



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for March 20, 2023

6:30 PM

District Board Room

6051 Ash Street

Rockford, MN 55373

1. **CALL MEETING TO ORDER**
 - A. Pledge of Allegiance
 - B. Board Roll Call
2. **APPROVAL OF AGENDA**
3. **PUBLIC COMMENTS**
4. **CONSENT ITEMS**
 - A. Consent--Approval of Minutes 3
 - B. Consent--Personnel 19
 - C. Consent--Approval of Bills and Wire Transfers 20
 - D. Consent--Approval of Open Enrollments 37
5. **HIGH STUDENT ACHIEVEMENT**
 - A. Celebration - RMS-CES 38
 - B. Celebration -- RHS 39
 - C. DECA Overnight 40
 - D. Activities Director Report 55
 - E. Softball Overnight Trip 57
 - F. Director of Teaching and Learning's Report 59
 - G. NAPAC Statement of Concurrency/Non-Concurrency for the 2022-23 School Year 153
6. **FISCAL RESPONSIBILITY**
 - A. Resolution of Acknowledgement of Contributions/Donations 154
 - B. Revised Budget (Preliminary budget for FY24) 156
 - C. 2023-2024 Purchasing Approval Request 159
 - D. Superintendent Contract 160
7. **EFFICIENT & EFFECTIVE OPERATIONS**
 - A. Policies Revision - 1st Reading 169
 - B. Technology Report 202
 - C. Amendment to the Master Service Agreement - ICS 214
8. **BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS**
 - A. Work Session of the Board of Education: Monday, April 3, 2023 at 6:30 pm in the District Office Board Room.



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

Regular Meeting of the Board of Education: Monday, April 17, 2023 at 6:30 pm in the District Office Board Room.

B. Board Committee Updates

9. **ADJOURNMENT**

Our Mission: *In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.*

Our Vision: *Rockford Area Schools provides a supportive, rigorous, and relevant learning culture producing courageous learners prepared to enter a global society.*

Rockford Board of Education

Jamie Hillstrom

Eric Gordee

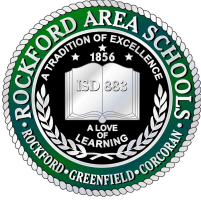
Jenny Kneeland

Amy Edwards

Jessica Johnson

Beth Praska

Superintendent Rhonda Dean



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Work Session Minutes
Monday, February 6, 2023

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, February 6, 2023 in the District Board Room. Amy Edwards called the work session meeting to order at 6:31 pm. Members Hillstrom, Gordee, Kneeland and Edwards were present. Also present were Superintendent Rhonda Dean, Director of Buildings and Grounds James Louer and Ryan Hoffman from ICS. Johnson and Praska were absent.

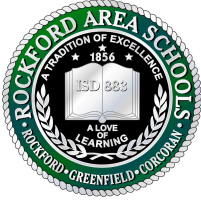
Director of Buildings and Grounds James Louer and Ryan Hoffman from ICS led a Facilities/Construction Update and discussed potential future planning.

A Regular Meeting of the Board of Education is scheduled for Wednesday, February 22, 2023 at 6:30 pm, in the District Board Room.

Adjourned 8:24 pm

Courtney Neibert
Recorder

Jessica Johnson
Clerk



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Work Session Minutes
Wednesday, February 22, 2023

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Wednesday, February 22, 2023 in the District Board Room. Eric Gordee called the work session meeting to order at 5:31 pm. Members Hillstrom, Gordee, Kneeland, Johnson and Praska were present. Also present, virtually, were Superintendent Rhonda Dean, Michael Hart from PMA and Ryan Hoffman from ICS. Member Edwards joined the meeting at 5:37 pm.

Michael Hart from PMA and Ryan Hoffman from ICS led a Facilities/Construction Update and discussed potential future planning.

A Regular Meeting of the Board of Education is scheduled for Wednesday, February 22, 2023 at 6:30 pm, in the District Board Room.

Adjourned 6:15 pm

Courtney Neibert
Recorder

Jessica Johnson
Clerk



Independent School District #883

Regular School Board Meeting

February 22, 2023

Chair Gordee called the meeting to order at 6:30 p.m.

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

Board Roll Call

Members present: *Hillstrom, Edwards, Gordee, Johnson and Kneeland*. Also present were *Superintendent Rhonda Dean, RMS-CES Principal Paul Warzecha, RHS Principal Paul Menard, Director of Teaching and Learning Rob Danneker, Ryan Hoffman from ICS, Michael Hart from PMA, Director of Buildings and Grounds James Louer, Teacher Joe Ramstad, Kenneth Dragseth, Bob Osland and David Clough with School Exec. Member Praska was absent.*

APPROVAL OF AGENDA

Motion by Hillstrom seconded by Edwards to approve the agenda as presented. Motion passed unanimously.

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

Motion by Kneeland, seconded by Edwards to approve the consent items as presented. Motion carried.

- **Minutes:**

January 23, 2023 Work Session

January 23, 2023 Regular Meeting

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
Retirement	Stephen	Petroski	Middle School Math Teacher	November 6, 2023
Retirement	Becky Jo	Miller	Fourth Grade Teacher	June 8, 2023 OR August 31, 2023
Retirement	Michelle	Slaker	Third Grade Teacher	June 8, 2023
Resignation	Bobbie	Dahlke	REAMs Secretary	February 3, 2023
Resignation	Jacie	Kolehmainen	REAMS Paraprofessional	January 30, 2023
Status Change - to Part-time	Mary	Spike	Technology Support Services	February 1, 2023
Resignation	Ethan	Catlette	Math Tutor	February 2, 2023
New Hire	Kendra	Weiland	REAMs Paraprofessional	February 23, 2023
New Hire	Devia	Brown	Track & Field Coach	March 13, 2023
New Hire	Harrison	Brun	RCC Instructor	January 13, 2023

- **Bills and Wire Transfers:**

January 2023 Disbursements Paid (listings attached):

Fund 01 General Fund	\$1,104,016.67
Fund 02 Food Service	\$ 70,453.39
Fund 04 Community Services	\$ 9,296.97
Fund 06 Building Construction	\$ 83,224.34
Fund 07 Debt Redemption	\$ 954,823.26
Fund 21 Student Activities	\$ 17,959.18
Fund 45 OPEB Trust	\$ 0
 Total All Funds	 \$ 2,239,773.81

- **Open Enrollments:**

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
11	Houston Public Schools	294	9/6/2022	wants to attend online school
1	Delano	879	11/8/2022	wants to attend private school
8	Eden Prairie	272	11/28/2022	attending online school
9	Osseo	279	9/6/2022	attend Osseo Magnet School
6	Osseo	279	1/14/2022	family move, wants to stay at Osseo
6	Osseo	279	9/6/2022	attend Osseo Magnet School
10	Orono	278	9/6/2022	family move, wants to stay at Orono
1	Osseo	279	1/26/2023	family move, wants to stay at Osseo
KE	Osseo	279	1/10/2023	family move, wants to stay at Osseo
10	Delano	879	1/9/2023	family move, wants to stay at Delano
2	Eastern Carver Co Schools	112	9/6/2022	family move, wants to stay at current school

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
9	Buffalo Hanover Montrose	877	11/1/2022	family move--wants to stay in Rockford Schools
8	Osseo	279	9/6/2022	family move--wants to stay in Rockford Schools
6	Elk River	728	9/6/2022	new enrollment--older siblings attend Rockford Schools
4	Osseo	279	9/6/2022	family move--wants to stay in Rockford Schools
4	Osseo	279	12/19/2022	family move--wants to stay in Rockford Schools
6	Elk River	728	9/6/2022	new enrollment
9	Osseo	279	9/6/2022	new enrollment
9	Osseo	279	12/19/2022	family move--wants to stay in Rockford Schools
KE	Buffalo Hanover Montrose	877	9/6/2022	new enrollment
KE	Buffalo Hanover Montrose	877	9/6/2022	new enrollment
6	Osseo	279	9/6/2022	new enrollment--older sibling attends Rockford Schools
KE	Buffalo Hanover Montrose	877	9/6/2022	new enrollment--older siblings attend Rockford Schools
9	Anoka Hennepin	11	9/6/2022	new enrollment--sibling attends Rockford
6	Osseo	279	9/6/2022	new enrollment
6	Osseo	279	9/6/2022	new enrollment

- **2022-23 Continuing Contract Teacher Seniority List:** Per the current Master Agreement between Rockford Area Schools and Education Minnesota – Rockford, Robert Danneker, Director of Teaching & Learning, submits the 2022-23 Continuing Contract Teacher Seniority List for Board of Education approval.

Rockford Area Schools
Independent School District No. 883
2022-23 updated 1/15/2023

CONTINUING CONTRACT TEACHER SENIORITY LIST

1. This list is intended to reflect the first day of the most recent continuous service in the district and major and minor licensure filed with the school district office as of September 1, 2022.
2. Time off for leave of any kind authorized by the school district shall not be deemed to be a break in continuous service.
3. Expiration refers to licensure expiration. A license expires June 30 in the year indicated.
4. Per the current Master Agreement, additions to this list establish the First Day as the date of Board action on the hire; ties go to the lower File Folder number.

Number	Name	First Day	File Folder	Tier	Current Valid Licensure	Expiration	General Assignment
1	Sprague, Jennifer	9/1/1992	295950	4	Elementary Education (1-6)	2023	ES ADSIS Reading
2	Engebretson, Dawn	8/31/1993	327256	4	Elementary Education (K-6) Coaching (7-12)	2025 2025	ES Grade 3
3	Ulen, Cheryl	8/31/1993	341845	4	Mathematics (7-12)	2025	HS Math
4	Petroski, Stephen	8/29/1994	303743	4	Elementary Education (1-6) Coaching (7-12)	2024	MS Math
5	Merila, Julie	8/29/1994	350771	4	English/Language Arts (7-12) Coaching (7-12)	2027	HS English
6	Peterson, Colleen	1/3/1995	305327	4	Developmental / Adaptive Phy Ed (PreK-12) Physical Education (K-12) Coaching (7-12) Driver and Traffic Safety (9-12)	2023	ES Physical Education / DAPE
7	Miller, Cynthia	8/29/1995	310302	4	Visual Arts (K-12)	2027	HS Art
8	Hester, Jason	8/29/1995	352743	4	Life Sciences (7-12) Physical Education (K-12)	2023	MS / HS Physical Education

9	Belanger, Amy	8/29/1995	357508	4	Specific Learning Disabilities (K-12) Mild to Moderate Mentally Hdcp (K-12)	2023	MS Special Education
10	Nolby, Kristen	9/9/1996	344768	4	Elementary Education (1-6) Coaching (7-12)	2026 2026	MS Math
11	Madson, Jamie	11/18/1996	355894	4	Elementary Education (K-6) Keyboarding For Computer Application (K-8) Coaching (7-12)	2023 2023 2023	MS CIC (0.25) / STEM (0.75)
12	Miller, Becky	8/31/1998	263496	4	Elementary Education (K-6) Coaching (7-12) Driver and Traffic Safety (7-12) Physical Education (K-12)	2026 2026 2026 2026	ES Grade 4
13	Mateyka, Kristine	8/31/1998	350263	4	Elementary Education (K-6) Coaching (7-12)	2024 2024	MS English
14	Biorn, Holly	8/31/1998	365795	4	Elementary Education (K-6)	2025	ES / MS Gifted & Talented
15	Merila, Steven	8/31/1998	373040	4	Physical Sciences (Physics and Chem) (7-12)	2026	HS Science
16	Johnson, Marty	8/31/1998	377368	4	Elementary Education (1-6)	2027	ES Grade 2
17	Kettenacker, Susan	9/25/1998	273652	4	Elementary Education (K-6) Pre-Kindergarten (Pre-K) Learning Disabilities (K-12)	2027 2027 2027	ES Special Education
18	Schneeweis, Jean	10/28/1998	288554	4	Elementary Education (K-6) Pre-Kindergarten (Pre-K)	2024	ES Title Reading
19	Hendrickson, Jan	4/12/1999	311670	4	English/Language Arts (7-12) Specific Learning Disabilities (K-12)	2023 2023	MS English
20	Sarsland, Corina	8/30/1999	343208	4	Life Sciences (7-12) Coaching (7-12)	2028 2028	MS Science

					Principal (K-12)	2024	
21	Wilts, Bonnie	8/30/1999	357434	4	Elementary Education (1-6)	2025	MS Social Studies
					Coaching (7-12)	2025	
22	Roelofs, Joel	8/30/1999	375615	4	Coaching (7-12)	2023	MS PE/Health
					Health (5-12)	2023	
					Driver and Traffic Safety (7-12)	2023	
					Physical Education (K-12)	2023	
23	Tauber, Michael	8/30/1999	381683	4	Social Studies (7-12)	2027	HS Social Studies
24	Sanner, Tracy	8/30/1999	383135	4	English/Language Arts (7-12)	2027	MS Special Education
					Emotional Behavior Disorders (K-12)	2027	
25	Eliason, Darren	8/28/2000	383855	4	Vocal and Classroom Music (K-12)	2027	ES CIC (0.5) / Music (0.5)
					Principal (K-12)	2024	
26	Neff, Kevin	8/28/2000	385556	4	Elementary Education (1-6)	2023	TOSA Tech Integrationist
					Keyboard For Computer Application (K-8)	2023	
					Mathematics (5-12)	2023	
27	Koste, Anne	8/28/2000	386982	4	Elementary Education (1-6)	2023	ES Grade 2
28	Klukas-Weber, Cheri	8/27/2002	352919	4	Visual Arts (K-12)	2027	ES Art
29	Young, Caroline	8/27/2002	394274	4	Social Studies (5-12)	2028	HS Social Studies
30	Wirth, Molly	8/18/2003	392152	4	Secondary Guidance and Counseling (7-12)	2027	MS Counselor
					School Counselor (K-12)	2027	
31	Houghton, Daniel	8/25/2004	394360	4	Social Studies (7-12)	2027	HS Social Studies
32	Slaker, Shelley	8/25/2004	414679	4	Elementary Education (K-6)	2025	ES Grade 3
		8/25/2004			Pre-Primary (Age 3-PreK)	2025	

33	Mattson, Kathryn	8/25/2004	417063	4	Communication Arts/Literature (5-12)	2025	HS English
34	Bowen, Kirstin	8/25/2004	419870	4	Learning Disabilities (K-12)	2027	MS Special Education
35	Russell, Beth	8/29/2005	422934	4	Communication Arts/Literature (5-12)	2026	MS CIC (0.25) / Digi Skills (0.75)
					Library Media Specialist (K-12)	2026	
36	Ferdig, Jerald	8/29/2006	387299	4	Instrumental and Classroom Music (K-12)	2023	HS Band
37	Hedeen Childers, Tama	7/20/2009	372018	4	Elementary Education (K-6)	2027	ES Grade 2
					Reading (K-12)	2027	
38	Trandahl, Polly	5/17/2010	321227	4	Elementary Guidance & Counseling (1-6)	2027	HS ADSIS Reading
					Elementary Education (K-6)	2027	
					Middle School Guidance & Counseling (MS)	2027	
					Reading (K-12)	2027	
39	Rasset, Amanda	9/28/2010	454075	4	Elementary Education (K-6)	2026	ES Grade 1
					Social Studies (5-8)	2026	
40	Yakesh, Rachel	1/31/2011	381543	4	Elementary Education (K-6)	2027	ES ADSIS Reading
41	DeLassus, Ashley	7/18/2011	438963	4	Elementary Education (K-6)	2024	ES Grade 4
					Social Studies (5-8)	2024	
42	Milton, Jennifer	8/22/2012	448595	4	Elementary Education (K-6)	2025	ES Title Math
					Communications Arts/Literature (5-8)	2025	
					Social Studies (5-8)	2025	
43	Pennings, Benjamin	7/15/2013	397319	4	Social Studies (5-12)	2023	HS Social Studies
44	Werth, Elisabeth	8/26/2013	446097	4	Science (5-8)	2025	MS Science
					Life Science (9-12)	2025	
45	Gregory, McKenzie	8/26/2013	472437	4	Elementary Education (K-6)	2025	ES Grade 3

46	Hammer, Kylene	9/26/2013	468971	4	Elementary Education (1-6)	2023	ES Grade 2
47	Reimann, Laura	9/26/2013	472919	4	Elementary Education (K-6) Early Childhood Ed (B-Grade 3)	2025 2025	ES Grade 3
48	Bakken, Amanda	1/2/2014	439306	4	Elementary Education (K-6) Social Studies (5-8)	2025 2025	ES Grade 2
49	Van Orsdol, Diane	8/25/2015	286035	4	Elementary Education (1-6) English as a Second Language (K-12)	2025 2025	ES EL
50	Stariha, Paul	8/25/2015	330571	4	Coaching (7-12) Social Studies (7-12) Academic Behavioral Strategist (K-12) Autism Spectrum Disorders (B-12)	2026 2026 2026 2026	HS Special Education
51	Ellos, Laura	8/25/2015	403568	4	Speech Language Pathologist (PreK-12)	2024	ES Speech
52	Gordee, Jill	8/25/2015	478967	4	School Counselor (K-12)	2025	HS CIC (0.5) / IB Grant (0.5)
53	Hogle, Leah	8/25/2015	485440	4	English as a Second Language (K-12) Spanish (K-12)	2026 2026	HS Spanish (0.5) / EL (0.5)
54	Morgan, Becca	8/25/2015	486398	4	Public School Nurse (PreK-12)	2026	School Nurse
55	Cosgrove, Stephanie	8/25/2015	486663	4	Science (5-8) Chemistry (9-12)	2026 2026	HS Science
56	Kaufman, Abbey	1/2/2016	491479	4	Social Studies (5-12)	2027	MS Social Studies
57	Anderson, Mali	1/11/2016	479545	4	Elementary Education (K-6)	2027	ES Kindergarten
58	Gunderson, Sarah	8/22/2016	408072	4	Visual Arts (K-12)	2025	MS Art
59	Oliverius, Hannah	8/22/2016	490995	4	Science (5-8) Life Science (9-12)	2027 2027	MS Science

60	Probst, Alexandra	8/22/2016	493290	4	Elementary Education (1-6)	2023	ES Grade 1
61	Vasseei, Alex	8/22/2016	495419	4	Math (5-12)	2027	HS Math
62	Schnettler, Lanaya	12/19/2016	498571	4	Academic and Behavioral Strategist (K-12)	2023	MS Special Education
63	Holm, Madison	5/21/2017	501271	4	Learning Disabilities (K-12)	2023	HS Special Education
					Developmental Disabilities (K-12)	2023	
					Emotional Behavior Disorders (K-12)	2023	
64	Miller, Nicole	7/24/2017	497994	4	Vocal and Classroom Music (K-12)	2023	ES Piano / Music
					Instrumental and Classroom Music (K-12)	2023	
65	Folger, Katie	8/24/2017	404801	4	Elementary Education (K-6)	2023	ES Grade 1
					Communication Arts / Literature (5-8)	2023	
66	Oeding, Brenda	9/18/2017	485882	4	Elementary Education (K-6)	2027	ES Kindergarten
67	Tensen, Cara	9/18/2017	491213	4	Elementary Education (K-6)	2027	ES Grade 2
					Early Childhood Education (B-Grade 3)	2027	
68	Laidly, Suzanne	9/18/2017	496681	4	Elementary Education (1-6)	2023	ES Grade 1
69	Udalla, Janee	2/1/2018	466871	4	Communication Arts / Literature (5-12)	2023	MS English
70	Schneider, Corissa	8/21/2018	415346	4	Elementary Education (K-6)	2025	TOSA SpEd Assessment
					Autism Spectrum Disorders (K-12)	2025	
					Developmental Disabilities (K-12)	2025	
					Communication Arts / Literature (5-8)	2025	
71	Bauer, Britta	8/21/2018	473372	4	Instrumental and Classroom Music (K-12)	2024	MS Band
72	Augsburger, Miriam	8/21/2018	488062	4	Vocal and Classroom Music (K-12)	2027	ES / MS Choir
73	Beattie, Amber	8/21/2018	501261	4	Communication Arts / Literature (5-12)	2023	MS Writing
74	Zastoupil, Calli	8/21/2018	505483	4	Spanish (5-12)	2023	HS Spanish
75	Korzendorfer, Cassandr	1/15/2019	424447	4	Communication Arts / Literature (5-12)	2026	MS English
76	Floan, Linnea	7/15/2019	486592	4	Early Childhood Special Education (B-Age 6)	2026	ECSE
					Early Childhood Education (B-Grade 3)		
77	Von Kaenel, Robert	6/17/2019	427849	4	Communication Arts / Literature (5-12)	2027	HS English
78	Gruber, Kaytlyn	6/17/2019	500854	4	Elementary Education (K-6)	2023	ES Kindergarten
79	Sharp, Rachel	6/17/2019	1001598	3	Elementary Education (K-6)	2025	MS Math
					Mathematics (5-8)		
80	Bird, Krista	8/19/2019	424909	4	Communication Arts / Literature (5-8)	2026	ES / MS EL
					Elementary Education (K-6)		
81	Lemke, Brooke	8/19/2019	1000738	3	Elementary Education (K-6)	2025	ES Grade 4
82	Bonnett, Benjamin	7/19/2021	426090	4	Elementary Education (K-6)	2024	TOSA MTSS Specialist
					Principal (K-12)		
					Mathematics (5-8)		
83	Snyder, Kristen	8/16/2021	432401	4	Elementary Education (K-6)	2026	ES Grade 4
					Communication Arts / Literature (5-8)		
84	DesMarais Holland, Jer	9/20/2021	350885	4	Elementary Education (1-6)	2027	HS Media Specialist (0.5)

- **Approval of School Service Employees Union No. 284 Agreement in January 2023:** The District and School Board Negotiations Committee for the SSEU 284 Agreement recommended approval of the 2022-23 and 2023-24 School Service Employees Union No. 284 Agreement.

HIGH STUDENT ACHIEVEMENT

- **RMS-CES Principals Report:** RMS-CES Principal Paul Werzecha presented an update to the board on his SIP plan.
- **Overnight Trip approval for 6th Grade:** RMS-CES Principal Paul Werzecha presented requesting approval for the 6th Grade to attend Deep Portage Learning Center from September 25-27.

Motion by Johnson, seconded by Hillstrom to approve the 6th grade overnight trip to Deep Portage in September. Motion carried.

- **RHS Principals Report:** RHS Principal Paul Menard presented an update to the board on his SIP plan.
- **Overnight Trip approval for DECA:** Teacher Joe Huber presented requesting approval for the DECA club to attend a State Competition from March 5th - 7th.

Motion by Hillstrom, seconded by Edwards to approve the overnight trip for DECA. Motion carried.

- **Teaching & Learning Update:** Director of Teaching & Learning Danneker provided the Board with a department update as of February 2023. Topics included: Assessment update, including RMS-CES and RHS Winter FastBridge progress monitoring, Achievement & Integration (A&I) Plan overview for FY24-26, Alternative Delivery of Specialized Instructional Services (ADSIS) Plan overview for SFY24-25

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.

<i>Donor</i>	<i>Amount</i>	<i>Fund</i>
Ronald Jorgenson Family Trust Tanya D'Amico	\$100.00	Dance Activity Fund
Cargill	\$30.00	General Fund Donation
Trissa Shelton	Early Childhood Classroom Supplies (paper, stickers, scissors)	Early Childhood Fund
Harley McSheehy	Early Childhood Classroom Supplies (craft sticks, game)	Early Childhood Fund
Quilling Family	Early Childhood Classroom Supplies (Peg/Beard board)	Early Childhood Fund
Hope Laakonen Family	2 books	Early Childhood Fund
Delano Legion	\$500.00	RHS Band Fund (towards saxophone purchase)
Rockford Education Foundation	\$1,812.50	General Fund (RMS MN Social Studies Online Program 1 yr subscription and REAMS 2nd gr Stages Theatre Co Fieldtrip)
Rockford Education Foundation	\$819.00	General Fund (REAMS Kindergarten MN Children's Museum Fieldtrip)
Rockford Education Foundation	\$1,350.00	General Fund (RMS SPARK STEM Conference)
Rockford Education Foundation	\$279.60	General Fund (RMS Soldier's Heart Novel for 6th grade)
Rockford Education Foundation	\$996.00	General Fund (2 iPads and smart covers for REAMS Phy Ed)
Rockford Education Foundation		Game Table in RHS Media Center in memory of Monica Luckett
Casey's General Store	\$13.80	RMS Gift Fund
The White Family	\$165.00	Food Service Account (to help pay REAMS student lunch accounts for students who have outstanding lunch account balances)

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

Whereupon said resolution was declared duly passed and adopted.

- **Capital Facilities Project Review:**Ryan Hoffman with ICS presented a review of the Capital Facilities Projects.
- **Resolution of Facilities Bonds:**Michael Hart with PMA presented on Facilities Bonds for Approval.

**RESOLUTION PROVIDING FOR THE ISSUANCE AND SALE OF GENERAL OBLIGATION
CAPITAL FACILITIES BONDS, SERIES 2023A, SUBJECT TO CERTAIN PARAMETERS;
DECLARING THE OFFICIAL INTENT OF THE DISTRICT TO REIMBURSE CERTAIN
EXPENDITURES FROM THE PROCEEDS OF SUCH BONDS; AND TAKING OTHER ACTIONS
WITH RESPECT THERETO**

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:

1. Authorization.

(a) The District is authorized under the provisions of Minnesota Statutes, Chapter 475, as amended, and Section 123B.62, as amended (collectively, the “Act”), to issue general obligation bonds for the purpose of financing certain capital improvements, including the cost of energy modifications, improvement, repair and equipping of school sites and buildings, improving disability accessibility to school buildings, bringing school buildings into compliance with life and safety codes and fire codes, and modifying buildings and equipment for security, unless a petition requesting a referendum regarding issuance of such bonds signed by more than fifteen percent (15%) of the registered voters of the District is filed with the Board within thirty (30) days of the date of adoption of a resolution stating the Board’s intent to issue the bonds.

(b) The Board finds it necessary and desirable that the District issue its General Obligation Capital Facilities Bonds, Series 2023A (the “Bonds”), in the aggregate principal amount not to exceed \$1,550,000, pursuant to the Act, to finance certain capital facilities projects, including but not limited to securing entries at all District facilities as well as improving, repairing, and equipping all District facilities (collectively, the “Projects”).

(c) The District is authorized by Section 475.60, subdivision 2(9) of the Act to negotiate the sale of the Bonds, it being determined that the District has retained an independent municipal advisor in connection with the sale of the Bonds. The actions of the District staff and its municipal advisor in negotiating the sale of the Bonds are ratified and confirmed in all aspects.

2. Procedure for Review of Proposals and Selection of Purchaser. The Board authorizes the Superintendent or Business Manager and an officer of the Board designated by the Board (the “Authorized Officials”), with the advice of PMA Securities, LLC, the District’s municipal advisor (the “Municipal Advisor”), to review the proposals for the purchase of the Bonds and award the sale of the Bonds to the prospective purchaser (the “Purchaser”), based on the recommendation of the Municipal Advisor, and take any other appropriate action with respect to the Bonds, including but not limited to the execution and delivery of a purchase agreement with respect to the Bonds, provided that the following conditions are met: (i) the principal amount of the Bonds shall not exceed \$1,550,000; and (ii) the true interest cost of the Bonds shall not exceed 5.00%.

3. Acceptance of Proposal. The Board will meet at a future meeting after acceptance by the Authorized Officials of the proposal of the Purchaser to ratify such acceptance and take any other appropriate action with respect to the Bonds.

4. Authority of Municipal Advisor. The Municipal Advisor is authorized and directed to advertise the Bonds for sale in accordance with the terms of proposal to be prepared for the Bonds.

5. Authority of Bond Counsel. The law firm of Kennedy & Graven, Chartered, as bond counsel for the District ("Bond Counsel"), is authorized to act as bond counsel and to assist in the preparation and review of necessary documents, certificates and instruments relating to the Bonds. The officers, employees and agents of the District are hereby authorized to assist Bond Counsel and the Municipal Advisor in the preparation of such documents, certificates, and instruments.

6. Covenant as to State Credit Enhancement.

(a) The District hereby covenants and obligates itself to notify the Minnesota Commissioner of Education (the "Commissioner") of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55, as amended (the "State Credit Enhancement Act"), to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the registrar and paying agent for the Bonds (the "Registrar") or any successor paying agent three (3) business days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner that it will be unable to make all or a portion of that payment. The Registrar is authorized and directed to notify the Commissioner if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provisions of the State Credit Enhancement Act, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Minnesota Departments of Management and Budget and Education pursuant to subdivision 2(c) of the State Credit Enhancement Act and otherwise to take such actions as necessary to comply therewith. The Chair, Clerk, Superintendent, or Business Manager of the District is authorized to execute any applicable Minnesota Department of Education forms.

7. Covenants. In the resolution ratifying the sale of the Bonds, the Board will set forth the covenants and undertakings required by the Act.

8. Official Statement. In connection with the offer and sale of the Bonds, the officers or employees of the District are authorized and directed to cooperate with the Municipal Advisor and participate in the preparation of an official statement for the Bonds and to deliver it on behalf of the District upon its completion.

9. Declaration of Official Intent to Reimburse Certain Costs from Proceeds of the Bonds. The District hereby makes this declaration of official intent (the “Declaration”) to reimburse the expenditures made for certain costs of the Projects, from the proceeds of the Bonds in accordance with Treasury Regulations, Section 1.150-2 (the “Reimbursement Regulations”). All reimbursed expenditures will be capital expenditures, costs of issuance of the bonds, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Reimbursement Regulations. This Declaration has been made not later than sixty (60) days after payment of any original expenditure to be subject to a reimbursement allocation with respect to the proceeds of tax-exempt bonds, except for the following expenditures: (a) costs of issuance of bonds; (b) costs in an amount not in excess of the lesser of \$100,000 or five percent (5%) of the proceeds of an issue; or (c) “preliminary expenditures” up to an amount not in excess of twenty percent (20%) of the aggregate issue price of the issue or issues that finance or are reasonably expected by the District to finance the project for which the preliminary expenditures were incurred. The term “preliminary expenditures” includes architectural, engineering, surveying, soil testing, bond issuance, and similar costs that are incurred prior to commencement of acquisition, construction, or rehabilitation of a project, other than land acquisition, site preparation, and similar costs incident to commencement of construction.

10. Publication of Notice of Intended Projects and Intent to Issue the Bonds. The Clerk is authorized to publish a notice of the intended Projects and the District’s intent to issue the Bonds in the official newspaper of the District, in substantially the form attached as EXHIBIT A hereto, as soon as reasonably practicable after adoption of this resolution.

Motion by Kneeland, seconded by Edwards to approve the resolution of facilities bonds as presented in the packet.

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

Whereupon said resolution was declared duly passed and adopted.

- **Storage Optimization Proposal:** Director of Buildings and Grounds, James Louer presented on the storage optimization project.

EFFICIENT & EFFECTIVE OPERATIONS

- **Superintendent Search Profile:** Kenneth Dragseth, David Clough and Bob Osland presented to the board their top 5 candidates for approval.

Motion by Hillstrom, seconded by Edwards to accept the slate of candidates as presented by School Exec Connect. Motion carried.

- **Policy Updates** - Superintendent Dean presented several policy revisions for a second reading. Some of the changes update references and commissioner titles to the following existing policies: 534, 701, 701.1, 702, 703, 704, 705, 706, 707, 710, 711, 712, 713, 714, 720.

Motion by Hillstrom, seconded by Kneeland to approve the policy updates as presented in the packet. Motion carried.

BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS

Work Session of the Board of Education: Monday, March 20, at 5:30 pm in the District Office Board Room

Regular Meeting of the Board of Education: Monday, March 20, at 6:30 pm in the District Office Board Room

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

- Kneeland -MSBA officers training, Met with Mike McNulty to set up finance committee meeting, facilities tour, Safe routes to school.
- Hillstrom -Facilities tour, MSBA listening sessions, MS Dance.
- Gordee - MSBA virtual board chair training, NorthWest Suburban meetings, Board Prep Meeting, Facilities meetings
- Johnson - Mawseco Meeting, MREA General Group Informational Meeting
- Edwards - Facilities committee meetings, Board Prep meeting, Facilities tour.
- Superintendent Dean -Facilities, LTFM, Wright County Superintendents, Northwest Suburban, MSHSL, Union leadership meeting, Best Prep educational forum, The Breakfast Club, Hennepin County to review Rebecca Park Trail project.

Johnson motioned to adjourn the meeting at 9:22 p.m. Kneeland seconded. Motion carried unanimously.

*Courtney Neibert
Recorder*

*Jessica Johnson
Clerk*



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Special Meeting Minutes
Wednesday, March 1, 2023

Pursuant to due call and notice, the Rockford Board of Education met in a special meeting on Wednesday, March 1, 2023 in the District Board Room. Chair Gordee called the meeting to order at 8:00 am. Members Anderson, Kneeland, Gordee, Johnson, Praska and Edwards were present. Chair Gordee noted that the purpose of the meeting is to select a superintendent candidate to offer to move into contract negotiations with.

After deliberation of the board a motion was made by Johnson seconded by Praska to call and offer to move into superintendent contract negotiations with Dr. Jeffery Riddlehoover. Motion passed unanimously.

A Work Session is scheduled for Monday, March 20, 2023 at 5:30 pm in the District Board Room. A Regular Meeting of the Board of Education is scheduled for Monday, March 20, 2023 at 6:30 pm, in the District Board Room.

Adjourned at 9:23pm.

Courtney Neibert
Recorder

Jessica Johnson
Clerk



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

Subject: Consent Personnel

Meeting Date: March 20, 2023

Prepared By: Human Resources Office

Date Prepared: March 17, 2023

<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)
Leave	Jean	Schneeweis	REAMS Title I Reading	May 16, 2023- June 9, 2023
Leave	Tonya	Curtis	High School Sp Ed Para	January 20, 2023-TBD
Leave	Stephanie	Cosgrove	High School Chemistry	March 31, 2023- May 15, 2023
Retirement	Dennis	Walsh	High School Sp Ed Teacher	June 8, 2023
New Hire	Jessica	Quenemoen	REAMS Sp Ed Para	March 6, 2023
New Hire	Nicole	Miller	REAMS Sp Ed Para	March 6, 2023
New Hire	Molly	Haglin	REAMS Secretary	March 6, 2023
New Hire	Elizabeth	Flath	High School Chemistry -LTS	April 3, 2023
Non-Renewal	KellyAnn	Lockrem	School Counselor (RHS)	June 8, 2023
Non-Renewal	Daniel	Noonan	Mathematics (RHS / RMS-CES)	June 8, 2023
End of Contract	Millard	Haley	High School LTS CTE	June 8, 2023



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Consent Bills Paid and Wires in February 2023*

Meeting Date: March 20, 2023

Prepared by: Mike McNulty

Date Prepared: March 14, 2023

Information Briefing Action Enclosure Item(s)

February 2023 Disbursements Paid (listings attached):

Fund 01 General Fund	\$1,450,238.78
Fund 02 Food Service	\$ 76,087.33
Fund 04 Community Services	\$ 23,560.75
Fund 06 Building Construction	\$ 880,312.64
Fund 07 Debt Redemption	\$ 0
Fund 21 Student Activities	\$ 4,817.19
Fund 45 OPEB Trust	\$ 0
 Total All Funds	 \$ 2,435,016.69

**Rockford ISD #0883
Payment Distributions**

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57648	AS2	1	1152		RESOURCE TRAINING	202308	0883	8399	40.00	0.00
											0883	57755	AS2	1	3370		MN CHILD SUPPORT PI	202308	0883	8399	0.00	323.50
											0883	57756	WEST1	1962			MINNESOTA DEPT OF F	202308	0883	8399	0.00	17,376.98
											0883	57757	AS2	1	1937		PUBLIC EMPLOYEES R	202308	0883	8399	0.00	19,062.48
											0883	57758	AS2	1	1938		TRA	202308	0883	8399	0.00	55,856.14
											0883	57759	AS2	1	2006		US GOVERNMENT	202308	0883	8399	0.00	104,148.01
											0883	57759	AS2	1	2006		US GOVERNMENT	202308	0883	8399	79.96	0.00
											0883	57759	AS2	1	2006		US GOVERNMENT	202308	0883	8399	0.00	79.96
											0883	57760	WEST1	6498			STATE OF MN TAX GAR	202308	0883	8399	0.00	766.59
											0883	57760	WEST1	6498			STATE OF MN TAX GAR	202308	0883	8399	132.13	0.00
											0883	57761	AS2	1	1016		WRIGHT-HENNEPIN CC	202308	0883	8399	0.00	206.70
											0883	57762	AS2	1	1102		JW PEPPER	202308	0883	8399	0.00	24.98
											0883	57762	AS2	1	1102		JW PEPPER	202308	0883	8399	0.00	44.25
											0883	57762	AS2	1	1102		JW PEPPER	202308	0883	8399	0.00	135.49
											0883	57764	AS2	1	1181		CITY OF ROCKFORD	202308	0883	8399	0.00	1.62
											0883	57764	AS2	1	1181		CITY OF ROCKFORD	202308	0883	8399	0.00	89.82
											0883	57764	AS2	1	1181		CITY OF ROCKFORD	202308	0883	8399	0.00	458.88
											0883	57764	AS2	1	1181		CITY OF ROCKFORD	202308	0883	8399	0.00	449.98
											0883	57764	AS2	1	1181		CITY OF ROCKFORD	202308	0883	8399	0.00	10.71
											0883	57765	AS2	1	1269		T-MOBILE	202308	0883	8399	0.00	1,260.00
											0883	57766	AS2	1	2537		REGION V	202308	0883	8399	0.00	4,530.00
											0883	57767	AS2	1	2857		DECKER, MARK	202308	0883	8399	0.00	87.00
											0883	57767	AS2	1	2857		DECKER, MARK	202308	0883	8399	0.00	130.00
											0883	57768	AS2	1	2939		BURAU, CHAD	202308	0883	8399	0.00	87.00
											0883	57769	AS2	1	4155		REGION 4A	202308	0883	8399	0.00	50.00
											0883	57770	AS2	1	4335		4 POINT 0 SCHOOL SEF	202308	0883	8399	0.00	69,907.64
											0883	57771	AS2	1	6157		GUSTAFSON, ZACH	202308	0883	8399	0.00	87.00
											0883	57772	AS2	1	6603		LANO EQUIPMENT -LOI	202308	0883	8399	0.00	42.65
											0883	57773	AS2	1	6623		ADVANCED IMAGING S	202308	0883	8399	0.00	5,718.00
											0883	57774	AS2	1	6623	remit	ADVANCED IMAGING S	202308	0883	8399	0.00	160.00
											0883	57775	AS2	1	6750		ART OF PROBLEM SOL	202308	0883	8399	0.00	840.00
											0883	57775	AS2	1	6750		ART OF PROBLEM SOL	202308	0883	8399	0.00	1,380.00
											0883	57776	AS2	1	6791		BARFKNECHT, ALAN	202308	0883	8399	0.00	130.00
											0883	57777	AS2	1	6834		URBAN, NICHOLAS	202308	0883	8399	0.00	130.00
											0883	57778	AS2	1	7608		MOYNAGH, ROBERT JF	202308	0883	8399	0.00	70.00
											0883	57779	AS2	1	7612		LANGE, JEFFREY	202308	0883	8399	0.00	130.00
											0883	57780	AS2	1	7620		MIDDAGH, THOMAS	202308	0883	8399	0.00	130.00
											0883	57781	AS2	1	7681		INTERNATIONAL BACC	202308	0883	8399	0.00	628.00

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	JE	Debit	Credit
											No								Co	Co	Cd	Amount	Amount
0883	B	01	101	000			F	Cash & Cash Equiv			0883	57782	AS2	1	7697		MARISELA V NELSON II	202308	0883	8399	0.00	80.00	
											0883	57782	AS2	1	7697		MARISELA V NELSON II	202308	0883	8399	0.00	90.00	
											0883	57782	AS2	1	7697		MARISELA V NELSON II	202308	0883	8399	0.00	30.00	
											0883	57782	AS2	1	7697		MARISELA V NELSON II	202308	0883	8399	0.00	40.00	
											0883	57783	AS2	1	8172		DRENNAN, CHRISTOPH	202308	0883	8399	0.00	130.00	
											0883	57785	AS2	1	8451		CAROLYN NUSSBAUM I	202308	0883	8399	0.00	44.79	
											0883	57786	AS2	1	8518		SCHLENNER WENNER	202308	0883	8399	0.00	17,700.00	
											0883	57787	AS2	1	8538		SEIFERT, LONNIE	202308	0883	8399	0.00	70.00	
											0883	57788	AS2	1	8539		PREHN, DAN	202308	0883	8399	0.00	70.00	
											0883	57790	AS2	1	1215		XCEL ENERGY	202308	0883	8410	0.00	26,727.85	
											0883	57790	AS2	1	1215		XCEL ENERGY	202308	0883	8410	0.00	417.99	
											0883	57791	AS2	1	7981		AT&T MOBILITY	202308	0883	8410	0.00	38.23	
											0883	57792	AS2	1	1006		NORTHWEST SUBURB	202308	0883	8410	0.00	4,422.25	
											0883	57793	AS2	1	1014	remit	MASAVMASE	202308	0883	8410	0.00	860.00	
											0883	57794	AS2	1	1044		MAWSECO #938	202308	0883	8410	0.00	16,682.59	
											0883	57794	AS2	1	1044		MAWSECO #938	202308	0883	8410	0.00	16,682.59	
											0883	57795	AS2	1	1054	remit	CAROLINA BIOLOGICAL	202308	0883	8410	0.00	94.50	
											0883	57796	AS2	1	1102		JW PEPPER	202308	0883	8410	0.00	17.74	
											0883	57797	AS2	1	1180		CENTERPOINT ENERG	202308	0883	8410	0.00	806.06	
											0883	57797	AS2	1	1180		CENTERPOINT ENERG	202308	0883	8410	0.00	792.44	
											0883	57797	AS2	1	1180		CENTERPOINT ENERG	202308	0883	8410	0.00	17,735.54	
											0883	57797	AS2	1	1180		CENTERPOINT ENERG	202308	0883	8410	0.00	427.62	
											0883	57797	AS2	1	1180		CENTERPOINT ENERG	202308	0883	8410	0.00	66.15	
											0883	57798	AS2	1	1200		CUB FOODS	202308	0883	8410	0.00	207.10	
											0883	57798	AS2	1	1200		CUB FOODS	202308	0883	8410	0.00	9.99	
											0883	57798	AS2	1	1200		CUB FOODS	202308	0883	8410	0.00	114.80	
											0883	57798	AS2	1	1200		CUB FOODS	202308	0883	8410	0.00	36.25	
											0883	57799	AS2	1	1203		BEAUDRY OIL COMPAN	202308	0883	8410	0.00	7,518.38	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	60.70	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	64.00	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	53.98	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	335.99	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	18.65	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	109.95	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	14.49	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	145.93	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	124.35	
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	174.95	

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt Co	Pmt No	Bank Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	51.17
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	102.35
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	1,087.31
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	40.21
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	87.49
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	70.47
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	52.44
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	300.00
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	114.29
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	41.34
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	225.25
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	44.88
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	13.29
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	148.44
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	66.07	0.00
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	39.96
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	87.46
											0883	57801	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	1,064.52
											0883	57802	AS2	1	1394	MBNA/BUSINESS CARL	202308	0883	8410	0.00	450.00
											0883	57803	AS2	1	1825	BARTH, BRIAN	202308	0883	8410	0.00	130.00
											0883	57804	AS2	1	1828	TRAEN, TODD	202308	0883	8410	0.00	130.00
											0883	57805	AS2	1	2151	remit VARITRONICS, LLC	202308	0883	8410	0.00	349.81
											0883	57806	AS2	1	2857	DECKER, MARK	202308	0883	8410	0.00	130.00
											0883	57807	AS2	1	2949	BURAU, ROSS	202308	0883	8410	0.00	130.00
											0883	57808	AS2	1	4366	REGION 5A SECRETAR	202308	0883	8410	0.00	335.00
											0883	57811	AS2	1	4719	TRACTOR SUPPLY CRE	202308	0883	8410	0.00	26.05
											0883	57811	AS2	1	4719	TRACTOR SUPPLY CRE	202308	0883	8410	0.00	9.99
											0883	57811	AS2	1	4719	TRACTOR SUPPLY CRE	202308	0883	8410	0.00	84.98
											0883	57811	AS2	1	4719	TRACTOR SUPPLY CRE	202308	0883	8410	0.00	74.99
											0883	57811	AS2	1	4719	TRACTOR SUPPLY CRE	202308	0883	8410	0.00	34.98
											0883	57811	AS2	1	4719	TRACTOR SUPPLY CRE	202308	0883	8410	0.00	157.98
											0883	57811	AS2	1	4719	TRACTOR SUPPLY CRE	202308	0883	8410	0.00	49.98
											0883	57812	AS2	1	4937	RUSSELL SECURITY R	202308	0883	8410	0.00	22.50
											0883	57812	AS2	1	4937	RUSSELL SECURITY R	202308	0883	8410	0.00	176.00
											0883	57812	AS2	1	4937	RUSSELL SECURITY R	202308	0883	8410	0.00	635.00
											0883	57814	AS2	1	5795	remit MEDCO SURGICAL	202308	0883	8410	0.00	18.88
											0883	57814	AS2	1	5795	remit MEDCO SURGICAL	202308	0883	8410	0.00	1,178.75
											0883	57815	AS2	1	5974	KULLY SUPPLY	202308	0883	8410	0.00	1,448.86

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	Debit	Credit
											No								Co	Cd	Amount	Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57816	AS2	1	6356		MITEL NETSOLUTIONS	202308	0883	8410	0.00	4,322.01
											0883	57817	AS2	1	6437		TASC	202308	0883	8410	0.00	34.50
											0883	57818	AS2	1	6481		GRADY'S ACE HARDW/	202308	0883	8410	0.00	559.70
											0883	57819	AS2	1	6843		REPKE, JAMES	202308	0883	8410	0.00	245.00
											0883	57820	AS2	1	7480		CORPORATE MECHANI	202308	0883	8410	0.00	7,330.00
											0883	57821	AS2	1	7545		TEACHERS ON CALL	202308	0883	8410	0.00	4,122.20
											0883	57823	AS2	1	7620		MIDDAGH, THOMAS	202308	0883	8410	0.00	130.00
											0883	57824	AS2	1	7697		MARISELA V NELSON	202308	0883	8410	0.00	80.00
											0883	57824	AS2	1	7697		MARISELA V NELSON	202308	0883	8410	0.00	80.00
											0883	57824	AS2	1	7697		MARISELA V NELSON	202308	0883	8410	0.00	310.00
											0883	57824	AS2	1	7697		MARISELA V NELSON	202308	0883	8410	0.00	80.00
											0883	57824	AS2	1	7697		MARISELA V NELSON	202308	0883	8410	0.00	310.00
											0883	57824	AS2	1	7697		MARISELA V NELSON	202308	0883	8410	0.00	150.00
											0883	57824	AS2	1	7697		MARISELA V NELSON	202308	0883	8410	0.00	30.00
											0883	57825	AS2	1	7738		REMIGRANITE TELECOMMU	202308	0883	8410	0.00	768.13
											0883	57826	AS2	1	8010		LANGUAGE LINE SERV	202308	0883	8410	0.00	39.15
											0883	57827	AS2	1	8102		CORNERSTONE EDCU,	202308	0883	8410	0.00	500.00
											0883	57828	AS2	1	8261		TOTAL NETWORK,	202308	0883	8410	0.00	1,386.00
											0883	57829	AS2	1	8391		US OMNI & TSACG COM	202308	0883	8410	0.00	256.96
											0883	57829	AS2	1	8391		US OMNI & TSACG COM	202308	0883	8410	0.00	256.96
											0883	57829	AS2	1	8391		US OMNI & TSACG COM	202308	0883	8410	0.00	254.04
											0883	57830	AS2	1	8402		REPUBLIC SERVICES,	202308	0883	8410	0.00	2,786.28
											0883	57831	AS2	1	8489		LAURSEN PIANO SERV	202308	0883	8410	0.00	240.00
											0883	57831	AS2	1	8489		LAURSEN PIANO SERV	202308	0883	8410	0.00	240.00
											0883	57832	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	8410	0.00	95.00
											0883	57833	AS2	1	8510		CHECKAL, TREVOR	202308	0883	8410	0.00	130.00
											0883	57834	AS2	1	8513		VON HOLDT, TROY	202308	0883	8410	0.00	85.00
											0883	57834	AS2	1	8513		VON HOLDT, TROY	202308	0883	8410	0.00	85.00
											0883	57835	AS2	1	8539		PREHN, DAN	202308	0883	8410	0.00	130.00
											0883	57836	AS2	1	8541		WOLLAK, JEFFREY	202308	0883	8410	0.00	245.00
											0883	57837	AS2	1	8542		SOUTHWEST WEST CF	202308	0883	8410	0.00	862.40
											0883	57838	AS2	1	4050		AFLAC	202308	0883	8418	0.00	210.16
											0883	57838	AS2	1	4050		AFLAC	202308	0883	8418	0.00	210.16
											0883	57839	AS2	1	6431		HR SIMPLIFIED	202308	0883	8418	0.00	500.00
											0883	57839	AS2	1	6431		HR SIMPLIFIED	202308	0883	8418	0.00	62,115.51
											0883	57840	AS2	1	5459		LEGAL SHIELD	202308	0883	8418	0.00	105.86
											0883	57840	AS2	1	5459		LEGAL SHIELD	202308	0883	8418	0.00	67.92
											0883	57841	AS2	1	1962		MINNESOTA DEPT OF	F202308	0883	8418	0.00	49.40

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt Co	Pmt No	Bank Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57841	AS2	1	1962	MINNESOTA DEPT OF F202308	0883	8418	0.00	18,657.35	
											0883	57841	AS2	1	1962	MINNESOTA DEPT OF F202308	0883	8418	0.00	18.54	
											0883	57841	AS2	1	1962	MINNESOTA DEPT OF F202308	0883	8418	18.54	0.00	
											0883	57842	AS2	1	3370	MIN CHILD SUPPORT PI202308	0883	8418	0.00	323.50	
											0883	57843	AS2	1	1937	PUBLIC EMPLOYEES R 202308	0883	8418	0.00	166.60	
											0883	57843	AS2	1	1937	PUBLIC EMPLOYEES R 202308	0883	8418	0.00	22,178.45	
											0883	57844	AS2	1	1938	TRA 202308	0883	8418	0.00	57,249.61	
											0883	57845	AS2	1	7649	TSA CONSULTING GRC202308	0883	8418	0.00	4,217.65	
											0883	57845	AS2	1	7649	TSA CONSULTING GRC202308	0883	8418	0.00	7,584.91	
											0883	57845	AS2	1	7649	TSA CONSULTING GRC202308	0883	8418	0.00	3,224.50	
											0883	57845	AS2	1	7649	TSA CONSULTING GRC202308	0883	8418	0.00	3,867.65	
											0883	57845	AS2	1	7649	TSA CONSULTING GRC202308	0883	8418	0.00	3,224.50	
											0883	57845	AS2	1	7649	TSA CONSULTING GRC202308	0883	8418	0.00	7,584.91	
											0883	57846	AS2	1	2006	US GOVERNMENT 202308	0883	8418	0.00	276.53	
											0883	57846	AS2	1	2006	US GOVERNMENT 202308	0883	8418	0.00	110,486.41	
											0883	57847	AS2	1	2470	MSRS 202308	0883	8418	0.00	7,002.22	
											0883	57847	AS2	1	2470	MSRS 202308	0883	8418	0.00	7,002.22	
											0883	57848	AS2	1	1039	MINNESOTA ELEVATOR202308	0883	8418	0.00	469.42	
											0883	57849	AS2	1	1057	HILLYARD 202308	0883	8418	0.00	1,891.98	
											0883	57850	AS2	1	1096	NASCO 202308	0883	8418	0.00	221.16	
											0883	57850	AS2	1	1096	NASCO 202308	0883	8418	0.00	27.16	
											0883	57851	AS2	1	1102	JW PEPPER 202308	0883	8418	0.00	108.00	
											0883	57852	AS2	1	1113	GRAINGER 202308	0883	8418	0.00	55.13	
											0883	57853	AS2	1	1841	WRIGHT TECHNICAL C 202308	0883	8418	0.00	2,807.32	
											0883	57855	AS2	1	2910	ANNANDALE HIGH SCH-202308	0883	8418	0.00	150.00	
											0883	57856	AS2	1	3317	CITY OF GREENFIELD 202308	0883	8418	0.00	1,371.20	
											0883	57857	AS2	1	3880	SCHERBER DREW 202308	0883	8418	0.00	130.00	
											0883	57858	AS2	1	4138	BROUGH, TONY 202308	0883	8418	0.00	135.00	
											0883	57859	AS2	1	4335	4 POINT 0 SCHOOL SEF202308	0883	8418	0.00	9,791.15	
											0883	57860	AS2	1	4335	4 POINT 0 SCHOOL SEF202308	0883	8418	0.00	88,100.32	
											0883	57861	AS2	1	5149	TOLL COMPANY 202308	0883	8418	0.00	24.06	
											0883	57862	AS2	1	5275	BOYSEN, CRAIG 202308	0883	8418	0.00	130.00	
											0883	57863	AS2	1	5795	remit MEDCO SURGICAL SUF202308	0883	8418	0.00	53.22	
											0883	57864	AS2	1	5853	remit ALL STATE COMMUNIC.202308	0883	8418	0.00	1,899.90	
											0883	57865	AS2	1	5974	KULLY SUPPLY 202308	0883	8418	0.00	1,203.60	
											0883	57867	AS2	1	6437	TASC 202308	0883	8418	0.00	125.00	
											0883	57868	AS2	1	6471	GREEN, NICOLE 202308	0883	8418	0.00	135.00	
											0883	57870	AS2	1	6826	DAY, ROGER 202308	0883	8418	0.00	130.00	

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	Debit	Credit
											No	No							Co	Co	Amount	Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57871	AS2	1	6829		DRUSCH, MERLYN	202308	0883	0883	0.00	150.00
											0883	57873	AS2	1	6913		NEE INVESTMENT 9, LL	202308	0883	0883	0.00	18.95
											0883	57874	AS2	1	7162		GRAMS, RYAN	202308	0883	0883	0.00	150.00
											0883	57875	AS2	1	7166		PARPART, NATHAN	202308	0883	0883	0.00	150.00
											0883	57878	AS2	1	7393		FRITZ, BRIAN	202308	0883	0883	0.00	130.00
											0883	57879	AS2	1	7414		HAAS, CASEY	202308	0883	0883	0.00	150.00
											0883	57880	AS2	1	7545		TEACHERS ON CALL	202308	0883	0883	0.00	4,791.23
											0883	57881	AS2	1	7570		CST MN - BIN # 170065	202308	0883	0883	0.00	120,487.53
											0883	57882	AS2	1	7608		MOYNAGH, ROBERT JF	202308	0883	0883	0.00	150.00
											0883	57882	AS2	1	7608		MOYNAGH, ROBERT JF	202308	0883	0883	0.00	130.00
											0883	57883	AS2	1	7697		MARISELA V NELSON II	202308	0883	0883	0.00	60.00
											0883	57883	AS2	1	7697		MARISELA V NELSON II	202308	0883	0883	0.00	80.00
											0883	57884	AS2	1	7849		NIESEN, ALI	202308	0883	0883	0.00	135.00
											0883	57885	AS2	1	7996		REMEDIA PUBLICATION	202308	0883	0883	0.00	68.97
											0883	57886	AS2	1	8081		TURNBULL, BLAINE	202308	0883	0883	0.00	130.00
											0883	57887	AS2	1	8361		KAMIDA CONCRETE CC	202308	0883	0883	0.00	33,645.00
											0883	57890	AS2	1	8399		AMPION PBC	202308	0883	0883	0.00	52.17
											0883	57892	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	0883	0.00	85.00
											0883	57892	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	0883	0.00	69.00
											0883	57892	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	0883	0.00	115.00
											0883	57892	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	0883	0.00	115.00
											0883	57892	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	0883	0.00	17.00
											0883	57892	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	0883	0.00	15.00
											0883	57892	AS2	1	8498		SCHMITT MUSIC ANOK	202308	0883	0883	0.00	104.50
											0883	57893	AS2	1	8511		KOSEK, GARY	202308	0883	0883	0.00	150.00
											0883	57894	AS2	1	8513		VON HOLDT, TROY	202308	0883	0883	0.00	130.00
											0883	57895	AS2	1	8518		SCHLENNER WENNER	202308	0883	0883	0.00	309.25
											0883	57896	AS2	1	8535		VOIGT'S MOTORCOACI	202308	0883	0883	0.00	488.91
											0883	57897	AS2	1	8536	remit	INNOVATIONAL WATER	202308	0883	0883	0.00	420.00
											0883	57899	AS2	1	8547		ANNANDALE HIGH SCI	202308	0883	0883	0.00	40.50
											0883	57900	AS2	1	8548		JORDAN HIGH SCHOOI	202308	0883	0883	0.00	77.00
											0883	57901	AS2	1	2009		EDUCATION MINNESO	202308	0883	0883	0.00	4,588.32
											0883	57901	AS2	1	2009		EDUCATION MINNESO	202308	0883	0883	0.00	4,570.68
											0883	57902	AS2	1	1644		ISD #883 EDUCATION F	202308	0883	0883	0.00	280.85
											0883	57902	AS2	1	1644		ISD #883 EDUCATION F	202308	0883	0883	0.00	280.85
											0883	57903	AS2	1	1969		SCHOOL SERVICE EMF	202308	0883	0883	0.00	838.29
											0883	57903	AS2	1	1969		SCHOOL SERVICE EMF	202308	0883	0883	0.00	838.29
											0883	57904	AS2	1	3431		MEDICA	202308	0883	0883	0.00	69,601.88

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	Debit	Credit
											No								Co	Cd	Amount	Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57904	AS2	1	3431		MEDICA	202308	0883	8418	0.00	69,483.20
											0883	57904	AS2	1	3431		MEDICA	202308	0883	8418	0.00	66,607.96
											0883	57904	AS2	1	3431		MEDICA	202308	0883	8418	0.00	69,237.52
											0883	57905	AS2	1	1007		CMERDC	202308	0883	8418	0.00	3,262.00
											0883	57906	AS2	1	1014		remit MASAMASE	202308	0883	8418	0.00	424.00
											0883	57907	AS2	1	1057		HILLYARD	202308	0883	8418	0.00	1,766.83
											0883	57907	AS2	1	1057		HILLYARD	202308	0883	8418	0.00	117.90
											0883	57907	AS2	1	1057		HILLYARD	202308	0883	8418	0.00	1,801.37
											0883	57907	AS2	1	1057		HILLYARD	202308	0883	8418	0.00	6,333.34
											0883	57907	AS2	1	1057		HILLYARD	202308	0883	8418	0.00	1,417.66
											0883	57908	AS2	1	1180		CENTERPOINT ENERG	202308	0883	8418	0.00	5,265.42
											0883	57908	AS2	1	1180		CENTERPOINT ENERG	202308	0883	8418	0.00	8,399.99
											0883	57909	AS2	1	2537		REGION V	202308	0883	8418	0.00	38.25
											0883	57910	AS2	1	3254		H&B SPECIALIZED PRC	202308	0883	8418	0.00	2,168.25
											0883	57911	AS2	1	3679		remit INNOVATIVE OFFICE S	202308	0883	8418	0.00	6.05
											0883	57914	AS2	1	5992		ECM PUBLISHERS, INC	202308	0883	8418	0.00	180.95
											0883	57914	AS2	1	5992		ECM PUBLISHERS, INC	202308	0883	8418	0.00	82.25
											0883	57914	AS2	1	5992		ECM PUBLISHERS, INC	202308	0883	8418	0.00	180.95
											0883	57915	AS2	1	6163		remit AFE	202308	0883	8418	0.00	646.00
											0883	57916	AS2	1	6279		SHI INTERNATIONAL C	202308	0883	8418	0.00	6,577.00
											0883	57917	AS2	1	6743		remit LEARNING A-Z	202308	0883	8418	0.00	177.33
											0883	57919	AS2	1	7480		CORPORATE MECHAN	202308	0883	8418	0.00	594.05
											0883	57919	AS2	1	7480		CORPORATE MECHAN	202308	0883	8418	0.00	4,329.36
											0883	57919	AS2	1	7480		CORPORATE MECHAN	202308	0883	8418	0.00	7,960.00
											0883	57919	AS2	1	7480		CORPORATE MECHAN	202308	0883	8418	0.00	20,308.00
											0883	57919	AS2	1	7480		CORPORATE MECHAN	202308	0883	8418	0.00	2,879.66
											0883	57920	AS2	1	7545		TEACHERS ON CALL	202308	0883	8418	0.00	7,130.95
											0883	57921	AS2	1	7570		CST MN - BIN # 170065	202308	0883	8418	0.00	40,000.00
											0883	57922	AS2	1	7697		MARISELA V NELSON II	202308	0883	8418	0.00	30.00
											0883	57922	AS2	1	7697		MARISELA V NELSON II	202308	0883	8418	0.00	40.00
											0883	57922	AS2	1	7697		MARISELA V NELSON II	202308	0883	8418	0.00	80.00
											0883	57922	AS2	1	7697		MARISELA V NELSON II	202308	0883	8418	0.00	350.00
											0883	57922	AS2	1	7697		MARISELA V NELSON II	202308	0883	8418	0.00	30.00
											0883	57923	AS2	1	7786		REMITTERRAFORM PHOENIX	202308	0883	8418	0.00	8.69
											0883	57924	AS2	1	8409		RUPP, ANDERSON, SQI	202308	0883	8418	0.00	127.50
											0883	57925	AS2	1	8422		SCHOOL BUSINESS M/F	202308	0883	8418	0.00	53.71
											0883	57925	AS2	1	8422		SCHOOL BUSINESS M/F	202308	0883	8418	0.00	5,920.00
											0883	57926	AS2	1	8536		remit INNOVATIONAL WATER	202308	0883	8418	0.00	3,306.31

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	Debit	Credit
											No								Co	Co	Amount	Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57928	AS2	1	8553		GRANGER, MARY	202308	0883	8418	0.00	188.64
											0883	57929	AS2	1	1096		NASCO	202308	0883	8418	0.00	89.32
											0883	57931	AS2	1	1366		NEFF/JOSTENS	202308	0883	8418	0.00	278.45
											0883	57933	AS2	1	2211		CROWN COLLEGE	202308	0883	8418	0.00	2,719.44
											0883	57934	AS2	1	5177		HOLT - PETERSON CH	202308	0883	8418	0.00	850.00
											0883	57935	AS2	1	5507		CITY OF GREENFIELD	202308	0883	8418	0.00	33.00
											0883	57935	AS2	1	5507		CITY OF GREENFIELD	202308	0883	8418	0.00	1,040.32
											0883	57936	AS2	1	6393		VORT CORPORATION	202308	0883	8418	0.00	168.00
											0883	57937	AS2	1	8384		MINNESOTA TRUE TEA	202308	0883	8418	0.00	160.00
											0883	57938	AS2	1	8391		US OMNI & TSACG CON	202308	0883	8418	0.00	259.88
											0883	57953	AS2	1	1192		VERIZON WIRELESS	202308	0883	8455	0.00	389.66
											0883	57954	AS2	1	1977		BLUE CROSS BLUE SH	202308	0883	8455	0.00	5,423.08
Account Total:																						
																					\$754.69	\$1,450,238.78
0883	B	02	101	000				F	Cash & Cash Equiv		0883	57912	AS2	1	4387		TAHER INC - BIN#	202308	0883	8418	0.00	76,087.33
Account Total:																						
																					\$0.00	\$76,087.33
0883	B	04	101	000				F	Cash & Cash Equiv		0883	57763	AS2	1	1159		BANKWEST-CASH	202308	0883	8399	0.00	600.00
											0883	57770	AS2	1	4335		4 POINT 0 SCHOOL SEF	202308	0883	8399	0.00	1,591.68
											0883	57782	AS2	1	7697		MARISELA V NELSON II	202308	0883	8399	0.00	80.00
											0883	57782	AS2	1	7697		MARISELA V NELSON II	202308	0883	8399	0.00	80.00
											0883	57789	AS2	1	6377		DISH	202308	0883	8399	0.00	119.08
											0883	57798	AS2	1	1200		CUB FOODS	202308	0883	8410	0.00	122.67
											0883	57798	AS2	1	1200		CUB FOODS	202308	0883	8410	0.00	148.94
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARE	202308	0883	8410	0.00	44.61
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARE	202308	0883	8410	0.00	288.11
											0883	57809	AS2	1	4673		INTEGRIPRINT	202308	0883	8410	0.00	208.96
											0883	57813	AS2	1	5416		GRIMM DESIGN, LLC	202308	0883	8410	0.00	32.50
											0883	57821	AS2	1	7545		TEACHERS ON CALL	202308	0883	8410	0.00	118.39
											0883	57822	AS2	1	7615		HASTY AWARDS	202308	0883	8410	0.00	503.37
											0883	57854	AS2	1	1946		SCHMIDT, AMY	202308	0883	8418	0.00	120.90
											0883	57859	AS2	1	4335		4 POINT 0 SCHOOL SEF	202308	0883	8418	0.00	799.84
											0883	57860	AS2	1	4335		4 POINT 0 SCHOOL SEF	202308	0883	8418	0.00	1,790.64
											0883	57869	AS2	1	6510		BERG ELLIE	202308	0883	8418	0.00	40.94
											0883	57869	AS2	1	6510		BERG ELLIE	202308	0883	8418	0.00	120.90
											0883	57872	AS2	1	6855		K&G GYMNASTICS	202308	0883	8418	0.00	400.00
											0883	57876	AS2	1	7333		WEISSMAN	202308	0883	8418	0.00	6,638.53
											0883	57877	AS2	1	7367		DUSSL, DANIEL	202308	0883	8418	0.00	36.68
											0883	57877	AS2	1	7367		DUSSL, DANIEL	202308	0883	8418	0.00	120.90

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	04	101	000				F	Cash & Cash Equiv		0883	57880	AS2	1	7545		TEACHERS ON CALL	202308	0883	8418	0.00	149.28
											0883	57888	AS2	1	8365		ALLEY, NICOLE	202308	0883	8418	0.00	57.64
											0883	57888	AS2	1	8365		ALLEY, NICOLE	202308	0883	8418	0.00	120.90
											0883	57889	AS2	1	8378		MELIN, EMILY	202308	0883	8418	0.00	120.90
											0883	57898	AS2	1	8546		HOWARD, SAMANTHA	202308	0883	8418	0.00	39.30
											0883	57898	AS2	1	8546		HOWARD, SAMANTHA	202308	0883	8418	0.00	120.90
											0883	57918	AS2	1	7333		WEISSMAN	202308	0883	8418	0.00	99.07
											0883	57918	AS2	1	7333		WEISSMAN	202308	0883	8418	0.00	158.22
											0883	57927	AS2	1	8549		ROCKFORD MAGA BOC	202308	0883	8418	0.00	1,000.00
											0883	57930	AS2	1	1266		SAFE COMMUNITIES O	202308	0883	8418	0.00	60.00
											0883	57932	AS2	1	1805		POWDER RIDGE	202308	0883	8418	0.00	7,547.00
											0883	57953	AS2	1	1192		VERIZON WIRELESS	202308	0883	8455	0.00	99.90
Account Total:																						
																				\$0.00	\$23,560.75	
0883	B	06	101	000				F	Cash & Cash Equiv		0883	57754	AS2	1	8508		NEW LOOK CONTRACI	202308	0883	8399	0.00	866,909.39
											0883	57810	AS2	1	4692		BRAUN INTERTEC COF	202308	0883	8410	0.00	3,661.50
											0883	57810	AS2	1	4692		BRAUN INTERTEC COF	202308	0883	8410	0.00	9,155.50
											0883	57864	AS2	1	5853		remit ALL STATE COMMUNIC	202308	0883	8418	0.00	550.00
											0883	57913	AS2	1	5165		ICS CONSULTING, INC	202308	0883	8418	0.00	36.25
Account Total:																						
																				\$0.00	\$880,312.64	
0883	B	21	101	000				F	Cash & Cash Equiv		0883	57784	AS2	1	8379		LENS ON RECORDS LL	202308	0883	8399	0.00	650.00
											0883	57800	AS2	1	1366		NEFF/JOSTENS	202308	0883	8410	0.00	862.31
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	1,147.68
											0883	57801	AS2	1	1394		MBNA/BUSINESS CARL	202308	0883	8410	0.00	202.36
											0883	57866	AS2	1	6122		ANDYMARK, INC.	202308	0883	8418	0.00	277.96
											0883	57891	AS2	1	8439		COMMON THREAD CUK	202308	0883	8418	0.00	727.72
											0883	57896	AS2	1	8535		VOIGT'S MOTORCOACI	202308	0883	8418	0.00	949.16
Account Total:																						
																				\$0.00	\$4,817.19	
Report Total:																						
																				\$754.69	\$2,435,016.69	

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
AS2		57755		Wire	1	3370	MN CHILD SUPPORT PMT CENTER		No	No	No	02/02/2023	323.50
AS2		57757		Wire	1	1937	PUBLIC EMPLOYEES RETIREMENT AS		No	No	No	02/02/2023	19,062.48
AS2		57758		Wire	1	1938	TRA		No	No	No	02/02/2023	55,856.14
AS2		57759		Wire	1	2006	US GOVERNMENT		No	No	No	02/02/2023	104,148.01
AS2		57838		Wire	1	4050	AFLAC		No	No	No	02/15/2023	420.32
AS2		57839		Wire	1	6431	HR SIMPLIFIED		No	No	No	02/15/2023	62,615.51
AS2		57840		Wire	1	5459	LEGAL SHIELD		No	No	No	02/15/2023	173.78
AS2		57841		Wire	1	1962	MINNESOTA DEPT OF REVENUE		No	No	No	02/15/2023	18,706.75
AS2		57842		Wire	1	3370	MN CHILD SUPPORT PMT CENTER		No	No	No	02/15/2023	323.50
AS2		57843		Wire	1	1937	PUBLIC EMPLOYEES RETIREMENT AS		No	No	No	02/15/2023	22,345.05
AS2		57844		Wire	1	1938	TRA		No	No	No	02/15/2023	57,249.61
AS2		57845		Wire	1	7649	TSA CONSULTING GROUP, INC.		No	No	No	02/15/2023	29,704.12
AS2		57846		Wire	1	2006	US GOVERNMENT		No	No	No	02/15/2023	110,762.94
AS2		57847		Wire	1	2470	MSRS		No	No	No	02/15/2023	14,004.44
AS2		57904		Wire	1	3431	MEDICA		No	No	No	02/14/2023	274,930.56
AS2		57648	103855	Check	1	1152	RESOURCE TRAINING & SOLUTIONS		Yes	No	Yes	02/01/2023	(40.00)
AS2		57754	103893	Check	1	8508	NEW LOOK CONTRACTING, INC	S Corporation	Yes	No	No	02/01/2023	866,909.39
AS2		57770	103894	Check	1	4335	4 POINT 0 SCHOOL SERVICES		Yes	No	No	02/03/2023	71,499.32
AS2		57773	103895	Check	1	6623	ADVANCED IMAGING SOLUTIONS		Yes	No	No	02/03/2023	5,718.00
AS2		57774	103896	Check	1	6623	ADVANCED IMAGING SOLUTIONS		Yes	No	No	02/03/2023	160.00
AS2		57775	103897	Check	1	6750	ART OF PROBLEM SOLVING		Yes	No	No	02/03/2023	2,220.00
AS2		57763	103898	Check	1	1159	BANKWEST-CASH		Yes	No	No	02/03/2023	600.00
AS2		57776	103899	Check	1	6791	BARFKNECHT, ALAN	Ind/Sole Proprietor	Yes	No	No	02/03/2023	130.00
AS2		57768	103900	Check	1	2939	BURAU, CHAD	Ind/Sole Proprietor	Yes	No	No	02/03/2023	87.00
AS2		57785	103901	Check	1	8451	CAROLYN NUSSBAUM MUSIC COMPAN	LLC - S Corp	Yes	No	No	02/03/2023	44.79
AS2		57764	103902	Check	1	1181	CITY OF ROCKFORD		Yes	No	No	02/03/2023	1,011.01
AS2		57767	103903	Check	1	2857	DECKER, MARK	Ind/Sole Proprietor	Yes	No	No	02/03/2023	217.00
AS2		57783	103904	Check	1	8172	DRENNAN, CHRISTOPHER	Ind/Sole Proprietor	Yes	No	No	02/03/2023	130.00
AS2		57771	103905	Check	1	6157	GUSTAFSON, ZACH	Ind/Sole Proprietor	Yes	No	No	02/03/2023	87.00
AS2		57781	103906	Check	1	7681	INTERNATIONAL BACCALAUREATE OR		Yes	No	No	02/03/2023	628.00
AS2		57762	103907	Check	1	1102	JW PEPPER		Yes	No	No	02/03/2023	204.72
AS2		57779	103908	Check	1	7612	LANGE, JEFFREY	Ind/Sole Proprietor	Yes	No	No	02/03/2023	130.00
AS2		57772	103909	Check	1	6603	LANO EQUIPMENT -LORETTO		Yes	No	No	02/03/2023	42.65
AS2		57784	103910	Check	1	8379	LENS ON RECORDS LLC	LLC - C Corp	Yes	No	No	02/03/2023	650.00
AS2		57782	103911	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	02/03/2023	400.00
AS2		57780	103912	Check	1	7620	MIDDAGH, THOMAS	Ind/Sole Proprietor	Yes	No	No	02/03/2023	130.00
AS2		57778	103913	Check	1	7608	MOYNAGH, ROBERT JR.	Ind/Sole Proprietor	Yes	No	No	02/03/2023	70.00
AS2		57788	103914	Check	1	8539	PREHN, DAN	Ind/Sole Proprietor	Yes	No	No	02/03/2023	70.00
AS2		57769	103915	Check	1	4155	REGION 4A		Yes	No	No	02/03/2023	50.00

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	Date	Amount
AS2		57766	103916	Check	1	2537	REGION V		Yes	No	No		02/03/2023	4,530.00
AS2		57786	103917	Check	1	8518	SCHLENNER WENNER & CO.	S Corporation	Yes	No	No		02/03/2023	17,700.00
AS2		57787	103918	Check	1	8538	SEIFERT, LONNIE	Ind/Sole Proprietor	Yes	No	No		02/03/2023	70.00
AS2		57765	103919	Check	1	1269	T-MOBILE		Yes	No	No		02/03/2023	1,260.00
AS2		57777	103920	Check	1	6834	URBAN, NICHOLAS	Ind/Sole Proprietor	Yes	No	No		02/03/2023	130.00
AS2		57761	103921	Check	1	1016	WRIGHT-HENNEPIN COOP. ELECTRIC		Yes	No	No		02/03/2023	206.70
AS2		57789	103922	Check	1	6377	DISH		Yes	No	No		02/03/2023	119.08
AS2		57791	103923	Check	1	7981	AT&T MOBILITY		Yes	No	No		02/07/2023	38.23
AS2		57790	103924	Check	1	1215	XCEL ENERGY		Yes	No	No		02/07/2023	26,309.86
AS2		57803	103925	Check	1	1825	BARTH, BRIAN		Yes	No	No		02/10/2023	130.00
AS2		57799	103926	Check	1	1203	BEAUDRY OIL COMPANY		Yes	No	No		02/10/2023	7,518.38
AS2		57810	103927	Check	1	4692	BRAUN INTERTEC CORP		Yes	No	No		02/10/2023	12,817.00
AS2		57807	103928	Check	1	2949	BURAU, ROSS	Ind/Sole Proprietor	Yes	No	No		02/10/2023	130.00
AS2		57795	103929	Check	1	1054	CAROLINA BIOLOGICAL SUPPLY		Yes	No	No		02/10/2023	94.50
AS2		57797	103930	Check	1	1180	CENTERPOINT ENERGY		Yes	No	No		02/10/2023	19,827.81
AS2		57833	103931	Check	1	8510	CHECKAL, TREVOR	Ind/Sole Proprietor	Yes	No	No		02/10/2023	130.00
AS2		57827	103932	Check	1	8102	CORNERSTONE EDUCATIONAL CONSL		Yes	No	No		02/10/2023	500.00
AS2		57820	103933	Check	1	7480	CORPORATE MECHANICAL, INC.		Yes	No	No		02/10/2023	7,330.00
AS2		57798	103934	Check	1	1200	CUB FOODS		Yes	No	No		02/10/2023	639.75
AS2		57806	103935	Check	1	2857	DECKER, MARK	Ind/Sole Proprietor	Yes	No	No		02/10/2023	130.00
AS2		57818	103936	Check	1	6481	GRADY'S ACE HARDWARE		Yes	No	No		02/10/2023	559.70
AS2		57825	103937	Check	1	7738	GRANITE TELECOMMUNICATIONS, LLC		Yes	No	No		02/10/2023	768.13
AS2		57813	103938	Check	1	5416	GRIMM DESIGN, LLC		Yes	No	No		02/10/2023	32.50
AS2		57822	103939	Check	1	7615	HASTY AWARDS		Yes	No	No		02/10/2023	503.37
AS2		57809	103940	Check	1	4673	INTEGRIPRINT		Yes	No	No		02/10/2023	208.96
AS2		57796	103941	Check	1	1102	JW PEPPER		Yes	No	No		02/10/2023	17.74
AS2		57815	103942	Check	1	5974	KULLY SUPPLY		Yes	No	No		02/10/2023	1,448.86
AS2		57826	103943	Check	1	8010	LANGUAGE LINE SERVICES		Yes	No	No		02/10/2023	39.15
AS2		57831	103944	Check	1	8489	LAURSEN PIANO SERVICE	LLC - S Corp	Yes	No	No		02/10/2023	480.00
AS2		57824	103945	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No		02/10/2023	1,040.00
AS2		57793	103946	Check	1	1014	MASAMASE		Yes	No	No		02/10/2023	860.00
AS2		57794	103947	Check	1	1044	MAWSECO #938		Yes	No	No		02/10/2023	33,365.18
AS2		57801	103948	Check	1	1394	MBNA/BUSINESS CARD		Yes	No	No		02/10/2023	6,270.55
AS2		57802	103949	Check	1	1394	MBNA/BUSINESS CARD		Yes	No	No		02/10/2023	450.00
AS2		57814	103950	Check	1	5795	MEDCO SURGICAL SUPPLY SERVICE		Yes	No	No		02/10/2023	1,197.63
AS2		57823	103951	Check	1	7620	MIDDAGH, THOMAS	Ind/Sole Proprietor	Yes	No	No		02/10/2023	130.00
AS2		57816	103952	Check	1	6356	MITEL NETSOLUTIONS		Yes	No	No		02/10/2023	4,322.01
AS2		57800	103953	Check	1	1366	NEFF/JOSTENS		Yes	No	No		02/10/2023	862.31
AS2		57792	103954	Check	1	1006	NORTHWEST SUBURBAN INTEGRATIC		Yes	No	No		02/10/2023	4,422.25

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
AS2		57835	103955	Check	1	8539	PREHN, DAN	Ind/Sole Proprietor	Yes	No	No	02/10/2023	130.00
AS2		57808	103956	Check	1	4366	REGION 5A SECRETARY		Yes	No	No	02/10/2023	335.00
AS2		57819	103957	Check	1	6843	REPKE, JAMES	Ind/Sole Proprietor	Yes	No	No	02/10/2023	245.00
AS2		57830	103958	Check	1	8402	REPUBLIC SERVICES, INC.	C Corporation	Yes	No	No	02/10/2023	2,786.28
AS2		57812	103959	Check	1	4937	RUSSELL SECURITY RESOURCE INC		Yes	No	No	02/10/2023	833.50
AS2		57832	103960	Check	1	8498	SCHMITT MUSIC ANOKA		Yes	No	No	02/10/2023	95.00
AS2		57837	103961	Check	1	8542	SOUTHWEST WEST CENTRAL SERV		Yes	No	No	02/10/2023	862.40
AS2		57817	103962	Check	1	6437	TASC		Yes	No	No	02/10/2023	34.50
AS2		57821	103963	Check	1	7545	TEACHERS ON CALL		Yes	No	No	02/10/2023	4,240.59
AS2		57828	103964	Check	1	8261	TOTAL NETWORK, INC.	S Corporation	Yes	No	No	02/10/2023	1,386.00
AS2		57811	103965	Check	1	4719	TRACTOR SUPPLY CREDIT PLAN		Yes	No	No	02/10/2023	438.95
AS2		57804	103966	Check	1	1828	TRAEIN, TODD		Yes	No	No	02/10/2023	130.00
AS2		57829	103967	Check	1	8391	US OMNI & TSACG COMPLIANCE SERV	C Corporation	Yes	No	No	02/10/2023	767.96
AS2		57805	103968	Check	1	2151	VARITRONICS, LLC		Yes	No	No	02/10/2023	349.81
AS2		57834	103969	Check	1	8513	VON HOLDT, TROY	Ind/Sole Proprietor	Yes	No	No	02/10/2023	170.00
AS2		57836	103970	Check	1	8541	WOLLAK, JEFFREY	Ind/Sole Proprietor	Yes	No	No	02/10/2023	245.00
AS2		57859	103971	Check	1	4335	4 POINT 0 SCHOOL SERVICES		Yes	No	No	02/16/2023	10,590.99
AS2		57860	103972	Check	1	4335	4 POINT 0 SCHOOL SERVICES		Yes	No	No	02/16/2023	89,890.96
AS2		57864	103973	Check	1	5853	ALL STATE COMMUNICATIONS, INC		Yes	No	No	02/16/2023	2,449.90
AS2		57888	103974	Check	1	8365	ALLEY, NICOLE	Ind/Sole Proprietor	Yes	No	No	02/16/2023	178.54
AS2		57890	103975	Check	1	8399	AMIPION PBC	C Corporation	Yes	No	No	02/16/2023	52.17
AS2		57866	103976	Check	1	6122	ANDYMARK, INC.		Yes	No	No	02/16/2023	277.96
AS2		57899	103977	Check	1	8547	ANNANDALE HIGH SCHOOL SPEECH		Yes	No	No	02/16/2023	40.50
AS2		57855	103978	Check	1	2910	ANNANDALE HIGH SCHOOL		Yes	No	No	02/16/2023	150.00
AS2		57869	103979	Check	1	6510	BERG ELLIE	Ind/Sole Proprietor	Yes	No	No	02/16/2023	161.84
AS2		57862	103980	Check	1	5275	BOYSEN, CRAIG	Ind/Sole Proprietor	Yes	No	No	02/16/2023	130.00
AS2		57858	103981	Check	1	4138	BROUGH, TONY	Ind/Sole Proprietor	Yes	No	No	02/16/2023	135.00
AS2		57856	103982	Check	1	3317	CITY OF GREENFIELD		Yes	No	No	02/16/2023	1,371.20
AS2		57891	103983	Check	1	8439	COMMON THREAD CUSTOM APPAREL	LLC - S Corp	Yes	No	No	02/16/2023	727.72
AS2		57861	103984	Check	1	7570	CST MN - BIN # 170065		Yes	No	No	02/16/2023	120,487.53
AS2		57870	103985	Check	1	6826	DAY, ROGER	Ind/Sole Proprietor	Yes	No	No	02/16/2023	130.00
AS2		57871	103986	Check	1	6829	DRUSCH, MERLYN	Ind/Sole Proprietor	Yes	No	No	02/16/2023	150.00
AS2		57877	103987	Check	1	7367	DUSSEL, DANIEL	Ind/Sole Proprietor	Yes	No	No	02/16/2023	157.58
AS2		57878	103988	Check	1	7393	FRITZ, BRIAN	Ind/Sole Proprietor	Yes	No	No	02/16/2023	130.00
AS2		57852	103989	Check	1	1113	GRAINGER		Yes	No	No	02/16/2023	55.13
AS2		57874	103990	Check	1	7162	GRAMS, RYAN		Yes	No	No	02/16/2023	150.00
AS2		57868	103991	Check	1	6471	GREEN, NICOLE		Yes	No	No	02/16/2023	135.00
AS2		57879	103992	Check	1	7414	HAAS, CASEY	Ind/Sole Proprietor	Yes	No	No	02/16/2023	150.00
AS2		57849	103993	Check	1	1057	HILLYARD		Yes	No	No	02/16/2023	1,891.98

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
AS2		57898	103994	Check	1 8546		HOWARD, SAMANTHA	Ind/Sole Proprietor	Yes	No	No	02/16/2023	160.20
AS2		57897	103995	Check	1 8536	remit	INNOVATIONAL WATER SOLUTIONS, IN	S Corporation	Yes	No	No	02/16/2023	420.00
AS2		57900	103996	Check	1 8548		JORDAN HIGH SCHOOL SPEECH TEAM		Yes	No	No	02/16/2023	77.00
AS2		57851	103997	Check	1 1102		JW PEPPER		Yes	No	No	02/16/2023	108.00
AS2		57872	103998	Check	1 6855		K&G GYMNASTICS		Yes	No	No	02/16/2023	400.00
AS2		57887	103999	Check	1 8361		KAMIDA CONCRETE CONSTRUCTION, S Corporation	S Corporation	Yes	No	No	02/16/2023	33,645.00
AS2		57893	104000	Check	1 8511		KOSEK, GARY	Ind/Sole Proprietor	Yes	No	No	02/16/2023	150.00
AS2		57865	104001	Check	1 5974		KULLY SUPPLY		Yes	No	No	02/16/2023	1,203.60
AS2		57883	104002	Check	1 7697		MARISELA V NELSON INTERPRETING		Yes	No	No	02/16/2023	140.00
AS2		57863	104003	Check	1 5795	remit 2	MEDCO SURGICAL SUPPLY SERVICE		Yes	No	No	02/16/2023	53.22
AS2		57889	104004	Check	1 8378		MELIN, EMILY	Ind/Sole Proprietor	Yes	No	No	02/16/2023	120.90
AS2		57848	104005	Check	1 1039		MINNESOTA ELEVATOR, INC		Yes	No	No	02/16/2023	469.42
AS2		57882	104006	Check	1 7608		MOYNAGH, ROBERT JR.	Ind/Sole Proprietor	Yes	No	No	02/16/2023	280.00
AS2		57850	104007	Check	1 1096		NASCO		Yes	No	No	02/16/2023	248.32
AS2		57873	104008	Check	1 6913		NEE INVESTMENT 9, LLC		Yes	No	No	02/16/2023	18.95
AS2		57884	104009	Check	1 7849		NIESEN, ALI	Ind/Sole Proprietor	Yes	No	No	02/16/2023	135.00
AS2		57875	104010	Check	1 7166		PARPART, NATHAN	Ind/Sole Proprietor	Yes	No	No	02/16/2023	150.00
AS2		57885	104011	Check	1 7996		REMEDIA PUBLICATIONS, INC.		Yes	No	No	02/16/2023	68.97
AS2		57857	104012	Check	1 3880		SCHERBER DREW		Yes	No	No	02/16/2023	130.00
AS2		57895	104013	Check	1 8518		SCHLENNER WENNER & CO.	S Corporation	Yes	No	No	02/16/2023	309.25
AS2		57854	104014	Check	1 1946		SCHMIDT, AMY	Ind/Sole Proprietor	Yes	No	No	02/16/2023	120.90
AS2		57892	104015	Check	1 8498		SCHMITT MUSIC ANOKA		Yes	No	No	02/16/2023	520.50
AS2		57867	104016	Check	1 6437		TASC		Yes	No	No	02/16/2023	125.00
AS2		57880	104017	Check	1 7545		TEACHERS ON CALL		Yes	No	No	02/16/2023	4,940.51
AS2		57861	104018	Check	1 5149		TOLL COMPANY		Yes	No	No	02/16/2023	24.06
AS2		57886	104019	Check	1 8081		TURNBULL, BLAINE	Ind/Sole Proprietor	Yes	No	No	02/16/2023	130.00
AS2		57896	104020	Check	1 8635		VOIGT'S MOTORCOACH TRAVEL, INC.	S Corporation	Yes	No	No	02/16/2023	1,438.07
AS2		57894	104021	Check	1 8513		VON HOLDT, TROY	Ind/Sole Proprietor	Yes	No	No	02/16/2023	130.00
AS2		57876	104022	Check	1 7333		WEISSMAN		Yes	No	No	02/16/2023	6,638.53
AS2		57853	104023	Check	1 1841		WRIGHT TECHNICAL CENTER		Yes	No	No	02/16/2023	2,807.32
AS2		57901	104024	Check	1 2009		EDUCATION MINNESOTA ROCKFORD -		Yes	No	No	02/16/2023	9,159.00
AS2		57902	104025	Check	1 1644		ISD #883 EDUCATION FOUNDATION		Yes	No	No	02/16/2023	561.70
AS2		57903	104026	Check	1 1969		SCHOOL SERVICE EMPLOYEES		Yes	No	No	02/16/2023	1,676.58
AS2		57915	104027	Check	1 6163	remit	APE		Yes	No	No	02/22/2023	646.00
AS2		57908	104028	Check	1 1180		CENTERPOINT ENERGY		Yes	No	No	02/22/2023	13,665.41
AS2		57905	104029	Check	1 1007		CMERDC		Yes	No	No	02/22/2023	3,262.00
AS2		57919	104030	Check	1 7480		CORPORATE MECHANICAL, INC.		Yes	No	No	02/22/2023	36,071.07
AS2		57921	104031	Check	1 7570		CST MN - BIN # 170065		Yes	No	No	02/22/2023	40,000.00
AS2		57914	104032	Check	1 5992		ECM PUBLISHERS, INC.		Yes	No	No	02/22/2023	444.15

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 Date	Amount
AS2	57928	104033	104033	Check	1	8553	GRANGER, MARY		Yes	No	No	02/22/2023	188.64
AS2	57910	104034	104034	Check	1	3254	H&B SPECIALIZED PRODUCTS, INC		Yes	No	No	02/22/2023	2,168.25
AS2	57907	104035	104035	Check	1	1057	HILLYARD		Yes	No	No	02/22/2023	11,437.10
AS2	57913	104036	104036	Check	1	5165	ICS CONSULTING, INC		Yes	No	No	02/22/2023	36.25
AS2	57926	104037	104037	Check	1	8536	INNOVATIONAL WATER SOLUTIONS, IN	S Corporation	Yes	No	No	02/22/2023	3,306.31
AS2	57911	104038	104038	Check	1	3679	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	02/22/2023	6.05
AS2	57917	104039	104039	Check	1	6743	LEARNING A-Z		Yes	No	No	02/22/2023	177.33
AS2	57922	104040	104040	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	02/22/2023	530.00
AS2	57906	104041	104041	Check	1	1014	MASAM/MASE		Yes	No	No	02/22/2023	424.00
AS2	57909	104042	104042	Check	1	2537	REGION V		Yes	No	No	02/22/2023	38.25
AS2	57927	104043	104043	Check	1	8549	ROCKFORD MAGA BOOSTER CLUB		Yes	No	No	02/22/2023	1,000.00
AS2	57924	104044	104044	Check	1	8409	RUPP, ANDERSON, SQUIRES, WALDSP		Yes	No	No	02/22/2023	127.50
AS2	57925	104045	104045	Check	1	8422	SCHOOL BUSINESS MANAGEMENT SE	Ind/Sole Proprietor	Yes	No	No	02/22/2023	5,973.71
AS2	57916	104046	104046	Check	1	6279	SHI INTERNATIONAL CORP.		Yes	No	No	02/22/2023	6,577.00
AS2	57912	104047	104047	Check	1	4387	TAHER INC - BIN# 135092		Yes	No	No	02/22/2023	76,087.33
AS2	57920	104048	104048	Check	1	7545	TEACHERS ON CALL		Yes	No	No	02/22/2023	7,130.95
AS2	57923	104049	104049	Check	1	7786	TERRAFORM PHOENIX II ARCADIA		Yes	No	No	02/22/2023	8.69
AS2	57918	104050	104050	Check	1	7333	WEISSMAN		Yes	No	No	02/22/2023	257.29
AS2	57935	104051	104051	Check	1	5507	CITY OF GREENFIELD WATER & SEWE		Yes	No	No	02/22/2023	1,073.32
AS2	57933	104052	104052	Check	1	2211	CROWN COLLEGE		Yes	No	No	02/24/2023	2,719.44
AS2	57934	104053	104053	Check	1	5177	HOLT - PETERSON CHARTER BUS		Yes	No	No	02/24/2023	850.00
AS2	57937	104054	104054	Check	1	8384	MINNESOTA TRUE TEAM TRACK		Yes	No	No	02/24/2023	160.00
AS2	57929	104055	104055	Check	1	1096	NASCO		Yes	No	No	02/24/2023	89.32
AS2	57931	104056	104056	Check	1	1366	NEFF/JOSTENS		Yes	No	No	02/24/2023	278.45
AS2	57932	104057	104057	Check	1	1805	POWDER RIDGE		Yes	No	No	02/24/2023	7,547.00
AS2	57930	104058	104058	Check	1	1266	SAFE COMMUNITIES OF WRIGHT CTY		Yes	No	No	02/24/2023	60.00
AS2	57938	104059	104059	Check	1	8391	US OMNI & TSACG COMPLIANCE SERV	C Corporation	Yes	No	No	02/24/2023	259.88
AS2	57936	104060	104060	Check	1	6393	VORT CORPORATION		Yes	No	No	02/24/2023	168.00
AS2	57953	104061	104061	Check	1	1192	VERIZON WIRELESS		Yes	No	No	02/28/2023	489.56
AS2	57954	104062	104062	Check	1	1977	BLUE CROSS BLUE SHIELD of MN		Yes	No	No	02/28/2023	5,423.08
Bank Total: \$2,416,250.55													
WEST	57756			Wire	1	1962	MINNESOTA DEPT OF REVENUE		No	No	No	02/02/2023	17,376.98
WEST	57760			Wire	1	6498	STATE OF MN TAX GARNISH		No	No	No	02/02/2023	634.46
Bank Total: \$18,011.44													
Report Total: \$2,434,262.00													



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

Subject: Open Enrollments

Meeting Date: March 20, 2023

Prepared by: Business Office

Date Prepared: March 14, 2023

Information
 Briefing
 Action
 Enclosure Item(s)

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
10	Delano	879	2/14/2023	family move, wants to stay at Delano Schools
8	Delano	879	2/14/2023	family move, wants to stay at Delano Schools
12	Delano	879	2/14/2023	family move, wants to stay at Delano Schools
6	Delano	879	2/14/2023	family move, wants to stay at Delano Schools
1	Delano	879	2/14/2023	family move, wants to stay at Delano Schools

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
KE	Delano	879	9/6/2022	new enrollment--older siblings attend Rockford
KE	Brooklyn Center	286	9/6/2022	new enrollment
6	Osseo	279	9/6/2022	new enrollment
1	Minneapolis	1	12/8/2022	family move--wants to stay enrolled in Rockford
11	Minneapolis	1	12/8/2022	family move--wants to stay enrolled in Rockford
12	Minneapolis	1	12/8/2022	family move--wants to stay enrolled in Rockford
KE	Buffalo	877	9/6/2022	new enrollment
6	Osseo	279	9/6/2022	new enrollment
7	Buffalo	877	2/21/2023	new enrollment
9	Brooklyn Center	286	9/6/2022	new enrollment

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: Celebration - RMS-CES

Meeting Date: March 20, 2023

Prepared by: Paul Warzecha

Date Prepared: March 7, 2023

Information Briefing Action Enclosure Item(s)

Celebrating Imani Gladney in being the RMS-CES
Spelling Bee Champion 2 years in a row



**ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883**

BOARD OF EDUCATION

Subject: Celebration - RHS

Meeting Date: March 20, 2023

Prepared by: Paul Menard

Date Prepared: March 16, 2023

Information Briefing Action Enclosure Item(s)

Joe Huber on behalf of Mr. Menard:

Students from our Leadership and Culture Committee have participated in a number of activities to help boost positive school culture, identity, and a feeling of belonging among our learning community at Rockford High School. One of the most significant contributions is the development of a series of videos where students explain IB Learner Profile Traits—the desired traits of a Rockford High School graduate—in their own words. For tonight’s celebration, we would like to present to you the student video on Caring. We have invited a student participant, Chloe Vraspir, to tell you a bit about the video creation, her understanding of the IB Learner Profile, and her experience on the Leadership and Culture Committee to date.

Thank you,
Paul Menard



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

Subject: DECA International Competition Field Trip Request

Meeting Date: 3/20/2023

Prepared by: Joe Huber

Date Prepared: 3/17/2023

Information

Briefing

Action

Enclosure Item(s)

Seeking approval to take qualifying DECA students to Internationals Competition from April 21-26 in Orlando, FL.



EXTENDED FIELD TRIP APPLICATION – FINAL APPROVAL

Final approval must be granted prior to engaging in securing contracts and collecting fees from students. Approval of this final application authorizes the teacher/advisor to proceed with trip planning, including expending the appropriate funds.

School: RAS

Group/Class: DECA

Teacher(s)/Advisor(s) submitting request: Joe Huber

of students: 6 # of school personnel: 1 # of chaperones: 1

Destination: Orlando, FL Address: 7125 Universal Blvd

Have students received teachers' approval to miss class? Yes X No

Departure Date: 4/21/23 Departure Time: 12:00 PM Return Date: 4/26/2023 Return Time: 2:00 PM

Days absent: When school is in session: 4/21, 4/24, 4/25, 4/26 Non-school days/vacation time: 4/22, 4/23

Have reasonable accommodations been made for students with disabilities? Yes X No

For trips that contract a tour service, has the contract been reviewed and approved by the Business Manager? Yes No

For trips outside the Continental US and those using a travel services, provide the name of the travel service:
N/A

For trips outside of the Continental US, please attach your emergency procedures.

Who has signed off on discussing school discipline policies with students?

Who has signed off on discussing school discipline policies with staff and chaperones?

TRANSPORTATION: Attach request if using district transportation.

School buses and/or 7 or 8 person vans: N/A: Will rent 7-person van

 Public Transportation Contracted Transportation:
(Name of Service; attach contract)

Place of lodging: Dates:

COSTS: (Estimate per student)

Transportation	\$ <u>83</u>
Meals	\$ <u>150</u>
Substitute Teachers	\$ <u>100</u>
Lodging	\$ <u>1,000</u>
Other (fees, ins)	\$ <u>40</u>
Total	\$ <u>1,373</u>

Expenses to be paid by the district \$ Sub for 4 days
 Expenses to be paid by special funds \$ 1,373/student
All travel expenses covered by DECA fundraising and students
 Explain special funding and/or procedures for handling instances of economic need: May apply more DECA funding to help offset costs

The following documentation must be attached:

- Emergency procedures
- Tentative Itinerary
- Signed memo of contract/insurance approval from Business Manager

APPROVAL: Final approval requires the following signatures.

School Principal: [Signature] Date: 3/20/23

Superintendent (or Designee): Date:

Board Approval: Yes No Date:

Comments

FRIDAY, APRIL 21

8:00 AM – 6:00 PM	CHARTERED ASSOCIATION ADVISOR CHECK-IN <i>(Only ADVISORs with Chartered Association National Advisor Credentials)</i>	W205
8:00 AM – 9:00 PM	HEADQUARTERS + ATTRACTION TICKET BOOTH	W206
8:00 AM – 9:00 PM	SHOP DECA + BLAZER SHOP	W205
6:30 PM	CHARTERED ASSOCIATION ADVISOR DINNER <i>(by invitation only)</i>	W205

SATURDAY, APRIL 22

7:00 AM – 8:30 PM	HEADQUARTERS + ATTRACTION TICKET BOOTH	W205
7:00 AM – 8:30 PM	SHOP DECA + BLAZER SHOP	W205
9:00 AM	EVENT DIRECTORS' + ASSISTANT EVENT DIRECTORS' BRIEFING	W207BC
9:30 AM – 5:00 PM	DECA DAY IN THE PARKS <i>(KIDZ, TEEN, & ADULTS ONLY)</i>	Walt Disney World Resort Universal Orlando Resort
10:00 AM	OFFICER CANDIDATE ORIENTATION + INTERVIEWS	
1:00 PM – 5:00 PM	EXHIBIT BOOTH SET-UP	W202
5:00 PM	PARADE OF CHARTERED ASSOCIATIONS REHEARSAL	W214
7:00 PM	NATIONAL ADVISORY BOARD + EXECUTIVE MENTOR RECEPTION <i>(by invitation only)</i>	W205
8:30 PM	GRAND OPENING SESSION	W214
12:30 AM	CURFEW <i>(Chartered Association members only - code of conduct)</i>	Assigned Hotel

SUNDAY, APRIL 23

7:00 AM – 5:00 PM	HEADQUARTERS + ATTRACTION TICKET BOOTH	W205
7:00 AM – 5:00 PM	SHOP DECA + BLAZER SHOP	W205
7:50 AM	JUDGES' ORIENTATION	W204
8:00 AM – 11:30 AM	SCHOOL-BASED ENTERPRISE ACADEMY FOOD OPERATIONS <i>(Excludes International and Off-Campus Schools)</i>	
8:00 AM – 4:00 PM	EMERGING LEADER SERIES	6000
8:00 AM – 4:00 PM	COLLEGE + CAREER EXHIBITS / SHOP DECA <i>(Excludes Off-Campus Schools)</i>	W202
8:00 AM – 5:00 PM	COMPETITIVE EVENT TESTING <i>(Practical application of skills developed in the program including: Leadership, Public Speaking, Interviewing, Business Plan, Financial Literacy, and Career Development)</i>	W202 + Valencia Ballroom
8:00 AM – 5:00 PM	COMPETITIVE EVENT PRELIMINARY COMPETITION <i>(Business Plan, Financial Literacy, Interviewing, Public Speaking, Leadership, and Career Development)</i>	W204 + W202
9:00 AM	VIRTUAL BUSINESS CHALLENGE PARTICIPANTS' BRIEFING	6000
9:00 AM – 4:00 PM	ADVISOR PROFESSIONAL LEARNING SERIES	
9:30 AM – 1:00 PM	EXECUTIVE MENTOR PROGRAM	6000
12:00 PM	MDA LUNCHEON <i>(Sponsored by MDA - Deceptive Association International)</i>	W205
12:30 PM – 4:00 PM	SCHOOL-BASED ENTERPRISE ACADEMY RETAIL OPERATIONS <i>(Excludes Off-Campus Schools)</i>	
4:00 PM	VOTING DELEGATES' BRIEFING + CANDIDATE CAMPAIGN SESSION	6000
12:30 AM	CURFEW <i>(Chartered Association members only - code of conduct)</i>	Assigned Hotel

MONDAY, APRIL 24

7:00 AM - 5:00 PM	SHOP DECA	W205
7:00 AM - 7:00 PM	HEADQUARTERS + ATTRACTION TICKET BOOTH	W206
7:30 AM	JUDGES' ORIENTATION	WB4
8:00 AM - 4:00 PM	COLLEGE + CAREER EXHIBITS / SHOP DECA	WB2
8:00 AM - 4:30 PM	EMERGING LEADER SERIES	OCCC
8:00 AM - 6:00 PM	COMPETITIVE EVENT PRELIMINARY COMPETITION <i>Principles of Business Administration Events; Personal Financial Literacy; Team Decision Making Events; Individual Series Events; Integrated Marketing Campaign Events; Professional Selling and Consultship Events; School-based Enterprise; Virtual Business Challenge</i>	WB1 + WB2 + WB4
8:30 AM - 10:30 AM	JOHNSON & WALES SCHOLARSHIP AWARD BREAKFAST <i>Sponsored by Johnson & Wales University (by invitation only)</i>	W305
9:00 AM - 3:00 PM	ADVISOR PROFESSIONAL LEARNING SERIES	
12:00 PM - 1:30 PM	CHARTERED ASSOCIATION OFFICER/ADVISOR LUNCHEON <i>Sponsored by U.S. Army (by invitation only)</i>	
2:00 PM - 3:30 PM	LEADERSHIP RECOGNITION RECEPTION <i>by invitation only</i>	W305
2:30 PM - 4:30 PM	MEET THE CANDIDATES SESSION <i>Open to all members</i>	
3:30 PM - 4:30 PM	COMPETITIVE EVENTS UPDATE <i>Advisors only</i>	
5:00 PM - 11:00 PM	DECA NIGHT AT UNIVERSAL ORLANDO <i>Advance ticket purchase required</i>	Universal Orlando Resort™
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

TUESDAY, APRIL 25

7:30 AM - 10:30 AM	JUDGES' ORIENTATION	WB4
7:30 AM - 6:00 PM	HEADQUARTERS	W206
8:00 AM	ACHIEVEMENT AWARDS SESSION	WA1-4
8:30 AM - 6:00 PM	SHOP DECA + FINALIST T-SHIRTS + RECOGNITION ITEMS	W205
8:30 AM - 6:00 PM	COMPETITIVE EVENT FINAL COMPETITION	WB4
12:00 PM	BUSINESS + ELECTION SESSION	
7:00 PM - 8:00 PM	SCHOLARSHIP + NATIONAL ADVISORY BOARD RECEPTION <i>Sponsored by National Advisory Board Partners (by invitation only)</i>	W203
8:30 PM	GRAND AWARDS SESSION	WA1-4
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times</i>	Assigned Hotel

WEDNESDAY, APRIL 26

9:00 AM - 1:00 PM	NEW EXECUTIVE OFFICER ORIENTATION	W309
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Check deca.org/icdc for updates. Events will be held in the **ORANGE COUNTY CONVENTION CENTER** unless otherwise noted.

DECA International Competition Trip Emergency Procedures

Any emergency will be handled directly by either myself or the accompanying parent chaperone. Parent/Guardian emergency contact info will be brought with and parents/guardians will be contacted ASAP following any sort of emergency to keep them in the loop as well as Dan Pratt and/or Paul Menard from a school perspective.

We will undertake any critical response action necessary from a medical and/or safety perspective first, and for anything that does not require an immediate response we will coordinate with parents/guardians or school staff to confirm the appropriate best course of action.



DECA Internationals Presentation

RAS Board Meeting - 3/20/23



In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens.



DECA Background

- Business-oriented club
- Prepares emerging leaders and entrepreneurs in the following areas:
 - Marketing
 - Finance
 - Hospitality
 - Management





2022-2023 Successes

Membership

- 71 students (9th – 12th grade)
- 31% increase in membership
- RMS 8th grade outreach event
- “Back 2 Business” Competition



MN State Officer: VP of Public Relations

Claire Shaikoski





2022-2023 Successes

Competition

- Districts: 63 competitors (35% increase)
- State: 41 qualifiers (15 double qualifiers)
- Finalists: 15 state finalists
- Internationals: 6 qualifiers





SBE Competition Teams

Retail



Maggie Johnson
& Claire Shaikoski

Food Operations



Anna Feyen
& Khloe Hunter



Individual Competitors

Principles of Hospitality & Tourism

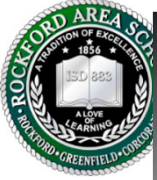


Elise Dieter

Personal Financial Literacy



Gwen Keller



DECA ICDC Highlights

- Nationals Competition
 - Personal Financial Literacy
 - Principles of Hospitality and Tourism
 - SBE: Retail Operations
 - SBE: Food Operations
- 4.5 hour SBE Academy with other gold certified SBE's
- Advisor Professional Learning Series
- DECA Election Board





- Awards ceremonies at the Orange County Convention Center
- DECA-provided 4 day park passes included for Universal Studios tickets
- Various dining and attractions around Orlando area





Funding

Estimated Costs:

Hotel & Registration: **\$6,905 Total**

Flights: **~\$2,500 Total**

Miscellaneous: ~\$500 - Rental Car
\$160 – DECA Blazers
\$660 Total

TOTAL COST: \$10,065

Estimated Funding:

Donors: ~ \$3,000

Rocket Boosters: ~ \$3,000

Fundraising: ~ \$2,000

Rockford Lions: ~ \$2,000

Student Contribution: Any difference

TOTAL FUNDING: \$10,000





Thank You!



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

ITEM:

Subject: Activities update

Meeting Date: 3-20-23

Prepared by: Dan Pratt

Date Prepared: 3-13-23

Information Briefing Action Enclosure Item(s)

Winter season wrap- up

- Dance continues to increase numbers and their level of competitiveness. Coaches Lindsey Seabright and Emma Swanson have been working hard to reestablish the Rockford dance program
- Gymnastic had a nice year with a lot of very young but talented Gymnast. Looking forward to the years ahead as the Rockets take flight.
- Wrestling continues to build their numbers with the future looking bright as the numbers are impressive at the youth level. The Rocket Wrestling is back in the WCC as a fully participating program that completed a full scheduled this past season.
- Girls Basketball struggled mightily throughout the season but found a way to advance into the second round of Sectional play with one of their better games against Mpls. Henry.
- Boys' Basketball had a better than expected season this year. The boys played their tails off from the start of the season to the second round of section play where they fell to the Polars from Mpls. North in a hard-fought match-up that stretch the Rockets athletically.
- One thing I have noticed is our over-all physical weakness from an Athletic standpoint. We lack a viable strength program that builds out athletes' foundation for the physical grind of the season. Teams do work on strength during the season but championship type seasons are built during the off-season and by changing the culture and expectations of our athletes work ethic, it is my opinion, that we need an Athletic Department strength and conditions coach working with our students after school and over the summer months for us to be competitive in the WCC.



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

Spring season

- It's up and running we have over 275 spring athletes participating in seven options (B&G Golf, B&G Track, B&G Trap, Softball, Baseball, B-Tennis & B&G Lacrosse)
- Rockford Track team will be hosted their annual indoor or outdoor (depending on the weather) Track Meet on April 6th. We will keep our numbers below 250 for security and safety.
- 2023 Athena Award Winner **Elise Biorn**
This award is presented to a senior, female student-athlete who displays excellence in athletics and academics. Congratulations Elise!! Rocket Pride!!
- Baseball, Softball and Track started on March 13th. Baseball, is allowed an arm conditioning week, the week before their official start March 20th.
- Golf programs start on March 20th, with two new coaches, Bobby VonKaenel coaching the girls and John Mangold coaching the boys. The numbers look good they will have some experience. Looking forward to a great season.
- Rockford's trap team's numbers are a strong 40. The season begins with the Rockets looking to another conference championship and finding the Rockets top gun participants.
- Congrats to Mr. Huber and DECCA for an outstanding year. Six of our very best will be in Orlando, FL representing Rockford at the DECCA Nationals.
 - Claire Shaikoski & Maggie Johnson - School Based Enterprise, Retail Operations
 - Anna Feyen & Khloe Hunter - School Based Enterprise, Food Operations
 - Elise Dieter - Principles of Hospitality and Tourism
 - Gwen Keller - Personal Financial Literacy



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

Subject: Softball Overnight

Meeting Date: 3-20-23

Prepared by: Dan Pratt

Date Prepared: 3-13-23

Information Briefing Action Enclosure Item(s)

Rockford Softball programs is scheduled to play a tournament in Albert lee on Saturday April 29th.

- Softball team would like to make this trip and overnight /team bonding experience. They would stay in Albert Lee on April 28th and Playing on April 29 and then returning home to Rockford.
 - The program will cover their own costs for lodging and food with the funds raised in their Booster club run Activity account. The coaches will be on hand to chaperone both the bus ride and the overnight.
 - A room will be rented for the bus driver as well.



EXTENDED FIELD TRIP APPLICATION – PRELIMINARY APPROVAL

An Extended Field Trip is one that exceeds one night or more. Preliminary approval must be granted prior to the announcement of the trip to students or parents. Approval of this application authorizes the teacher/advisor to determine student and parent interest, acquire cost information, and generally assess the feasibility of the trip.

School: _____ **Rockford High School** _____

Group/Class: _____ **JV/ V Softball Teams** _____

Teacher(s)/Advisor(s) submitting request: _____ **Dawn Engebretson** _____

Estimated number of students participating: _____ **24** _____

Destination: _____ **Albert Lea Softball Tournament** _____

Address: _____ **1011 Hammer Road, Albert Lea, MN** _____

Education and/or activity objectives: _____ **overnight team bonding & games** _____

Dates of the trip: _____ **April 28-29** _____

Days absent: When school is in session: _____ **0** _____

Non-school days/vacation time: _____ **2** _____

Estimated cost per student: _____ **\$0 -softball activity funds will be used** _____

Source of funding: Student: _____ District: _____ Other: _____ **softball activity funds (Florida trip canceled due to Covid)** _____

APPROVAL:

Preliminary approval requires the following signatures.

School Principal: _____ Date: _____

Superintendent (or designee): _____ Date: _____

Final Approval should be submitted to the Superintendent no later than: _____

STEP Two: Preliminary Trip Planning

- € Consult Policy 610R Field Trips for detailed guidelines for trip planning and preparation.
- € Meet with parents and students to determine interest.
- € Ensure that reasonable accommodations are made for students with disabilities.
- € Prepare and submit the FINAL APPROVAL form and submit to the building principal.
 - o **DO NOT** make final plans or expend funds toward the trip without first receiving FINAL APPROVAL. o Teachers/trip advisors **may not** sign contracts with outside agencies. These contracts must be signed at the district level. Please submit the contract in advance of seeking final approval.

STEP Three: Secure FINAL APPROVAL

- € Submit FINAL APPROVAL form.
- € Allow for at least **six weeks** for the Extended Field Trip FINAL APPROVAL application to pass through the entire approval process.
- € FINAL APPROVAL for travel outside the Continental United States must be **granted at least five months** prior to the trip.

Distribution: Original to Principal, signed copies to teacher(s)/advisor(s) submitting the application, office copy **03/22**



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

Subject: Teaching & Learning Update for March 2023

Meeting Date: March 20, 2023

Prepared by: Director of Teaching & Learning Robert Danneker

Date Prepared: March 15, 2023

Information

Briefing

Action

Enclosure Item(s)

Director of Teaching & Learning Robert Danneker will provide the Board with a department update as of March 2023.

Topics will include:

- 2023 Summer Programming plan and calendar
- Revised assessment update, including RMS-CES and RHS Winter FastBridge progress monitoring
- Revised Alternative Delivery of Specialized Instructional Services (ADSIS) Plan overview for SFY24-25

Enclosure items include:

- Copy of presentation
- Copy of Alternative Delivery of Specialized Instructional Services (ADSIS) Plan for SFY24-25



Teaching & Learning Update

Robert Danneker, Director of Teaching & Learning



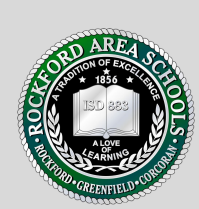
In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens



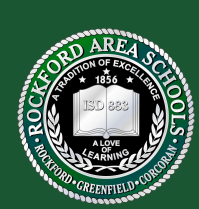
Teaching & Learning Update (March 20 2023)

Agenda

- Preview 2023 Summer Programming
- Revised review of RMS-CES and RHS Winter FAST Data and RAS Assessment Calendar
- Revised overview of Alternative Delivery of Specialized Instructional Services (ADSIS) Plan for FY24-25

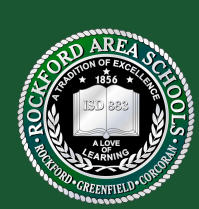


2023 Summer Programming



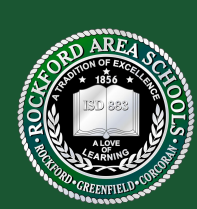
2023 Summer Programming: Purpose

- **Purpose**
 - Serve At-Risk Students
 - K-8: Targeted Services for identified students
 - 9-12: Credit recovery



2023 Summer Programming: Historical

School Year	# of Students Enrolled
2022	167 (82 + 27 + 58)
2021	237
2020	37
2019	91
2018	81
2017	94
2016	92
2015	78



2023 Summer Programming: Calendar

June 2023

RHS Credit Recovery Session 1 Location: Rockford High School	June 12 - June 15, 2023	8:30am - 11:30am
	June 19 - June 22, 2023	8:30am - 11:30am
	June 26 - June 29, 2023	8:30am - 11:30am

RHS Credit Recovery Session 1 Location: Maple Hill	June 12 - June 15, 2023	8:30am - 11:30am
	June 19 - June 22, 2023	8:30am - 11:30am
	June 26 - June 29, 2023	8:30am - 11:30am

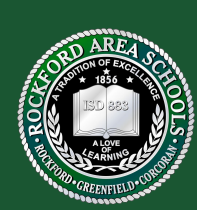


2023 Summer Programming: Calendar

July - August 2023

REAMS Summer Programming Location: REAMS	July 10 - July 13, 2023	8:30am - 11:30am
	July 17 - July 20, 2023	8:30am - 11:30am
	July 24 - July 27, 2023	8:30am - 11:30am
	July 31 - August 3, 2023	8:30am - 11:30am

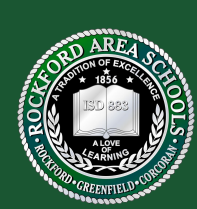
RHS Credit Recovery Session 2 Location: Rockford High School	July 10 - July 13, 2023	8:30am - 11:30am
	July 17 - July 20, 2023	8:30am - 11:30am
	July 24 - July 27, 2023	8:30am - 11:30am



2023 Summer Programming: Calendar

July - August 2023

RMS-CES Summer Programming Location: RMS-CES	July 10 - July 13, 2023	8:30am - 11:30am
	July 17 - July 20, 2023	8:30am - 11:30am
	July 24 - July 27, 2023	8:30am - 11:30am

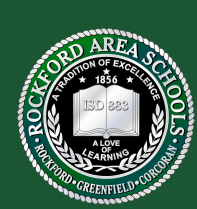


2023 Summer Programming: Calendar

July - August 2023

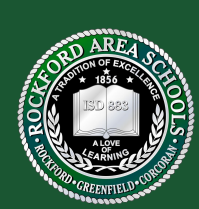
REAMS Summer Programming Location: Maple Hill	July 24 - July 27, 2023	8:30am - 11:30am
	July 31 - August 3, 2023	8:30am - 11:30am
	August 7 - August 10, 2023	8:30am - 11:30am
	August 14 - August 17, 2023	8:30am - 11:30am

RMS-CES Summer Programming Location: Maple Hill	July 24 - July 27, 2023	<u>12noon</u> - 3pm
	July 31 - August 3, 2023	<u>12noon</u> - 3pm
	August 7 - August 10, 2023	<u>12noon</u> - 3pm



2023 Summer Programming: Next Steps

- Summer Programming: RHS
 - **NEW** “High School 101”
 - Vision: A week-long introduction to life as an RHS student
 - Programming would include:
 - Building orientation
 - Character development
 - Academic skill-building
- Dates TBD (based on student / family interest and staff availability)

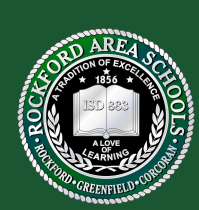


2023 Summer Programming: Next Steps

- Next Steps:
 - Inform and recruit staff (ongoing)
 - Inform, identify, and register students / families (April)
 - Finalize summer programming (late April / early May)

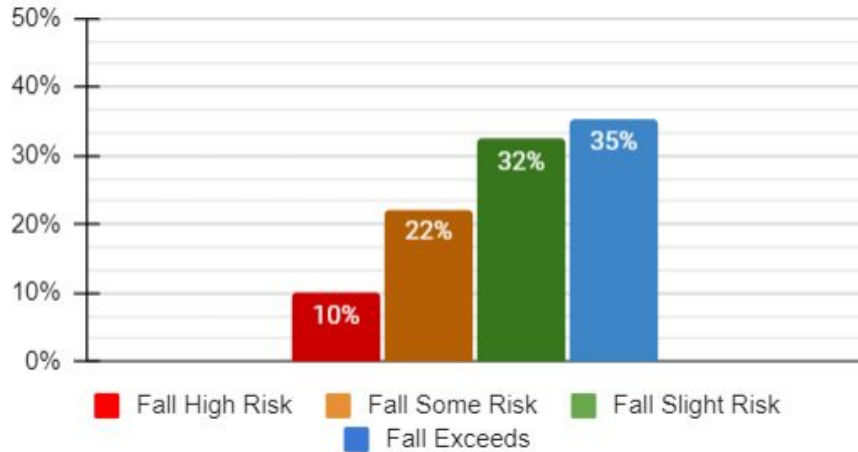


Winter FAST Data

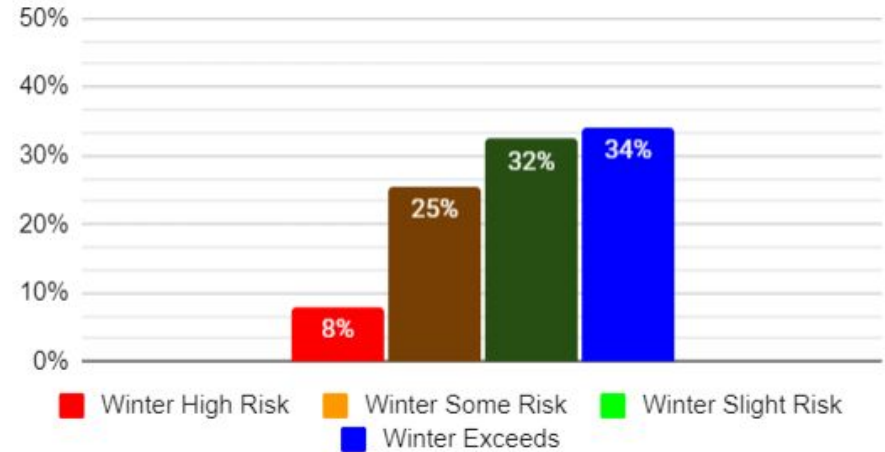


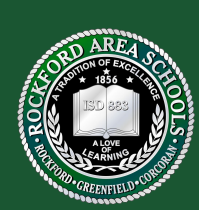
Winter REAMS Fast Data: Math

Fall FAST Math REAMS Grades 1 - 4



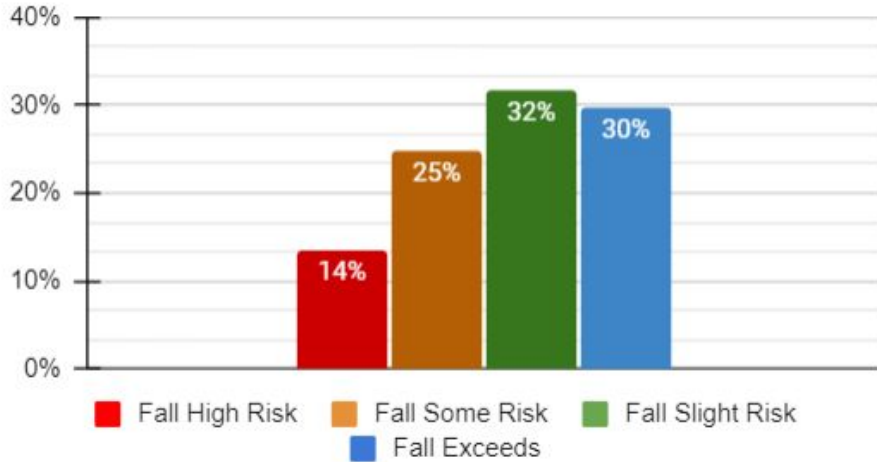
Winter FAST Math REAMS Grades 1 - 4



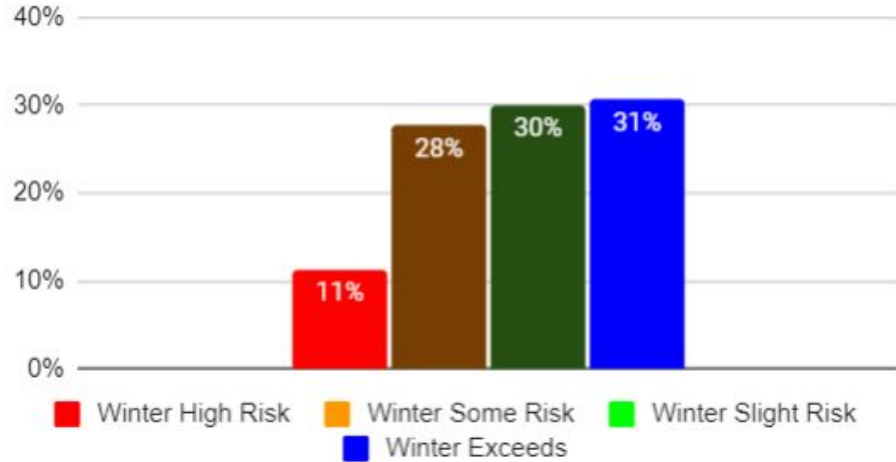


Winter REAMS Fast Data: Reading

Fall FAST Reading REAMS Grades 1 - 4



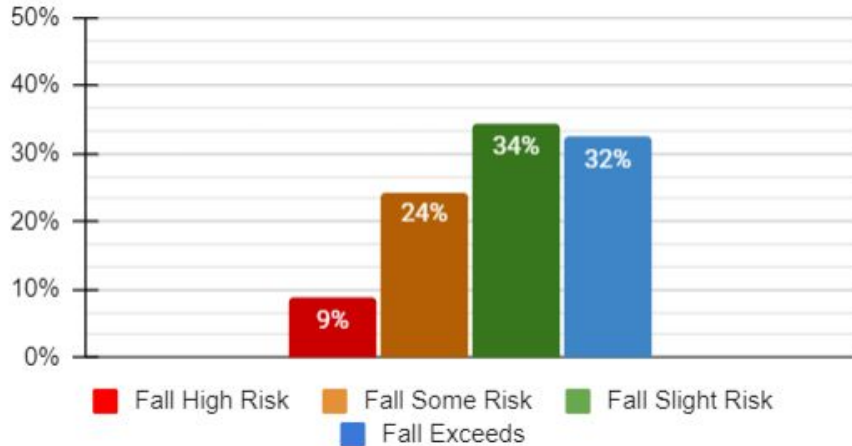
Winter FAST Reading REAMS Grades 1 - 4



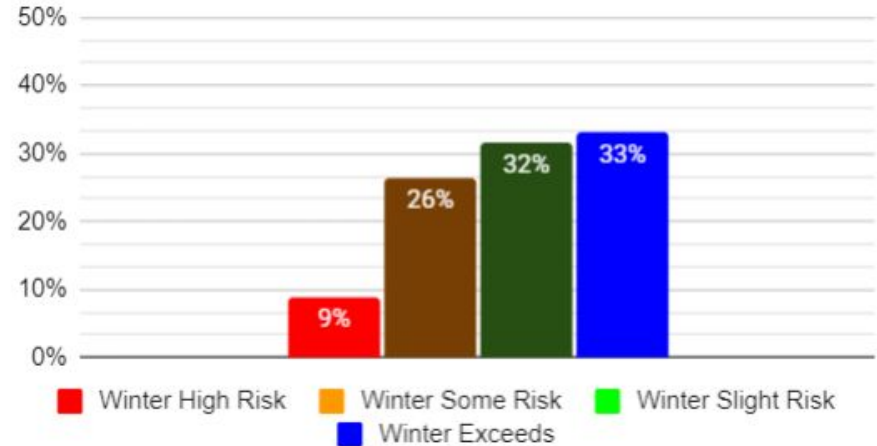


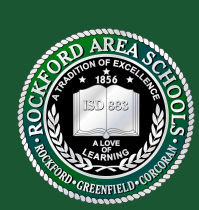
Winter RMS-CES Fast Data: Math

Fall FAST Math RMS-CES Grades 5 - 8



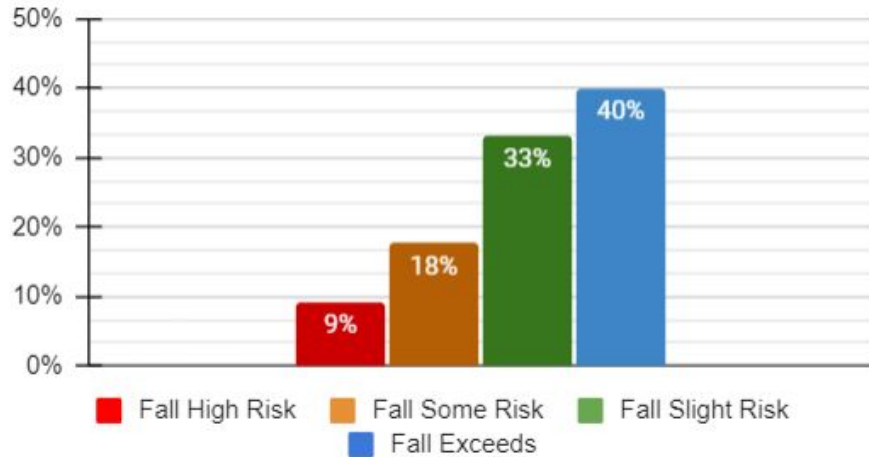
Winter FAST Math RMS-CES Grades 5 - 8



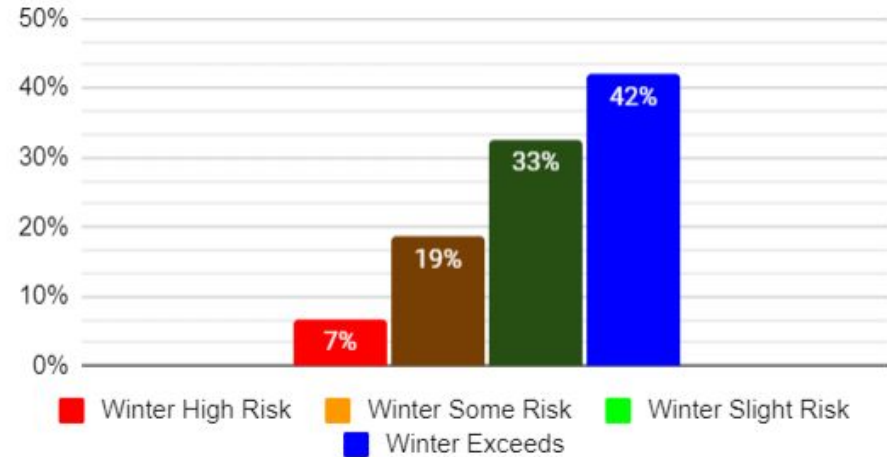


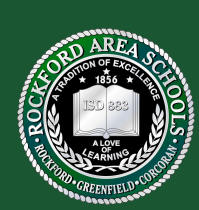
Winter RMS-CES Fast Data: Reading

Fall FAST Reading RMS-CES



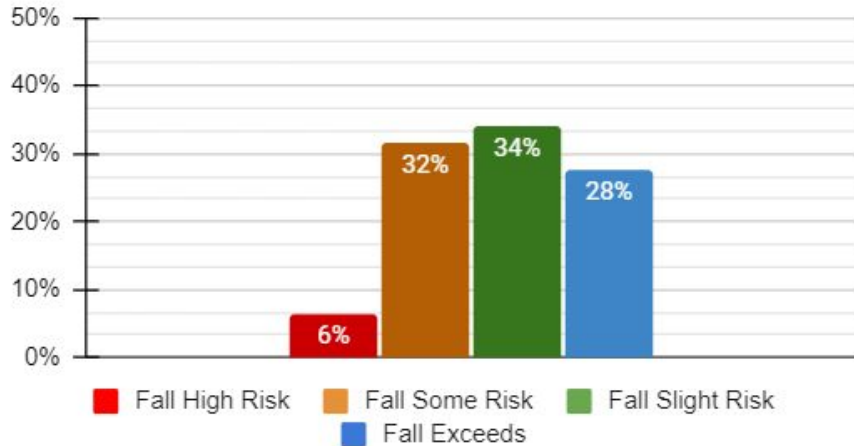
Winter FAST Reading RMS-CES



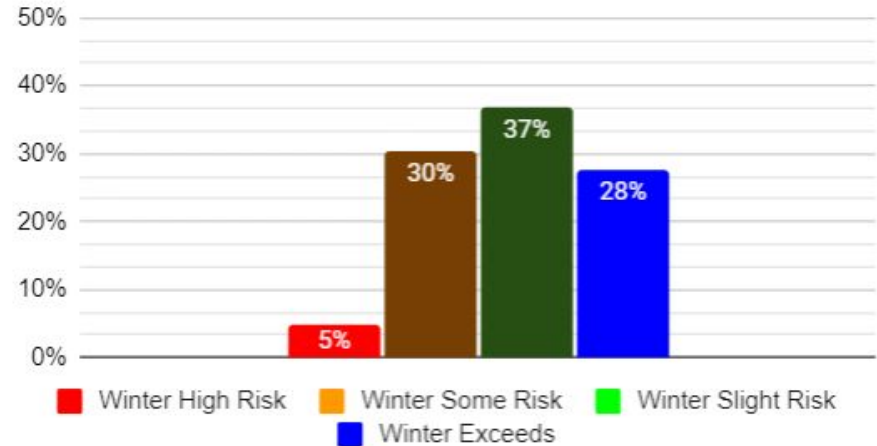


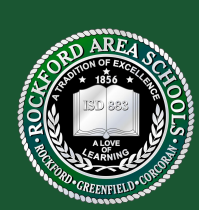
Winter RHS Fast Data: Math

Fall FAST Math RHS Grades 9 - 10



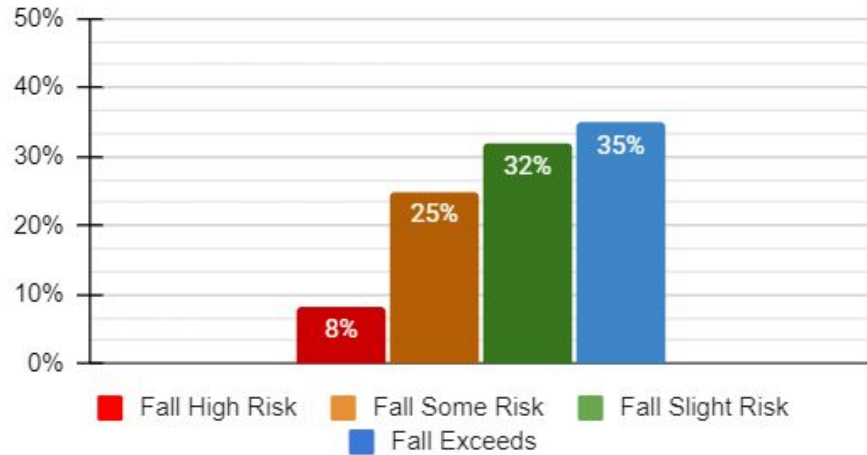
Winter FAST Math RHS Grades 9 - 10



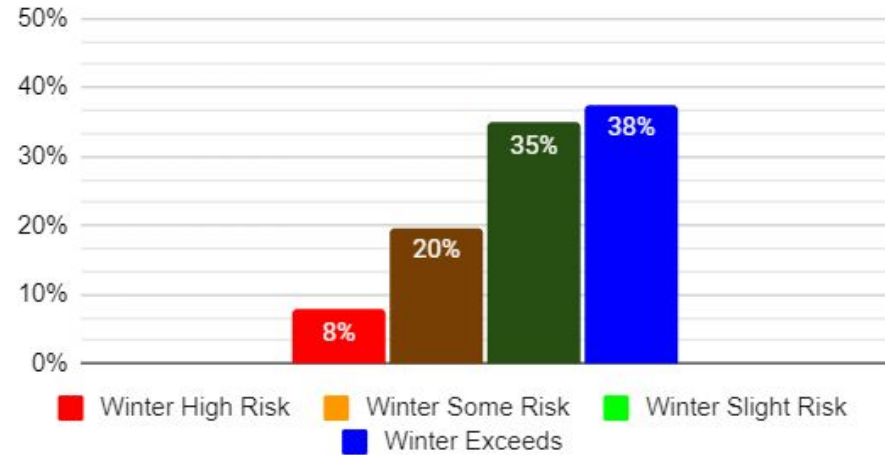


Winter RHS Fast Data: Reading

Fall FAST Reading RHS Grades 9-10



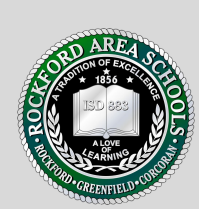
Winter FAST Reading RHS Grades 9 - 10





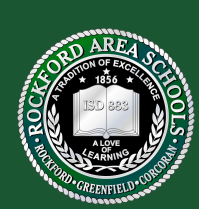
RAS Assessment Calendar

- <https://www.rockford.k12.mn.us/>
 - District
 - Departments
 - Teaching & Learning
 - Student Testing & Assessments



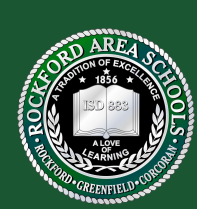
Revised:

**Alternative Delivery of
Specialized Instructional
Services (ADSIS) Plan for
FY24-25**



ADSIS Plan for FY24-25

Alternative Delivery of Specialized Instructional Services (ADSIS) is an application process for districts and charter schools to apply for state special education aid. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing proactive instructional supports early to struggling students. Districts are expected to align the ADSIS program within their existing continuum of supports, collect data as specified in the application and submit evaluation information to the Minnesota Department of Education (MDE) each year to determine program impact.



ADSIS Plan for FY24-25

Highlights of ADSIS Plan for FY24-25

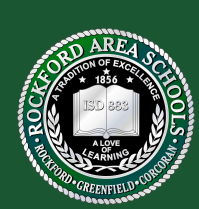
Addition of ADSIS Behavior

FY22-23: 4.0FTE total (4.0FTE ADSIS Reading)

FY24-25: 6.2FTE total (~~2.5FTE~~ 3.0FTE ADSIS Reading + 2.2FTE ADSIS Behavior + 1.0FTE ADSIS Math)

Rationale:

- Aligns ADSIS Reading staffing to number of students served while allowing RAS to maintain many of the behavior supports onboarded through ESSER funds
- We intend to serve the same number of ⁶¹ADSIS students in Reading



ADSIS Plan for FY24-25

Highlights of ADSIS Plan for FY24-25

Funding request: ~~\$397,782.49~~ \$562,640.09

Items funded:

- Salaries/benefits: ~~\$397,482.49~~ \$558,650.09
- Individualized Instructional Materials: ~~\$300.00~~ \$3,990.00
 - All reading materials are based in the “science of reading”



Thank You.

Alternative Delivery of Specialized Instructional Services (ADSIS) – SFY24 & SFY25

Applicant Name: Rockford Area Schools, Independent School District #883

Application Narrative Questions

Your complete application should consist of the following:

- Completed and signed application coversheet and assurances
- Application narrative components
 - Section 1- Local Educational Agency (LEA) Overview
 - Section 2- School Work Plans (Must be submitted in the original word document form, not a pdf)
 - Section 3- Budget Narrative (Must be submitted in the original excel document form, not a pdf)
- Excel Budget with budget narrative – separate supplemental budget form

Application Submission and Signature

Please submit your completed application to mde.compgrants@state.mn.us no later than March 3, 2023, at 5 p.m. central time to be considered for funding. There is an option for early submission. See details in the instructional packet. **We will not accept applications via fax, through the SERVS system, or saved as Google docs.**

Include one copy of the signed application coversheet and assurances (in PDF format), the application narrative (must be in word format) and one copy of the completed budget (must be submitted in Excel format) to mde.compgrants@state.mn.us with the subject line **ADSIS, then the name of your Local Education Agency.**

You should title all documents with the name of your organization, then the name of the document. Example: if ABC Public Schools were to apply, then the names of the submitted documents should be as follows:

- ABC Public Schools Application Coversheet and Assurances

- ABC Public Schools Application Narrative (must be in word format not pdf)
- ABC Public Schools Budget (must be in excel form not pdf)

Costs associated with preparing the application must be borne by the applicant. The burden of proof of timely submission is on the applicant.

Section I. Local Education Agency (LEA) Overview

1A. Comprehensive Needs Assessment (Questions 1-7) – 20 points

ADSIS Leadership Team

1. Share the names, email addresses, and roles of the other members of the ADSIS leadership team. Roles to consider may include: assistant superintendent, special education director, general education teachers, special education teachers, Title 1 coordinators, school principals, curriculum directors, and others. Note that it is recommended that one person from every school building implementing ADSIS be included. Add additional rows, as needed.

Name	Email Address	Phone	Role
Rhonda Dean	deanr@rockford.k12.mn.us	763-477-9165 x4002	Superintendent
Robert Danneker	dannekerr@rockford.k12.mn.us	763-477-9165 x4005	Director of Teaching & Learning
Emily Seitzer	eseitzer@mawseco.k12.mn.us	763-477-5837 x1030	Special Education Coordinator
Brenda Nyhus	nyhusb@rockford.k12.mn.us	763-477-5837 x1002	Principal, Rockford Elementary Arts Magnet School
Paul Warzecha	warzechap@rockford.k12.mn.us	763-477-5831 x2002	Principal, Rockford Middle School – Center for Environmental Studies

Paul Menard	menardp@rockford.k12.mn.us	763-477-5846 x3002	Principal, Rockford High School
Andrew Kenady	kenadya@rockford.k12.mn.us	763-477-5831 x2117	ADSIS Teacher (Reading)
Jennifer Sprague	spraguej@rockford.k12.mn.us	763-477-5025 x1405	ADSIS Teacher (Reading)
Polly Trandahl	trandahlp@rockford.k12.mn.us	763-477-5846 x3204	ADSIS Teacher (Reading)
Rachel Yakesh	yakeshr@rockford.k12.mn.us	763-477-5025 x1704	ADSIS Teacher (Reading)
Samantha Bloom	blooms@rockford.k12.mn.us	763-477-5846 x3033	School Counselor, RHS
Allison Leistico	leistico@rockford.k12.mn.us	763-477-5025 x1006	School Counselor, REAMS
Molly Wirth	wirthm@rockford.k12.mn.us	763-477-5831 x2600	School Counselor, RMS-CES

ADSIS Enrollment Overview

2a. Did the LEA participate in ADSIS in the 2021-2023 cohort? Select one response below

Yes

No

2b. If you answered “Yes” to question 2a, in the table below, write the number of students served in each service area implemented in the 2021-2023 ADSIS cohort, by year. Write “N/A” for the service areas not implemented.

School Year	Reading	Math	Behavior
2021-2022	86	0	0

86

2022-2023

90

0

0

3a. In the table below, add one row for each school building that will be implementing ADSIS and write the name of the building in the first column. In the second through third columns, indicate which service area(s) will be implemented at each school. Finally, in the last two columns, share the projected enrollment for 2024 at each building, and the projected number of ADSIS students. (Note, ADSIS students should be unduplicated; if a single student is served in multiple ADSIS service areas, only count that student once). Add additional rows for more schools, as needed.

School	Reading	Math	Behavior	Projected 2024 school enrollment	Projected count of ADSIS students
Rockford Elementary Arts Magnet School (REAMS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	575	125
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	460	70
Rockford High School (RHS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	500	70

3b. As a reminder, ADSIS is intended as an intervention program for students that might otherwise qualify for special education services; it is not intended to be applied more broadly to address more ubiquitous areas for improvement. If you anticipate more than 20 percent of the students at a school will be receiving ADSIS, what other strategies or approaches are you pursuing to address challenges more broadly? Describe below.

Rockford Area Schools does not anticipate that the number of students served by ADSIS will exceed 20% in any of our three buildings.

Special Education Referral Trends (pupils ages 6 to 17): Local Data

4. In the tables below, write the number of students ages 6-17 referred to special education by year. Use local data.

Referral Category	2019-2020	2020-2021	2021-2022
Total number of referrals made by teachers	6	5	15
Total number of referrals made by parents	3	5	10
Percentage of referrals made by teachers that became eligible for special education services	83%	60%	100%
Percentage of referrals made by parents that became eligible for special education services	100%	60%	90%

Students Served in Special Education (Ages 6 to 17)

5. In the tables below, write the number of students ages 6-17 served in special education by year. Go to the [MDE Data Center \(https://education.mn.gov/mde/data\)](https://education.mn.gov/mde/data) and:

- Click on **Data Reports and Analytics**.
- Scroll down to **School Finance Reports** and click on **Minnesota Funding Reports (MFR)**.
- There are five drop-down menus. One or more school districts must first be selected in the **District** drop-down menu to proceed.
- After selecting your district(s), click on the **Reports** drop-down menu and Choose the **Special Ed. Unduplicated Child Count Report # 4** for the year in which you are interested (reports for multiple years may be displayed).
- When the report opens, add together **the Age 6-11 and 12-17** rows appearing towards the bottom of the page, and enter the total in the Child Count Number box, for the following categories:
 - All disability categories (excluding early childhood)
 - Emotional or Behavior Disorder
 - Specific Learning Disability
 - Speech/Language Impairment

- Other Health Disability

Special Education Totals/Category	2019-2020	2020-2021	2021-2022
Total Special Education Enrollment	212	187	176
Emotional Behavioral Disorders	23	16	16
Specific Learning Disability	56	56	49
Speech/Language Impairment	42	39	32
Other Health Disability	24	24	23

Special Education Narrative

6. Over the past three years, what trends or patterns has the LEA seen in special education referrals and services related to student age, race and ethnicity, or other demographic characteristics? For example, when compared to all students, are students within any demographic group being referred for or served in special education at a higher or lower rate in proportion to all students? Describe below.

In recent history at Rockford Area Schools, Hispanic/Latinx students have been referred for Special Education evaluations related to possible identification under Specific Learning Disability at a significantly higher rate than Caucasian students. This trend has continued over the past three years. Recent data regarding this trend is as follows:

2020-21

Total Population:

11 out of 183 Hispanic/Latinx are SLD (6%)

39 out of 1286 White are SLD (3%)

In Special Education:

11 out of 28 Hispanic/Latino are SLD (39%)

39 out of 155 White are SLD (25%)

2021-22

Total Population:

12 out of 192 Hispanic/Latino are SLD (6%)

33 out of 1190 White are SLD (3%)

In Special Education:

12 out of 33 Hispanic/Latino are SLD (36%)

33 out of 162 White are SLD (20%)

2022-23

Total Population:

14 out of 186 Hispanic/Latino are SLD (8%)

27 out of 1208 White are SLD (2%)

In Special Education:

14 out of 34 Hispanic/Latino are SLD (41%)

27 out of 172 White are SLD (16%)

7. [This question is optional] Considering the information shared already, what factors or context, if any, would the LEA like to share related to the trends in special education referrals and services? Describe below.

Rockford Area Schools continues to work to improve educational practices related to the overidentification of Hispanic/Latinx students. Upon referral for Special Education, the Special Education evaluation team gathers an abundance of data about the linguistic and cultural backgrounds of Hispanic/Latinx students. This data is then utilized when making determinations regarding the appropriateness of a Special Education evaluation. If an evaluation occurs, additional data is collected and a thorough analysis of that data is conducted as part of the Special Education eligibility determination.

Special Education Referral SMART Goal

All goals should be Specific, Measurable, Achievable, Realistic and Timely (SMART)

8. For each school that will be implementing ADSIS, create a SMART goal for special education referrals. Schools may have separate SMART goals by grade level(s), or overall building-level goals. An example is shared below for reference. Add more rows to the table, as needed.

Example: The number of students referred for a special education evaluation in grades ____ at ____ school will (decrease or stay the same) from ____ number of students by end of state year 2022-2023 to ____ number of students by end of 2023-2024 state year.

School	Special Education SMART Goal
Rockford Elementary Arts Magnet School (REAMS)	The number of students referred (parent and school) for a special education evaluation in grades K-4 at REAMS will decrease or stay the same from the three-year (2019-20; 2020-21; 2021-22) average number of 9.3 students by the end of 2023-2024 state year.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The number of students referred (parent and school) for a special education evaluation in grades 5-8 at RMS-CES will decrease or stay the same from the three-year (2019-20; 2020-21; 2021-22) average number of 4.0 students by the end of 2023-2024 state year.
Rockford High School (RHS)	The number of students referred (parent and school) for a special education evaluation in grades 9-12 at RHS will decrease or stay the same from the three-year (2019-20; 2020-21; 2021-22) average number of 2.3 students by the end of 2023-2024 state year.

1B. Coordination and Communication – 15 Points

Multi-Tiered Systems of Support (MTSS)

9. Has the LEA implemented a Multi-Tiered System of Support (MTSS) Framework? Select one response below.

Yes

No

Partially/To some extent

10a. If you answered “Yes” or “Partially/to some extent” to question 9, describe how ADSIS fits in with the LEA’s MTSS framework to support the academic and behavioral needs of students. Include details on Universal Support (Tier I), Targeted Support (Tier II), and Tertiary Support (Tier III). Describe below.

Rockford Area Schools has made great strides in effectively implementing the MTSS framework so the academic and behavioral needs of every student are analyzed and data-based decisions are made in the best interest of all students. Having ADSIS teachers and resources available to our students has helped us further ensure that students in general education classrooms have the support they need to be successful.

At the beginning of the school year all students in grade K-10 are screened in the areas of reading and math using FastBridge Learning. Students in grades 11-12 are screened using the MCA (though may move to FastBridge assessment during the course of this grant). This data, along with student work and assessments in the classroom, are used to determine which students could benefit from additional support with ADSIS being part of the tiered MTSS framework. Students who participate in ADSIS are progress monitored using FastBridge Learning tools.

All Rockford Area Schools staff meet weekly in various groups to review student data and make intervention decisions based on this data. One of these teacher groups is the Professional Learning Community (PLC). These groups, made up of classroom teachers, interventionists, and specialists, meet weekly to discuss the students in their grade and address any concerns at the grade-wide level. These Tier I discussions are led by Q Comp leaders and coaches who analyze data such as attendance, grades, and behavioral referrals. This team creates Tier I and Tier II plans to address grade level and small group needs. ADSIS teachers monitor student progress across grade levels and function as collaborators in the PLC setting to establish plans when students are not performing based on benchmark data. Another group in each school is the iTeam. This intervention team is comprised of building administration, counselors, safety specialists, therapists, school psychologists, interventionists, and the MTSS specialist. This team meets weekly to determine appropriate MTSS supports at Tier II and Tier III levels. The iTeam works with staff to create intervention plans to meet the needs of students who are struggling with attendance, behavior, and mastering the academic content. Data is tracked for students who are identified as needing additional support, with regular data reviews to measure the effectiveness of the interventions being implemented. With both of these groups, ADSIS is one of the intervention programs that are utilized to meet the academic needs of students who have been identified as needing additional support.

Tier I: At the Tier I level, Rockford Area Schools strives to deliver high quality, evidence-based instructional strategies so all students can engage with grade level standards. Teachers at Rockford Elementary Arts Magnet School (REAMS) have been trained in using the University of Minnesota's Path to Reading Excellence in Schools Sites (PRESS) reading program. Additionally, several general education teachers have been trained in Orton-Gillingham through the Institute for Multi-Sensory Education, which is a multi-sensory reading methodology. These two literacy resources, paired with Houghton Mifflin Harcourt's Journeys curriculum, provide REAMS students with an exceptional and engaging universal instruction. Teachers at Rockford Middle School - Center for Environmental Studies (RMS-CES) and Rockford High School (RHS) differentiate their instruction, content, and assessments on an individual basis, providing students with the support they need to progress towards high school graduation. Subject areas in these two schools are limited to one teacher per grade/subject, ensuring common and consistent assessments, grading criteria, and addressing behavioral needs of all students. All three buildings (elementary, middle school, and high school) have dedicated time built into the daily schedule where students can get additional help from classroom teachers and interventionists. ADSIS teachers have been able to effectively use this part of the day to meet with students without taking them away from core instruction. Behaviorally, many steps forward have been made with screening students on their social behavior, academic behavior, and emotional behavior using mySAEBRS from

FastBridge Learning. Added to this, REAMS is using Second Step as their Tier I social-emotional learning/behavior curriculum, RMS-CES is using CharacterStrong, and RHS is tailoring their Tier I behavior support based on data from their student survey.

Tier II: At the Tier II level, Rockford Area Schools meets the needs of students who, based on student performance data, could benefit from additional support to reach grade level expectations. At REAMS, students who need Tier II resources are supported by Title I small group interventions and ADSIS teachers. Diagnostic evaluations using FastBridge Learning assessments and PRESS assessments are used to create a learning plan for all ADSIS students. The ratio of ADSIS students to teachers at this level of support is 2:1. At RMS-CES and RHS the ratio of ADSIS students to teachers varies from 1:1 to 5:1 based on the intensity of intervention. Student progress is monitored weekly with this information being shared with classroom teachers so they can adjust their instruction as needed. Students who do not demonstrate growth based on FastBridge Learning progress monitoring tools are brought to the iTeam to determine next steps of support. The iTeam provides the ADSIS teacher and the classroom teacher with instructional support while interventions are implemented. Increased ADSIS support at the secondary level has improved the ways students can be supported with many students experiencing academic success. Rockford Area Schools are able to better meet the needs of students who need Tier II and Tier III support through increasing ADSIS teachers at the secondary level. Behaviorally, each building has a specialist with a designated room where students can take a break and work through the situation they're involved in. We would like to add ADSIS support for behavior as there has been a substantial increase in both the number of students who need behavioral support and the severity of the student concerns. Our current structure is not able to adequately meet the needs of students needing Tier II or Tier III behavioral support.

Tier III: At the Tier III level, Rockford Area Schools proactively responds to students whose performance data shows a lack of growth and who need intensive support. These students are supported through adjusting the frequency and duration of the interventions as well as lowering the ratio to 1:1 at REAMS and between 1:1 to 4:1 at RMS-CES and RHS. Progress is monitored weekly with the ADSIS teacher collaborating routinely with classroom teachers and the iTeam. Parent involvement and communication is also increased at this level. Behaviorally, there are currently limited behavioral support services at the Tier III level. Adding ADSIS behavior support for students with intense needs would greatly benefit students in need of a low student to teacher ratio (1:1) and who are still struggling despite previous tiered interventions.

10b. If you answered “No” to question 9, in what ways does the LEA individualize its education delivery system to meet the needs of all students? Describe below.

NA

11. How is ADSIS connected to or coordinated with other programs and initiatives in the LEA? The table below lists common programs and initiatives. For each that the LEA does NOT have, select the check-box in the second column (to indicate that it is not applicable). For those that the LEA does have, provide a brief description of the program or initiative in the third column, then a description of how it will be connected to or coordinated with ADSIS in the fourth column. If the program exists but will NOT be connected to or coordinated with ADSIS, please write that in the fourth column. Add additional rows to add other programs and initiatives, as needed.

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
Continuous Improvement Monitoring Process	<input type="checkbox"/>	Through our district's work with MDE and CAREI on MnMTSS implementation, we are in the process of establishing a continuous improvement monitoring process that will include our ADSIS program.	The Rockford continuous improvement monitoring process will measure our growth against identified targets. Both our ADSIS reading and ADSIS behavior programming will participate in the establishment of growth targets and accountability measures.
LEA Educational Improvement Plan	<input type="checkbox"/>	Rockford Area Schools has an articulated strategic improvement plan developed in coordination with TeamWorks International.	Annually, each of our three school sites established site improvement plans centered on the district's established strategic directions: --Improving our educational programs and partnerships --Aligning and developing proactive training and response protocol for

			<p>increased safety and security</p> <p>--Improving supports for students and their learning</p> <p>--Strengthening instructional practices, processes, curriculum and assessment</p> <p>--Improving parent, community and staff awareness and engagement</p> <p>Our ADSIS reading and ADSIS behavior programming will be prominent features of our efforts to improve our educational programs and partnerships – not only with MDE, but also with those entities that might assist in our ADSIS success.</p>
Dropout Prevention	<input type="checkbox"/>	<p>Rockford Area Schools is actively working to prevent student dropouts. Following the pandemic, we have added student support personnel to proactively assist students. We run credit recovery programs and partner with an online education provider in order to make school as meaningful and as flexible as possible for all</p>	<p>By providing ADSIS supports in both reading and behavior, we hope to continue to assist students struggling in these areas with Tier II and/or Tier III support – and it is our</p>

		<p>learners. We are actively engaged with our minority students and families, including the Tri-Valley Opportunity Council in support of our migrant students and families. We provide homeless education support whenever necessary. And we partner with both Hennepin and Wright Counties and their staffs to assist students and families in accessing necessary and relevant county supports.</p>	<p>intention that these supports will assist in providing the engagement necessary to help prevent school dropout.</p>
<p>Early Intervening Services</p>	<p><input type="checkbox"/></p>	<p>Rockford Area Schools utilizes progress monitoring for all students, including those in our PreK and K-4 programs. These progress monitoring measures include the Teaching Strategies Gold Assessment for our PreK “Launching Pad” program along with FastBridge aReading and CBM measures.</p>	<p>By providing early intervening services to all students, Rockford Area Schools is actively attempting to address learning gaps before Special Education evaluation might become a necessary intervention. We will be providing early intervening services in both our ADSIS reading and ADSIS behavior efforts.</p>
<p>English Language Learners</p>	<p><input type="checkbox"/></p>	<p>Rockford Area Schools is home to students and families with nine (9) different native spoken languages. We employ 3.0FTE of EL teachers in the district, maintain appropriate caseload sizes, and provide evidence-based instruction to EL learners while also providing professional</p>	<p>Rockford Area Schools will aggressively monitor EL learner progress in order to appropriately assess that reading and/or behavior skill acquisition (and not language barrier) is</p>

		development assistance to all staff in order to better assist all students.	appropriately identified prior to ADSIS enrollment.
Positive Behavioral Interventions and Supports	<input checked="" type="checkbox"/>	Rockford Area Schools has not formally adopted PBIS as a districtwide approach. PBIS concepts are used informally when appropriate.	NA
Q-Comp	<input type="checkbox"/>	Rockford Area Schools has a long-standing history of Q-Comp participation. Our Professional Learning Communities (PLCs) effectively employ DuFour's Four Questions to collaborate and problem-solve issues related to appropriate curriculum and materials, assessment, interventions, and enrichment.	Collaboration is a hallmark of our Q-Comp and PLC approaches. Classroom teachers and the ADSIS reading teachers and/or behavior support professionals discuss common students, curriculum, and interventions throughout the school year.
Multi-Tiered System of Support	<input type="checkbox"/>	Rockford Area Schools has been at the forefront of establishing and employing MnMTSS as a partner with both MDE and CAREI. Currently, our Rockford MnMTSS cohort is in the second year of our developmental work with MDE/CAREI. Rockford employs a full-time MTSS Specialist to lead our work in systems of support. More information regarding our district's approach to MTSS can be found here: https://www.rockford.k12.mn.us/academics/mtss	ADSIS reading and ADSIS behavior are important elements in our district's tiered systems of support. Students are identified for ADSIS support using valid and reliable assessments and pursue ADSIS support with the clear intention to graduate from this support when appropriate.

School Improvement	<input type="checkbox"/>	Each of Rockford’s three school sites annually crafts site improvement plans that are tied directly to our district’s strategic plan. Site goals are written as SMART goals and our monitored year-long to ensure that as much progress as possible in these areas can be achieved.	Our ADSIS reading and ADSIS behavior programming will be prominent features of our efforts in our strategic direction of improving our educational programs and partnerships – not only with MDE, but also with those entities that might assist in our ADSIS success.
Title I	<input type="checkbox"/>	Rockford Area Schools is a participate in federal Title I programming in both math and reading. Locally, we have structured our Title support to work in tandem with ADSIS in order to provide a continuum of support for at-risk reading students.	Title reading and ADSIS reading programming have been locally designed to provide for a spectrum of support for eligible students. There is no Title equivalent to ADSIS behavior programs.
Literacy Plan	<input type="checkbox"/>	Rockford Area Schools has established a literacy plan at Rockford Elementary Arts Magnet School (REAMS) to address our World’s Best Workforce mandate to ensure that all students can read well by 3 rd Grade.	The REAMS Literacy Plan is grounded in the science of reading and utilizes approaches that have been proven to effectively instruct all students in the pursuit of literacy. While this most clearly aligns with our academic supports goals in ADSIS reading, we

			should not overlook the fact that many student behavior issues stem from learning challenges, as well – and our ADSIS behavior supports can assist in these areas.
World’s Best Workforce	<input type="checkbox"/>	Rockford Area Schools diligently upholds our obligations under the State of Minnesota’s World’s Best Workforce legislation.	ADSI reading and ADSIS behavior supports are strategically used in Rockford to ensure that those students who may not have been ready for school can read by 3 rd grade and assist in ensuring that all achievement gaps are closed. As well, ADSIS reading and ADSIS behavior supports help to ensure that at-risk learners become prepared for both college and career while also graduating from high school on-time.
Other (please specify): Enter here	n/a	Enter here	Enter here

Roles in Planning, Implementing, and Evaluating ADSIS Services

12a. Who will be involved in the primary tasks for planning, implementing, and evaluating ADSIS Services? The rows in the table below list many of the primary tasks and responsibilities for planning, implementing, and evaluating ADSIS services. The top row of each column includes key stakeholders. For each task, indicate the role, generally, that each stakeholder will serve (select one response per cell in the table). Roles are defined as follows:

- **(R) Responsible:** select this for stakeholders who will be actively working to complete the task.
- **(C) Consulted:** select this for stakeholders who will be able to provide information, expertise, advice, or supervision to those who are responsible for the task.
- **(N) No involvement:** select this when the stakeholder is not involved in the task.

Primary Tasks	General Education Teachers (all teachers)	ADSIS interventionists (providing direct service)	Special Education Teachers (not providing direct service)	ADSIS Leadership Team
Planning				
Select ADSIS intervention(s)	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Hire, train, or support professional development for ADSIS staff	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Identify ADSIS students	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N

Plan interventions and prepare materials	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Set testing and intervention schedules	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Monitor ADSIS budget	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Establish intervention intensity (duration, frequency, and/or depth of content)	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Implementation and Progress Monitoring				
Provide direct ADSIS services	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Collect, track, and utilize student progress/achievement data	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Monitor fidelity of implementation	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Inform intervention-level adjustments	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N

Exit students from ADSIS	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Coordination and Communication				
Schedule ADSIS staff/services	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Collect program effectiveness feedback	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N
Communicate with parents	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N
Make referrals to special education	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N
Respond to participant/stakeholder feedback	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> R <input type="checkbox"/> C <input type="checkbox"/> N	<input type="checkbox"/> R <input type="checkbox"/> C <input checked="" type="checkbox"/> N	<input type="checkbox"/> R <input checked="" type="checkbox"/> C <input type="checkbox"/> N

12b. Describe the LEA’s internal process for communicating, sharing updates, and coordinating work with the following internal ADSIS stakeholders. Describe for each group below.

1. General Education Teachers (all teachers)

ADSIS teachers and classroom teachers communicate on a regular basis regarding student performance in the classroom and application of skills being taught. The ADSIS teacher shares progress monitoring data with the classroom teachers weekly and they collaborate on an ongoing basis to monitor student progress and make necessary changes to the students learning plan.

All three buildings will utilize this method of communication and progress monitoring.

2. ADSIS interventionists (providing direct service)

The ADSIS teacher will collect and analyze data for each student. The data will be used to create individual learning plans for each ADSIS student. Progress monitoring will occur regularly for Tier II and Tier III students. The ADSIS teacher will provide critical academic information for students who are discussed at iTeam for academic and/or behavioral needs. The ADSIS teacher will review trend data to determine what supports will best meet the needs of students.

3. Special Education Teachers (not providing direct service)

Special Education teachers are available to consult with ADSIS teachers at iTeam meetings and/or when needed. Each student that is referred for Special Education evaluation has a data document that the ADSIS teacher will include pertinent data to inform the Special Education referral team. The Special Education referral team will discuss this data at their weekly Child Study Team meetings and will follow up with referring staff if there is a need to clarify questions. This data is also a valuable resource when behavior supports need to be included in a student learning plan.

4. ADSIS Leadership Team

The ADSIS Leadership team will meet regularly to review the program and monitor student progress. These meetings would provide an opportunity to examine fidelity of implementation of ADSIS in each of our three school sites. The ADSIS Leadership team will also collaborate on best practices, progress monitoring, and efficiency of communication. This shared leadership will help ensure implementation with fidelity. With a potential expansion of ADSIS from K-12 Reading to K-12 Reading and Behavior, the ADSIS leadership team will have the chance to implement meeting norms, share successes, collaborate on problem-solving, and strive to achieve peak effectiveness and efficiency as ADSIS is implemented K-12.

Parents/Guardians of ADSIS Students

13. Describe the process for communicating with parents/guardians:

1. For when students enter ADSIS. Describe below.
Parents are provided an information letter that explains the ADSIS program. At conferences and/or a scheduled meeting, parents review and sign the ADSIS Goal Sheet which is monitored throughout the school year.

2. Over the course of the intervention. Describe below.

Parent communication occurs frequently and they receive progress monitoring data quarterly. If a student moves from Title I into ADSIS (different ratio of support) then the parent receives a provider switch form along with an explanation letter. The learning plan details screening data, progress monitoring data and learning goals. At fall and winter conferences, parents meet with the ADSIS teacher and review data and discuss the learning plan. Parents receive an updated learning plan quarterly; this occurs via mail if conferences do not align with the quarters. If parents are not available to meet, the ADSIS teacher attempts to communicate with parents via phone call and a copy of the learning plan is sent home. When progress monitoring data indicates a student is meeting grade level expectations, the learning plan is updated and a copy is sent home along with a dismissal letter.

14. What other strategies will the LEA use to get parents/guardians engaged in the ADSIS process? Describe below.

A letter is sent home that explains the reading and/or behavior intervention process. The letter references how parents can support their child at home. ADSIS reading students read books every day and bring home reading materials nightly that provide students an opportunity to share and apply they what they have learned with an adult at home or a school volunteer.

When parents meet with the ADSIS teacher at conferences, they are provided with documents that highlight how parents can support students at home.

1C. Fidelity of Implementing ADSIS – 10 points

15. Describe how the LEA will measure and monitor that the plan included here is implemented as intended. Examples of this could include protecting time and space for implementation as scheduled or using a checklist of core components. Describe below.

ADSIS students will be on building level Intervention Team (iTeam) agendas. This will allow data and student progress to be monitored at a building level and create a collaborative culture that will support the learning needs of students. The district ADSIS team will meet quarterly to review student data and foster a commitment to continuous improvement at the district level. Fidelity checks of the ADSIS program will occur quarterly, as a part of the student data review process. The Rockford Area Schools intent for the ADSIS program is to provide Tier II and Tier III supports in reading and/or behavior for at-risk students. The ADSIS Administrative Team will monitor student data and teacher records to create a system of consistent intervention protocol that allows for feedback from all stakeholders. The process will allow collaboration that will foster dialogue and help create rigorous and meaningful learning plans that best meet the needs of each student. The areas that will be monitored for fidelity are:

--Student engagement: This will be monitored through the peer observation process that is part of the district Q-Comp plan

--Quality delivery of instruction: This will be monitored through the peer observation process that is part of the district Q-Comp plan

--Adherence to the learning plan established for each student: This data will be analyzed quarterly

--Duration of intervention: The ADSIS team has created consistent entrance and exit qualifiers based on benchmark norms

1D. Cultural Responsiveness – 10 points

16a. Culturally responsive instruction is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning, often using the following methods. **From the list below, please select methods your LEA schools will use to be culturally responsive. Select all that apply.**

- Positive perspectives on parents and families
- Effective communication of high expectations for all students
- Learning within the context of culture
- Student-centered instruction (learning will be cooperative, collaborative, and community oriented)
- Incorporate multicultural thinking and examples
- Reshaping the curriculum to include topics related to diverse backgrounds
- Connect cultural knowledge into classroom experiences
- Staff sensitive to cultural differences
- Other (please describe):
- None of the above

16b. Briefly describe priorities of the LEA related to these culturally responsive strategies. Describe below.

All Rockford Area Schools is committed to cultural responsiveness.

--Create relationships with students that will allow the teacher to determine student prior knowledge.

--Focus efforts on engaging students and establish interactive dialogue that will allow students to receive immediate feedback that will create a more efficient learning process.

--Rockford Area Schools is a K-12 magnet district. Our elementary school is an arts magnet; our middle school is a STEM magnet; and our high school is an International Baccalaureate magnet (MYP; DP; and CP).

At Rockford High School, there will be “IB For All” model as all 9th and 10th graders will be enrolled in Middle Years Programme (MYP), and all 11th graders will be enrolled in Diploma Programme (DP) courses in English and Science. The IB Mission Statement refers to the importance of cultural competency:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (source: <https://www.ibo.org/about-the-ib/mission/>)

The Rockford High School mission statement also focuses on culturally responsive teaching and learning:

The mission of Rockford High School is to foster the development of a caring environment by prioritizing personal relationships and creating a collaborative culture that prepares all students to become inquisitive lifelong learners who act as compassionate global citizens. (source: <https://www.rockford.k12.mn.us/district/strategic-plan>)

As all Rockford High School students will engage in International Baccalaureate programming, regardless of reading ability, ADSIS intervention and support will be crucial to supporting students in these rigorous courses.

--Rockford Area Schools is committed to culturally responsive teaching and learning via our Native American Parent Action Committee (NAPAC). This committee is comprised of Native American students, parents, family members, and staff to create goals, strategies, and measures of success related to enhancing learning opportunities regarding Native American people, places, and issues past, present, and future. Annually, the NAPAC will provide over \$20,000 in resources to Native American students and to the Rockford Area Schools staff to supplement the teaching of MN standards related to Native American students and culture.

--As part of our magnet programming, Rockford Area Schools joins with our six (6) partner schools in the Northwest Integration School District (NWSISD) to increase our culturally responsive teaching and learning strategies.

--Rockford Area Schools teaching staff routinely participates in professional development related to cultural competency. This professional development is articulated in our district’s Achievement & Integration Plan.

1E. Measuring Indirect Impacts- 5 points

17. According to state statute, it is required that all schools implementing ADSIS monitor progress in both academics and student behaviors for all ADSIS students. As such:

a. If the LEA is implementing ADSIS READING and/or ADSIS MATHEMATICS, how will you measure the impact of these academic interventions on student behaviors? Describe below.

Students who struggle academically may have behavior concerns in the classroom as well. Providing ADSIS students additional support through small group instruction to address their areas of deficiency can give them confidence in their reading skills and boost their self-esteem. The ADSIS teacher will also foster a relationship with students that will encourage the student to feel connected to the school. A Direct Behavior Rating (DBR) model will be used to track classroom engagement and monitor behavior change over time. The ADSIS teachers and the ADSIS team will monitor office discipline referral data and add behavior interventions to the learning plan, if necessary.

If a student's behavior is impacting learning and academic achievement, ADSIS teachers will work in tandem with all stakeholders to support necessary academic and behavior intervention strategies.

FastBridge offers the following options to be used for determining behavioral needs:

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) identifies students grades K-12 who are at-risk for academic, social, and/or emotional behaviors. SAEBRS can also universally screen by class, grade or school to identify trends that may need class-wide attention. (Source: fastbridge.org)

Rockford Area Schools also utilizes the following tools:

DevMilestones provides data by evaluating each student's performance relative to established milestones across the Preschool through Kindergarten years. DevMilestones can capture the time and stage at which students demonstrate these skills—from emerging levels through to mastery.

The Direct Behavior Rating (DBR) is a criterion-referenced rating scale used to track student development in key areas of skill and performance across the school year. DBR can assist in evaluating each student's performance relative to established milestones across the Preschool through Kindergarten years.

District staff are able to access the Early Warning System in our student management system, Infinite Campus. This composite data view allows teachers to analyze behavior, attendance, and academic achievement. Each student is given an overall risk score, and this information is used by intervention teams and individual staff members to best support students academically and behaviorally.

b. If the LEA is implementing ADSIS BEHAVIOR, how will you measure the impact of the intervention on academic progress? Describe below.

Rockford Area Schools will continuously monitor the impact of the behavior intervention on academic progress. We will monitor the progress of students identified for ADSIS behavior support through our standard, district-wide student academic progress monitoring procedures using FastBridge aReading and aMath provided to students 3x/year. ADSIS behavior staff will be tasked to monitor this progress directly for this cohort of students.

Additionally, we will regularly monitor students identified for ADSIS behavior support through the academic, attendance, and behavior referrals data collected as outlined in Item #50 later in this application.

Section II. School Work Plan – 30 points

The following section includes three parts, one each for each ADSIS service area: Reading, Math, and Behavior. Complete only the parts that correspond with the service area(s) that will be implemented at the LEA. The workplan should be written assuming a regular school year is in place. If there is still distance learning or hybrids MDE will work with LEAs to modify. The plan submitted here should NOT be based on distance or hybrid learning. This section has a value of 30 points whether the LEA is implementing ADSIS in one, two, or all three service areas.

Part 2A. Reading (Complete this section only if a school at the LEA will be implementing ADSIS Reading)

18. For each school in the LEA implementing ADSIS, select the boxes which correspond with the grade level(s) (if any) implementing ADSIS Reading. Add additional rows for more schools, as needed.

School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	None
Rockford Elementary Arts Magnet School (REAMS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rockford High School
(RHS)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Reading Achievement Data

19. In the table below, share student information, by grade, for the number of students who completed the spring reading MCAs and, of those, the percent that did not meet standards and the percent that partially met standards.

- Note that for FY2019 and later years, assessment data for the MCA only is no longer available in the Data Center on the Minnesota Department of Education website. The public assessment files in that location now present combined MCA and MTAS data.
- To obtain data for only those students taking the MCA, go to the Minnesota Report Card <https://rc.education.mn.gov/#mySchool/p--3>.
- Enter your district name in the ‘Search to find your school: School or District’ field
- Select **How Well are Students Doing? → Are students mastering standards → Test Achievement Levels, Test Results and Participation** from the menu at left.
- Click the arrow next to the magnifying glass icon that appears at the top-right of the pane and make sure the following options are selected in the dropdown menus that appear:
 - Test: MCA-III
 - Subject: Reading
 - Students Included: All Tested
 - Year: 2022
 - Grade: Note that you will need to individually select each grade served by your district (i.e. you will need to select ‘Grade 3,’ click ‘Done,’ record the data in the table below, return to the dropdown menus, select ‘Grade 4,’ and so forth)
 - Click ‘Done’

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	95	32.6%	16.8%
Grade 4	121	24.8%	20.7%

Grade 5	113	20.4%	23.9%
Grade 6	98	11.2%	19.4%
Grade 7	141	27.0%	18.4%
Grade 8	117	44.4%	18.8%
Grade 10	123	21.1%	28.5%

Note that in cases with LEAs having a small number of students tested in a given grade, data may be suppressed on the Minnesota Report Card to protect student privacy. In such cases, exact counts of students tested, and performing at various proficiency levels, may need to be obtained instead from the DRS or Test Results Summary in Secure Reports. In such cases, users should contact their LEA's IOWA for access to these reports, or to request relevant data from individuals in the LEA who do have access permissions.

20. In the table below, share data from other (non-Minnesota Comprehensive Assessment) assessments used to determine reading achievement for students in grades K-2, 9, 11, and 12. Refer to local data.

Spring 2022 FAST / STAR Assessments

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	FastBridge early Reading English	117	63%
Grade 1	FAST aReading	97	53%
Grade 2	FAST aReading	120	28%
Grade 9	FAST aReading	112	38%

Grade 11	(not assessed)	(not assessed)	(not assessed)
Grade 12	(not assessed)	(not assessed)	(not assessed)

Reading Narrative

21. Considering trends in reading proficiency, in what areas does the LEA meet or exceed proficiency goals? For example, where does your LEA see success? When compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of literacy. A few areas in which our district meets or exceeds proficiency goals are:

- 1) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grades K-4 went from **50.0%** meeting standards in reading in 2021 to **53.6%** of students meeting standards in reading in 2022 (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).
- 2) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grade 3 consistently outperform the statewide proficiency of their peers. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883002000_test--allAccount_subject--R_accountabilityFlg--FOC_NONE_year--trend_grade--03_p--a2)
 - a. 2016: REAMS grade 3 students were **62.6%** proficient in reading, and students grade 3 statewide were **57.1%** proficient in reading
 - b. 2017: REAMS grade 3 students were **57.4%** proficient in reading, and students grade 3 statewide were **56.8%** proficient in reading
 - c. 2018: REAMS grade 3 students were **60.1%** proficient in reading, and students grade 3 statewide were **55.8%** proficient in reading
 - d. 2019: REAMS grade 3 students were **67.6%** proficient in reading, and students grade 3 statewide were **54.6%** proficient in reading
 - e. 2020: No MCA assessments
 - f. 2021: REAMS grade 3 students were **61.4%** proficient in reading, and students grade 3 statewide were **48.5%** proficient in reading

- g. 2022: REAMS grade 3 students were **51.6%** proficient in reading, and students grade 3 statewide were **48.1%** proficient in reading

3) According to the MDE report card, the most recent data indicates our Rockford Middle School-Center for Environmental Science (RMS-CES) students in grades 5-8 consistently outperformed the statewide proficiency of their peers. (source:

https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--all_p--8080822)

- a. 2016: 5th grade RMS-CES students were **79.7%** proficient in reading, and students statewide were **68.1%** proficient in reading
- b. 2016: 6th grade RMS-CES students were **74.2%** proficient in reading, and students statewide were **62.6%** proficient in reading
- c. 2016: 7th grade RMS-CES students were **70.4%** proficient in reading, and students statewide were **57.2%** proficient in reading
- d. 2016: 8th grade RMS-CES students were **65.5%** proficient in reading, and students statewide were **57.8%** proficient in reading
- e. 2017: 5th grade RMS-CES students were **77.0%** proficient in reading, and students statewide were **68.1%** proficient in reading
- f. 2017: 6th grade RMS-CES students were **71.7%** proficient in reading, and students statewide were **63.8%** proficient in reading
- g. 2017: 7th grade RMS-CES students were **78.7%** proficient in reading, and students statewide were **57.9%** proficient in reading
- h. 2017: 8th grade RMS-CES students were **67.4%** proficient in reading, and students statewide were **59.3%** proficient in reading
- i. 2018: 5th grade RMS-CES students were **71.8%** proficient in reading, and students statewide were **67.5%** proficient in reading
- j. 2018: 6th grade RMS-CES students were **69.5%** proficient in reading, and students statewide were **64.9%** proficient in reading
- k. 2018: 7th grade RMS-CES students were **74.0%** proficient in reading, and students statewide were **58.7%** proficient in reading
- l. 2018: 8th grade RMS-CES students were **74.8%** proficient in reading, and students statewide were **59.1%** proficient in reading
- m. 2019: 5th grade RMS-CES students were **67.7%** proficient in reading, and students statewide were **66.2%** proficient in reading
- n. 2019: 6th grade RMS-CES students were **65.9%** proficient in reading, and students statewide were **63.2%** proficient in reading
- o. 2019: 7th grade RMS-CES students were **68.1%** proficient in reading, and students statewide were **57.9%** proficient in reading
- p. 2019: 8th grade RMS-CES students were **72.3%** proficient in reading, and students statewide were **58.2%** proficient in reading
- q. 2020: No MCA assessments
- r. 2021: 5th grade RMS-CES students were **71.3%** proficient in reading, and students statewide were **59.4%** proficient in reading
- s. 2021: 6th grade RMS-CES students were **64.3%** proficient in reading, and students statewide were **55.1%** proficient in reading
- t. 2021: 7th grade RMS-CES students were **53.6%** proficient in reading, and students statewide were **48.3%** proficient in reading
- u. 2021: 8th grade RMS-CES students were **61.4%** proficient in reading, and students statewide were **49.7%** proficient in reading
- v. 2022: 6th grade RMS-CES students were **69.4%** proficient in reading, and students statewide were **54.4%** proficient in reading
- w. 2022: 7th grade RMS-CES students were **54.6%** proficient in reading, and students statewide were **45.4%** proficient in reading

4) According to the MDE report card, the most recent data indicates students, the most recent data indicates our Rockford High School students in grades 10 consistently outperformed the statewide proficiency of their peers. (source:

https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883001000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--10_p--8080822)

- a. 2016: 10th grade RHS students were **67.0%** proficient in reading, and students statewide were **59.6%** proficient in reading
- b. 2017: 10th grade RHS students were **69.5%** proficient in reading, and students statewide were **61.0%** proficient in reading
- c. 2018: 10th grade RHS students were **64.6%** proficient in reading, and students statewide were **59.9%** proficient in reading
- d. 2019: 10th grade RHS students were **70.2%** proficient in reading, and students statewide were **61.1%** proficient in reading
- e. 2020: No MCA assessments
- f. 2021: 10th grade RHS students were **58.4%** proficient in reading, and students statewide were **58.3%** proficient in reading

22. Considering LEA trends in reading proficiency, in what areas does the LEA fall short of meeting proficiency goals? For example, when compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of literacy. A few areas in which our district identifies as necessary and needed areas for student growth and teacher development are as follows:

- 1) According to the MDE report card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) Hispanic/Latinx students in 3rd and 4th grade have stagnated between 60-70% of students in this demographic who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).
 - a. 2016: REAMS Hispanic or Latinx students were **30.4%** proficient in reading
 - b. 2017: REAMS Hispanic or Latinx students were **41.2%** proficient in reading
 - c. 2018: REAMS Hispanic or Latinx students were **34.8%** proficient in reading
 - d. 2019: REAMS Hispanic or Latinx students were **40.7%** proficient in reading
 - e. 2020: No MCA assessment
 - f. 2021: REAMS Hispanic or Latinx students were **22.2%** proficient in reading
 - g. 2022: REAMS Hispanic or Latinx students were **28.5%** proficient in reading

- 2) According to the MDE report card, the most recent data indicates our Rockford Middle School - Center for Environmental Science (RMS-CES) Hispanic/Latinx students are demonstrating a lack of sufficient academic growth in terms of students who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--MCA-III_subject--R_accountabilityFlg--Y_year--trend_grade--all_categories--hispanic_p--8080822)
 - a. 2016: RMS-CES Hispanic or Latinx students were **46.2%** proficient in reading
 - b. 2017: RMS-CES Hispanic or Latinx students were **60.5%** proficient in reading

- c. 2018: RMS-CES Hispanic or Latinx students were **53.2%** proficient in reading
- d. 2019: RMS-CES Hispanic or Latinx students were **47.7%** proficient in reading
- e. 2020: No MCA assessment
- f. 2021: RMS-CES Hispanic or Latinx students were **39.6%** proficient in reading
- g. 2022: RMS-CES Hispanic or Latinx students were **25.0%** proficient in reading

- 3) According to the MDE report card, the most recent data indicates our Rockford High School (RHS) Hispanic/Latinx students are demonstrating a lack of sufficient academic growth in terms of students who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883001000_test--MCA-III_subject--R_accountabilityFlg--Y_year--trend_grade--10_categories--hispanic_p--a2)
- a. 2021 and prior: Population too small to report
 - b. 2022: RHS Hispanic or Latinx students were **25.0%** proficient in reading

23. In the table below, for each school that will be implementing ADSIS Reading, please provide a brief summary of the school’s reading needs assessment. What need does each school have for an ADSIS Reading intervention? Consider each school’s unique needs in responses. Add additional rows for more schools, as needed.

School	What need does this school have for an ADSIS Reading intervention?
Rockford Elementary Arts Magnet School (REAMS)	The Rockford Area School District has prioritized K-3 literacy to increase literacy skills so all students are reading well by 3rd grade. To this end, both ADSIS and Title interventions are available for struggling readers. The district has adopted a uniform reading curriculum for elementary students. In addition, the district has trained all K-1 teacher in Orton Gillingham and is moving to expand that training into Grade 2 license staff. REAMS teachers have also been provided with training in PRESS and focusing on Tier I supports is intended to close achievement gaps in reading and to increase student proficiency trends.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	RMS-CES has several unique circumstances as they consider ongoing needs for ADSIS Reading Intervention support: <ol style="list-style-type: none"> 1. RMS-CES is not an identified school for Title support

	<ol style="list-style-type: none"> 2. Secondary English Language Arts teachers are not licensed reading teachers nor specifically trained for intensive reading support 3. RMS-CES has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity <p>RMS-CES teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p>
<p>Rockford High School (RHS)</p>	<p>Rockford High School is similar to RMS-CES in terms of circumstances:</p> <ol style="list-style-type: none"> 1. RHS is not an identified school for Title support 2. Secondary English Language Arts teachers are not licensed reading teachers nor specifically trained for intensive reading support 3. RHS has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity <p>RHS teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p>

Reading SMART Goal

24. For each school that will be implementing ADSIS Reading, provide the SMART goal(s) for ADSIS Reading achievement. See the examples below for reference. Add additional rows for more schools, as needed. We understand these goals will be your best expert projection based on trend data and formative assessment exact baseline data can be edited in the fall.

Example 1. The percentage of students in grades ___ at ___ school who score at or above grade level targets as measured by ___ reading assessment will increase from ___ % in 2022-2023 to ___% by end of 2023-2024 state year.

Example 2. The percentage of students in grades ___ at ___ school who meet or exceed their fall to spring RIT score growth project will increase from ___ % in 2022-2023 to ___% in 2023-2024 as measured by the NWEA-MAP reading assessment.

Example 3. The percentage of students in grades ___ at ___ school whose RIT score on the NWEA-MAP reading assessment is at or above the ___ percentile in the spring will increase from ___ % in 2022-2023 to ___ % in 2023-2024.

Example 4. The percentage of students in grades ___ at ___ school who score below meeting the standards on the state reading accountability test (MCA-III) will increase from ___ % in 2022-2023 to ___ % in 2023-2024.

School	Reading SMART Goal
Rockford Elementary Arts Magnet School (REAMS)	1 st – 4 th grade students will exceed our current three-year average of 59% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aReading assessment.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	5 th – 8 th grade students will exceed our current three-year average of 51% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aReading assessment.
Rockford High School (RHS)	9 th and 10 th grade students will exceed our current three-year average of 50% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aReading assessment.

Identifying ADSIS Reading Students

25. For each school implementing ADSIS Reading, identify the tool(s) and process(es) used to screen and identify students who would benefit from ADSIS Reading support. Examples to consider are included below the table. Add additional rows for more schools, as needed.

School	Reading screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	FastBridge Learning - Early Reading, aReading, CBMr PRESS Diagnostics	FastBridge Learning - benchmarking takes place 3x a year for service indicators; Fall, Winter, and Spring PRESS Diagnostics can take place throughout the year to determine particular services needed	Early Reading Benchmarks: Fall-High Risk Scores: K Concepts of Print: Less than 5 Onset Sounds less than 5 Letter Sounds less than 3 Letter Names (not timed) less than 0

		Progress Monitoring takes place weekly with all students.	1 Word Segmenting less than 22 Nonsense Words less than 4 Sight Words less than 5 Sentence Reading less than 4
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge Learning - aReading, Autoreading, CBMr	FastBridge Learning - 3 times a year (fall, winter, spring)	FastBridge Learning - aReading Benchmarks per grade in the fall per FastBridge, range of some risk to high risk scores: 5th: 496 - 513 6th: 499 - 517 7th: 510 - 527 8th: 515 - 534
Rockford High School (RHS)	FastBridge Learning - aReading, Autoreading, CBMr REWARDS - multisyllabic word reading fluency pre/post test	FastBridge Learning - 3 times a year (fall, winter, spring)	FastBridge Learning - FASTtrack reading data 3 times a year during benchmarking using a range of some risk to high risk scores FastBridge Learning - data from bi-weekly progress monitoring

Screening tool examples may include, but are not limited to:

- FASTbridge (earlyReading, aReading, NWEA Measures of Academic Progress [MAP] suite)
- AIMSweb
- STAR
- Fountas & Pinnell
- DIBELS
- Running reading records

Evidence-Based ADSIS Reading Interventions

26. In the table below, for each school implementing ADSIS Reading, identify the evidence-based intervention(s) or strategy(ies) that will be used in ADSIS Reading. Commonly used interventions and strategies are included in the list below the table. If a school implements a practice not in this list, please share a resource that certifies that the intervention is evidence-based in the third column of the table. Add additional rows for more schools, as needed.

School	Name of evidence-based intervention or strategy	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	1:1 or 1:2 Direct, Explicit instruction using: Heggerty & Kilpatrick (Phonemic Awareness) Orton Gillingham (Comprehensive) Leveled Literacy Intervention (Fountas and Pinnell) Reading Corps: Modeled Reading Newscaster Reading: Fluency and Expression	NA

	<p>Duet Reading: Fluency</p> <p>PRESS Interventions and passages</p>	
<p>Rockford Middle School – Center for Environmental Studies (RMS-CES)</p>	<p>Small Group Direct Instruction utilizing:</p> <p>Orton Gillingham Morphology (Affixes, Greek and Latin Roots, Word sums)</p> <p>Leveled Literacy Intervention (Fountas & Pinnell)</p> <p>Fluency Chunk (Modeled reading)</p> <p>Reading Corps: Modeled Reading</p> <p>Newscaster Reading: Fluency and Expression</p> <p>Duet Reading: Fluency</p>	<p>NA</p>
<p>Rockford High School (RHS)</p>	<p>1:1 or 1:2 Direct, Explicit instruction using:</p> <p>Orton Gillingham Morphology (Affixes, Greek and Latin Roots, Word sums)</p> <p>Orton Gillingham (Comprehensive Methodology)</p> <p>Leveled Literacy Intervention (Fountas & Pinnell)</p> <p>REWARDS (2nd Edition)</p>	<p>NA</p>

Examples of commonly used interventions and strategies include, but are not limited to:

- Literacy practices found on What Works Clearinghouse or Best Evidence Encyclopedia

- Read Naturally (Dupuis, University of Minnesota’s Center for Applied Research and Educational Improvement)
- Fluency Chunk (Florida Center for Reading Research: Fluency)
- Benchmark Assessment System (Fountas & Pinnell)
- American Reading Company (Fountas & Pinnell)
- Leveled Literacy Intervention (Fountas & Pinnell)
- Peer Assisted Learning Strategies (Fuchs & Fuchs)
- Read 180 (Houghton Mifflin Harcourt)
- Orton-Gillingham (teaching approach)
- Reading Corps: Literacy Collaborative
- Repeated Reading (teaching practice)
- Small group direct instruction
- Stepping Stones to Literacy (Sopris West)
- Reading Plus (Taylor Associates/Communications, Inc)
- Path to Reading Excellence in School Site (PRESS) (University of Minnesota)

Reading Service Delivery Model

27. In the table below, for each school implementing ADSIS Reading, share the details of the service delivery model for the reading intervention(s). Add additional rows for more schools, as needed.

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
Rockford Elementary Arts Magnet School (REAMS)	Specialized intervention room	5 days/week	30 minutes	2	School day
Rockford Middle School – Center for	Specialized intervention room	5 days/week	32 minutes	3-6	School day

School	Location of intervention (specialized intervention room/general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
Environmental Studies (RMS-CES)					
Rockford High School (RHS)	Specialized intervention room	5 days/week	30-50 minutes	1-2	School day

Progress Monitoring

28. In the table below, identify the tools used to collect monitoring data to determine students’ response to intervention in ADSIS Reading. Examples to consider are included below the table. Add additional rows for more schools, as needed.

School	Reading progress monitoring tool	How many times per year will progress monitoring happen? (Note: minimum of twice per month)	Name the progress monitoring criteria or benchmarks that will be used when making decisions around exiting the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when modifying the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when making referrals for special education
Rockford Elementary Arts Magnet School (REAMS)	FastBridge: Nonsense Words, cBMR Fluency, Early Reading	1x/week	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data,	Evaluating weekly diagnostics used to Progress Monitor Students every 6-8 weeks	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school

	Orton Gillingham Red word lists Stage K - 2		Orton Gillingham Diagnostics Looking for long term retention of grade level skills		years, classroom interventions, teacher consultation
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge CBMr FastBridge aReading, autoreading	CBMr Benchmarking: Once every two weeks	Students who exceed on-track CBM score twice. Students who achieve an on-track winter or spring aReading score.	Evaluate biweekly CBM data. Evaluate formative instruction concept retention. Consult with grade-level classroom teachers.	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school years, classroom interventions, teacher consultation.
Rockford High School (RHS)	FastBridge CBMr FastBridge aReading, autoreading	CBMr Benchmarking: Once every two weeks	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned

Examples of commonly used tools include, but are not limited to:

- Curriculum-Based Monitoring
- Oral Reading Fluency
- ROAR Fluency
- STAR
- FASTbridge products

- DIBELS systems
- Houghton Mifflin Harcourt products
- AIMSweb tools
- Levelled Literacy Intervention (Fountas & Pinnell)

Part 2A. Math (Complete this section only if a school at the LEA will be implementing ADSIS Math)

29. For each school in the LEA implementing ADSIS, select the boxes which correspond with the grade level(s) (if any) implementing ADSIS Math. Add additional rows for more schools, as needed.

School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	None
Rockford Elementary Arts Magnet School (REAMS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford High School (RHS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Math Achievement Data

30. In the table below, share student information, by grade, for the number of students who completed the spring math MCAs and, of those, the percent that did not meet standards and the percent that partially met standards.

- Note that for FY2019 and later years, assessment data for the MCA only is no longer available in the Data Center on the Minnesota Department of Education website. The public assessment files in that location now present combined MCA and MTAS data.
- To obtain data for only those students taking the MCA, go to the Minnesota Report Card <https://rc.education.mn.gov/#mySchool/p--3>.
- Enter your district name in the ‘Search to find your school: School or District’ field

- Select **How Well are Students Doing?** → **Are students mastering standards** → **Test Achievement Levels, Test Results and Participation** from the menu at left.
- Click the arrow next to the magnifying glass icon that appears at the top-right of the pane and make sure the following options are selected in the dropdown menus that appear:
 - Test: MCA-III
 - Subject: Math
 - Students Included: All Tested
 - Year: 2022
 - Grade: Note that you will need to individually select each grade served by your district (i.e. you will need to select 'Grade 3,' click 'Done,' record the data in the table below, return to the dropdown menus, select 'Grade 4,' and so forth)
 - Click 'Done'

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	93	17.2%	14.0%
Grade 4	118	18.6%	17.8%
Grade 5	106	42.5%	36.8%
Grade 6	97	21.6%	32.0%
Grade 7	138	28.3%	33.3%
Grade 8	117	43.6%	27.4%
Grade 10	96	42.7%	24.0%

Note that in cases with LEAs having a small number of students tested in a given grade, data may be suppressed on the Minnesota Report Card to protect student privacy. In such cases, exact counts of students tested, and performing at various proficiency levels, may need to be obtained instead from the DRS or Test Results Summary in Secure Reports. In such cases, users should contact their LEA’s IOWA for access to these reports, or to request relevant data from individuals in the LEA who do have access permissions.

31. In the table below, share data from other (non-Minnesota Comprehensive Assessment) assessments used to determine math achievement for students in grades K-2, 9, 10, and 12. Refer to local data.

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	2022 FAST Spring	117	50%
Grade 1	2022 FAST Spring	97	41%
Grade 2	2022 FAST Spring	118	33%
Grade 9	2022 STAR Spring	112	42%
Grade 10	2022 STAR Spring	127	36%
Grade 12	(not assessed)	(not assessed)	(not assessed)

Mathematics Narrative

32. Considering trends in math proficiency, in what areas does the LEA meet or exceed proficiency goals? For example, where does your LEA see success? When compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of mathematics fluency. A few areas in which our district meets or exceeds proficiency goals are:

- 1) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grades K-4 went from **56.2%** meeting standards in math in 2021 to **65.0%** of students meeting standards in math in 2022 (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).

- 2) According to the MDE Report Card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) students in grade 3 consistently outperform the statewide proficiency of their peers. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883002000_test--allAccount_subject--R_accountabilityFlg--FOC_NONE_year--trend_grade--03_p--a2)
 - a. 2016: REAMS grade 3 students were **70.3%** proficient in math, and students grade 3 statewide were **69.4%** proficient in math
 - b. 2016: REAMS grade 4 students were **62.6%** proficient in math, and students grade 4 statewide were **57.1%** proficient in math
 - c. 2017: REAMS grade 3 students were **71.3%** proficient in math, and students grade 3 statewide were **68.1%** proficient in math
 - d. 2017: REAMS grade 4 students were **57.4%** proficient in math, and students grade 4 statewide were **56.8%** proficient in math
 - e. 2018: REAMS grade 3 students were **70.3%** proficient in math, and students grade 3 statewide were **66.6%** proficient in math
 - f. 2018: REAMS grade 4 students were **60.1%** proficient in math, and students grade 4 statewide were **55.8%** proficient in math
 - g. 2019: REAMS grade 3 students were **79.8%** proficient in math, and students grade 3 statewide were **65.5%** proficient in math
 - h. 2019: REAMS grade 4 students were **67.6%** proficient in math, and students grade 4 statewide were **54.6%** proficient in math
 - i. 2020: No MCA assessments
 - j. 2021: REAMS grade 3 students were **64.5%** proficient in math, and students grade 3 statewide were **57.1%** proficient in math
 - k. 2021: REAMS grade 4 students were **61.4%** proficient in math, and students grade 4 statewide were **48.5%** proficient in math
 - l. 2022: REAMS grade 3 students were **68.0%** proficient in math, and students grade 3 statewide were **59.0%** proficient in math
 - m. 2022: REAMS grade 4 students were **51.6%** proficient in math, and students grade 4 statewide were **48.1%** proficient in math

- 3) According to the MDE report card, the most recent data indicates our Rockford Middle School-Center for Environmental Science (RMS-CES) students in grades 5-8 consistently outperformed the statewide proficiency of their peers. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--all_p--8080822)
 - a. 2016: 5th grade RMS-CES students were **67.5%** proficient in math, and students statewide were **58.8%** proficient in math
 - b. 2016: 6th grade RMS-CES students were **58.7%** proficient in math, and students statewide were **56.0%** proficient in math
 - c. 2016: 7th grade RMS-CES students were **68.1%** proficient in math, and students statewide were **56.0%** proficient in math
 - d. 2016: 8th grade RMS-CES students were **65.0%** proficient in math, and students statewide were **58.0%** proficient in math
 - e. 2017: 5th grade RMS-CES students were **64.4%** proficient in math, and students statewide were **57.1%** proficient in math
 - f. 2017: 6th grade RMS-CES students were **65.8%** proficient in math, and students statewide were **55.5%** proficient in math
 - g. 2017: 7th grade RMS-CES students were **63.8%** proficient in math, and students statewide were **54.9%** proficient in math

- h. 2017: 8th grade RMS-CES students were **68.6%** proficient in math, and students statewide were **58.2%** proficient in math
- i. 2018: 5th grade RMS-CES students were **58.3%** proficient in math, and students statewide were **54.8%** proficient in math
- j. 2018: 6th grade RMS-CES students were **67.3%** proficient in math, and students statewide were **53.7%** proficient in math
- k. 2018: 7th grade RMS-CES students were **67.4%** proficient in math, and students statewide were **54.4%** proficient in math
- l. 2018: 8th grade RMS-CES students were **65.9%** proficient in math, and students statewide were **57.1%** proficient in math
- m. 2019: 6th grade RMS-CES students were **60.3%** proficient in math, and students statewide were **50.5%** proficient in math
- n. 2019: 7th grade RMS-CES students were **63.0%** proficient in math, and students statewide were **52.1%** proficient in math
- o. 2019: 8th grade RMS-CES students were **65.0%** proficient in math, and students statewide were **55.2%** proficient in math
- p. 2020: No MCA assessments
- q. 2021: 8th grade RMS-CES students were **48.1%** proficient in reading, and students statewide were **39.8%** proficient in reading
- r. 2022: 6th grade RMS-CES students were **47.5%** proficient in reading, and students statewide were **39.3%** proficient in reading
- s. 2022: 7th grade RMS-CES students were **37.6%** proficient in reading, and students statewide were **37.5%** proficient in reading

4) According to the MDE report card, the most recent data indicates students, the most recent data indicates our Rockford High School students in grades 10 consistently outperformed the statewide proficiency of their peers. (source:

https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883001000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--10_p--8080822)

- a. 2016: 11th grade RHS students were **56.5%** proficient in math, and students statewide were **47.1%** proficient in math
- b. 2017: 11th grade RHS students were **51.0%** proficient in math, and students statewide were **48.4%** proficient in math
- c. 2018: 11th grade RHS students were **65.0%** proficient in math, and students statewide were **47.3%** proficient in math
- d. 2019: 11th grade RHS students were **61.6%** proficient in math, and students statewide were **45.0%** proficient in math
- e. 2020: No MCA assessments
- f. 2021: 11th grade RHS students were **48.8%** proficient in math, and students statewide were **41.4%** proficient in math

33. Considering LEA trends in math proficiency, in what areas does the LEA fall short of meeting proficiency goals? For example, when compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

Rockford Area Schools strives to build on strengths and enhance our areas of growth in terms of literacy. A few areas in which our district identifies as necessary and needed areas for student growth and teacher development are as follows:

- 1) According to the MDE report card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) Hispanic/Latinx students in 3rd and 4th grade have stagnated between 50-60% of students in this demographic who are not meeting proficiency on the MCA III Math assessment. (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).

- a. 2017: REAMS Hispanic or Latinx students were **61.1%** proficient in math
- b. 2018: REAMS Hispanic or Latinx students were **37.5%** proficient in math
- c. 2019: REAMS Hispanic or Latinx students were **48.3%** proficient in math
- d. 2020: No MCA assessment
- a. 2021: REAMS Hispanic or Latinx students were **25.9%** proficient in math
- b. 2022: REAMS Hispanic or Latinx students were **42.9%** proficient in math

2) According to the MDE report card, the most recent data indicates our Rockford Middle School - Center for Environmental Science (RMS-CES) Hispanic/Latinx students are demonstrating a lack of sufficient academic growth in terms of students who are not meeting proficiency on the MCA III Math assessment. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--MCA-III_subject--R_accountabilityFlg--Y_year--trend_grade--all_categories--hispanic_p--8080822)

- a. 2017: RMS-CES Hispanic or Latinx students were **42.6%** proficient in math
- b. 2018: RMS-CES Hispanic or Latinx students were **38.0%** proficient in math
- c. 2019: RMS-CES Hispanic or Latinx students were **44.7%** proficient in math
- d. 2020: No MCA assessment
- a. 2021: RMS-CES Hispanic or Latinx students were **9.3%** proficient in math
- b. 2022: RMS-CES Hispanic or Latinx students were **8.8%** proficient in math

34. In the table below, for each school that will be implementing ADSIS Mathematics, please provide a brief summary of the school’s math needs assessment. What need does each school have for an ADSIS Mathematics intervention? Consider each school’s unique needs in responses. Add additional rows for more schools, as needed.

School	What need does this school have for an ADSIS Mathematics intervention?
Rockford Elementary Arts Magnet School (REAMS)	The Rockford Area School District has prioritized K-4 mathematics fluency. To this end, both ADSIS and Title interventions are available for struggling math learners. The district has adopted a uniform math curriculum for elementary students. While the overall math scores for the school have been impressive, there are gaps between cohorts of students – especially marked math achievement differences for our non-white students. Data evidence of this is included above in Section 33.

Rockford Middle School – Center for Environmental Studies (RMS-CES)

RMS-CES has several unique circumstances as they consider ongoing needs for ADSIS Math intervention support:

1. RMS-CES is not an identified school for Title support
2. RMS-CES performance on the MCA Math assessments in 2021 and 2022 have demonstrated that mathematics skills have eroded during the pandemic and that additional interventions (such as ADSIS) are needed by some students in order to regain grade-level footing
3. RMS-CES has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity
4. Achievement gaps in math exist for our most at-risk students.

RMS-CES teachers have utilized FastBridge data to differentiate for students in the Tier I setting.

Rockford High School (RHS)

RHS has several unique circumstances as they consider ongoing needs for ADSIS Math intervention support:

1. RHS is not an identified school for Title support
2. RHS performance on the MCA Math assessments in 2022 and feeder school RMS-CES performance MCA Math assessments in 2021 and 2022 have demonstrated that mathematics skills have eroded during the pandemic and that additional interventions (such as ADSIS) are needed by some students in order to regain grade-level footing
3. RHS has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity
4. Achievement gaps in math exist for our most at-risk students.

RHS teachers have utilized FastBridge data to differentiate for students in the Tier I setting.

Mathematics SMART Goal

35. For each school that will be implementing ADSIS Mathematics, provide the SMART goal(s) for ADSIS Mathematics achievement. See the examples below for reference. Add additional rows for more schools, as needed. We understand these goals will be your best expert projection based on trend data and formative assessment exact baseline data can be edited in the fall.

Example 1. The percentage of students in grades ____ at ____ school who score at or above grade level targets as measured by ____ math assessment will increase from ____ % in 2022-2023 to ____% in 2023-2024.

Example 2. The percentage of students in grades ____ at ____ school whose RIT score on NWEA-MAP math assessment is at or above the ____ percentile in the spring will increase from ____% in 2022-2023 to ____% in 2023-2024.

Example 3. The percentage of students in grades ____ at ____ school who earn a positive individual growth z-score on the state math accountability test (MCA-III) will increase from ____% in 2022-2023 to ____% in 2023-2024.

Example 4. The percentage of students in grades ____ at ____ school who score below the standards on the state math accountability test (MCA-III) will decrease from a baseline of ____% 2022-2023 to ____% in 2023-2024.

School	Mathematics SMART Goal
Rockford Elementary Arts Magnet School (REAMS)	1 st – 4 th grade students will exceed our current three-year average of 62% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aMath assessment.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	5 th – 8 th grade students will exceed our current three-year average of 54% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aMath assessment.
Rockford High School (RHS)	9 th and 10 th grade students will exceed our current three-year average of 58% demonstrating typical or aggressive growth when completing the 2023-24 Spring FastBridge aMath assessment.

Identifying ADSIS Mathematics Students

36. For each school implementing ADSIS Mathematics, identify the tool(s) and process(es) used to screen and identify students who would benefit from ADSIS Mathematics support. Examples to consider are included below the table. Add additional rows for more schools, as needed.

School	Math screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	FastBridge aMath; FastBridge CBM Math; FastBridge earlyMath (K-1)	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating “high risk” in one category or “some risk” in multiple categories; K-1 includes earlyMath risk level
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge aMath; FastBridge CBM Math	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating “high risk” in one category or “some risk” in multiple categories
Rockford High School (RHS)	FastBridge aMath; FastBridge CBM Math	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating “high risk” in one category or “some risk” in multiple categories

Commonly used screening tools include, but are not limited to:

- Formative Assessment System for Teachers (FAST)
- NWEA Measures of Academic Progress (NWEA MAP)
- STAR Math
- Curriculum-Based Measurement (FastBridge CBM)
- Aimsweb

- Minnesota Comprehensive Assessments (MCA)
- Algebra Assessment & Instruction: Meeting Standards (AAIMS) Algebra Probes
- Optional Local Purpose Assessment (OLPA)
- Interim Assessments (DDI)
- DIBLES Next
- Math Recovery
- Classroom grades and performance

Evidence-Based ADSIS Mathematics Interventions

37. In the table below, for each school implementing ADSIS Mathematics, identify the evidence-based intervention(s) or strategy(ies) that will be used in ADSIS Mathematics. Commonly used interventions and strategies are included in the list below the table. If a school implements a practice not in this list, please share a resource that certifies that the intervention is evidence-based in the third column of the table. Add additional rows for more schools, as needed.

School	Name of evidence-based intervention or strategy	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	(see next column)	MobyMax https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-#:~:text=Yes!,view%20the%20research%20study%20results focusMath (savvas.com/index.cfm?locator=PS3zYd)
Rockford Middle School – Center for Environmental Studies (RMS-CES)	(see next column)	MobyMax https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-#:~:text=Yes!,view%20the%20research%20study%20results Into Math (hnhco.com/research/into-math-research-evidence-base)

Rockford High School (RHS)	Math 180 Accelerated Math (aka Freckle Math)	N/A
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Examples of Commonly used interventions and strategies include, but are not limited to:

- Number Sense (Burns, Math Solutions)
- Study Island (Edmentum)
- Peer Assisted Learning Strategies (PALS) (Fuchs & Fuchs, Vanderbilt University)
- Do the Math (Houghton Mifflin Harcourt)
- Math 180 (Houghton Mifflin Harcourt)
- Math Expressions (Houghton Mifflin Harcourt)
- Saxon Math (Houghton Mifflin Harcourt)
- IXL Math (IXL Learning)
- Math Navigator (Pearson)
- Accelerated Math (Renaissance)
- Rocket Math
- Small group direct instruction (an approach)
- Everyday Math Toolkit (University of Chicago School Mathematics Project)
- Math Recovery (US Math Recovery Council)

38. In the table below, for each school implementing ADSIS Mathematics, share the details of the service delivery model for the math intervention(s). Add additional rows for more schools, as needed.

School	Location of intervention (specialized intervention room/general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
Rockford Elementary Arts Magnet School (REAMS)	Specialized intervention room	3-5x / week	30 minutes	1-3	School day
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Specialized intervention room	3-5x / week	30 minutes	1-3	School day
Rockford High School (RHS)	Specialized intervention room	3-5x / week	30 minutes	1-3	School day

Progress Monitoring

39. In the table below, identify the tools used to collect monitoring data to determine students’ response to intervention in ADSIS Mathematics. Examples to consider are included below the table. Add additional rows for more schools, as needed.

School	Mathematics progress monitoring tool	How many times per year will progress monitoring happen? (Note: minimum of twice per month)	Name the progress monitoring criteria or benchmarks that will be used when making decisions around exiting the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when modifying the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when making referrals for special education

Rockford Elementary Arts Magnet School (REAMS)	FastBridge earlyMath (K); FastBridge CBM Math (1-4)	Biweekly	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data	Evaluate biweekly CBM data. Evaluate formative instruction concept retention. Consult with grade-level classroom teachers.	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school years, classroom interventions, teacher consultation.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge CBM Math	biweekly	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data	Evaluate biweekly CBM data. Evaluate formative instruction concept retention. Consult with grade-level classroom teachers.	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school years, classroom interventions, teacher consultation.
Rockford High School (RHS)	FastBridge CBM Math	biweekly	Looking for students who are performing consistently above the FastBridge Projection Line, Benchmarking Data	Evaluate biweekly CBM data. Evaluate formative instruction concept retention. Consult with content area classroom	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school years, classroom

teacher(s); school
counselor(s).

interventions,
teacher consultation.

Examples of Commonly used tools include, but are not limited to:

- Formative Assessment System for Teachers – (FAST – CAP/MCAP)
- Curriculum Based Monitoring (CBM)
- Houghton Mifflin Harcourt: Math Inventory
- AIMSweb
- Math 180 Progress Monitoring
- STAR 360 assessments
- IXL Math
- Minnesota Comprehensive Assessments (MCA)
- AAIMS
- NWEA Measures of Academic Progress (NWEA MAP)
- Accelerated Math Assessments

Part 2C. Behavior (Complete this section only if a school at the LEA will be implementing ADSIS Behavior)

40. For each school in the LEA implementing ADSIS, select the boxes which correspond with the grade level(s) (if any) implementing ADSIS Behavior. Add additional rows for more schools, as needed.

School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	None
Rockford Elementary Arts Magnet School (REAMS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rockford High School
(RHS)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Behavior Narrative

41. Problem Behaviors Over the last three years, what have been the top 3 problem behaviors at your LEA? Identify the behaviors and describe any trends over time.

- Go to the MDE Data Center (<https://education.mn.gov/mde/data>).
- Click on **Data Reports and Analytics**.
- Scroll down to **Student Data** and click on **Discipline Data**.
- There are two drop-down menus.
 - Select **Disciplinary Incidents: District/State – Counts by Incident Type** from the **Report List** drop-down menu, and the appropriate year in the **Year** drop-down menu. Click **Run Report**.
 - When **the District Counts by Incident Type (Reason)** report opens, scroll to your LEA.

1. DD-Disruptive/Disorderly Conduct/Insubordination (34)
2. Ft-Fighting (24)
3. To-Tobacco (13)

42. Exclusionary Discipline (Use local data) Across exclusionary discipline actions (suspension and expulsion), how many school days did students miss:

a. Overall? 110 days

b. As an average per student? 1.80 days/student

43. Attendance. What was the LEA’s attendance rate?

- Go to the Minnesota Report Card (<http://rc.education.state.mn.us/#mySchool/p--3>)
- Click on Are Students Safe and Engaged
- Click on North Star Consistent Attendance
- Enter district name

*Due to disruptions related to the Pandemic, Consistent Attendance data was not calculated for either FYs 2020 or 2021. The most recent year of data available for districts to report for this indicator would be FY2019. It is expected that MDE will resume calculation and publishing of Consistent Attendance data with FY2022, which should be available in late spring of 2023. Due to the disruption in this data, you can use 2019 data, local data, or chose not to include this data in your answers below.

85.8% (2019)

44. Are there differences in attendance, discipline referrals and/or suspension/expulsion rates among any of the following student groups?

The table below lists students by group. For each, using the first three columns, indicate whether “yes, there is a difference,” “no, there is no difference,” or whether it’s not applicable (as the LEA does not serve this student group or it is too small to for comparison). Select one of these responses per row. If “yes, there is a difference” is selected, add a description of that difference in the last column.

Student Group	Yes, there is a difference	No, there is no difference	N/A (the LEA does not serve this student group or it is too small to compare to the general student population)	If “Yes,” please describe the difference(s):
Hispanic or Latinx	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here

American Indian or Alaska Native	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Black or African-American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Two or more races	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
English Language Learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Special Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Free or Reduced-Priced Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Homeless or Highly Mobile	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Other student group (please specify): Enter here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter here

45. In the table below, for each school that will be implementing ADSIS Behavior, please provide a brief summary of the school’s behavior needs assessment. What need does each school have for an ADSIS Behavior intervention? Consider each school’s unique needs in responses. Add additional rows for more schools, as needed.

School	What need does this school have for an ADSIS Behavior intervention?
Rockford Elementary Arts Magnet School (REAMS)	REAMS data demonstrates that attendance, classroom behavior, and disrespectful / insubordinate behaviors are areas in need of support. School data shows that unexcused absences have increased. These behaviors are correlated with office referrals and teacher referrals.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	RMS-CES data demonstrates that attendance, classroom behavior, and disrespectful / insubordinate behaviors are areas in need of support. School data shows that unexcused absences have increased. These behaviors are correlated with the student failure rate, office referrals, and teacher referrals.
Rockford High School (RHS)	RHS data demonstrates that attendance, classroom behavior, and disrespectful / insubordinate behaviors are areas in need of support. School data shows that unexcused absences have increased. These behaviors are correlated with the student failure rate, office referrals, and teacher referrals.

Behavior SMART Goal

46. For each school that will be implementing ADSIS Behavior, provide the SMART goal(s) for ADSIS Behavior achievement. See the examples below for reference. Add additional rows for more schools, as needed.

Example 1. The percentage of students receiving ADSIS direct services for behavior in grades ___ at ___ school whose score on the ___ behavior rating scale increases by ___ points during the school year will increase from ___% in 2022-2023 to ___% in 2023-2024.

Example 2. The percentage of students receiving ADSIS direct services for behavior in grades ___ at ___ school who are referred to the school office for discipline referrals and/or behavior incidents will decrease from ___% in 2022-2023 to ___% in 2023-2024 in order to reduce by at least half the number of ODRS.

School	Behavior SMART Goal
--------	---------------------

Rockford Elementary Arts Magnet School (REAMS)	The number of referrals to the school office for discipline referrals and/or behavior incidents for REAMS students in grades K-4 will decrease from the three-year average (2019-20; 2020-21; 2021-22) of 722 referrals/incidents in 2023-24.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The number of referrals to the school office for discipline referrals and/or behavior incidents for RMS-CES students in grades K-4 will decrease from the three-year average (2019-20; 2020-21; 2021-22) of 425 referrals/incidents in 2023-24.
Rockford High School (RHS)	The number of referrals to the school office for discipline referrals and/or behavior incidents for RHS students in grades K-4 will decrease from the three-year average (2019-20; 2020-21; 2021-22) of 95 referrals/incidents in 2023-24.

Identifying ADSIS Behavior Students

47. For each school implementing ADSIS Behavior, identify the tool(s) and process(es) used to screen and identify students who would benefit from ADSIS Behavior support. Examples to consider are included below the table. Add additional rows for more schools, as needed.

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	Formative Assessment System for Teachers – Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS)	2x / year	Students identified as “high risk” will: --have a teacher invited to complete a companion screener on that student --meet with school counselor and/or behavior dean 1:1 until risk is satisfied

			<p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p> <p>Students identified as “some risk” will:</p> <p>--meet with school counselor and/or behavior dean 1:1 until risk is satisfied</p> <p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p>
<p>Rockford Middle School – Center for Environmental Studies (RMS-CES)</p>	<p>Formative Assessment System for Teachers – Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS)</p>	<p>2x / year</p>	<p>Students identified as “high risk” will:</p> <p>--have a teacher invited to complete a companion screener on that student</p> <p>--meet with school counselor and/or behavior dean 1:1 until risk is satisfied</p> <p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p>

			<p>Students identified as “some risk” will:</p> <ul style="list-style-type: none"> --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate)
Rockford High School (RHS)	Formative Assessment System for Teachers – Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS)	2x / year	<p>Students identified as “high risk” will:</p> <ul style="list-style-type: none"> --have a teacher invited to complete a companion screener on that student --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate) <p>Students identified as “some risk” will:</p> <ul style="list-style-type: none"> --meet with school counselor and/or behavior dean 1:1 until risk is satisfied

--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)

Commonly used screening tools include, but are not limited to:

- Track referrals and attendance, grades, teacher observations
- Code of conduct rubric
- Student Risk Screening Scale (SRSS)
- Formative Assessment System for Teachers - Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS)
- Review of Office Discipline Referrals (ODR’s)
- Devereaux Student Strengths Assessment (DESSA)
- Social Skills Inventory System (SSIS)
- Strengths and Difficulties Questionnaire (SDQ)
- School Wide Information System (SWIS)

Evidence-Based ADSIS Behavior Interventions

48. In the table below, for each school implementing ADSIS Behavior, identify the evidence-based intervention(s) or strategy(ies) that will be used in ADSIS Behavior. Commonly used interventions and strategies are included in the list below the table. If a school implements a practice not in this list, please share a resource that certifies that the intervention is evidence-based in the third column of the table. Add additional rows for more schools, as needed.

School	Name of evidence-based intervention or strategy	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	Committee for Children: Second Step Teach executive function skills	Enter here

Rockford Middle School – Center for Environmental Studies (RMS-CES)	CharacterStrong Restorative Practices Teach executive function skills	Enter here
Rockford High School (RHS)	Teach executive function skills Restorative Practices	Enter here

Examples of Commonly used interventions and strategies include, but are not limited to:

- Check and Connect
- Check-In, Check-Out
- Committee for Children: Second step
- Homework, Organization, and Planning Skills (HOPS)
- Positive Behaviors Interventions and Supports (PBIS)
- Small Group Direct Instruction
- Social Skills Instruction
- Teach executive function skills
- Zones of regulation

Behavior Service Delivery Model

49. In the table below, for each school implementing ADSIS Behavior, share the details of the service delivery model for the behavior intervention(s). Add additional rows for more schools, as needed.

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
Rockford Elementary Arts Magnet School (REAMS)	School counselor and/or behavior dean office; general education classroom	1-2x/week	20	1:1 Small group (when appropriate) Large group (Second Step lessons)	School day
Rockford Middle School – Center for Environmental Studies (RMS-CES)	School counselor and/or behavior dean office; general education classroom	1-2x/week	20	1:1 Small group (when appropriate) Large group (CharacterStrong lessons)	School day
Rockford High School (RHS)	School counselor and/or behavior dean office	1-2x/week	20	1:1 Small group (when appropriate)	School day

Progress Monitoring

50. In the table below, identify the tools used to collect monitoring data to determine students’ response to intervention in ADSIS Behavior. Examples to consider are included below the table. Add additional rows for more schools, as needed.

School	Behavior progress monitoring tool	How many times per year will progress monitoring happen?	Name the progress monitoring criteria or benchmarks that will be used when making decisions	Name the progress monitoring criteria or benchmarks that will be used when	Name the progress monitoring criteria or benchmarks that will be used when

		(Note: minimum of twice per month)	around exiting the ADSIS intervention	modifying the ADSIS intervention	making referrals for special education
Rockford Elementary Arts Magnet School (REAMS)	Use of Infinite Campus student data (including Early Warning System) to identify: academic progress; attendance rate; behavior referrals	8x (every mid-quarter and end-of-quarter)	Look for: appropriate academic progress; attendance rate above 90%; reduction of behavior referrals to no more than one (1) per progress monitoring interim	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after two (2) consecutive progress monitoring interims will be placed on the Intervention Team (“iTeam”) meeting agenda; in addition, modifications to their ongoing interventions will be made to reflect a more intensive level of support	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after five (5) consecutive progress monitoring interims may be referred for a Special Education evaluation by the iTeam and in consultation with the Special Education evaluation team
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Use of Infinite Campus student data (including Early Warning System) to identify: academic progress; attendance	8x (every mid-quarter and end-of-quarter)	Look for: appropriate academic progress; attendance rate above 90%; reduction of behavior referrals to no more than one (1) per	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after two (2)	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after five (5)

	rate; behavior referrals		progress monitoring interim	consecutive progress monitoring interims will be place on the Intervention Team (“iTeam”) meeting agenda; in addition, modifications to their ongoing interventions will be made to reflect a more intensive level of support	consecutive progress monitoring interims may be referred for a Special Education evaluation by the iTeam and in consultation with the Special Education evaluation team
Rockford High School (RHS)	Use of Infinite Campus student data (including Early Warning System) to identify: academic progress; attendance rate; behavior referrals	8x (every mid-quarter and end-of-quarter)	Look fors: appropriate academic progress; attendance rate above 90%; reduction of behavior referrals to no more than one (1) per progress monitoring interim	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after two (2) consecutive progress monitoring interims will be place on the Intervention Team (“iTeam”) meeting agenda; in addition, modifications to their ongoing interventions will be made to reflect a	Students who are not making academic progress, improvement in attendance, and/or improvement in behavior referrals after five (5) consecutive progress monitoring interims may be referred for a Special Education evaluation by the iTeam and in consultation with the Special Education evaluation team

more intensive level
of support

Examples of Commonly used tools include, but are not limited to:

- Office Referrals
- Direct Behavior Ratings (DBR)
- Student Risk Screening Scale (SRSS)
- Student Information Systems Software (SISS)
- Formative Assessment System for Teachers - Social, Academic, and Emotional Behavior Risk Screener (SAEBRS - FAST)
- Academic problems and referrals
- Attendance
- School Wide Information System (SWIS)
- Office Discipline Referrals (ODR)
- Positive Behavior Interventions System (PBIS)
- Check in Check out data
- Teacher surveys

Section III. Budget narrative for 2024 – 10 points

Applicants must complete the Excel Budget form provided for their LEA application. Refer to the example included in the Excel workbook. Please consult your Business Manager if necessary. Applicants **must** also complete the narrative section **below** which will be scored by reviewers.

School Finance Division staff will be reviewing the Excel budgets and narrative. The CAP SFY24 is \$1,304,051.88.

Applicants must develop a narrative description for each of the five budget area categories that apply to their expenditure plan for State Fiscal Year (SFY) 2024 and any changes expected for SFY 2025. Expenditures should be reasonable, necessary and relevant to the ADSIS services. Refer to the instructions section Page 8 for more information.

Area 1. Salaries and Wages

The only allowable expenditure for ADSIS is direct student services. This includes purchase of services for payroll personnel by LEA. The only allowable expenditure for ADSIS is direct student services. Supervision, professional development and coaching are **non-allowable** expenditures. Time and effort must be documented for all staff funded through ADSIS. If an employee is not licensed in the area providing services you must

justify by indicating how the LEA will ensure they are highly qualified in the approved work plan. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook.

\$ 562,640.09

Rockford Area Schools will strive to provide the highest qualified teachers in our ADSIS program to serve students in grades K-12. Additionally, RAS will utilize several strategies to support the ADSIS team of teachers to best support our students in grades K-12.

In terms of the hiring process, we will follow our usual protocol for all teaching positions:

- 1) 10 day internal posting with brief job description, posting on Ed Post and Applitrack after 10 days
- 2) Letter of interest by internal candidates
- 3) Interviews (virtual) for applicants that have met the minimum threshold of requirements for the position
- 4) Final analysis of interview and application materials
- 5) Contact candidates with offer of ADSIS position
- 6) Adjust building staffing accordingly, depending on how many internal candidates

In terms of how Rockford Area Schools will support ADSIS teachers who are new to the program and/or who do not have a reading teaching license, we will employ the following strategies:

- 1) We will begin our efforts to insure we have highly qualified staff by requiring a teacher to hold a PELSB approved teaching license, in reading, elementary, or in a particular subject or subjects at the secondary level.
- 2) Professional Learning Community (PLC): The ADSIS team of teachers (aka, the "A Team") will meet twice a month to discuss student progress, answer questions, analyze data, and professionally develop to make sure we are utilizing best practices in our interventions.
- 3) Professional Development: We will utilize funds from our district professional development fund to find opportunities for our ADSIS teachers to train, build connections, learn best practices, ask questions of the presenters, and collaborate as the A Team to discuss how new learning can be integrated into our current learning environment in Rockford Area Schools.
- 4) Inclusion in the Intervention Team ("iTeam"): We will strive to have our ADSIS teachers participate in the intervention team at each of our three (3) buildings (REAMS, RMS-CES, and RHS). This will allow our ADSIS teachers to provide updates to the classroom teachers as well as gather feedback from the classroom teachers and administrative team. Additionally, we will be able to discuss how students will enter/exit the ADSIS program based on data.
- 5) Coaching opportunities: We will utilize a peer coaching model to allow ADSIS teachers to observe each other and provide feedback on a set of pre-determined areas of focus (e.g., class management, pace of lesson, clarity of instruction, etc.). Coaching may be provided by the ADSIS administrator as well.
- 6) Participation in district Q-Comp program: As licensed teachers in our school district, our ADSIS teachers will be observed by their Q-Comp leader (a fellow teacher), receive feedback, and have an opportunity to discuss strengths and areas of growth in individual and group discussions with their Q-Comp team.
- 7) Team Teaching: We will provide opportunities for teachers to team teach various topics during the school year. ADSIS teachers will work together to plan and deliver a lesson, as well as debrief afterward to discuss what worked well and what could be refined. This will be an

empowering opportunity for our teachers to collaborate and to actually see each other in action with students; this is an incredibly rare occurrence in schools and one we are excited to utilize.

Area 2. Contracted Services/Personnel

The only allowable expenditure for ADSIS is direct student services. Supervision, professional development and coaching are non-allowable expenditures. Time and effort must be documented for all contractors funded through ADSIS. If a contractor is not licensed in the area providing services you must justify by indicating how the LEA will ensure they are highly qualified in the approved work plan. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook.

Rockford Area Schools in not including a request regarding Contracted Services / Personnel in our expenditure plan.

Area 3. Individualized Instructional Capital Expenditures

These expenditures must be uniquely designed for ADSIS students and in the approved work plan.

Rockford Area Schools in not including a request regarding Individualized Instructional Capital Expenditures in our expenditure plan.

Area 4. Individualized Instructional Supplies and Materials Expenditures

These supplies and materials must be uniquely designed for ADSIS students and in the approved work plan.

In consultation with our current ADSIS teachers and administrators, as well as with several vendors of reading intervention materials, we have requested **\$3,990.00** to provide digital resources for our students to utilize in their effort to bolster their reading abilities and/or behavior skills.

Area 5. Non-federal Expenditures

ADSI SEDRA Funding Source Code 'b' and UFARS Finance Code 740, SEDRA and UFARS Program Code 422. This may include a maximum of ten percent of the special education director or contract for special education director's Services, dissemination (postage and parcel) and non-instructional office supplies. Use personnel type code (PTC) 9 for a director of special education and PTC 10 for an assistant director/supervisor of special education.

Refer to the budget object codes available. These expenditures must be uniquely designed for ADSIS services and in the approved work plan. Time and effort must be documented for all staff funded through ADSIS.

Please indicate what funds are being used to pay the benefits for ADSIS staff listed in Area 1, if not being paid with ADSIS funds.

Submission Reminder

Please submit your completed application to mde.compgrants@state.mn.us no later than March 3, 2023, at 5 p.m. central time to be considered for funding. There is an option for early submission. See details in the instructional packet.



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

**Subject: NAPAC Statement of Concurrence / Non-Concurrence for the
2022-23 School Year**

Meeting Date: March 20, 2023

Prepared by: Robert Danneker, Director of Teaching & Learning

Date Prepared: March 7, 2023

Information Briefing Action Enclosure Item(s)

Robert Danneker, Director of Teaching & Learning and district designee to our local Native American Parent Advisory Committee (NAPAC), will introduce Elizabeth Blackhawk, local NAPAC chairperson. Ms. Blackhawk will share with the Board the NAPAC decision regarding concurrence for the 2022-23 school year.

Annually, local NAPAC committees are required to formally vote regarding whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

There is no formal action required of the Board at this time. If the finding is of concurrence, the Board chair will sign a statement (along with the Superintendent and NAPAC chair). If the finding is of non-concurrence, the Board would have 60 days to issue a written response to the NAPAC committee's concerns.

Our local NAPAC committee will be conducting their vote on March 13, 2023 during their monthly meeting; an indication of concurrence or non-concurrence will be available ahead of the Board meeting.



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: March 20, 2023

Prepared by: Business Office

Date Prepared: March 14, 2023

<input type="checkbox"/> Information	<input type="checkbox"/> Briefing	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Enclosure Item(s)
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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>
Rockford Education Foundation	\$8,553.25	General Fund (RHS Marching Band Uniforms and Scholastic Scope Magazine for 7th graders)
Rockford Education Foundation	\$969.00	General Fund (REAMS 1st Grade Fieldtrip to Children's Theatre)
Rockford Education Foundation	\$2,447.00	General Fund (REAMS Laminator)
Rockford Education Foundation	\$70.00	General Fund (RMS Through my Eyes Classroom set of books for 7th Grade)
Rockford Education Foundation	\$511.15	General Fund (Supplies for Cells, Tissues, Organs & System Units @ RMS)
Rockford Education Foundation	\$1,471.91	General Fund (Metal Supplies for RHS General Metal Class)
Shelly Buchholz & Drew Toso	RMS Supplies (24 glue sticks & Class set of MN Maps)	General Fund Donation
Melissa, Jesse & Brionna Payne	RMS Supplies (2 3-subject notebooks)	General Fund Donation

Becky, Nat & Bode Schmidt	RMS Supplies (Inflatable Dice, Jumbo cards & Fidget Toys)	General Fund Donation
Siew Wei, Scott & Zoe Heidgerken	RMS Supplies (Fidget toy pack, Mancala and a Speaker)	General Fund Donation
Brandy Gelle, Daniel & Aubrey Dixon	RMS Supplies (Cordless hot glue gun)	General Fund Donation
Nicole & Andrew Arvold	REAMS Supplies (Active Board Bulb)	General Fund Donation
Tom & Sonia Jerue	REAMS Supplies (Operation Game, Guess Who Game, 2 decks of playing cards)	General Fund Donation



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

Subject: Revised Budget (Preliminary budget for FY24)

Meeting Date: March 20, 2023

Prepared by: Mike McNulty

Date Prepared: March 16, 2023

Information

Briefing

Action

Enclosure Item(s)

The FY23 revised budget is attached and is recommended for approval. The Finance Committee reviewed the revised budget at it's meeting on March 16.

Rockford Area Schools ISD 883 Original Budget 2022-2023

	Audited Fund Balance 06/30/22	2022-2023 Revised Revenue	2022-2023 Revised Expenditures	2022-2023 Annual Change	Projected Fund Balance 06/30/23
General Fund (Fund 01)					
Restricted/Reserved Funds:					
Long Term Facilities Management (LTFM)	\$298,623	\$624,137	\$743,353	(\$119,216)	\$179,407
Staff Development	\$241,507	\$238,462	\$238,462	\$0	\$241,507
Operating Capital	\$650,777	\$214,434	\$614,218	(\$399,784)	\$250,993
Safe Schools	\$0	\$63,691	\$63,691	\$0	\$0
Learning and Development	(\$0)	\$354,055	\$354,055	\$0	(\$0)
Basic Skills	\$0	\$299,713	\$299,713	\$0	\$0
Achievement & Integration	\$22,628	\$211,500	\$234,128	(\$22,628)	(\$0)
Medical Assistance - 3rd Party Billing	\$21,042	\$18,000	\$21,042	(\$3,042)	\$18,000
Student Activity Fund	\$111,038	\$90,000	\$90,000	\$0	\$111,038
Total Restricted/Reserved Fund Balance	\$1,345,615	\$2,113,992	\$2,658,662	(\$544,670)	\$800,945
Assigned-Future Capital Projects	\$352,451	\$50,000	\$0	\$50,000	\$402,451
Alternative Compensation/Q Comp	\$334,592	\$398,353	\$398,353	\$0	\$334,592
Covid Relief Funds	\$0	\$707,341	\$707,341	\$0	\$0
IB Program	\$0	\$419,601	\$419,601	\$0	\$0
Scholarships	\$12,441	\$0	\$1,200	(\$1,200)	\$11,241
Machine Shop	\$1,175	\$0	\$0	\$0	\$1,175
Unreserved/Unassigned Funds	\$3,061,254	\$18,627,360	\$18,950,744	(\$323,384)	\$2,737,870
Total Unreserved Fund Balance	\$3,761,913	\$20,202,655	\$20,477,239	(\$274,584)	\$3,487,329

Rockford Area Schools ISD 883 Original Budget 2022-2023

	Audited Fund Balance 06/30/22	2022-2023 Revised Revenue	2022-2023 Revised Expenditures	2022-2023 Annual Change	Projected Fund Balance 06/30/23
Grand Total General Fund	\$5,107,528	\$22,316,647	\$23,135,901	(\$819,254)	\$4,288,273
	<i>\$5,107,528</i>	<i>\$22,316,647</i>	<i>\$23,135,901</i>	<i>(\$819,254)</i>	
Food Service (Fund 02)	\$345,712	\$955,806	\$903,246	\$52,560	\$398,272
Community Education (Fund 04)					
Reserved for Community Education	\$281,525	\$958,025	\$860,789	\$97,236	\$378,761
Reserved for Early Childhood/Family Educ.	\$69,187	\$103,269	\$115,753	(\$12,484)	\$56,703
Reserved for School Readiness	(\$18,774)	\$283,947	\$283,947	\$0	(\$18,774)
Reserved for Adult Basic Education	\$0	\$11,078	\$11,078	\$0	\$0
Total Community Education	\$331,938	\$1,356,319	\$1,271,567	\$84,752	\$416,690
	<i>\$331,938</i>	<i>\$1,356,319</i>	<i>\$1,271,567</i>	<i>\$84,752</i>	
Building Construction (Fund 06)	\$6,945,186	\$10,000	\$4,750,000	(\$4,740,000)	\$2,205,186
Debt Service (Fund 07)	\$640,510	\$4,365,180	\$4,655,992	(\$290,812)	\$349,698
OPEB (Fund 45)	\$1,070,087	\$6,000	\$25,350	(\$19,350)	\$1,050,737
Grand Total All Funds	\$14,440,960	\$29,009,952	\$34,742,056	(\$5,732,104)	\$8,708,856
	<i>\$14,440,960</i>	<i>\$29,009,952</i>	<i>\$34,742,056</i>		
General Fund Unreserved Fund Balance as a Percent of Total General Fund Expenditures					15.07%



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

Subject: Purchasing Approval 2022-23, 2023-24

Meeting Date: March 20, 2023

Prepared by: Mike McNulty

Date Prepared: March 14, 2023

Information Briefing Action Enclosure Item(s)

The 2023-24 budget will be presented to the school board as a preliminary budget in March, with final approval at the June 2023 regular school board meeting.

Due to supply chain delays and/or discounted rates, I am requesting the Board approve to allow purchase orders for a selective, necessary educational, or maintenance items prior to the 2023-24 school year.

The special order will be reviewed on a case by case basis. They must be educational or maintenance items that need to be installed or received in July or August for the 2023-24 school year.

All other orders will be placed after July 1, 2023 after the 2023-24 budget is approved. Orders for the 2023-24 school will be received, invoiced and paid after July 1, 2023 once the Board approves the 2023-24 budget.



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

Subject: Superintendent's Contract

Meeting Date: March 20, 2023

Prepared by: Mike McNulty

Date Prepared: March 16, 2023

Information Briefing Action Enclosure Item(s)

The three year contract for Dr. Jeff Ridlehoover has been signed by him for approval by the School Board. The Board discussed the superintendent contract during the March 20 work session and will need to approve the contract which is effective July 1, 2023.

2023-2026 SUPERINTENDENT CONTRACT
INDEPENDENT SCHOOL DISTRICT NO. 883 ROCKFORD, MINNESOTA

ARTICLE I - PURPOSE

This Contract is entered into between Independent School District No. 883, Rockford, Minnesota ("School District"), and Jeff Ridlehoover ("Superintendent"), a legally-qualified and licensed superintendent who agrees to perform the duties of the Superintendent of the School District.

ARTICLE II - APPLICABLE STATUTE

This Contract is entered into between the School District and the Superintendent in conformance with M.S. 123B.143.

ARTICLE III - LICENSE

The Superintendent shall furnish the School Board, throughout the life of this Contract, a valid and appropriate license to act as superintendent in the State of Minnesota as provided by applicable laws, rules, and regulations.

**ARTICLE IV - DURATION, EXPIRATION, TERMINATION
DURING THE TERM, MUTUAL CONSENT, AND CONTINGENCY**

Section 1. Duration: This Contract is for a term of three (3) years commencing on July 1, 2023, and ending on June 30, 2026. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Superintendent or unless terminated as provided in this Contract.

Section 2. Expiration: This Contract shall expire at the end of the term specified in Section 1. above. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Superintendent shall cease, unless a subsequent Contract is entered into in accordance with M.S. 123B.143, Subd. 1.

Section 3. Termination During the Term: The Superintendent's employment may be terminated during the term of this Contract only for cause as defined in M.S. 122A.40, Subd. 9. and Subd. 13., but, except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Superintendent during the term of this Contract for cause as described in M.S. 122A.40, Subd. 9. or Subd. 13., it shall notify the Superintendent in writing of the proposed grounds for termination. The Superintendent shall be entitled to a hearing before an arbitrator provided the Superintendent makes such a request in writing to the School Board Chair within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such an event, the parties shall jointly petition the Minnesota Bureau of Mediation Services (BMS) for a

list of five (5) arbitrators. The arbitrator shall be selected by the parties through the striking process as provided by BMS rules. The arbitrator shall conduct a hearing under arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding on the parties, subject to judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided in this section within the fifteen (15)-day calendar period, he/she shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Superintendent shall have no further claim or recourse.

Section 4. Mutual Consent: This Contract may be terminated at any time by mutual consent of the School Board and the Superintendent.

Section 5. Contingency: If this Contract is a subsequent Contract entered into prior to the completion of an existing Contract, this subsequent Contract is contingent upon the Superintendent completing the terms of the existing Contract.

ARTICLE V - DUTIES

The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of the School District; shall direct and assign teachers and other School District employees under the Superintendent's supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall, from time to time, suggest policies, regulations, rules, and procedures deemed necessary for the School District; and, in general, perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules, and procedures established by the School Board and the State of Minnesota. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

ARTICLE VI - DUTY YEAR AND LEAVES OF ABSENCE

Section 1. Basic Work Year: The Superintendent's duty year shall be for the entire twelve (12)-month Contract year, and the Superintendent shall perform duties on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. The Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

Section 2. PTO: The Superintendent shall earn forty-eight (48) working days of annual paid PTO each Contract year. Unused PTO must be taken by December 31 after the end of the Contract year in which it is earned. Upon voluntary termination of employment or expiration of the Contract, if not offered a subsequent contract, the Superintendent shall be entitled to payment for any unused PTO days earned and accrued pursuant to the provisions of this section; however, if the Superintendent is involuntarily terminated, he/she shall not be entitled to unused earned and accrued PTO days. The superintendent may

elect to have up to twelve (12) days of unused PTO at their daily rate of pay put into either a 403b or HSA. This transaction can be done twice a year; six (6) days may be used by December 15th and six (6) days may be used by June 15th of each school calendar year.

Section 3. Holidays: The Superintendent shall be entitled to eleven (11) paid holidays as designated by the School Board each Contract year.

Paid holidays shall include 4th of July, Labor Day, Thanksgiving Day, the Friday after Thanksgiving Day, Christmas Eve, Christmas Day, and New Years Eve, New Years Day, Presidents Day, Good Friday (or a floating holiday if school is in session on Good Friday), Memorial Day.

Section 4. Workers' Compensation: Pursuant to M.S. Chapter 176, the Superintendent injured on the job in the service of the School District and collecting workers' compensation insurance may draw PTO and receive full salary from the School District, the salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from PTO.

Section 5. Bereavement Leave: The Superintendent shall be granted bereavement leave for a death within the Superintendent's immediate family. The time utilized shall be in an amount to be determined after conferring with the School Board Chair. Days utilized will be deducted from the Superintendent's PTO. "Immediate family" is defined as the Superintendent's spouse, child, parent, brother, sister, or other relative who was living in the same household as the Superintendent.

Section 6. Emergency Leave: The Superintendent may be granted paid emergency leave at the discretion of the School Board.

Section 7. Jury Service: The Superintendent who serves on jury duty shall be granted the day or days necessary as stipulated by the court to discharge this responsibility without any salary deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 8. Military Leave: Military leave shall be granted pursuant to applicable law.

Section 9. Disability: If the Superintendent is unable to perform his/her regular duties because of personal illness or disability and has exhausted all accumulated PTO, the School Board shall provide additional paid PTO at a salary equal to sixty-six (66) percent of the Superintendent's regular salary until the expiration of the waiting period for long-term disability insurance.

Section 10. Medical Leave: Pursuant to M.S. § 122A.40, subd. 12., the Superintendent shall have a right to a leave of absence for health reasons.

Section 11. Insurance Application: A Superintendent on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The Superintendent shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance. In the event the Superintendent is on paid leave from the School District under Section 4. above or supplemented by PTO pursuant to Section 4. above, the School District will continue insurance contributions as provided in this

Contract until PTO is exhausted. Thereafter, the Superintendent must pay the entire premium for any insurance retained.

ARTICLE VII - INSURANCE 6

Section 1. Health and Hospitalization and Dental Insurance: The School District shall provide, at School District expense, the Superintendent and the Superintendent's eligible dependents with 100% of the premium for health & hospitalization and dental insurance coverage under the School District's group health & hospitalization and dental insurance plans.

Section 2. Life Insurance: The School District shall contribute 100% of the premium towards a group term life insurance program with coverage of \$250,000 for the superintendent, \$5,000 on the spouse, and \$2,000 on each child who qualifies for and is enrolled in the School District group life insurance program.

Section 3. Long-Term Disability Insurance: The School District shall contribute 100% of the premium for long term disability insurance for the superintendent and is enrolled in the School District's long term disability insurance program. It is agreed and understood that said long term disability insurance shall provide combined monetary benefits to the superintendent of at least, but not limited to, 66% of the superintendent's normal salary.

Section 4. Eligibility: The eligibility of the Superintendent and the Superintendent's dependents and beneficiaries for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this Article.

Section 5. Claims Against the School District: The School District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the School District as a result of denial of insurance benefits by an insurer if the School District has purchased the policies and paid the premiums described in this Article.

ARTICLE VIII - OTHER BENEFITS

Section 1. Tax-Sheltered Annuities: The Superintendent is eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, M.S. § 123B.02, subd. 15, School District policy, and as otherwise provided by law. The superintendent shall be eligible for an annual School District matching contribution up to 3% of the superintendent's contract per contract year, on a dollar-for-dollar basis. Participation in the matching plan is voluntary.

Subd.1. Vendors: Participation in the benefits in this article is limited to a vendor from the School District vendor list.

Subd.2. Notice of Participation: To be eligible for the provisions of this article, the superintendent must notify the Pay and Benefits Coordinator, in writing, by July 1st of the superintendent's intention to participate in this matching

program and the amount of the superintendent's contribution. This notice shall continue from year to year at the specified amount unless the superintendent notifies the School District, in writing, otherwise.

Subd.3. Payment: The superintendent's contribution shall be made by payroll deduction.

Subd.4. Unpaid Leave: The superintendent on unpaid leave may not participate in the provisions of this article.

Subd.5. Applicable Statutes: The provisions of this article are subject to all limitations relating to such plans as provided by law. Annual contributions are limited by both Federal and State laws pursuant to M.S. 123B.02, Subd. 15. and Section 403(b) of the Internal Revenue Code.

Subd. 5-1. Superintendent Obligations: It shall be the superintendent's responsibility to ensure that their matching plan complies with all provisions of state and federal laws and regulations. Maximum contributions established in law or regulation shall not be exceeded. In the event this plan is determined to be non-qualified in accordance with any laws or IRS rules applicable to 457/403(b) plans, the plan shall terminate. During the next round of negotiations, the parties shall negotiate to correct the plan or find alternative plans allowed by law.

Subd. 5-2. School District Obligations: The School District's only obligation under this agreement is to contribute an amount to the appropriate deferred compensation or tax-deferred service provider. The School District has no additional responsibility regarding the security of or financial loss resulting from these or subsequent investments. The superintendent shall hold the School District harmless in the event of any financial, legal, or other difficulties encountered in the administration of this program. All concerns relating to the administration of these contributed funds shall be strictly a matter between the principal and the service provider.

Section 2. Vehicle: The School District shall provide the Superintendent with a monthly allowance of \$400 for business use of his/her private vehicle pursuant to M.S. § 471.665, subd. 3.

Section 3. Conferences and Meetings: The School District shall pay all legally-valid expenses and fees for the Superintendent's attendance at professional conferences and meetings with other educational agencies when such attendance is required, directed, or permitted by the School Board. The Superintendent shall periodically report to the School Board relative to all meetings and conferences attended. The Superintendent shall file itemized expense statements to be processed and approved as provided by School Board policy and law.

Section 4. Health Savings Account: On both July 1 and January 1 of each school calendar year, the School District shall deposit a maximum contribution of \$2,500 into the superintendent's health care savings account (total of \$5,000 per year), if enrolled in the high deductible health insurance plan.

ARTICLE IX - SALARY

Section 1. Annual Salary: The Superintendent shall be paid a 2023-2024 annual salary of \$170,000 for the contract year. The parties shall seek to agree by April 1 of each subsequent year of this Contract for the annual salary amounts for each remaining contract year, which will not be less than a one (1) percent increase in each subsequent contract year. During the term of this Contract, the annual salary may be modified but shall not be reduced. The annual salary shall be paid in twenty-four (24) equal installments during each contract year.

ARTICLE X - EVALUATE PERFORMANCE

The School Board shall oversee, direct, and evaluate the Superintendent's performance as the School Board sees fit. At least one week prior to each year's annual performance evaluation meeting with the School Board, the Superintendent shall submit a written summary of the specific ways that the annual performance goals have been met that includes a description of any School District accomplishments attained in furtherance of each performance goal. In addition to the Superintendent's written submission relating to the agreed-upon annual performance goals, the School Board also may consider and use other evaluation tools and assessments to measure other aspects of the Superintendent's performance in making its annual evaluation of the Superintendent.

ARTICLE XI - OTHER PROVISIONS

Section 1. Outside Activities: While the Superintendent shall devote full time and due diligence to the affairs and the activities of the School District, he/she may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the School Board, such activities do not impede the Superintendent's ability to perform the duties of the superintendency. However, the Superintendent may not engage in other employment, consultant service, or other activity for which a salary, fee, or honorarium is paid without the prior approval of the School Board.

Section 2. Indemnification and Provision of Counsel: In the event that an action is brought or a claim is made against the Superintendent arising out of or in connection with his/her employment and the Superintendent is acting within the scope of employment or official duties, the School District shall defend and indemnify the Superintendent to the extent provided by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District in this regard shall be subject to the limitations as provided in M.S. Chapter 466.

Section 3. Dues: The Superintendent is encouraged to belong to and participate in appropriate professional, educational, economic development, community, and civic organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay the membership dues for such organizations as are required, directed, or permitted by the School Board. The Superintendent shall present appropriate statements for approval as provided by law.

Section 4. Medical Examination: The Superintendent shall have a comprehensive medical examination not less than once every three (3) years. A summary document from the physician certifying the fitness of the Superintendent to perform the duties of the position shall be provided to the School Board Chair. The cost of said examination not covered by the School District's insurance program shall be paid by the School District.

Section 5. Technology Devices: At its sole discretion, the School District shall provide to Superintendent, at School District expense, a cell phone and a laptop computer and/or tablet, hereinafter "Technology Devices." the School District shall pay any costs and expenses associated with owning, licensing, operating and maintaining such Technology Devices. This does not include costs associated

with maintaining home internet access. All Technology Devices so provided are the property of the School District and shall have the right to control the access to, and use of, Technology Devices through its Board policies, including its technology use policies, personnel policies, and its risk management policies.

All District-provided Technology Devices are provided to facilitate performance of Superintendent's duties and obligations as an employee of the School District. Superintendent may use District-provided Technology Devices for personal use within reasonable limits and in a manner consistent with Board policies, including its technology use policies, personnel policies, and its risk management policies. Superintendent shall not use any Technology Device in any manner that is inconsistent with such policies.

When Technology Devices are provided by the School District, the Superintendent shall conduct District business on devices that are provided or owned by the District.

Superintendent hereby waives any and all rights and protections over the content of any Technology Device or other electronic device (e.g., cell phone, computer, tablet) on which he or she has conducted any District business, regardless of whether the device is provided by the School District pursuant to the Contract. This waiver permits the School District or anyone authorized by the Board to examine the contents of any such device without requiring additional permission, including, but not limited to, a separate waiver or a warrant.

ARTICLE XII - SEVERABILITY

The provisions of this Contract shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Contract or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed my signature this 15 day of March, 2023.



Superintendent

IN WITNESS WHEREOF, we have subscribed our signatures this ____ day of _____, 2023.

School Board Chair

School Board Clerk



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

Subject: Policy Updates – First Reading

Meeting Date: March 20, 2023

Prepared by: Superintendent’s Office

Date Prepared: March 7, 2023

Information Briefing Action Enclosure Item(s)

Below is a summary of the changes of several policies. These changes update references and introduce a new policy. This is a **First reading** of the following policies:

516.5	Overdose Medications	New Policy
750R	Payment for Food and Drinks	New Policy
801	Equal Access to School Facilities	Update References
802	Disposition of Obsolete Equipment	Update Reference
805	Waste Reduction and Recycling	Update References
806	Crisis Management Policy	Update References



Adopted: 04/17/2023

Orig. 2023

Reviewed:

Revised: __

516.5 OVERDOSE MEDICATION

[Note: School districts are not required to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of a prescription medication, particularly to an individual to whom it was not prescribed. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **“Drug-related overdose”** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **“Naloxone Coordinator”** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The



Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district’s Naloxone Coordinator is [insert title of staff person appointed as coordinator].

- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.



3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

B. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

C. School District Staff



School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

- Legal References:**
- Minn. Stat. § 13.32 (Educational Data)
 - Minn. Stat. § 13.43 (Personnel Data)
 - Minn. Stat. § 13.37 (General Nonpublic Data)
 - Minn. Stat. § 121A.21 (School Health Services)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 144.344 (Emergency Treatment)
 - Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
 - Minn. Stat. § 152.01 (Definitions)
 - Minn. Stat. § 152.02 (Schedules of Controlled Substances)
 - Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)
 - Minn. Stat. § 604A.01 (Good Samaritan Law)
 - Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
 - Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)



Rockford Area School District #883 -- Policy 516.5

Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

ⁱ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."



Adopted: 03/20/2023

Orig. 2023

Reviewed:

Revised: __

750R PAYMENT FOR FOOD AND DRINK POLICY

I. PURPOSE

The purpose of this policy is to establish the parameters for purchase of and payment for food and drink for events using District funds.

II. GENERAL STATEMENT

A. The District does not on a regular basis use district funds for the purchase of food and drink consumed by employees of the district or its guests. However, the Board of Education recognizes that it is sometimes necessary to provide refreshments at District sponsored functions. Such expenditures are permitted at meetings when the Superintendent, or the Superintendent's designee, determines that expenditures of funds for this purpose serve a district purpose or as otherwise permitted by this policy and any rules promulgated by the Superintendent.

Nothing in this policy prohibits employees from providing refreshments at their own expense at other meetings, training sessions or similar functions.

II. METHOD OF PAYMENT

A. The preferred method of procurement of food and drink for permissible purposes is the general requisition and purchase order process. In rare situations a district purchasing card, or reimbursement may be used to pay for food and drink. Reimbursement is not the preferred method and may be strictly limited by the Superintendent. Persons who regularly purchase food and drink for district involved events should use the general requisition process.

III. APPROPRIATION OF FUNDS

A. Employees who appropriate district funds, whether from school, department or grant funds, for non-permissible expenditures for food and beverages shall be held personally responsible for these expenses. Employees may also be subject to disciplinary actions consistent with the terms of any employment contract, plan or collective bargaining unit contract to which the employee is a party.

B. Only commercially prepared food and beverages may be purchased with district funds.

IV. PERMISSIBLE EXPENDITURES

A. School, Department or grant funds may be used to pay the expenses for food and beverages served at District sponsored meetings where the primary audience is:



Rockford Area School District #883 -- Policy 750R

- Employees according to regulations established by the Superintendent.
- Parents or community members and students attending with parents at the event.
- Students and their employee chaperones participating in student government activities held during regular meal times.
- Students and their employee chaperones participating in school sponsored activities occurring outside of the regular school day held during generally scheduled meal times.



Adopted: 12/16/02

Reviewed: 2006

Revised: 08/19/13, 4/17/23

Orig. 1995

801 EQUAL ACCESS TO SCHOOL FACILITIES

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
 - 5. sanction meetings that are otherwise unlawful;
 - 6. limit the rights of groups of students based on the size of the group;
 - 7. abridge the constitutional rights of any person.



III. DEFINITIONS

- A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. "Secondary school" means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.



- B. Student groups meeting under this policy must comply with the following rules:
1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal has responsibility to:
1. Keep a log of application information.
 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 3. Note the condition of the facilities and equipment before and after use.
 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a



request to use school facilities.

- Legal References:** 20 U.S.C. §§ 4071-74 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, ~~1105 S.Ct. 2356~~ (1990)
Good News Club v. Milford Central School, 533 U.S. 98, ~~1215 S.Ct. 2093~~ (2001)
Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)
- Cross References:** MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)
~~MSBA Service Manual, Chapter 13, School Law Bulletin "O" (Equal Access Act)~~



Adopted: 06/19/06

Reviewed: 2019

Revised: 12/16/19, 04/17/2023

Orig. 1995

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure



of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a



period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:
 - a. another school district;
 - b. the state department of corrections;
 - c. the board of trustees of Minnesota State Colleges and Universities; or
 - d. the family of a student residing in the district whose total family income meets the federal definition of poverty.
 - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for



educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References:

Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (~~Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty~~ Sale or purchase of State Property; Penalty)
Minn. Stat. § 123B.29 (~~Sale of School Building~~ at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Cross References:

MSBA ~~Service Manual, Chapter 13~~, School Law Bulletin "F" (School District Contract and Bidding Procedures)



Adopted: 12/16/02

Reviewed: 2016

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Orig. 1996

805 WASTE REDUCTION AND RECYCLING

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property and the establishment of a program of education to develop an awareness of environmentally sound waste management. (~~Minn. Stat. § 115A.15, Subd. 1~~)

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

- A. "Lamp recycling facility" means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (~~Minn. Stat. § 116.93, Subd. 1~~)
- B. "Mixed solid waste" means garbage, refuse, source-separated compostable materials and other solid waste but does not include auto hulks, street sweepings, ash, construction debris, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters and other materials collected, processed, and disposed of as separate waste materials. (~~Minn. Stat. § 115A.03, Subd. 21~~)
- C. "Packaging" means a container and any appurtenant materials that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (~~Minn. Stat. § 115A.03, Subd. 22b~~)
- D. "Postconsumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (~~Minn. Stat. § 115A.03, Subd. 24b~~)
- E. "Rechargeable battery" means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Minnesota Pollution Control Agency (PCA) (Commissioner). (~~Minn. Stat. § 115A.9157~~)



- F. "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. ~~(Minn. Stat. § 115A.15, Subd. 1a(a))~~
- G. "Recyclable materials" means materials that are separated from mixed solid waste for the purpose recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes.. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. ~~(Minn. Stat. § 115A.03, Subd. 25a)~~
- H. "Recycling" means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. ~~(Minn. Stat. § 115A.03, Subd. 25b)~~
- I. "Resource conservation" means the reduction in the use of water, energy and raw materials. ~~(Minn. Stat. § 115A.03, Subd. 26a)~~
- J. "Reusable commodities" means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. ~~(Minn. Stat. § 115A.15, Subd. 1a(b))~~
- K. "Source-separated compostable materials" means mixed solid waste that:
 - 1. are separated at the source by waste generators for the purpose of preparing it for use as compost;
 - 2. are collected separately from other mixed municipal solid wastes and are governed by state licensing provisions;
 - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 - 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA's class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 - 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.~~(Minn. Stat. § 115A.03, Subd. 32a)~~
- L. "Waste reduction" or "source reduction" means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
 - 1. reusing the product in its original form;



2. increasing the life span of a product;
3. reducing material or the toxicity of material used in production or packaging; or
4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

~~(Minn. Stat. § 115A.03, Subd. 36b)~~

IV. WASTE DISPOSAL

A. The school district will attempt to decrease the amount of waste consumable materials by:

1. reduction of the consumption of consumable materials whenever practicable;
2. full utilization of materials prior to disposal;
3. minimization of the use of non-biodegradable products whenever practicable.

B. Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal. ~~(Minn. Stat. § 115A.151)~~

C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. ~~(Minn. Stat. § 115A.151)~~

D. Prior to entering into a contract for the management of mixed solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:

1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
2. develop and implement a plan for managing the potential liability; and
3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the district prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. ~~(Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)~~



- E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:
1. Solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
 2. the land unless approved by the PCA; or
 3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.
- ~~(Minn. Stat. § 115A.916)~~
- F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in solid waste; or
 2. in a wastewater disposal system.
- ~~(Minn. Stat. § 115A.932, Subd. 1(a))~~
- G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in a solid waste processing facility; or
 2. in a solid waste disposal facility.
- ~~(Minn. Stat. § 115A.932, Subd. 1(b))~~
- H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a



household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under ~~Minn. Stat. § Minnesota Statutes section 216B.241, Subds. Subdivision 2, and 4. (Minn. Stat. § 115A.932, Subd. 1(c))~~

- I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. ~~(Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)~~

- J. The school district may not place yard waste:
 - 1. in mixed municipal solid waste;
 - 2. in a disposal facility; ~~or~~
 - 3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
 - 4. in a plastic bag unless exempt as specified in ~~Minn. Stat. § Minnesota Statutes section 115A.931(c), (d), or (e). (Minn. Stat. § 115A.931)~~

- K. The school district may not place a telephone directory:
 - 1. in solid waste;
 - 2. in a disposal facility; or
 - 3. in a resource recovery facility, except a recycling facility. ~~(Minn. Stat. § 115A.951, Subd. 2)~~

- L. The school district may not:
 - 1. place major appliances in mixed municipal solid waste; or
 - 2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility. ~~(Minn. Stat. § 115A.9561)~~

- M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. ~~(Minn. Stat. § 115A.9565)~~



- N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries.
(Minn. Stat. § 115A.961, Subd. 3)

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

- A. When practicable and when the price of recycled materials does not exceed the price of non-recycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16C.073, Subd. 3(a))
- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16C.073, Subd. 3(b))
- C. Whenever practicable, the school district will:
1. purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent post-consumer material;
 2. purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;
 3. purchase paper which has not been dyed with colors, excluding pastel colors;
 4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
 5. use reusable binding materials or staples and bind documents by methods that do not use glue;
 6. use soy-based inks;
 7. purchase printer or duplication cartridges that:
 - a. have 10 percent post-consumer material; or
 - b. are purchased as remanufactured; or
 - c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minn. Stat. § Minnesota Statutes section 115A.03, Subd. subdivision 25b;
 8. produce reports, publications and periodicals that are readily recyclable;



9. purchase paper which has been made on a paper machine located in Minnesota; and
10. print documents on both sides of the paper where commonly accepted publishing practices allow.

~~(Minn. Stat. § 16C.073, Subd. 2)~~

- D. The school district may not use a specified product included on the prohibited products list published in the State Register. ~~(Minn. Stat. § 115A.9651)~~
- E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. ~~(Minn. Stat. § 16C.073, Subd. 3(b))~~
- F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids. ~~(Minn. Stat. § 16C.073, Subd. 3(b))~~

VI. OTHER

The policy of the school district to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional and state levels.

Legal References:	Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
	Minn. Stat. § 115A.03 (Definitions)
	Minn. Stat. § 115A.15 (State Government Resource Recovery)
	Minn. Stat. § 115A.151 (Recycling Requirements; Public Entities; Commercial Buildings; Sports Facilities) (State and Local Facilities)
	Minn. Stat. § 115A.46 (Regional and Local Solid Waste Management Plan; Requirements) (Requirements)
	Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)
	Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
	Minn. Stat. § 115A.9155 (Dispos ing al of Certain Dry Cell Batteries)
	Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
	Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
	Minn. Stat. § 115A.931 (Yard Waste ; Prohibition)
	Minn. Stat. § 115A.932 (Mercury Prohibition)
	Minn. Stat. § 115A.951 (Telephone Directories)
	Minn. Stat. § 115A.9561 (Major Appliances)
	Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
	Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
	Minn. Stat. § 115A.9651 Listed Metals in Specified Products, Enforcement)
	Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)



Minn. Stat. § 216B.241, Subds. ~~2 and 4~~ (Public Utilities; Energy Conservation and Optimization~~(Energy Conservation Improvement)~~)

Minn. Stat. § 458D.07 (Sewage Collection and Disposal)

National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References: None



Adopted: 09/18/00

Reviewed: 2014, 2022

Revised: 07/24/17, 04/14/2023

Orig. 1999

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, "school districts," shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation,



campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. This may include students who do not have a 504 plan or an individualized education program (IEP). The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may



change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with



students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with ~~Minn. Stat. §~~[Minnesota Statutes section 299F.30](#). See ~~Minn. Stat. §~~[Minnesota Statutes section 121A.035](#).



6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will 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 updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.



E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. . The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school’s building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community.-Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:



1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery
2. Fiscal recovery
3. Academic recovery
4. Social/emotional recovery.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons



- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants

School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power



plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References:

- Minn. Stat. Ch. 12 (Emergency Management)
- Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
- Minn. Stat. § 121A.035 (Crisis Management Policy)
- Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
- Minn. Stat. § 299F.30 (Fire Drill in School; **Doors and Exits**)
- Minn. Stat. § 326B.02, Subd. 6 (Powers)
- Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
- Minn. Stat. § 609.605, Subd. 4 (Trespasses **on School Property**)
- Minn. Rules Ch. 7511 (Fire **Safety Code**)
- 20 U.S.C. § 1681, *et seq.* (Title IX)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
- 20 U.S.C. § 7912 (Unsafe School Choice Option)
- 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:

- MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
- MSBA/MASA Model Policy 413 (Harassment and Violence)
- MSBA/MASA Model Policy 501 (School Weapons Policy)
- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
- MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
- <https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>
- [Comprehensive School Safety Guide](https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf)
- <https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>



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

Subject:

Meeting Date: March 20, 2023

Prepared by: Jeff Kienitz, Director of Technology

Date Prepared: March 16, 2023

Information Briefing Action Enclosure Item(s)

School Board Presentation – March 20, 2023
Presenter: Jeff Kienitz, Director of Technology
Length: 15 minutes

Welcome

Introduction and Framework

Select Technology Goals and Objectives

Information Security – Data Governance

Audits

ECMECC, MS-ISAC & CIS services being reviewed
FrSecure on hold for this FY
Continued Mitigation of previous 2 audits.

Admin Controls

Cyber-insurance renewal in process
Data Governance Planning – best practices

Technology Operations:

E911 compliance planning
Project: Fiber to Athletic Complex update
Project: Replacement of classroom interactive boards (Clever Touch)
- MS, encumbered, delivery in May, installation in June.
- REAMS, on agenda for Capital investment request (130 k)

Federal Grant Projects submitted: FY23-24

Athletic fields – “snack shack”
Athletics – ruggedized switches (3) installation/Access Points



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

Wireless network – licenses/selective upgrades
Cabling – general
Server room – fiber switch

Current Teaching and Learning Support Projects

Infinite Campus – Tableau deployment to Teachers/Counselors/Principals
Infinite Campus – Responsive Scheduling
Infinite Campus – Merged Middle School, Master Course, Flexible Grading
Infinite Campus – Summer School, and FY23 turnovers
Google – plagiarism check integration
1:1 Program Planning – draft report estimated end of April

District Support -

Projects –

Infinite Campus – Versatrans
Infinite Campus – Rschool
Infinite Campus – Eleyo
Infinite Campus – One Roster to Clever
Ed-Fi improvements
Building Security and Environmental Controls System
RecDesk Transition
Time Clock Transitions
Staff Transition
Data Retention Planning
Data Transfer Planning

Human Resources: Staff onboarding best practices audit/review
Business Services: budget reconciliation in process

Inter-Agency support highlights

ECMECC Security Conference highlights
CISA – Federal Cybersecurity & Infrastructure Security Agency – Cyber Hygiene
CIS – Center for Internet Security – Malicious Domain Blocking and Reporting
Federal K-12 Cyber Security Report – January 2023
National Cyber Security Strategy - March 2023
Internet contract – five year with MN IT/ECMECC, reduced cost.

Review and Comment -



School Board Meeting – March 20, 2023



Rockford Area Schools

*presented by,
Jeff Kienitz, Director of Technology*

March 20, 2023

#ROCKETS883





Agenda: Data Governance

Audits – continuing to mitigate

- ECMECC, MS-ISAC, and CIS services are being reviewed.
- FrSecure main audit on hold this FY.
- Continued Mitigation (Fr Secure/Amplified IT) is in progress.
- Firewall and Switches review in progress.

Admin Controls -

- Cyber Insurance renewals is in progress this week.
- Data Governance – best practices update and peer reviews.



Technology Operations

E911 Phone System Compliance Planning

In August 2019, the Commission adopted rules implementing two federal laws that strengthen emergency calling: Kari's Law and Section 506 of RAY BAUM'S Act.

Kari's Law



System must allow direct access to 911 without any access codes.



System must provide on-site notification that the call has occurred and from what station.

- Source: Cadybt.com



Technology Operations

RAY BAUM'S Act



Any call to 9-1-1 must deliver a dispatchable location to the PSAP/ECC (Public Safety Answering Point/Emergency Communications Center)



Any call to 9-1-1 must deliver a dispatchable location to on-site personnel.

Alyssa's Law



All public elementary and secondary schools to install either panic alarms or alternative emergency mechanisms approved by The Department of Education.



Project Updates

Project: Fiber to Athletic Complex update Includes RCC fiber installation.

Project: Replacement of classroom interactive boards (Clever Touch) MS, encumbered, delivery in May, installation in June.
REAMS, on agenda for capital investment request (130 k) for July?

Federal Grant Projects being submitted: FY23-24

Athletic fields – “snack shack”

Athletics – ruggedized switches (3) installation/Access Points

Wireless network – licenses/selective upgrades

Cabling – general

Server room – fiber switches (2)



Current Teaching & Learning Projects

Highlighting a few instructional projects being worked.

- Infinite Campus – Tableau deployment to Teachers/Counselors/Principals
- Infinite Campus – Responsive Scheduling
- Infinite Campus – Merged Middle School, Master Course, Flexible Grading
- Infinite Campus – Summer School, and FY23 turnovers
- Google – plagiarism check integration
- 1:1 Program Planning – draft report estimated end of April



Current District Level Projects

Highlighting District Level Projects

Infinite Campus – Versatrans conversion

Infinite Campus – Rschool back-end connections

Infinite Campus – Eleyo for Ed-Fi

Infinite Campus – One Roster updates to Clever

Infinite Campus – POS upgrades

Ed-Fi, MCCC, Perkins, ACT, behavioral data improvements

Building Security and Environmental Controls Systems

RecDesk Transition

Time Clock Transitions

Staff Transition programs

Data Retention Planning

Data Transfer Planning

Human Resources: Staff onboarding best practices audit/review

Business Services: budget reconciliation in process



Inter – Agency Support

A few Inter-Agency support highlights

ECMECC Security Conference highlights

CISA – Federal Cybersecurity & Infrastructure Security Agency – Cyber Hygiene

CIS – Center for Internet Security – Malicious Domain Blocking and Reporting

Federal K-12 Cyber Security Report – released January 2023

National Cyber Security Strategy – released March 2023

Internet contract – five year with MN IT/ECMECC, reduced cost.



Thank You.



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

Subject: Amendment to the Master Service Agreement-ICS

Meeting Date: March 20, 2023

Prepared by: Superintendent's Office

Date Prepared: March 15, 2023

Information Briefing Action Enclosure Item(s)

Ryan Hoffman from ICS to present the Amendment to the Master Service Agreement with ICS for Approval



AIA® Document G802™ – 2017

Amendment to the Professional Services Agreement

PROJECT: *(name and address)*

Rockford Area Schools, ISD 883
Multi-Purpose Room Addition and
Security Enhancements

Rockford Elementary School
7650 County Road 50
Rockford, MN 55373

Rockford Middle School
6051 Ash Street
Rockford, MN 55373

OWNER: *(name and address)*

Rockford Area Schools, Independent
School District 883
6051 Ash Street
Rockford, MN 55373

AGREEMENT INFORMATION:

Date: May 1, 2022

Rockford Area High School
7600 County Road 50
Rockford, MN 55373

ARCHITECT: *(name and address)*

ICS Consulting, LLC (ICS)
1331 Tyler Street NE, Suite 101
Minneapolis, MN 55413

AMENDMENT INFORMATION:

Amendment Number: 002

Date: March 20, 2023

The Owner and Architect amend the Agreement as follows:

This Amendment supplements the B132-2019, Standard Form of Agreement Between Owner and Architect, Construction Manager as Adviser Edition, and the C132-2019, Standard Form of Agreement Between Owner and Construction Manager as Adviser, dated May 1, 2022 between Rockford Area Schools, Independent School District 883 and ICS as (Program Manager or Construction Manager) for the project known as Rockford Area Schools LTFM and CFB projects.

General Summary:

The project will consist of input, design and construction management of Long Term Facilities Maintenance (LTFM) and Capital Facility Bonds (CFB) projects.

Specific areas to be addressed:

Rockford Area High School

- Enhanced secure entrance with access, alarm and security system modifications
- Building separation doors and Door/Hardware modifications
- Signage
- Flooring replacement - RCC
- Storage enhancements

Rockford Middle School

- Enhanced secure entrance with access, alarm and security system modifications also including furniture - Middle School
- Enhanced secure entrance access, alarm and security system modifications - District Office
- Signage

Rockford Elementary School

- Enhanced secure entrance with access, alarm and security system modifications
- Roof replacement

Construction Supervision Required:

ICS will provide Construction Oversight, Management and periodic Site Supervision in relation to these projects.

The Architect's compensation and schedule shall be adjusted as follows:

Rockford Area High School

Construction budget - \$1,250,000-\$1,500,000

Rockford Middle School

Construction budget - \$300,000-\$325,000

Rockford Elementary School

Construction budget - \$2,000,000-\$2,100,000

Budget Summary:

Construction: \$3,550,000-\$3,925,000

Project Costs: \$550,000-\$600,000

Total Project: \$5,000,000-\$5,400,000 (including soft costs)

Proposed Fee:

Fee Basis Amount: 8% design and 3% Construction Management

Reimbursable allocation: Per Master Service Agreement Dated May 1, 2022

Total Fee for project: \$521,039

Schedule Adjustment:

Design and Procurement: Spring 2023

Construction: Summer 2023 - Fall 2024 (Roof Replacement - Summer 2024)

Completion: Winter 2024

SIGNATURES:

ICS Consulting, LLC (ICS)

Rockford Area Schools, Independent
School District 883

ARCHITECT *(Firm name)*

OWNER *(Firm name)*

Andy Faulkner, Executive Vice
President

Rhonda Dean, Superintendent

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

DATE

DATE