>
2022	\$135,000	773352 LU1
2023	140,000	773352 LV9
2024	145,000	773352 LW7
2025	150,000	773352 LX5

The bonds are being called at a price of par plus accrued interest to June 21, 2021, on which date all interest on said bonds will cease to accrue. Holders of the bonds hereby called for redemption are requested to present their bonds for payment at the main office of Bond Trust Services Corporation, 3060 Centre Pointe Drive, Roseville, Minnesota 55113, on or before June 21, 2021.

Important Notice: In compliance with the Jobs and Growth Tax Relief Reconciliation Act of 2003, federal backup withholding tax will be withheld at the applicable backup withholding rate in effect at the time the payment by the redeeming institutions if they are not provided with your social security number or federal employer identification number, properly certified. This requirement is fulfilled by submitting a W-9 Form, which may be obtained at a bank or other financial institution.

Dated: May __, 2021.

BY ORDER OF THE BOARD OF EDUCATION OF
INDEPENDENT SCHOOL DISTRICT NO. 883
(ROCKFORD AREA SCHOOLS), WRIGHT AND
HENNEPIN COUNTIES, MINNESOTA

By: /s/ Jessica M. Johnson
District Clerk
Independent School District No. 883 (Rockford Area
Schools), Wright and Hennepin Counties, Minnesota

STATE OF MINNESOTA)
)
COUNTIES OF) SS.
WRIGHT AND HENNEPIN)
)
INDEPENDENT SCHOOL)
DISTRICT NO. 883)

I, the undersigned, being the duly qualified and acting District Clerk of Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota (the “District”), do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the Board of Education of the District held on May 17, 2021, with the original minutes on file in my office and the extract is a full, true and correct copy of the minutes insofar as they relate to the ratification of the sale of the General Obligation Capital Facilities Refunding Bonds, Series 2021A, in the original aggregate principal amount of \$590,000.

WITNESS My hand officially as such District Clerk this _____ day of _____, 2021.

District Clerk
Independent School District No. 883
(Rockford Area Schools), Wright and Hennepin Counties,
Minnesota



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: Preliminary Budget Presentation 2021-2022

Meeting Date: May 17, 2021

Prepared by: Tanley Lego

Date Prepared: May 11, 2021

Information Briefing Action Enclosure Item(s)

Presentation of our preliminary budget for 2021-2022 school year by the Business Manager, Tanley Lego.

There are a few pending legislative topics and state applications delayed due to Covid, so the final budget for board approval will be presented at the board meeting in June 2021.

Preliminary budget presentation for 2021-22:

	Revenue	Expenditures
General:	\$21,186,304	\$21,189,507
Food Service:	\$807,744	\$803,890
Community Ed:	\$1,119,789	\$1,119,429
Debt Services:	\$4,654,732	\$4,489,688
Activity Funds 21:	\$146,300	\$146,300
OPEB 45:	\$500	\$31,797
OPEB 47:	\$0	\$0
Total	\$6,582,765	\$6,444,894



Rockford Area Schools

Presented by
Tanley Lego, Business Office Manager
Preliminary Budget 2021-2022

#ROCKETS883





2021-2022 - BUDGET OVERVIEW

- This budget represents our best estimates of revenues and expenditures at this time
- The Revised budget revenue and expenditures were audited by the former Business Manager, and presented and approved by the board on February 17, 2021.
- This is a preliminary budget for 2021-2022, and the final Original budget will be presented for board approval on June 21, 2021.



BUDGET ASSUMPTIONS

General Fund

- Budget is based off 1,762 Adjusted Pupil Units (actual student count of 1,549) Previous revised budget dated February 17, 2021 was based off of 1,702 APU.
- State Aid formula allowance \$6,567 (year 2 of 2 years) expires in 2020-21. New State budget still pending in legislature for 2021-23. This preliminary budget is assuming 1% State Aid for 2021-22.
- Salary based off contracts and estimates of contracts not yet settled
- Other expenditures (contracted services, supplies & materials, equipment, etc.) estimated 2% inflation
- Assume \$145,000 loss in Compensatory¹⁰⁵ revenue



General - Fund 01

Revenue and Expenditure Budget

REVENUES	2020-21	2021-2022		
	Revised Budget	Pre Budget	+/-	Adjustments
Local Property Taxes	3,668,637	3,542,591	-3%	Levy, Aid ratio formula
State Sources	16,449,323	16,318,321	-1%	state aid funding formula based off student count & funding rate
Federal Sources	208,644	208,644	0%	Title & Fed Special Ed & Perkins
IB Grant (Federal)	819,067	277,537	-66%	IB Grant
Other	1,318,933	842,414	-36%	donations, interest, fees, rent, Esser II
TOTAL	22,464,604	21,189,507	-6%	

EXPENDITURES	2020-21	2021-2022		
	Revised Budget	Pre Budget	+/-	Adjustments
Salaries	11,109,212	11,041,947	-1%	
Employee Benefits	3,754,998	3,634,272	-3%	
Purchased Services	4,967,517	4,800,218	-3%	LTFM, Transportation, IB
Supplies	1,845,966	1,182,742	-36%	
Capital Outlay	530,409	391,554	-26%	
Other	94,540	135,571	43%	memberships
TOTAL	22,302,642	21,186,304	-5%	



Food Service – Fund 02

Revenue and Expenditure Budget

REVENUES	2020-21	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
State Sources	36,186	16,682	-54%	State Lunch only
Federal Sources	306,381	559,384	83%	National School Lunch Program
Other	445,943	114,178	-74%	Meal Purchases & Milk
TOTAL	788,510	807,744	2%	Food Service Budget

EXPENDITURES	2020-21	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Salaries	409,538	373,594	-9%	
Purchased Services	36,682	42,654	16%	
Supplies	294,606	294,292	0%	
TOTAL	740,826	803,890	9%	Food Service Budget



Community Education - Fund 04

Revenue and Expenditure Budget

REVENUES	2020-21	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Local Property Taxes	129,912	131,211	1%	Levy, Aid ratio formula
State Sources			-31%	state aid funding formula based off student count & funding rate/ratio
	168,771	116,127		
Other	802,936	872,451	9%	
TOTAL	1,101,619	1,119,789	2%	

EXPENDITURES	2020-21	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Salaries	721,671	780,781	8%	
Employee Benefits	156,324	166,089	6%	
Purchased Services	126,479	124,770	-1%	
Supplies	42,897	41,339	-4%	
Capital Outlay	5,500	5,500	0%	
Other	950	950	0%	
TOTAL	1,053,821	1,119,429	6%	



Debt Service - Fund 07

Revenue and Expenditure Budget

REVENUES	2020-21	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Property Tax Levy	4,128,344	4,196,534	2%	Levy, Aid ratio formula
State Sources	458,198	458,198	0%	
TOTAL	4,586,542	4,654,732	1%	based upon state formula (not locally determined)

EXPENDITURES	2020-21	2021-22		
	Original Budget	Pre Budget	+/-	Adjustments
Debt Service	4,493,088	4,489,688	0%	Principal and Interest payments*
TOTAL	4,493,088	4,489,688¹⁰⁹	0%	follows bonded indebtedness schedule



Student Activity - Fund 21

Revenue and Expenditure Budget

REVENUES	2019-20	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Student Activity	146,300	146,300	0%	
TOTAL	146,300	146,300	0%	Activity Budget Goals

EXPENDITURES	2019-20	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Supplies	146,300	146,300	0%	
TOTAL	146,300	146,300	0%	



Other Post Employee Benefits (OPEB) Revenue and Expenditure Budget

REVENUES	2019-20	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Other	46,000	500	-99%	Interest
TOTAL	46,000	500	-99%	Other Post Employee Benefits - Interest

EXPENDITURES	2019-20	2021-22		
	Revised Budget	Pre Budget	+/-	Adjustments
Employee Benefits	40,572	31547	-22%	Explicit Subsidy
Purchased Services	250	250	0%	
TOTAL	40,822	111 31797	-22%	OPEB Transfer based off actuarial study



General Fund	Revised Bdgt 2/21 Fund Balance June 2021	Preliminary 21-22 Revenue	Preliminary 21-22 Expenditures	Comments	Adjustments	Preliminary Fund Balance June 2022
Restricted/Reserved Funds:						
380 LTFM (src 317)	163,250	163,250	163,250			163,250
316-Staff Development	149,851	149,851	149,851			149,851
302-Operating Capital	1,199,441	1,149,441	1,149,441			1,199,441
342-Safe Schools	52,227	52,227	52,227			52,227
OPEB		-10000	-10000			0
Student Activity Fund	100,564	100,564	100,564			100,564
Total Restricted/Reserved	1,665,333	1,605,333	1,605,333	0	0	1,665,333
Assigned- for Capital Future	302,451	302,451	302,451		0	302,451
335-Q Comp Carryover	277,673	277,673	277,673			277,673
Greenhouse	0	0	0			0
Machine Shop	1,903	1,903	1,903			1,903
Activity Fund (Fund 21)	10,516	10,516	10,516			10,516
Total Assigned Fund Balance	592,543	592,543	592,543	0	0	592,543
Unassigned finds	3,782,302	18,991,631	18,988,428			3,785,505
Total Unassigned Fund	3,782,302	18,991,631	18,988,428	0	0	3,785,505
Grand Total General Fund	6,040,178	21,189,507	21,186,304	0	0	6,043,381
Food Service	220,928	807,744	803,890			224,782
Community Education	150,796	1,119,789	1,119,519			151,066
Building Construction	0	0	0			0
OPEB (Fund 45)	1,131,527	500	31,797			1,100,230
OPEB (Fund 47)	134,883	0	0			134,883
Debt Service (Fund 07)	825,156	4,654,732	4,489,688			990,200
Grand Total	8,503,468	6,582,765	6,444,392	0	0	8,644,542

Revenues over Expenditures 137,871

7,371,941

17.87%



Future Budget Projection Assumptions

- 1% state aid
- No increase in other revenues
- Operating referendum ends fiscal year 2025-26
- IB revenue ends fiscal year 2022-23
- No additions to staff
- Projected salary increases
- Projected benefit increases
- Other expenditures, inflation increase
- Enrollment (see below)

0% State Aid increase	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	1549	1609	1597	1581	1553
Projected Fund Balance	13.8%	14.5%	14.7%	5.0%	-8.1%
1% State Aid increase	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	1549	1609	1597	1581	1553
Projected Fund Balance	13.8%	15.0%	16.2%	7.9%	-3.5%
2% State Aid increase	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	1549	1609	1597	1581	1553
Projected Fund Balance	13.8%	15.5%	17.7%	10.8%	1.3%



Questions/Comments

Tanley Lego
Business Manager
Rockford Area Schools District
legot@rockford.k12.mn.us



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

Subject: Technology Update

Meeting Date: May 17, 2021

Prepared by: Jeff Kienitz

Date Prepared: May 12, 2021

Information

Briefing

Action

Enclosure Item(s)

I will be providing an update on the following topics:

Welcome

Technology Goals and Objectives

Technology Operations: (Behind the Scenes)

Equipment check-in planning (chrome books, laptops, hot spots)

FrSecure - Audit

TechCheck - completed.

Mid-Range Planning – writing protocols to guide operations

June Planning - Rebuild AD, Radius servers – move AD/DHCP/DNS out of cluster.

June Planning – Review Security Audits

June Planning – Sync Google to Active Directory and Applications Management (GADS/GAM)

Teaching and Learning Support – (Forward Facing)

1:1 program development

Staff laptop replacement (est. 160)

IBT: HS business lab/replace

IBT: Art/Video production lab replacement

Planning: Promethean Board replacement

Improve Google Services for Teaching and Learning

District Support - (Forward Facing)

Partnered Technology Services recently provided (on-going projects):

Staff Development currently provided by the Technology Department



Rockford Area Schools

*presented by,
[Jeff Kienitz, Director of Technology]*

[May 17, 2021]

#ROCKETS883





Jeff Kienitz

Experience – about 30 years in Technology Education.

JULY 2012

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY – MANKATO

4.0 GPA earned in the area of Technology Education.

Inducted into the Golden Key International Honour Society October 2010.

MAY 1990

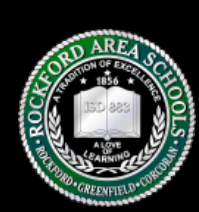
BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY – SAINT CLOUD

Secondary Education majoring in Biology and General Science with a minor in Earth Science.

Cold War Veteran (Captain, Army Reserves) – serving from 1986 to 2001

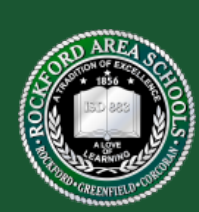
Additional Skills: Licensed Power Limited Technician.

Held certifications as a Microsoft Professional, A+, Network +, Security +, Microsoft Certified Desktop Support Technician, and others



Agenda: Technology Goals and Objectives

- A Brief Discussion of Technology Goals and Objectives
 - First thoughts regarding Rockford Area Schools.
 - Technology Operations
 - Support
 - Teaching and Learning
 - District/School Offices and Staff
 - Staff Development/Technology Integration



Technology Operations

- Equipment Check-in:
 - Chromebooks, laptops, hot spots
 - Staff and Students. (REAMS, RMS, RHS, Staff)
 - Parent notifications
- FrSecure – Security Audit:
 - External Scans –completed.
 - Internal Scanning – underway.
 - Interviews with Supt, HR, Finance, Buildings and Grounds, Technology Staff and Technology Integration – completed.



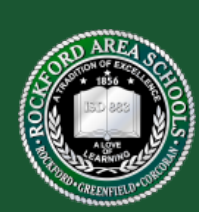
Technology Operations

- Tech Check:
 - Wireless systems adjusted.
 - Firewall security authentication enhanced (token).
- Planning – establishing protocols:
 - Review Policy 524: Acceptable Use Policy.
 - Review Policy 731: Information Security Policy
 - Writing an Incident Response Protocol.
 - Writing an Encryption Protocol.



Technology Operations

- Server Planning for June:
 - Revamp Active Directory (AD)
 - Build a Radius server
 - Move one AD/DNS/DHCP server(s) out of cluster (business continuity).
 - Destiny (library) upgrades
- Review Security Audits
- Sync Google to AD via GAD/GAM.



Teaching and Learning Support

- 1:1 program development
 - Improve communications to stakeholders (Web).
 - Maintain and improve 1:1 programs to start school (i.e. Google Enterprise).
- Staff laptop replacement program (est. 160).
- IBT labs (Business, Art/Video) improvements.
- Elementary Lab improvements.
- Planning Promethean Board replacements.
- Improve Google Services^{1&2} for teaching and learning.



District/Schools Support

Partnered Technology Services recently provided (on-going projects):

- Marris Coordinator: Ed-Fi implementation (MDE driven)
- Superintendent's Office: Website implementation/branding (Strategic Plan driven)
- Incident Response: Infinite Campus - Remote Dial in Services/PA system interfaces (Incident Response Team Driven)
- Human Resources: Staff/Student onboarding protocols – (HR Driven)
- Media Center Specialist: Destiny Library upgrade in Services (Media Center driven)
- Wright County Broadband/MDE Household Survey



Staff Development/Integration Support

- Completed: Supported Infinite Campus training – intro to 504 Plans and Forms Development. (2 hours)
- Completed: Supported - Presentation panels – two different boards/sessions (New Line/Clever) (4 hours)
- Completed: Supported – Extreme Cloud Wireless Management Training (Technology staff) (2 hours)
- In Progress: In-house - Theater Technology student training (4 planned events) (10 hours)
- In Progress: In-house - Infinite Campus/MDE – Ed-Fi conversion (several hours)
- In Progress: Supported CISSP training opportunity – Tech Staff (60 plus hours)
- In Progress: Supported Infinite Campus Scheduling and Academic Planner – Office Staff (3 planned events) (primarily RMS/RHS) (about 8 hours)
- Scheduled: Supported SQL Training - scheduled in June
- Planning: Video Software training – tentatively in August (IBT program)



Questions or Comments?



Thank You.



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883**

BOARD OF EDUCATION

Subject: District Parent-Students Handbook 2021-2022

Meeting Date: May 17, 2021

Prepared by: Superintendent’s Office

Date Prepared: April 28, 2021

<input type="checkbox"/> Information	<input checked="" type="checkbox"/> Briefing	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Enclosure Item(s)
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This is a listing of changes, other than dates and staffing changes. Formatting and page numbers will be adjusted in the final version and placed on the district website once approved.

- Removal of **MP3 players** in the sections of searches and electronic devices.
- Addition of District 883 Technology Devices
Student use technology devices may be available for students to loan from the school district. The mobile device loan program is designed to improve student achievement by expanding and enhancing technology access, collaboration capabilities, and creativity for students in their learning. Some of these devices include, but are not limited to chrome books, hotspots, laptops, and other program specific devices. The District 883 device loan agreement can be read in more detail (along with the care and usage) on the school website under technology.
- **New assignment of Title IX Coordinators:** Erin Raukar and Matthew Scheidler.
- **New assignment of 504 District Wide coordinator:** Matthew Scheidler
- **Addition of IB under weighted courses**
- **Removal** of the sub section of wRight Choice and Alternative Learning Models and **addition** of *“There are situations where students may be asked to spend a period of time off campus due to behaviors inconsistent with district policy. In this case students are provided an alternate learning model wherein they can access curriculum and instruction via Google Classroom. This curriculum will be provided asynchronously (students learn at their own pace) or synchronously (live and online) depending upon the scheduled learning activities from individual classroom teachers.*
- **Addition of the COVID-19 protocol**
“Students, staff, and visitors who exhibit symptoms consistent with COVID-19 must visit the school nurse immediately. District staff will follow protocols outlined from the Minnesota Department of Health and Minnesota Department of Education to mitigate exposure. These protocols may include contact tracing, quarantining, recommended testing, temperature checks, and more.

A complete draft of this handbook is included in the Board packet.

ROCKFORD AREA SCHOOLS



2021-2022
PARENT—STUDENT
HANDBOOK

2021-2022 District Student-Parent Handbook

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Acknowledgement Form

Disclaimer: The Rockford Area School district reserves the right to alter or vary the application of these rules and procedures. As new policies or regulations are developed by the school board or State or Federal statutes, additions or deletions will be made to this handbook. Any conflicts between language in this handbook and a school district policy will be resolved in favor of the policy.

PART I – INFORMATION

About This Handbook

This handbook includes an overview of District #883 policies, regulations, and procedures about student rights and responsibilities. Those documents are updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this handbook since the previous version was printed in fall 2020. District policies can be found on our website at www.rockford.k12.mn.us. If you have questions or would like more information about a specific issue, please contact the building principal.

Arrival and Dismissal Hours

School day hours at each building are:

REAMS	8:05am-3:00pm
ECSE AM Section:	8:05am-10:45am
ECSE PM Section:	12:15pm-2:55pm
RMS-CES	7:50am-2:45pm
RHS	8:00am-2:50pm

School begins for each child as he/she enters the door and appropriate behavior is expected in all areas of the building at all times. For the welfare and safety of all students, it is requested that students do not arrive at school any earlier than necessary. If you choose to pick-up your child at the end of the school day, please be sure to sign-in at the front office and obtain a visitor's sticker. Unless participating in a school-sponsored activity or working with a teacher, students should not be in the building without supervision.

Calendar

Refer to District Policy 602

The school calendar is adopted annually by the school board. A copy of the school calendar can be found in the introduction section and on the school district's website at www.rockford.k12.mn.us.

Class Assignments

Refer to District Policy 515

Students will receive instruction in required courses/classroom assignments throughout the school year. Parents and guardians will assist their child in selecting elective courses at RMS-CES and RHS. This selection is a term-long commitment. Schedules are subject to change due to academic needs and availability.

Complaints

Refer to District Policy 103

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district.

Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under the Family Educational Rights and Privacy Act (FERPA), transfer to the student. However, although the rights under FERPA have now transferred to the student, a school may disclose limited information from an "eligible student's" education records to the parents/guardians of the student, without the student's consent, if the student is a dependent for tax purposes. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records, and the right to file a complaint with the US Department of Education. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

In an effort to keep parents/guardians included in their student's educational progress, an Authorization form is available at the high school office. Parents/guardians are asked to review this Authorization with their child and obtain their consent on or after their 18th birthday. All signed Authorizations may be returned to the high school counseling office and records will be updated to reflect the 18-year old child's consent to allow his/her parents or guardians to have access to all educationally related matters.

All students, regardless of age, are governed by the rules for students provided in school district policy.

Employee Directory

Refer to District Policy 406

Most district employees' email addresses follow the format: last name first initial@rockford.k12.mn.us. More information is located on our website at www.rockford.k12.mn.us.

Employment Background Checks [*]

Refer to District Policy 404

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

Refer to District Policy 801

It is the intention of the Rockford School Board to make available, whenever possible, the facilities of the school system by organizations and groups in the community. For more information, please call Community Education at 763-477-4563. Appropriate and sufficient personnel are required to be present when facilities are in use. Charges will be made to groups when services of personnel are required when they normally are not on duty. Rental fees will be charged according to School Board Policy.

The school district has created a limited open forum for secondary students to conduct non-curriculum-related meetings during non-instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be school sponsored; employees or agents of the school will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non-school persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees [*]

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students *are* expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.

- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the school office.

Food in the Classrooms

Refer to District Policy 533

Food and beverages are to be consumed in the designated areas and are not permitted in the other areas without permission. No food or beverage of any kind is allowed in the auditorium, media center, or computer labs. If students bring food into the classrooms, please comply with our district wellness policy. Please be cognizant that many students have severe food allergies that may limit foods permitted in the classroom.

Birthday Treats

Please let the teacher know ahead of time if you would like to send treats to the class to celebrate your child's birthday. All treats must be store bought and commercially prepared. Healthy classroom treats can be ordered through our food service department.

Fundraising

Refer to District Policy 511

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the Activities Director (if extracurricular activity), building Principal and Superintendent. Participation in non-approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for non-school-related activities will not be allowed during the school day. The required paperwork to receive the required approval can be found at www.rockford.k12.mn.us.

Gifts to Employees

Refer to District Policy 421

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Gifts and Deliveries to Students

Gifts, balloons, flowers, etc. will not be delivered during the school day with the exception of school-sponsored activities. Any deliveries will be kept in the office and delivered at the end of the day.

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal(s).

Holiday Celebrations and Parties

Rockford Area Schools observes various holidays throughout the school year. Students who are unable to participate in holiday celebrations are excused from these events. Parents/guardians should contact the building principal in advance to excuse an absence. Please refer to the district calendar in the introduction of this handbook or on the website www.rockford.k12.mn.us

Infinite Campus

Parent Portal, located on the school's website, allows parents to connect to school anytime from any place that has Internet access. This program allows you to access your child's school records such as: attendance, academic progress reports, report cards, health records and lunch account. Student fees are assigned on your child's fee tab on your Parent Portal. Fees, including lunch payments, can be paid directly in your Campus account. To sign up, you need a photo ID, such as a driver's license, for assurance of confidentiality of your child's records. You can sign up at any building office.

Insurance

The school district does not provide any type of health or accident insurance for injuries incurred by your child at school or school sponsored activities. Accident insurance information is available on our district website at www.rockford.k12.mn.us or at www.k12specialmarkets.com regarding a school day or 24-hour accident insurance plan for school age children. The

service is provided through a private agency for your convenience. It is optional.

Interviews of Students by Outside Agencies

Refer to District Policy 519

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Library/Media Center

The library/media center hours will be available at each building's office and on the district website. Students are welcome in the Media Center when a supervisor is present and are expected to follow the same rules as classroom behavior.

Lockers

Pursuant to Minnesota statutes, school lockers are the property of the school district. Students are to keep lockers neat and orderly and are to use the locker they are assigned. All hall lockers have combination locks. The district's insurance does not cover the loss of personal items. If using locker room lockers, students are **strongly encouraged to put and use locks on them**. Locks for locker room lockers may be purchased at school for \$5.00 or students may bring their own lock. If supplying their own lock, the combination MUST be shared with the school. Information regarding locker searches can be found under the Searches section.

Lost and Found

Please feel free to check the Lost and Found when you are at school and remind your child to check if they are missing anything. Items left at school will be donated to charity periodically throughout the year.

Parents/guardians should give the following point's careful consideration to help eliminate lost items:

1. Clearly label your child's coats, jackets, sweaters, caps, boots, etc., with his/her full name and grade.
2. Use caution in allowing articles of sentimental or monetary value to be brought to school.
3. When an article is lost, don't let time elapse before you or your child tries to locate it.

Lunch

Refer to District Policy 534

A complete and nutritional breakfast/lunch program is available at our school. Menus are published on the Rockford Area Schools website at www.rockford.k12.mn.us. Students may purchase lunch at school or bring a prepared lunch from home. Milk will be available for purchase to supplement lunches brought

from home. Student beverages must comply with our District's Wellness Policy (refer to District Policy 533).

Lunch is to be eaten in designated areas only, unless other arrangements are made. The right of the student to eat in the lunchroom or commons area is coupled with the responsibility of keeping the area presentable for others. Students are expected to demonstrate respectful behavior and observe school policies and rules during lunch. All schools have a closed campus as well as a closed lunch period; Students are not allowed to leave the lunchroom/commons area during lunch and visitors need to check in at the building office.

Lunch times vary by classroom, grade level or schedule. Lunch schedules may change at quarter and/or semester breaks for some students. Students will be notified of their assigned lunch time on the first day of class at each trimester/quarter.

2020-2021 LUNCH PRICES

Breakfast \$1.85
Elementary Lunch \$2.65
Middle/High Lunch \$2.90
Adult Lunch/2nd Lunch \$3.85
Milk \$.60

Lunch Balances

Students are encouraged to participate in the food service program on a daily basis. Sustained participation ensures a better program at lower costs.

Parents/guardians will be notified by email or letter when their students balance is at a positive \$10.00. Students will not be permitted to charge meals to their account if they have a \$-5.00 in their account. Sandwiches and milk will be provided until funds have been deposited to bring their account to a positive balance.

Parents/guardians can make deposits to student lunch accounts in the Infinite Campus Portal or mailing a check to the high school kitchen, attention: Deb Graunke. Students can also bring deposits to their building office. You can view your child's lunch balance by logging on to your Parent Portal on Infinite Campus. Students who have insufficient funds to pay for a meal may receive an alternate meal. Details on negative account balances and unpaid meal charges can be found in **Appendix 6**.

Students may be eligible for free and reduced price lunches and/or breakfasts. Free and reduced price eligibility forms are available at each school office, the district office and on the district website. For more

information regarding eligibility for free and reduced-price meals, contact 763-477-9165.

Messages to Students

Office telephones are available for students' use. Students will not be called out of class to receive phone messages except in the event of an emergency.

Personal cell phone use during the instructional day is prohibited at the elementary school, but allowed during non-instructional times at the middle and high schools. Students will not accept telephone calls in their classroom. Students are to use the phone only with their teacher's permission and only for very important messages. Making arrangements for after-school social affairs is not considered an acceptable reason to use the phone. Please make plans at home to take care of personal business (i.e., Cub Scouts, Brownies, and other after school activities).

Please see Cell Phones, MP3 Players and Other Electronic Devices section under Section III Rules and Discipline for further information.

Money

Please emphasize with your child(ren) the danger of leaving money or valuables in their desk or other places at school. The school assumes no responsibility for the loss of money or valuables.

Nondiscrimination [*]

Refer to District Policy 102, 401, 521, 522 and 528

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated the building principal, as the district's human rights officer to handle inquiries regarding nondiscrimination. Persons who wish to make a complaint regarding a disability discrimination matter may use the Student Disability Discrimination Grievance Report Form found on our website at www.rockford.k12.mn.us. The form should be given to ADA/Section 504 coordinator.

Section 504 of the Rehabilitation Act of 1973

The school district recognizes its obligation under Section 504 of the Rehabilitation Act of 1973. No discrimination against any person with a disability will knowingly be permitted in any of the programs and activity in the school system. If there are questions

regarding Section 504, contact a building principal or the counselor.

Grievance Procedure for Complaints of Discrimination

The school district has developed a grievance procedure to comply with federal laws by providing due process standards that provide for the prompt and equitable resolution of complaints of sex discrimination under Title IX of the Education Amendments Act or for complaints of disability discrimination under Section 504 of the Rehabilitation Act. See **Appendix 5** for full procedure.

Vocational Opportunities Annual Notification

Rockford Area Schools offers a variety of vocational opportunities through the Business Education and Career and Technology Education Departments.

The purpose of this notice is to inform students, parents, employees and the general public that these opportunities are offered regardless of race, color, national origin, sex or disability. Admission in the specific courses is determined by grade level, and in some cases, completion of prerequisite courses.

Section 504 and Title IX Coordinators

The district has designated the following individuals to coordinate compliance with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments Act of 1972.

Title IX Coordinators

Matthew Scheidler, POSA
Office Address: Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5837 X1608 1006

Erin Raukar, Director of Human Resources
Office Address: 6051 Ash St.
Rockford, MN 55373
Office Number: 763-477-9165 x 4009

Section 504 Coordinator

Matthew Scheidler, POSA
Office Address: Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5837 X1006

Rockford High School

Section 504 Coordinator for RHS:
Jill Gordee, School Counselor

Office Address: Rockford High School, 7600 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5846 X3031

Alternate Section 504 Coordinator for RHS:—Paul Menard, Principal-Samantha Bloom, Counselor
Office Address: Rockford High School, 7600 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5846 X-30333002

Title IX Coordinator RHS:
Paul Menard, Principal
Office Address: Rockford High School, 7600 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5846 X3002

Alternate Title IX Coordinator:
Dan Pratt, Activities Director
Office Address: Rockford High School, 7600 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5846 X3011

Rockford Middle School-Center for Environmental Studies

Section 504 Coordinator for RMS-CES:
Molly Wirth, School Counselor
Office Address: Rockford Middle School, 6051 Ash Street, Rockford MN 55373
Office Phone Number: 763-477-5831 X2600

Alternate Section 504 Coordinator for RMS-CES: Bobbi Anderson Hume, Principal
Office Address: Rockford Middle School, 6051 Ash Street, Rockford MN 55373
Office Phone Number: 763-477-5831 X2002
Molly Wirth, School Counselor
Office Address: Rockford Middle School, 6051 Ash Street, Rockford MN 55373
Office Phone Number: 763-477-5831 X2600

Title IX Coordinator for RMS-CES:
Bobbi Anderson Hume, Principal
Office Address: Rockford Middle School, 6051 Ash Street, Rockford MN 55373
Office Phone Number: 763-477-5831 X2002

Alternate Title IX Coordinator:
Dan Pratt, Activities Director
Office Address: Rockford High School, 7600 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5846 X3011

Rockford Elementary Arts Magnet School
Section 504 Coordinator for REAMS:

Elizabeth Sigette, School Counselor Matthew Scheidler, POSA
Office Address: Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5837 X1608 1006
Alternate Section 504 Coordinator for REAMS: Brenda Nyhus, Principal
Office Address: Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5837 X1002

Title IX Coordinator for REAMS:
Brenda Nyhus, Principal
Office Address: Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5837 X1002
Alternate Title IX Coordinator:
Dan Pratt, Activities Director
Office Address: Rockford High School, 7600 County Road 50, Rockford MN 55373
Office Phone Number: 763-477-5846 X3011

Notice of Violent Behavior by Students [**]

Refer to District Policy 529

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Outdoor Recess

All children must go outside on outdoor recess days. The temperature and wind-chill factor are considered when the decision is made for outdoor recess. The elementary school uses the following weather guidelines for preparing students to go outdoors at recess:

1. Warmer than 0°F -- outside recess for all students.
2. Between 0°F and -10°F -- recess time may be shortened.
3. Colder than -10°F -- indoor recess.

Parent/Guardian and Teacher Communications

Automated Information System

Our automated alert system has the capability to provide important messages electronically via computer, telephone and/or text message. This system is used for emergency situations only (e.g. school closings, threats, etc.).

Parent Portal through Infinite Campus

Parent Portal gives parents/guardians and students easy online access to current grades, attendance, test scores, health information, lunch account balances, etc. Teachers are required to update grades weekly. At times, the update may go beyond one week because of the grading of a major project. If you have questions or are having difficulty logging in, contact the building office.

Progress Report/Report Cards

Report cards will be available online at the end of each grading period. Printed copies are available upon request.

Teacher Classroom Calendar

Visit our website at www.rockford.k12.mn.us and find your school's tab, then the academics tab to find the teacher's website to view your child's upcoming assignments and class activities. This link is designed to help you monitor your child's homework, quizzes, tests, and major assignments. Information is updated regularly.

Weekly Building Bulletin

The weekly building bulletin is emailed on the last day of each school week. It features highlights from the current week and previews upcoming events.

Monthly Building Newsletter

The newsletter is emailed once per month and includes previews about what to expect in the coming month and other pertinent information.

Parent/Guardian and Teacher Conferences

Parent/guardian and teacher conferences will be held throughout the school year. Parents are strongly encouraged to attend and visit with teachers regarding student progress. In addition to the scheduled conferences, parents/guardians are invited to confer with teachers at any time. For more information on the conference dates for 2020-21 school year, please check out the 2020-21 academic calendar in Part 1 of this handbook or contact the building office.

Parent/Guardian Volunteers

Parents/guardians are welcome in the schools and are encouraged to volunteer. To volunteer in the school building or classroom, parents/guardians should contact the building office. Parents/guardians who visit the school must sign in at the building office before entering a classroom.

Photographs

Throughout the year, photographs are taken in classrooms and at school activities. Some of these photos may be published in local newspapers or in Rockford Area Schools' publications, emails or websites. Parents may request that their child's photographs and identifying names not be published. The request must be made in writing and sent to the district office. (This does not apply to pictures of school events taken by the news media.)

Pledge of Allegiance [*]

Refer to District Policy 531

Students will recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Return Check Notification

If your check is returned, it may be represented electronically. You authorize service charges and processing fees, as permitted by state law, to be debited from the same account by paper draft or electronically, at our option. The use of a check for payment is your acknowledgement and acceptance of this policy and its terms. If you have any questions about this service, please contact the business office at 763-477-9165.

Schedule

Refer to District Policy 602

A schedule is needed to ensure the smooth operation of the school. The daily school schedule is often building specific and within the authority of the building principal to determine. A general building schedule can be found at the beginning of the handbook.

School Activities

Refer to District Policy 510

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health; however, instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline and parents/guardians and other spectators may be subject to sanctions for inappropriate,

illegal, or unsportsmanlike behavior at these activities or events.

The Rockford Area School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must also abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer where applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact the Activities Director.

School Closing Procedures

Refer to District Policy 806

School may be cancelled when the superintendent believes the safety of students and employees is threatened by severe weather or other circumstances. The superintendent will make a decision about closing school or school buildings as early in the day as possible.

School closings due to severe weather or other emergency reasons will be posted on the district website at www.rockford.k12.mn.us. A media message will be announced over TV stations, KARE 11 TV, WCCO 4, KSTP 5 and KMSP 9, and also placed on KRWC 1360 radio. Complementing the media messages is our family notification system through Infinite Campus.

The school district may conclude that students can be safely transported to and from school and keep school open, but an individual parent may disagree with our decision. Under such conditions, parents/guardians must exercise their judgment regarding the attendance of their child(ren). We will respect all reasonable decisions in these circumstances and excuse any absence.

NWSISD Closing Procedures

As a reminder for our NWSISD families, please go to NWSISD website for transportation information regarding school closings information, and other guidelines. To view the NWSISD website, please go to www.nws.k12.mn.us, click on the Transportation tab on the left side.

Searches

Refer to District Policy 502 and 527R

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles, including snowmobiles, parked on school property. "Contraband"

means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Cell Phones, MP3 Players, and Other Electronic Communication Devices

If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. A student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement.

Lockers and Personal Possessions Within a Locker [*]

According to state law, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are the property of the school district. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search

will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Vehicles on Campus []**

Patrols and Inspections

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

Search of the Interior of a Student's Motor Vehicle

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

Student Publications and Materials

Refer to District Policy 505 and 512

The policy of the school district is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non-school-sponsored publications may not be distributed without prior approval.

Distribution of Non-school-Sponsored Materials on School Premises []**

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. Any student or employee wishing to distribute (as defined in this policy) non-school sponsored material must first submit for approval a copy of the material to the building principal who will review the request and render a decision. For detailed information, see the complete "Distribution of Non-School-Sponsored Materials on School Premises by Students and

Employees” policy 505 on the district’s website at www.rockford.k12.mn.us.

School-Sponsored Student Publications

The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school principal. “Official school publications” means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content when the school district’s actions are reasonably related to legitimate pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Student Records [*]

Refer to District Policy 515

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more complete information on the rights of parents/guardians and eligible students regarding student records, please see **Appendix 3** in the back of this handbook.

“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. A complete copy of the school district’s “Protection and Privacy of Pupil Records” policy may be obtained at any school office or on the district website at www.rockford.k12.mn.us.

Family Educational Rights and Privacy Act (FERPA)

Refer to District Policy 515

Rockford Area Schools recognize 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. Rockford Area Schools recognize that only pertinent and factual information shall be in the permanent records of the district’s students and that a parent or eligible student has a right to inspect and review student’s educational records.

Student Surveys [*]

Refer to District Policy 520

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, see **Appendix 4** in the back of this handbook. A complete copy of the school district’s “Student Surveys” policy may be obtained at any school office or on the district website at www.rockford.k12.mn.us.

Telephone Access

A courtesy phone is available for student use in the school office and Community Center when permission from the office staff is given. Students will not be called out of class to receive phone messages except in the event of an emergency. Students may be prohibited from using cell phones during instructional time; expect to wait for a text response from your child until cell phone use is permitted. **In the case of an emergency, please contact the school office instead of contacting your child directly.**

Please see Cell Phones, MP3 Players and Other Electronic Devices section under Section III Rules and Discipline for further information.

Transportation of Public School Students

Refer to District Policy 707, 709R and 710

Riding the school bus is a privilege, not a right. The school district will provide transportation, at the expense of the school district, for all resident students who live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

Extracurricular Transportation

Refer to District Policy 710

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Video and Audio Recording

School Buses

Refer to District Policy 711

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increase the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary

action arising from the student's' misconduct on the bus.

Photos/Recordings Taken on School Property

Any picture or video taken on school grounds with a school-owned or personal digital camera, cell phone, etc. is the property of the school.

Places Other Than Buses

Refer to District Policy 712

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

PART II — ACADEMICS

The Rockford Area Schools' curriculum fulfills the requirements of the Minnesota Content Area Standards.

Academic Integrity

Refer to District Policy 506

Standard

All students are expected to demonstrate academic integrity which includes honesty, trust, fairness, respect and responsibility.

All work submitted for credit in any class is expected to be produced by and be the original work of the student submitting it. Students who allow their work to be copied will receive the same or equal penalties to those who do the copying.

Consequences may include:

- redoing the assignment
- completing a new assignment
- loss of credit for the assignment/s
- loss of credit for the course
- removal from the course
- suspension from school

Cheating and Plagiarism

Refer to District Policy 506

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment **will** **may** be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's "Student Discipline" policy.

Acceleration and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the school counselor or building principal.

Acceleration: Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of the school year.

Retention: Retention of a student may be considered when professional staff and parents feel that it is the best interest of the student. Physical development, maturity, and emotional factors shall be considered as

well as scholastic achievement. The superintendent's decision shall be final.

Program Design: The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.

The school district will adopt procedures for the academic acceleration of gifted and talented students. This procedure will include how the district will assess a student's readiness and motivation for acceleration; and match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for the student.

Alternative Educational Opportunities

Refer to District Policy 605

Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. Students and parents/guardians with questions about these programs should contact the school counselor or building principal.

Early Entrance to Kindergarten

Refer to District Policy 550

Minnesota Statute 120A.20 requires kindergarten students to be at least five years of age on or before September 1. The School District recognizes that children develop physically, emotionally and intellectually at their unique rates, resulting in varying levels of school readiness. An order determination for early entrance into kindergarten has been established by the Board of Education of Independent School District #883, Rockford Minnesota. Please contact the building principal for more information regarding processes for Early Admission Kindergarten.

Early Graduation

Refer to District Policy 613R

Students may be considered for early graduation after completing the conditions provided in district policy.

Extended School Year Opportunities

Refer to District Policy 508

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the student's Case Manager.

Field Trips

Refer to District Policy 610R

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

Field Trip Eligibility

Refer to District Policy 610R

Field Trips are an extension of the regular curriculum and is part of the educational experience. While on field trips, all children are expected to demonstrate the same expectations and behavior as in school.

Grades

Parents and guardians may access student records electronically via the Parent Portal through the district website at www.rockford.k12.mn.us. To ensure the confidentiality of student information, parent/guardian accounts must initially be set up at any of the building offices with a photo ID, such as a driver's license. This account will provide access to information regarding a student's attendance, academic progress, report cards, health records, student fees, and lunch account and serves as an important communication tool between the school and home.

Every student has the right to be informed of his/her academic progress. Progress information will be available for students in grades 7-12 regularly. Report cards will be available after the conclusion of each marking period. Report cards will be available electronically for parents/guardians to review. Parents are encouraged to

routinely check their child's information in the Parent Portal.

Grades 87-12

Grades shall be in letters A, B, C, D, and F for grades 7-12 and will be recorded on report cards and permanent records accordingly. The letter grade is transposed to number equivalents as follows for computing grade point average:

<u>Grade</u>	<u>Grade Pt. Value</u>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.0 (no credit given)
I (incomplete)	No value

Incompletes

In order for an "incomplete" to be granted for a final semester grade, the student and teacher must meet to discuss the circumstances. All work must be completed within two weeks of the last day of the semester or the grade will be considered an F; unless there are extenuating circumstances at the discretion of the Principal.

Pass/Fail Grading

Pass/Fail grading is **NOT** an option for students in **REQUIRED classes**, unless a student's individualized education plan stipulates otherwise. Elective courses may be taken on a pass/fail basis, with the permission of the instructor, and the approval of the principal. **Any such request must be made to the instructor and approved by the building principal during the marking period.**

Weighted Grading

Additional weight is given for courses where the curriculum is significantly more challenging, such as College In the School (CIS), ~~Honors Courses, and~~ Advanced Placement (AP) courses **and International Baccalaureate (IB) courses.**

College courses taken by PSEO students, deemed by Rockford High School to be equivalent to its CIS or AP courses are eligible for weighted grading, per District Policy 620R. If a student takes a weighted class at

Rockford High School, that student cannot receive weighted grading for the equivalent class taken at college.

Weighted Classes

Refer to District Policy 613R

Weighted classes will receive a two grade increment increase. On a 4.0 scale, weighted classes will be given a .66 boost. (Example: 3.0 grade in a weighted class on 4.0 scale becomes 3.66.)

Grades K-6

Standards Rubric

- 1 - Does Not Meet
- 2 - Partially Meets
- 3 - Meets
- 4 - Exceeds

NE - No evidence

__ - A blank entry indicates a standard has not been addressed during a given grading period.

Graduation Requirements [*]

Refer to District Policy 613R

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from **Rockford High School**.

Course Credits Required

In order to receive a diploma, students must successfully complete the following credits and comply with the following high school level course requirements as listed.

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Graduation Standards:

- Minnesota Academic Standards, English Language Arts K-12
- Minnesota Academic Standards, Mathematics K-12
- Minnesota Academic Standards, Science K-12
- Minnesota Academic Standards, Social Studies K-12
- Minnesota Academic Standards, Physical Ed. K-12
- Minnesota Academic Standards, Arts K-12

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, see the counselor or building principal.

Homework

Refer to District Policy 506 and 612.1

Homework assignments are determined by the teachers. The amount of homework varies by teacher and subject area. The school district asks for parents/guardians and family members to encourage their child(ren) to complete homework thoroughly and promptly.

Students are responsible to request and complete the work that was missed during their absence(s) immediately upon return. A student (or parent) may also request homework prior to a student's return to school. Students and parents may also request homework in advance of an absence, or while absent.

Parent Right to Know [*]

If a parent/guardian requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Right to Review Curriculum and Tests

Refer to District Policy 606

Textbooks and instructional materials are a vital component of the school's curriculum and may be reviewed by parents upon request. District #883 has adopted a procedure whereby parents and/or staff may initiate a request for reconsideration of instructional materials. The final decision for the use of controversial material rests with the school board.

Post-Secondary Enrollment Options

Refer to District Policy 613R and 620

Tenth, eleventh, and twelfth grade students may apply to enroll in Post Secondary Enrollment Options (PSEO) and other advanced enrichment programs. General

information about the PSEO program will be provided to all eighth, ninth, tenth, and eleventh grade students by **March 1**. Qualifying credits granted to a student through a PSEO course or program that meets or exceeds a graduation standard or requirement will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the Rockford High School counselor by **May 30** for enrollment the following school year. The application form must be signed by the student and his/her parent or guardian. Students wishing to take a PSEO course should contact Rockford High School counselor.

Repeating Courses

With the permission of the instructor and the administration, a student may elect to repeat a course at Rockford High School that he/she has passed, but that will not replace the previous grade that was earned.

Schedule Changes at Rockford High School

Schedule changes will be made the first three days of the semester per the following criteria:

- Did not receive a course required for graduation
- Registered and enrolled in a course for which you have not met the prerequisite
- Do not have a full schedule of seven classes per semester
- Received a course you did not request as an original or alternate during registration
- Students who request a "Guided Study Hall" after the start of the semester will be added at the midterm break. The dropped course and grade will be added to the student's transcript.

Summer School

Refer to District Policy 623

For students who qualify, the school district may provide summer school learning opportunities. For more information, contact the building principal or the special education coordinator.

Student Testing

In the spring, all students in grades 3-8, 10, and 11 take state tests to measure proficiency in the Minnesota

Academic Standards. See the Teaching and Learning's page on the district website, www.rockford.k12.mn.us, for more information.

Student Participation in Statewide Assessments

Minnesota Statutes, section 120B.31, subdivision 4a, requires the Minnesota Department of Education (MDE) to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. The Parent/Guardian Guide to Statewide Testing document provides some basic information to help parents/guardians make informed decisions that benefit their child and their school and community. See Appendix 4a.

Withdrawal Procedure

Please notify the school office and the teacher at least three days prior to withdrawing your child from school. You will be asked to indicate the last date of attendance and the name and address of the new school or school district. This information needs to be received by the school at least two days before the student's last day of attendance. This will enable us to properly close our school records for your child. Also, our regulations require that we have your signature on a Release Form, obtained from the receiving school, giving us permission to forward your child's records to the receiving school.

At the Rockford High School, the student needs to report to the counseling office the morning of his/her day of withdrawal. We are concerned about students who leave high school before completion. Should a student choose to withdraw from school, please:

- Contact a counselor to explore alternatives.
- Complete an Exit Interview.
- Obtain the Withdrawal Form from the counseling office.
- Return all books and pay all fees or fines.

PART III — RULES AND DISCIPLINE

Attendance [**]

Refer to District Policy 503R

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see the “Student Attendance” policy on the district website at www.rockford.k12.mn.us.

Absence Notification

Parents/guardians are required to call the attendance line at 763-477-7525 or the building office staff each day a child is absent or tardy. Whenever an absence is pre-arranged (doctor, dentist, etc.) the student should bring a written permission slip from home in advance of the absence.

Excused Absence

Excused absences need to be verified upon the student’s return to school. Parents are requested to send a written excuse stating the reason for the absence; it must be dated and signed by the parent. Excused absences from school include, but are not limited to, student illness, medical or dental appointment, family emergency, religious observance or family vacation, and other absences which are pre-approved. While the school recognizes the value of family time and trips, we encourage parents to schedule trips that will coincide with scheduled school vacations.

Illness

Regular attendance at school is of utmost importance. However, we suggest that you do not send your child if he/she has a rash, fever, upset stomach, severe cold, undiagnosed red eyes, or sore throat. The school reserves the right to require medical verification in cases where student absences are excessive. From time to time, we receive notes from parents requesting that their child be excused from recess and/or physical education. Normally, children who are too ill to go outside for recess or participate in physical education are too ill to be at school. Any child who is to be excused from recess and/or phy ed for an extended period of time must have a doctor’s written excuse, which has been approved by our Health Service Office.

Make-up School Work

Make-up schoolwork may be obtained at the end of the school day after the third day of illness. Contact

the school office the morning of the third day to make arrangements to have your child's make-up work prepared.

Tardies

Students arriving after the morning bell will be considered TARDY. Students must report to the school office to obtain a Student Pass to class. Tardies in which students have an excused pass from a teacher or administrator will not count against the student's attendance. There may be consequences for excessive tardiness.

Unexcused Absences or Tardiness

Absences or tardiness, which could have been avoided or prior approval was not made through the building principal's office, are considered unexcused. This absence includes when the student has been absent from school with the consent of the parents but the excuse presented by the parents is not acceptable to school authorities. Examples include oversleeping, shopping, babysitting, working from home and missing the bus.

Closed Campus

Rockford Area Schools maintain closed campuses. Students who leave the building without adult supervision or permission are in violation of school policy and are subject to school consequences. This includes student lunch time. Students who leave for any reason must sign out through the front office before they leave. **Notes to excuse an absence when a student leaves without signing out through the office will not be accepted.** Entrance to the school during the day is limited; all doors are locked for the protection of students and staff. During school hours, all visitors need to report to the school office.

Leaving During School Hours

All children need to be dismissed through the Main Office. Once the parent/guardian has completed the Student Sign Out Log, school office personnel will call the classroom requesting that the child report to the office for dismissal. Parents are strongly encouraged to send a note to their child’s teacher indicating that they will be picking their child up early from school. No child will be allowed to leave his/her classroom early without authorization from the school office. We need your cooperation on this matter to assure the safety of your children.

Note to Parent: As a result of state and federal expectations, it is essential that our students be in attendance on all testing dates. Under Every Child Succeeds Act, school districts are required to test at least 95% of eligible children. As family plans are made, testing dates should be avoided. Should you have any concerns regarding testing times, please seek the advice of your child's teacher.

Vacation and Vacation Lesson Plans

The building principal and staff recognize the educational value of family trips, although we encourage parents to plan their trip to coincide with scheduled school vacations. Absences due to a family vacation should be arranged, in advance, with the building principal and make-up work should be arranged, with the teacher, before the child leaves school.

Withdrawal Procedure

Please notify the school office and the teacher at least three days prior to withdrawing your child from school. You will be asked to indicate the last date of attendance and the name and address of the new school or school district. This information needs to be received by the school at least two days before the student's last day of attendance. This will enable us to properly close our school records for your child. Also, our regulations require that we have your signature on a Release Form, obtained from the receiving school, giving us permission to forward your child's records to the receiving school.

Behavior

All students are required to cooperate in creating an atmosphere that will make learning possible. Any behavior that interferes with learning, regardless of the degree, is considered disruptive. Students should conduct themselves at all times in a manner that will reflect positively upon themselves and Rockford Area Schools.

Retaliation

Rockford Area Schools strives to protect students from retaliation for good faith actions in reporting behavior that is against the law or the district rules outlined in this handbook. Every reasonable effort will be made to stop retaliation immediately, to conduct a complete and thorough investigation of alleged acts of retaliation in a timely manner, and to provide prompt corrective action if retaliation is found to have occurred. Students found guilty of retaliation may face consequences up to and including expulsion.

Bullying Prohibition []**

Refer to District Policy 514

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, on school transportation and by misuse of technology. Any incidents need to be reported immediately to the building principal. For detailed information regarding the school district's "Bullying Prohibition" policy, see **Appendix 6**.

Buses – Conduct on School Buses and Consequences for Misbehavior []**

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and rules for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pickup time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.

- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

Bus Passes

Requests for students to ride a bus other than the designated bus, must be approved by an authorized school official. A bus pass must be presented to the bus driver before boarding. Under no circumstances will students be delivered to undesignated bus stops for social situations (i.e., birthday parties, sleepovers, Boy or Girl Scouts meetings, or other non-emergency events).

Transportation for day care changes must be completed using the Transportation Request Form three (3) school days prior to the date the change goes into effect. The forms are available at the Transportation Center or the school office.

Cell Phones, ~~MP3 Players~~, and Other Electronic Communication Devices

Refer to District Policy 506 and 524R

Rockford Area Schools is committed to developing digital citizens who possess the skills to appropriately and responsibly use personal electronic devices. We encourage students to leave electronic devices at home, but if brought to school, it is strongly encouraged they be turned off and kept in the student's locker during the school day. Students are prohibited from using cell phones, ~~MP3 players~~, and other electronic communication devices during the instructional day, unless permission is given by the building principal or teacher. Appropriate use varies by developmental level; therefore, different expectations exist for elementary, middle, and high school level students. Electronic devices being used inappropriately during class will be confiscated. If an electronic device is confiscated, the parent will be contacted. Multiple violations will lead to disciplinary action.

At REAMS, cell phones are prohibited in classrooms.

At RMS-CES, students may appropriately use these devices before 7:50 a.m., during passing time, and after 2:45 p.m. in the school building. Electronic devices are allowed in the classroom during the school day with approval by a teacher for instructional purposes.

At RHS, **personal** electronic devices are allowed in the **hallways and Commons before 8:00 a.m., during passing time, and after 2:50 p.m. in the school building. Occasional use of personal electronic devices is permitted classroom** during the school day with approval by a teacher.

All students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device, **this includes the search and seizure of district-issued Chromebooks and the files contained on the device and within the associated cloud storage accounts.** The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

The recording, filming or photography of students, staff members, or school activities on your personal electronic device without the written consent of administration is strictly prohibited. Anyone who engages in the practice of sending, receiving, or possessing sexually explicit photos or messages (sexting) or inappropriate material will be subject to discipline up to and including expulsion. The school bears no responsibility if electronic devices are lost, stolen, or damaged anywhere on school property or off-campus at school-related events.

Discipline [**]

Refer to District Policy 506

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and

consequences for violations, see the complete “Student Discipline” policy on the district website at www.rockford.k12.mn.us.

District 883 Technology Devices

Student use technology devices may be available for students to loan from the school district. The mobile device loan program is designed to improve student achievement by expanding and enhancing technology access, collaboration capabilities, and creativity for students in their learning. Some of these devices include, but are not limited to chrome books, hotspots, laptops, and other program specific devices. The District 883 device loan agreement can be read in more detail (along with the care and usage) on the school website under technology.

Dress and Appearance

Refer to District Policy 504

Students are encouraged to be dressed appropriately for school activities and in keeping with community standards.

Appropriate clothing includes, but is not limited to, the following:

- Clothing appropriate for the weather.
- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

- “Short shorts,” skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in school district policy.
- Any apparel or footwear that would damage school property.
- Headgear, including hats or headcoverings, is not to be worn in the building except with the approval of the building principal (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).

If the administration believes a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. A parent or guardian will be notified.

Drug-Free School and Workplace

Refer to District Policy 418

The possession and use of alcohol, controlled substances, and toxic substances, which includes e-cigarettes and other vaping devices, are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician’s prescription for the substance. Students who have prescriptions must comply with the school district’s “Student Medication” policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Harassment and Violence Prohibition [*]

Refer to District Policy 413 and 525

The school district strives to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For detailed information on the school district’s “Harassment and Violence Prohibition” policy, see the district website at www.rockford.k12.mn.us.

Hazing Prohibition [*]

Refer to District Policy 526

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district’s “Student Discipline” policy. For detailed information on the school district’s “Hazing

Prohibition” policy, seen the district website at www.rockford.k12.mn.us.

Internet Acceptable Use

Refer to District Policy 524R

All school district students have conditional access to the school district’s computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district’s system is a privilege, not a right. Unacceptable use of the school district’s computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district’s “Internet Acceptable Use” policy is available at www.rockford.k12.mn.us. Students will receive a copy of the school district’s “Internet Acceptable Use” policy and are expected to understand and agree to abide by the policy as a condition of use of the school district’s computer system. All students who wish to use the school district’s computer system must sign the Internet Use Agreement form upon first attending classes at each school building or upon getting internet privileges reinstated.

Parking on School District Property

Refer to District Policy 527R

Students

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege;
- Parking is permitted in designated areas only, by permit. For information, contact the building office;
- Students are not permitted to use motor vehicles during the school day in any school district locations unless an emergency occurs and permission has been granted to the student by building office personnel;
- Students are permitted to use motor vehicles on the high school campus(es) only before and after the school day;
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

The school district may conduct routine patrols of school district properties and inspections of the exteriors of the motor vehicles of students. Interiors of students’ vehicles in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district’s “Student Discipline” policy.

Snowmobiles

As a convenience to students and families, students, age 14 years old or older who have completed a snowmobile safety course, are allowed to drive and park snowmobiles to Rockford Middle School or Rockford High School as a means of getting to and from school. A list of rules and designated parking places will be shared with drivers at the start of the winter season.

Visitors

Refer to District Policy 903

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner’s expense.

Tobacco-Free Schools []**

Refer to District Policy 419

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual’s use of tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device (including vaping devices) in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related device, or carries or uses an activated electronic delivery device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district’s “Tobacco-Free Environment” policy, see the district website at www.rockford.k12.mn.us. Contact any administrator if you have questions or wish to report violations.

Note: A limited exception to the tobacco prohibition exists for adult members of an Indian tribe, as defined under Minnesota law, who may light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony.

Vandalism

Refer to District Policy 506

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition

Refer to District Policy 501

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nun chucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the "School Weapons" policy, go to the school district website at www.rockford.k12.mn.us.

~~wRight Choice and Alternative Learning Models~~

~~RMS-CES and RHS are members of the wRight Choice program; which is an alternative to out-of-school suspension for Wright County students in grades 6-12. Students who attend wRight Choice and work through a restorative justice process with a licensed teacher. The day is scheduled from 8 am to 2 pm at the Wright County Courthouse. The morning is devoted to academic support and the afternoons alternate between presentations about~~

~~probation; chemical health, children's mental health and public health; truancy intervention; and/or community service.~~

There are situations where students may be asked to spend a period of time off campus due to behaviors inconsistent with district policy. In this case students are provided an alternate learning model wherein they can access curriculum and instruction via Google Classroom. This curriculum will be provided asynchronously (students learn at their own pace) or synchronously (live and online) depending upon the scheduled learning activities from individual classroom teachers.

PART IV — HEALTH AND SAFETY

Accidents

Refer to District Policy 806

All student injuries that occur at school or school-sponsored activities should be reported to the school nurse. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Update [*]

The school district has developed an Asbestos Management plan. A copy of this plan can be found in the Director of Buildings and Grounds Office at the Rockford High School and is available on the district's website.

The school district has on file a complete and updated Management Plan for dealing with asbestos-containing building materials within the school district's buildings. The Management Plan is available for viewing by interested parties during regular business hours at the District Office. Copies will be made available for reproduction at a nominal cost.

Rockford Elementary Arts Magnet School was designed without specifying or requiring the use of asbestos containing building materials. Rockford Middle School Center for Environmental Studies has asbestos inside fire doors. The asbestos containing materials at Rockford High School have been abated.

As required by federal law, the condition of asbestos in our schools is surveyed every six months and inspected every three years as part of an ongoing operations and maintenance program.

Plans for abatement projects as well as a listing of the previous year's projects, can be found on our website at www.rockford.k12.mn.us.

If you have any questions or concerns please contact Director of Building and Grounds at 763-477-9165, x4007.

Clean Indoor Act

The district's Clean Indoor Act contact person is Director of Buildings and Grounds, who can be reached by calling 763-477-9165 x4007.

Crisis Management

Refer to District Policy 806

The school district has developed a "Crisis Management" policy. The district has developed a district crisis

management plan with school-specific areas. Students and parents will be provided with information as to district- and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lockdown drills, fire drills, and a tornado drill.

All school buildings have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans have been provided to first responders, such as fire and law enforcement personnel.

Emergency Contact Information

Communications to parents/guardians will use contact information available. Please update your contact information through the Parent Portal to ensure that messages are sent to the correct locations in a timely manner.

In the event of an emergency, information will be communicated via one or more of the following methods, depending on the situation:

1. District-wide phone call placed to household phone number in the Parent Portal
2. Email to emergency contacts who have provided email addresses
3. Information posted on the school district website at www.rockford.k12.mn.us
4. Announcement on local TV and radio broadcasts.

Health Information

Refer to District Policy 420, 516, 518, 530 and 806

Communicable Diseases

Refer to District Policy 420

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent/guardian suspects that his/her child has a

communicable or contagious disease, the parent/guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

DNR-DNI Orders

Refer to District Policy 518

The primary mission of the school district is education. DNR-DNI Orders (Do Not Resuscitate/Do Not Intubate) are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.

First Aid

The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation. The district has installed automated external defibrillators (AEDs) in Rockford Elementary Arts Magnet School next to the gym, at the Rockford Middle School in the gym and in the hallway by the District Office, at Rockford High School in the lunchroom near the gym, and by the third hallway entrance, in the hallway between the high school and community center, and at the community center near the front desk. Tampering with any AED is prohibited and may result in discipline.

Health Service

The student health office is staffed throughout the day by a licensed practical nurse, registered nurse and/or secretarial staff. The health office staff works under the direction and supervision of a licensed school nurse.

At the beginning of each year and as changes occur; please alert the school nurse, and classroom teacher, if your child has a health problem that may affect his/her functioning. Also, promptly report to the nurse

any communicable diseases, such as, strep throat, chickenpox, scabies, or head lice. Information will be kept confidential. If needed, the nurse is available for consultation with parents. If you need information about your child's health records contact the School Nurse at your child's school of attendance.

Students who become sick at school should report to the health office. In the event of an emergency, your student's safety is our first priority. We will immediately contact parent/guardian and 911, if necessary. Parent/Guardian contact information provided in the Parent Portal will be used. **Please keep emergency contact information/phone numbers updated in your Portal.**

Students who become sick at school should visit the Health Room located in the school office. If a child has a fever of 100° or higher, or other symptoms of illness, the parent will be notified. Health Office personnel only will contact the parent/guardian regarding health-related issues. The child should then be picked up from school. School health personnel are not permitted to administer treatment to your child unless previously arranged and then according to our medication policy. The health office personnel will arrange for students who get sick at school to go home early.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness. A 24-hour fever-free period (below 100 degrees F) without the use of medication, is required prior to returning your child to school. If you need information about your child's health records, contact the School Nurse at 763/477-5837 or healthoffice@rockford.k12.mn.us or via the school's website at www.rockford.k12.mn.us, to access contact information.

Immunizations

Refer to District Policy 530

All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age

of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse or go to the district website at www.rockford.k12.mn.us for the district policy.

Medications at School During the School Day

Refer to District Policy 516

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

Medication Administration

The administration of prescription and over-the-counter medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed annually by a medical professional and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6. Prescription medications must come to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications self-administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (504 Plan), or individual health plan (IHP). The school district is to be notified immediately by the parent or student 18 years old or older in writing of any change in a student's prescription medication administration. The school Health Office does not stock or supply over-the-counter medication.

Medications must be picked up by a parent / guardian at the end of the school year. If medications are unclaimed or cannot be returned to the parent / guardian, school health staff are to keep the medications in their original container with label intact and store them in a secure, locked location. Periodically (for example once per year), health office

staff are to contact the Wright County Sheriff's Office or Hennepin County Sheriff's office for pickup and disposal. If they are unable to pick up for disposal of medications, medications would be disposed of through Sharps Compliance, Inc. using their Take Away Medication Recovery System.

Epinephrine Auto-Injectors/Inhalers

Refer to District Policy 516

Minnesota law allows students to carry and use their inhalers/ EPIPENS IF the licensed medication prescriber, parents and licensed school nurse agree the student has demonstrated appropriate knowledge and administration of the inhaler/ EPIPEN. A licensed medication prescriber's signed order for the Health Regulations and Procedures medication and parent signature must be on file in the school health office; this must include a statement to self-carry. Most elementary students need an adult to supervise their inhaler/ EPIPEN use to ensure adequate administration, frequency, technique, prescribed usage and safety. Parents are asked to provide an extra inhaler/EPIPEN to store in the health office in case the student's is left at home or lost. Students carrying these medications have the responsibility to use correctly and only for themselves. Students are asked to report to the health office if they use inhalers more than once during the school day. Students MUST report to the health office immediately if they use EPIPENS. Minnesota law allows, but does not require, school districts to maintain and administer EPI to a student or other individual who is determined to be having a severe allergic reaction, regardless of whether the student or other individual has a prescription for an auto-injector.

Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

Over-the-Counter Medication

With over-the counter medications (OTC), elementary and middle school students should follow the same policy as prescription medications. Please submit via fax or in person, the administering prescription medications form, which can be accessed at

www.rockford.k12.mn.us, then click the respective school tab, then the health services tab” to access contact information and forms. OTC medication must be in its original bottle. No OTC medication will be administered to students unless the above provisions are followed.

The school health office does not stock or supply over-the-counter medications.

It is the responsibility of the parent/guardian to pick up prescription medication from the health office prior to the end of the school year. For the safety of all students these medications will not be sent home with the student. Please contact the health office staff if you need to make different arrangements otherwise the medication will be destroyed at the end of the year.

High school students will be allowed to carry non-prescription medications on their person, but the following rules apply:

1. The medication must be in the original container with label and dosage information intact, and must be administered in a manner consistent with the instructions on the label.
2. A “Medication Administration” form must be signed by a parent and submitted to the Health Services Office each year for the student to self-administer the non-prescription medication.
3. The student’s name must be handwritten on the container.

The student is not to share his/her medication with any other students. If any of the above rules are abused, the right will be cancelled.

Screenings

Hearing, and vision screenings will be administered according to state guidelines or when requested by a parent or teacher. If a potential concern is discovered, a referral will be sent to the parent/guardian.

Student Accident Report Procedure

If an injury requires more than first aid, the school nurse is called to access the injury. If an injury requires more care than we can provide safely at school, the parents are called and the child is monitored at home or referred to a physician. If the accident requires immediate medical attention that cannot be provided at school, 911 will be called. Reports of these injuries are written and turned into the building principal and filed in the student's health file.

COVID-19 Protocol

Students, staff, and visitors who exhibit symptoms consistent with COVID-19 must visit the school nurse immediately. District staff will follow protocols outlined from the Minnesota Department of Health and Minnesota Department of Education to mitigate exposure. These protocols may include contact tracing, quarantining, recommended testing, temperature checks, and more.

Pesticide Application Notice [*]

The school district may apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by **September 15** as to the school district’s plan to use these pesticides. In certain emergency-use situations (i.e. wasps), a pesticide may be used without notification. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, the schedule of pesticide applications, and the long-term health effects of the class of pesticide on children can be requested by contacting the business manager at the Rockford Area Schools District Office, 763-477-9165.

Safety

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is required to ensuring school safety.

Custody

In cases where parents are separated or divorced, and one parent has legal custody; the school must have proof in the form of a copy of the court order that spells out both custody and visitation rights. Schools must have on file appropriate legal documentation in order to assure compliance with any limiting court order.

Visitors in District Buildings

Refer to District Policy 903

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the school office upon entering the building, with the exception of events open to the public.

School building doors are locked during the school day. At the elementary school, visitors may gain access to the

building by going to REAMS door 1 and checking in at the main office. At the middle school building, RMS-CES visitors may gain access to the building by going to door 4 (located on the north side of the building) and ringing the buzzer. District Office visitors may gain access by going to door 1 (located at the school's main entrance on Ash Street) and ringing the buzzer. Visitors at the Rockford High School may gain access to the building by going to RHS door 1 and ringing the buzzer. An office staff member will greet the visitor and determine if the visitor should be permitted to enter the building.

All visitors will be required to sign in at the office and to wear a "visitor's badge" while in the building during the

school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked. If the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

APPENDIXES

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2. Rockford High School Academic Honors

Honors

Students in grade 12 that have maintained a 3.33 to 3.66 cumulative grade point average on a 4-point scale will receive Honors recognition.

High Honors

Students in grade 12 that received Honors recognition and also have earned an academic letter by maintaining a 3.67 or higher cumulative grade point average will receive High Honors recognition.

National Honor Society

Selection Process:

1. Students' academic records will be reviewed to determine scholastic eligibility. Students will be eligible beginning in 11th grade. Final GPA's from the previous school year will be used to establish the 3.5 requirement.
2. Students who are eligible scholastically will be notified by letter and invited to an informational meeting to review the remainder of the selection process.
3. Membership is not automatically conveyed simply because a student has achieved a specified level of academic performance. The selection process will focus on the remaining three criteria; leadership, character, and service.
4. Students will complete a Student Activity Information form. Each candidate is responsible to ensure that all necessary forms are returned by the given deadline. Late forms will not be considered in the selection process.
5. Faculty and staff will be given a list of all scholastically eligible students to rate accordingly regarding character and leadership qualities.
6. A committee consisting of five faculty members, chosen by the chapter advisor, will review the completed Student Activity Information Forms individually and complete a rating sheet on each candidate.
7. The chapter advisor will tally the rating scores for each candidate.
8. The chapter advisor will meet with the selection committee to review the scores of each candidate. Students who receive a score of at least 50

(60 possible) will be invited to become a member of the National Honor Society. The committee will individually review the candidate files of those students who received a score of less than 50. A majority vote of the selection committee will determine the selection of these students. The chapter advisor has no vote.

9. Students will be notified by mail of the decision of the selection committee.
10. All documents used by the selection committee, including the Student Activity Information Form, faculty ratings, and other recommendation forms, are to assist the committee in making sound decisions regarding membership. Such documents are used only by the selection committee, the advisor, and the principal and are considered confidential.

Honor Roll

The Rockford High School Honor Roll will be published at the conclusion of each trimester approximately two weeks after the grading period ends. The Grade Point Average (GPA) will be calculated on current term grades. A grade of "D" or "I" will eliminate a student from eligibility for either the "A" or "B" honor roll.

"A" Honor Roll: Students in grades 9 through 12 who achieve a GPA of 3.67 or higher will be recognized on the "A" honor roll.

"B" Honor Roll: Students in grades 9 through 12 who achieve a GPA of 3.00 or higher, but less than 3.67 with no D's will be recognized on the "B" honor roll. Honor roll status is based on a 4-point scale.

3. Student Records [*]

Refer to District Policy 515

Public Notice

Independent School District No. 883 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:
 - a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the school district. A parent or eligible student should 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. The parent or eligible student will be notified of the time and place where the records may be inspected;
 - b. 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 rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
 - c. 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 disclosures without consent;
 - d. That the school district may disclose education records to other school officials within the school district if the school district has determined they

- have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare and the ability to respond to a request for educational data;
- e. That the school district forwards education records on request to a school or post-secondary educational institution 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, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to **20 U.S.C. § 7917**, part of the federal Every Child Succeeds Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
 - f. 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 20 U.S.C. § 1232g and the rules promulgated thereunder. The name and address of the office that administers the Family Education Rights and Privacy Act is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202

- g. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records; and
 - h. That copies of the school district's policy regarding the protection and privacy of school records are located at each building office.
2. Independent School District No. 883 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:
 - a. It classifies records as public, private, or confidential.
 - b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
 - c. It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights.
 - d. It establishes procedures and regulations for access to and disclosure of education records.
 - e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.
 3. Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon written request to the Superintendent.
 4. Pursuant to applicable law, Independent School District No. 883 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

Directory information" includes the following information relating to a student: the student's name; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" also includes the name, address, and telephone number of the student's

parent(s). "Directory information" does not include a student's social security number or a student's identification number (ID) if the ID 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, password, or other factor known or possessed only by the authorized user. It also does not include identifying information on a student's religion, race, color, social position, or nationality.

- a. **THE INFORMATION LISTED ABOVE SHALL BE PUBLIC INFORMATION WHICH THE SCHOOL DISTRICT MAY DISCLOSE FROM THE EDUCATION RECORDS OF A STUDENT OR INFORMATION REGARDING A PARENT.**
 - b. **SHOULD THE PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN CONSENT EXCEPT TO SCHOOL OFFICIALS AS PROVIDED UNDER FEDERAL LAW.**
 - c. **IN ORDER TO MAKE ANY OR ALL OF THE DIRECTORY INFORMATION LISTED ABOVE "PRIVATE" (I.E., SUBJECT TO CONSENT PRIOR TO DISCLOSURE), THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE BUILDING PRINCIPAL WITHIN THIRTY (30) DAYS AFTER THE DATE OF THE LAST PUBLICATION OF THIS NOTICE. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:**
 - (1) **NAME OF STUDENT AND PARENT, AS APPROPRIATE;**
 - (2) **HOME ADDRESS;**
 - (3) **SCHOOL PRESENTLY ATTENDED BY STUDENT;**
 - (4) **PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;**
 - (5) **SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH IS NOT TO BE MADE PUBLIC WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN CONSENT.**
5. Pursuant to applicable law, Independent School District No. 883 hereby gives notice to parents of students and eligible students in grades 11 and 12 of their rights regarding release of information to military recruiting officers and post-secondary educational institutions. The school district must release the names, addresses, 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. Data released to military recruiting officers under this provision 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 cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD THE PARENT OF A STUDENT OR THE ELIGIBLE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS WITHOUT PRIOR CONSENT.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION WITHOUT PRIOR CONSENT, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY, *BUILDING PRINCIPAL*, BY *SEPTEMBER 15* EACH YEAR. THIS 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 WITHOUT PRIOR CONSENT;**
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS.**

4. Student Surveys [*]

Refer to District Policy 520

CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires **Independent School District 883** to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental and psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent; or
8. Income, other than as required by law to determine program eligibility.
9. This requirement also applies to the collection, disclosure, or use of student information for marketing

purposes (“marketing surveys”) and certain physical examinations and screenings.

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the building principal. The building principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

5. Parent/Guardian Refusal for Student Participation in State Wide Assessments



Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K-12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
<ul style="list-style-type: none">• Based on the Minnesota Academic Standards; given annually in grades 3-8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.• Majority of students take the MCA.• MTAS is an option for students with the most significant cognitive disabilities.	<ul style="list-style-type: none">• Based on the WIDA English Language Development Standards.• Given annually to English learners in grades K-12 in reading, writing, listening, and speaking.• Majority of English learners take ACCESS for ELLs.• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is less than 1 percent of instructional time in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state- required standardized assessments. Your student’s district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student’s school.

*To best support school district planning, please submit this form to the student’s school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student’s Legal First Name _____ Student’s Legal Middle Initial _____

Student’s Legal Last Name _____ Student’s Date of Birth _____

Student’s District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in to Statewide Testing* on the MDE website (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

- | | |
|----------------------------|---|
| _____ MCA/MTAS Reading | _____ MCA/MTAS Science |
| _____ MCA/MTAS Mathematics | _____ ACCESS or Alternate ACCESS for ELLs |

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state’s efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered “proficient.”

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number ____

6. Grievance Procedure for Complaints of Discrimination

The following grievance procedure applies to claims of sex and disability discrimination:

- A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy (*See district policies 102, 401, 402, 521, 522, 528*). The complaint must be filed within 30 calendar days of the alleged violation.
- B. The Human Rights Officer (*Building Principal*) is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.
- C. While the school board has designated the Human Rights Officer to receive complaints of unlawful discrimination, if the complaint involves the Human Rights Officer, the complaint shall be made to the superintendent.
- D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.
- E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.
- F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take

appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

- A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.
- C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.
- D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination. E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.
- E. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such action may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination. School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street- Suite 1475
Chicago, IL 60661
Tel: 312-730-1560 TDD: 312-730-1609

MN Department of Human Rights
190 E 5th Street
St. Paul, MN 55101
Tel: 800.657.3704, 651.296.5663
TDD 651.296.1283

For complaints of employment discrimination:

Equal Employment Opportunity Commission
330 S. 2nd Avenue, Suite 430
Minneapolis, MN 55401
800.669.4000, 612.335.4040
TDD 612.335.4045

7. Unpaid Meal Charges

Refer to District Policy 534

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 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. When the balance reaches zero, a student may charge no more than \$-5.00 (negative five dollars) to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid. Parents can make deposits to student lunch accounts in the Infinite Campus Portal or mailing a check to the high school kitchen, attention: Deb Graunke. Students can also bring deposits to their building office.
- B. If the school district receives school lunch aid under Minn. Stat. § 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 with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.
- D. 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. There is no cost of the alternative meal that will be charged to the student's account.
- E. When a student has a negative account balance, the student will not be allowed to charge a snack item.
- F. 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 starting at a positive \$10.00 or fall below zero.
- B. Families will be notified of an outstanding negative balance once the negative balance reaches \$-5.00 (negative five dollars). Families will be notified by email or a letter sent home.
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

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. Negative balances of more than \$-10.00, not paid prior to end of the fiscal year, will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

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 may post the policy on the school district's website, in addition to providing the required written notification described above.

8. Activities: Attendance & Academic/School Regulations

Academic Eligibility

Students involved in activities are expected to maintain passing grades in **ALL** of their classes. There are participation penalties if students receive a failing grade. Students failing a class/classes from the end of a marking period will have the opportunity to restore eligibility. Further information can be obtained from the Activities handbook or the Activities Office.

Daily Class Attendance

Grade 7-12 students involved in athletics or activities must be in school or at a school-sponsored event all day to be eligible for competition. The exceptions to this rule are as follows:

- **7-12 students may have an excused absence from all or part of first and second period (approximately 10:30 a.m.). Parent or guardian must call the student in as ill/excused by 8:00 a.m. that morning.**
- 7-12 students may be excused for a medical appointment or other excused absence, in which case the absence will be allowed for any part, or all, of the school day. Upon returning to school, the student will furnish written notification from the medical office, verifying the visit.

The Activities Director ~~and/or the Principal~~ will make the ultimate decision on a student's eligibility when there are extenuating circumstances to be considered.

Tardiness

Excessive tardiness on the part of activities participants may lead to disciplinary action taken by the school principal which may impact activity participation.

9. Fan Behavior Policy

Purpose

The schools of the Wright County Conference seek to provide a safe environment for athletes and fans at events and to that end expect fans to demonstrate good sportsmanship during athletic events. It is expected that all spectators will treat all athletic participants, coaches, and representatives of competing teams with respect at home and away interscholastic events.

Definitions

A. Good sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior, and integrity.

B. Examples of good sportsmanship and respect for competing teams includes, but is not limited to:

1. Appreciating good play no matter the player.
2. Working cooperatively with contest officials and supervisors in keeping order.
3. Refraining from booing or making negative comments about officials or participants.
4. Showing respect for public property and staying off the contest floor or field.
5. Representing yourself and you school with proper conduct.

C. Examples of negative, inappropriate, or potentially unsafe fan behavior includes, but is not limited to the following:

1. Participating in disrespectful or derogatory yells, chants, songs, or gestures.
2. Booing, heckling, disrespectful criticism of officials.
3. Antagonizing or inciting fighting among fans or players.
4. Having on one's possession or using artificial noisemakers.
5. Acting in ways clearly contradictory to expectations for good sportsmanship.

General Statement of Policy

A. Administrators will be responsible for ensuring that an appropriate level of supervision is scheduled at all school contests. This might include coaches, supervisors, administrators and law enforcement officials.

B. Inappropriate or potentially unsafe fan behavior will not be tolerated.

C. Should fan(s) continue to act inappropriately or act egregiously, the following disciplinary action will be taken:

1. On the first offense, the supervisor or an administrator will informally sit with the fan, explain the impropriety of the behavior and warn of the consequences for future inappropriate behavior. This informal meeting can happen during or subsequent to the contest. Fans can be ejected on first offense for blatant or egregiously inappropriate behavior. Failure to leave school grounds when ejected will constitute trespass.
2. On second offense, the individual will be ejected from the contest, or suspended from the next contest, and warned that any future inappropriate behavior will result in a suspension for a set number of contests or for the remainder of the school year. Failure to leave school grounds when ejected will constitute trespass.
3. On third and subsequent offenses, the individual will be ejected from the contest. The individual will be either suspended from attending contests for a set number of contests or for the remainder of the school year at the discretion of the Activities Director. Failure to leave school grounds when ejected will constitute trespass.
4. For the purposes of this policy, behavior at home and away contests can count towards the first, second or third offenses in establishing the pattern and/or severity of negative or unsafe behavior.
5. For students, suspensions apply to all home or away events. For adults, suspensions apply to all home events, and fans will be informed that they are unwelcome at away contests.
6. Should an adult violate suspension, police will be notified and said individual will be charged with trespass. Should a student violate suspension, the police will be notified and the student charged with trespass as well as be subject to school sanctions determined by school officials.
7. Host school will inform the school officials of a visiting school of any behavior of a fan(s) that constituted a first, second or third offense.

D. The Activities Director or another school administrator may take reasonable and prudent actions not specified in this policy to deal with negative, inappropriate or potentially unsafe fan behavior.



Handbook Acknowledgement Form 2021-2022

We have received a copy of the 2021-2022 Student Handbook for Rockford Area Schools - ISD 883.

Student Printed Name

Student Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Date



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883**

BOARD OF EDUCATION

Subject: Time and Place of Board Meetings for 2020-21 School Year

Meeting Date: May 17, 2021

Prepared by: Superintendents Office

Date Prepared: April 28, 2021

Information
 Briefing
 Action
 Enclosure Item(s)

The Board will return to meeting in the Heritage Room at the Rockford High School, with regular meetings held on the third Monday of the month starting at 6:30 pm unless otherwise stated. The official posting place for school board meeting notices is in the hallway window of the district office. If the board agrees, action is needed.

2021	Time	Meeting Type
July 19, 2021	5:30 p.m.	Work Session
July 19, 2021	6:30 p.m.	Regular Meeting
August 16, 2021	6:30 p.m.	Regular Meeting
August 30, 2021	6:30 p.m.	Work Session
September 20, 2021	5:30 p.m.	Work Session
September 20, 2021	6:30 p.m.	Regular Meeting
October 4, 2021	6:30 p.m.	Work Session
October 18, 2021	6:30 p.m.	Regular Meeting
November 15, 2021	5:30 p.m.	Work Session
November 15, 2021	6:30 p.m.	Regular Meeting
December 6, 2021	6:30 p.m.	Work Session
December 20, 2021	6:30 p.m.	Regular Meeting (and Truth in Taxation Hearing)

2022	Time	Meeting Type
January 3, 2022	6:30 p.m.	Organizational Meeting
January 19, 2021	5:30 p.m.	Work Session (moved due to MLK Jr. Day)
January 19, 2021	6:30 p.m.	Regular Meeting (moved due to MLK Jr. Day)
February 7, 2022	6:30 p.m.	Work Session
February 23, 2022	6:30 p.m.	Regular Meeting (moved due to President's Day)

March 21, 2022	5:30 p.m.	Work Session
March 21, 2022	6:30 p.m.	Regular Meeting
April 4, 2022	6:30 p.m.	Work Session
April 18, 2022	6:30 p.m.	Regular Meeting
May 16, 2022	5:30 p.m.	Work Session
May 16, 2022	6:30 p.m.	Regular Meeting
June 20, 2022	6:30 p.m.	Regular Meeting
June 27, 2022	6:30 p.m.	Work Session



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Face Covering Policy 808

Meeting Date: May 17, 2021

Prepared by: Superintendent's Office

Date Prepared: May 12, 2021

Information Briefing Action Enclosure Item(s)

On May 6, Governor Walz issued [Executive Order 21-21](#), which sets forth the conditions regarding rescission of the face-covering requirement:

Upon determining that seventy percent of people sixteen years of age and older have received at least one dose of COVID-19 vaccine, the Commissioner of the Minnesota Department of Health will notify the Governor and the public. Effective two business days after that notification, or on Wednesday, June 30, 2021, at 11:59 p.m., whichever occurs first, Executive Orders 20-26, 20-50, 20-54, 20-55, 20-70, 20-81, 21-02, and 21-11, are rescinded.

Until either condition is met (70% vaccination or July 1, 2021), a school district must comply with Executive Order 20-81. Please note that the Minnesota Department of Education stated:

Beginning May 7, masks will no longer be required outdoors – including during recess. Face coverings will continue to be required indoors until the statewide requirement is lifted.

School boards that adopted a face-covering policy may pass a motion or conditional motion to rescind the policy. The motion should be consistent with the ongoing face-covering requirement, which continues until the 70% vaccination rate or the July 1, 2021, date (whichever comes earlier).

The District requests the Board consider a motion or conditional motion to rescind the policy.

Adopted: _____ *New* _____

Rockford Areas Schools #883 Policy 808
Orig. 2020

Revised: _____

808 COVID-19 FACE COVERING POLICY

[Note: The Governor’s Emergency Executive Order 20-81 generally requires Minnesotans to wear a face covering in certain settings and circumstances, including in various school settings. Emergency Executive Order 20-82 states that all Minnesota public schools must adhere to parameters determined by Minnesota Department of Health (“MDH”) in implementing or shifting between in-person learning, hybrid learning and distance learning. MDH’s Safe Learning Plan for 2020-21 and the 2020-2021 Planning Guide for Schools requires school district and charter schools to develop and implement a face covering policy that is clearly posted and communicated to students, staff, families, and potential visitors to the school building. The provisions of this policy substantially reflect the requirements of the 2020-2021 Planning Guide for Schools, Executive Order 20-81, and Executive Order 20-82.]

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

- A. The policy of the school district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
- D. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
 - 1. Paper or disposable mask;
 - 2. Cloth face mask;
 - 3. Scarf;
 - 4. Neck gaiter;
 - 5. Bandana;
 - 6. Religious face covering; and
 - 7. Medical-grade masks and respirators
- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following situations:
 - 1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.
 - 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.

3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
 4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.
- C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;
 2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six feet of distance to the extent possible;
 3. During activities, such as swimming or showering, where the face covering will get wet;
 4. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
 5. Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office;
 6. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
 7. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance to the extent possible;
 8. When required by school staff for the purposes of identification;
 9. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
 10. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or

11. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.
- F. The school district will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. The school district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the school for educational purposes).

Legal References: Emergency Executive Order 20-81
Emergency Executive Order 20-82
Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
Minn. Stat. § 12.45 (Violations; Penalties)

Cross References: Rockford Area Schools #883 Policy 807 (Health and Safety Policy)
Rockford Area Schools #883 Policy 504 (Student Dress and Appearance)



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION**

Subject: CLOSED SESSION

Meeting Date: May 17, 2021

Prepared by: School Board

Date Prepared: May 14, 2021

Information Briefing Action Enclosure Item(s)

The Board will hold a closed session to discuss contract and negotiations updates, pursuant to MN Statute 13D.03.