



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for May 20, 2024

6:30 PM

District Board Room

6051 Ash Street

Rockford, MN 55373

| | | |
|----|--|------------------|
| 1. | <u>CALL MEETING TO ORDER</u> | |
| | A. Pledge of Allegiance | |
| | B. Board Roll Call | |
| 2. | <u>APPROVAL OF AGENDA</u> | |
| 3. | <u>PUBLIC COMMENTS</u> | |
| 4. | <u>CONSENT ITEMS</u> | |
| | A. Consent--Approval of Minutes | 3 |
| | B. Consent--Personnel | 12 |
| | C. Consent--Approval of Bills and Wire Transfers | 13 |
| | D. Consent--Approval of Open Enrollments | 29 |
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| 6. | <u>STUDENT ACHIEVEMENT AND GROWTH</u> | |
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| | B. Board Meeting Schedule 2024-2025 | 174 |
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| | 1. RAS Parent and Student Handbook 2024-2024 | 179 |



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883 BOARD OF EDUCATION

| | | |
|-----|---|-----|
| 2. | RAS Staff Handbook 2024-2025 | 247 |
| 3. | Galaxy Handbooks | 288 |
| 4. | ECFE Handbooks | 315 |
| D. | Board Reviewed Policy 1st Read | 331 |
| E. | MSBA Policy Updates 1st Reading | 356 |
| 10. | <u>COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP</u> | |
| A. | Resolution of Acknowledgment of Contributions/Donations | 395 |
| B. | Policy Committee Meeting: Monday, June 17, 2024 at 12:00pm in the District Office Board Room. Board of Education Work Session: Monday, June 17, 2024 at 5:00 pm in the District Office Board Room. Regular Meeting of the Board of Education: Monday, June 17, 2024 at 6:30 pm in the District Office Board Room. | |
| C. | Board Committee Updates | |
| 11. | <u>ADJOURNMENT</u> | |

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 | Amy Edwards |
| Eric Gordee | Jessica Johnson |
| Jenny Kneeland | Dr. Beth Praska |
| Superintendent Dr. Jeff Ridlehoover | |



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Work Session Minutes
Monday, April 1, 2024

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, April 1, 2024 in the District Board Room. Amy Edwards called the work session meeting to order at 6:30 pm. Members Edwards, Gordee, Praska, Johnson, and Hillstrom were present. Also present was Superintendent Jeff Ridlehoover, Director of Technology Jeff Kienitz, and Director of Business Operations Michael McNulty. Member Praska was absent.

- Tech. Levy Discussion
 - Technology Director Jeff Kienitz presented Tech Levy options.
- DOP Presentation
 - Dr. Jeff Ridlehoover presented the new District Operations Plan
- Board Handbook
 - Dr. Jeff Ridlehoover presented the new board handbook to the board to review.
- Elementary Roofing Project and Superintendent/Board Authority Parameters.
 - The board discussed parameters around the roofing project authority.

Adjourned 8:25 pm

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk



Independent School District #883

Regular School Board Meeting

April 17, 2024

Pursuant to due call and notice, the Rockford Board of Education met in a Regular School Board Meeting on Wednesday, April 17, 2024 at Corcoran City Hall. Chair Gordee called the meeting to order at 6:30 pm. Members Gordee, Kneeland, Johnson, Praska and Hillstrom were present. Also present was Superintendent Jeff Ridlehoover, Director of Finance and Operations Michael McNulty, REAMS Principal Brenda Nyhus, Teacher Polly Trandal, Teacher Rachel Yakesh, Director of Buildings and Grounds Jim Leuer, Band Director Jerald Ferdig, Choir Director Dakota Anderson, Technology Director Jeff Kienetz, and Administrative assistant Courtney Neibert. Member Edwards arrived at 6:31pm.

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

APPROVAL OF AGENDA

Motion by Kneeland seconded by Johnson to approve the agenda. Motion passed unanimously.

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

Motion by Hillstrom, seconded by Kneeland to approve the consent items. Motion carried.

- **Minutes:**
 - March 18, 2024 Work Session
 - March 18, 2024 Regular Meeting

- **Personnel:**

| Status | First Name | Last Name | Position | Date(s) |
|-------------|------------|-----------|-----------------------------|-----------------------|
| New Hire | Anna | Sarkinen | REAMS SpEd Paraprofessional | April 1, 2024 |
| Resignation | Stephanie | Sauer | HS SpEd Teacher | June 5, 2024 |
| New Hire | Stephen | Nelson | RMS/RHS SpEd Teacher | 2024-2025 |
| Leave | Kylene | Hammer | REAMS 2nd Grade | 5/19/2024 - 6/5/2024- |

- **Bills and Wire Transfers:**

March 2024 Disbursements Paid (listings attached):

| | |
|-------------------------------|---------------------|
| Fund 01 General Fund | \$907,073.08 |
| Fund 01 Payroll | \$560,876.56 |
| Fund 02 Food Service | \$230,575.32 |
| Fund 04 Community Services | \$ 20,578.65 |
| Fund 06 Building Construction | \$ 209,663.80 |
| Fund 07 Debt Redemption | \$ 0 |
| Fund 21 Student Activities | \$ 12,286.09 |
| Fund 45 OPEB Trust | \$ 0 |
| Total All Funds | \$ 1,941,053.50 |

- **Open Enrollments:**

Resident Students Attending Other Schools

| Grade | Non-Resident District | Number | Date Effective | Address Change/New Enrollment |
|-------|-----------------------|--------|----------------|-------------------------------|
|-------|-----------------------|--------|----------------|-------------------------------|

Non-Resident Students Attending Rockford

| Grade | Resident District | Number | Date Effective | Address Change/New Enrollment |
|-------|-------------------|--------|----------------|---|
| 8 | Princeton | 477 | 4/8/2024 | previously enrolled @ Rockford; didn't work out at new school |
| 5 | Buffalo | 877 | 9/5/2023 | family move, wanted to stay enrolled @ Rockford Schools |
| 2 | Buffalo | 877 | 9/5/2023 | family move, wanted to stay enrolled @ Rockford Schools |
| 3 | Osseo | 279 | 9/5/2023 | NEW ENROLLMENT; older sibling previously enrolled at Rockford |
| 3 | Anoka Hennepin | 11 | 9/5/2023 | NEW ENROLLMENT |
| 10 | Anoka Hennepin | 11 | 9/5/2023 | NEW ENROLLMENT |
| 5 | Buffalo | 877 | 4/1/2024 | family move, wanted to stay enrolled @ Rockford Schools |
| K | Buffalo | 877 | 9/5/2023 | NEW ENROLLMENT |

SUPERINTENDENT’S REPORT

- Dr. Jeff Ridlehoover presented an update on the schools.
- The Board presented the City of Corcoran with a plaque of appreciation for their partnership with the Rockford Area School District.

STUDENT ACHIEVEMENT AND GROWTH

- **REAMS Principal’s Update:** REAMS Principal Brenda Nyhus presented on topics including the 2nd grade concert, a visit from Author Margi Preus, kindness lessons, artists in residence, grandparent’s day, arts and academics night, spring field trips, and the all school song.
- **Band & Choir Trip Recap:** Band Director Jerald Ferdig and Choir director Dakota Anderson presented a recap of the recent band and choir trip to the board.

HEALTHY AND SUPPORTIVE ENVIRONMENT

- **Hr Department Update:** Director of Business Operations Mike McNulty presented an Hr department update on topics including the HSA/FSA vendor transition, employee handbook, seniority lists, and upcoming goals and projects.
- **Staff Recognition Program:** The board was presented with the staff recognition program for approval and selected the award selection committee members.

Motion by Edwards seconded by Kneeland to approve the staff recognition program as presented. Motion passed unanimously.

Members Praska, Johnson and Hillstrom were selected to serve on the committee.

STEWARDSHIP OF RESOURCES

- **Buildings and Grounds Report:** Director of Buildings and Grounds James Leuer presented on topics including the gymnastics gym brick wall, REAMS roofing project, 1000 hearts projects, HS baseball field, RAAA sports collaboration, and REAMS cleaning plan.
- **Discussion on potential technology levy:** The board continued to discuss a potential technology levy.

CULTURE OF COLLECTIVE PURPOSE

- **Learning and Innovation Report - 24-25 RAS Literacy Plan:** District Literacy Co-Leads Polly Trandahl and Rachel Yakesh presented on the implications/impact of the MDE READ Act with topics including the purpose of the literacy plan, a statement of goals and objectives, a statement of the process to assess, communication plan, intervention and enrichment supports, and the science of reading instructional pedagogy plans.
- **Handbook - Final Reading:** the board was presented the following handbooks for a first reading. RAS Parent and Student Handbook, RAS Staff Handbook, Galaxy Parent and Staff Handbooks, Early Childhood Parent and Staff Handbooks, and RAs Board Handbook.
- **Policy Update - Second Reading:** the board was presented with policy 406 for a second read.

Motion by Johnson seconded by Gordee to approve policy 406 as presented. Motion passed unanimously.

COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP

Kneeland motioned, seconded by Praska, 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> |
|--|---|--|
| Derrick Monroe | 3 55 gallon metal barrels for RHS Wood Shop & Metal Shop | General Fund Donation |
| Anonymous Donation | Kleenex for RMS | General Fund Donation |
| Feltl and Company (Mitchell Edwards) | 3 boxes of copy paper | General Fund Donation |
| Ronald Jorgenson Family Trust (Tanya D'Amico, Trustee) | \$100.00 | RHS FFA Fund Donation |
| Ronald Jorgenson Family Trust (Tanya D'Amico, Trustee) | \$100.00 | RHS FFA Fund Donation |
| Michael & Jodi Hreha | \$40.00 | RHS FFA Fund Donation |
| RAAA Volleyball | \$4,386.00 | RCC Fund (for purchase of a set of volleyball standards and net) |
| Rockford Education Foundation | \$1,550.00 | General Fund (REAMS 2nd grade songwriting) |
| Rockford Education Foundation | \$265.23 | General Fund (RHS Online Learning Tool for Math) |
| Rockford Education Foundation | \$979.40 | General Fund (RMS-CES Author Visit and Books) |
| Rockford Education Foundation | \$225.12 | General Fund (RHS Supplies for IB Biology Projects) |
| Rockford Education Foundation | \$154.05 | General Fund (RHS CNA Supplies) |
| Rockford Education Foundation | \$826.00 | General Fund (REAMS 2nd grade Stages Theater Fieldtrip) |
| Rockford Education Foundation | \$293.76 | General Fund (RHS Supplies for Rockee's Closet) |
| Delaney family | REAMS Supplies: Jenga & Headbands games, toothpicks & pipe cleaners; RMS Supplies: Book display stands, digital magnetic book shelves & Command poster strips | General Fund Donation |
| Abi Ketcher family | RMS Supplies: Scissors | General Fund Donation |
| Braaten Family | REAMS Supplies: Craft Paper, Black file folders | General Fund Donation |

| | | |
|-------------------------------------|--|-----------------------|
| Harrison Besser family | REAMS Supplies: 10 Who Was books | General Fund Donation |
| Luke Vajgrt family | RMS Supplies: Large box of pre-sharpened #2 pencils | General Fund Donation |
| Addie & Braden White family | RMS Supplies: Boxes of colored pencils, box of pencils and language poster | General Fund Donation |
| Liam Anderson family | RMS Supplies: 2 packs of 50 colored pencils | General Fund Donation |
| Adam Sonbol family | REAMS Supplies: Magnetic Place Value Blocks | General Fund Donation |
| Paula Cohen & Skylaer Anderson | REAMS Supplies: 6 Black Storage Crates, 3 Hole Punch, Magnetic Staple Puller, 26 Clipboards, and 44 Drawer Plastic Storage | General Fund Donation |
| Vesovic Family | RMS Supplies: Informational Science Book & Book Markers | General Fund Donation |
| Karyn Anderson & Brookelynn Steckel | REAMS Supplies: STEM Building Toys, Finger Flashlights, ABC Cookie Game, Number and Alphabet clips, Sensory Fidget Tubes, Phonics toolkit, paper towels, paperplates | General Fund Donation |
| Ashley Grinager | REAMS Supplies: Mr. Sketch Markers, Colored popsicle sticks | General Fund Donation |
| Renee LaPlume | RMS Supplies: 90 piece carpet markers floor dots | General Fund Donation |
| Eli Jensen family | RMS Supplies: Animal Battles Book Collection | General Fund Donation |
| Valeria Khruleva & Alexandra Ellina | RMS Supplies: 2 120 count Crayola Colored Pencils | General Fund Donation |
| Bohjanen Family | REAMS Supplies: City of Ember book series | General Fund Donation |
| Bronczyk Family | REAMS Supplies: Binder clips, toothpicks, bingo counters, pipe cleaners, classroom snacks | General Fund Donation |

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

Whereupon said resolution was declared duly passed and adopted.

● **Upcoming Meetings:**

- Operations Committee Meeting: Thursday, April 18, 2024 at 8:00 am virtually via Google Meet. Video call link: <https://meet.google.com/gae-hkfd-cyn> Or dial: [?\(US\) +1 551- 900-1042?](tel:+15519001042) PIN: [?965 501 385?#](tel:+1965501385).
- Finance Committee Meeting: Thursday, May 16, 2024 at 8:00 am in the District Office Board Room.
- Work Session of the Board of Education: Monday, May 20, 2024 at 5:30 pm in the District Office Board Room.
- Regular Meeting of the Board of Education: Monday, May 20, 2024 at 6:30 pm in the District Office Board Room.

● **Board Committee Updates:**

- Gordee - MSBA Board Chats, Board Prep call, AMSD meeting.
- Edwards - Board Prep, Communications Committee Meeting.
- Kneeland - Nourishing Hope, Safe Routes to School, City Council meeting.
- Hillstrom - MSBA coffee and conversation, MSBA webinars, Policy Committee meeting, MAWSECO meeting, Handbook meeting.
- Praska - Policy Committee meeting, Communications Committee Meeting.
- Johnson - MAWSECO, Handbook meeting, Policy Committee Meeting.

● **Closed Session - Negotiations Strategy Motion by Johnson seconded by Gordee to enter into closed session to discuss negotiations strategies pursuant to Minnesota Statute**

section 13D.03. Motion passed unanimously. The Board entered into closed session for negotiations strategies at 8:25 pm.

Johnson motioned to return to open session. Gordee seconded. Motion passed unanimously. Returned to open session at 8:55 pm.

Praska motioned to adjourn the meeting at 8:56 p.m. Gordee seconded. Motion carried unanimously.

*Courtney Neibert
Recorder*

*Jamie Hillstrom
Clerk*

Apr 17, 2024 | 📅 Policy Committee

Attendees: Jeff Ridlehoover Jamie Hillstrom Jessica Johnson Beth Praska

Meeting called to order at 5:00pm

Notes

- Discussed Policies 207, 208, 209, 210, 211, 212, 213, 214 and 601
- Discussed removing 209 addendum and moving those items to the new School Board Handbook.

Meeting adjourned at 5:51pm



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

Subject: Consent Personnel

Meeting Date: May 20, 2024

Prepared By: Human Resources Office

Date Prepared: May 17, 2024

| | | | | | | | |
|--------------------------|-------------|--------------------------|----------|-------------------------------------|--------|--------------------------|-------------------|
| <input type="checkbox"/> | Information | <input type="checkbox"/> | Briefing | <input checked="" type="checkbox"/> | Action | <input type="checkbox"/> | Enclosure Item(s) |
|--------------------------|-------------|--------------------------|----------|-------------------------------------|--------|--------------------------|-------------------|

Personnel Items:

| Status | First Name | Last Name | Position | Date(s) |
|-------------|------------|---------------------|---------------------------------|----------------|
| New Hire | Faith | Lusk | REAMS SpEd Paraprofessional | April 19, 2024 |
| Resignation | Joe | Ramstad | HS Ag/Tech | June 5, 2024 |
| Leave | John | Jorgensen | HS Custodian | April 16, 2024 |
| Leave | Kendra | Weiland | RMS SpEd Paraprofessional | May 30, 2024 |
| Leave | Tehya | Lehmann | REAMS SpEd Teacher | May 17, 2024 |
| Leave | Meghan | Larson | REAMS/RHS Music | 2024-2025 |
| Resignation | Alyana | Maher | RHS Health/PE | June 5, 2024 |
| Resignation | Tamsin | Olson | REAMS Theater | June 5, 2024 |
| Resignation | Connie | Leuer | Dist Wide - Data Specialist | May 10, 2024 |
| Resignation | Joseph | Huber | RHS Business | June 5, 2024 |
| Resignation | Devin | Muckenhirn | REAMS/RHS SpEd Paraprofessional | June 5, 2024 |
| Non-Renewal | Lindsey | Seabright | REAMS Kindergarten | June 5, 2024 |
| Non-Renewal | Krista | Schroeder | REAMS Kindergarten | June 5, 2024 |
| Non-Renewal | Kiley | Broste | REAMS 4th Grade | June 5, 2024 |
| Non-Renewal | Joshua | Westgaard | RMS SpEd Teacher | June 5, 202 |
| Non-Renewal | Taylor | Purington | RMS Math | June 5, 202 |
| Non-Renewal | Andrea | Berens | RMS SpEd Teacher | June 5, 202 |
| Non-Renewal | Preeti | Raghaven Srinivasan | RMS TOSA | June 5, 202 |
| Non-Renewal | Dakota | Andersen | RMS/RHS Choir | June 5, 202 |
| Lane Change | Leah | Nelson | BA 7 to BA+10 7 | May 15, 2024 |



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Consent Bills Paid and Wires in April 2024*

Meeting Date: May 20, 2024

Prepared by: Mike McNulty

Date Prepared: May 14, 2024

Information Briefing Action Enclosure Item(s)

April 2024 Disbursements Paid (listings attached):

| | |
|-------------------------------|---------------------|
| Fund 01 General Fund | \$509,338.63 |
| Fund 01 Payroll | \$447,894.30 |
| Fund 02 Food Service | \$ 93,392.40 |
| Fund 04 Community Services | \$ 25,292.35 |
| Fund 06 Building Construction | \$11,706.19 |
| Fund 07 Debt Redemption | \$ 0 |
| Fund 21 Student Activities | \$ 19,715.02 |
| Fund 45 OPEB Trust | \$ 0 |
| Total All Funds | \$ 1,107,338.89 |

Rockford ISD #0883 Payment Reg by Bank and Check

| | | | | | | | | | | | Pay/Void | | |
|------|-------|--------|----------|----------|----------|-------|-----------------------------------|---------------------|-------|-------|----------|------------|-----------|
| Bank | Batch | Pmt No | Check No | Pay Type | Grp Code | Rcd | Vendor | Tax Class | Print | Recon | Void | Date | Amount |
| AS2 | | 60669 | 106354 | Check | 1 2009 | | EDUCATION MINNESOTA ROCKFORD | | Yes | No | No | 04/01/2024 | 10,638.28 |
| AS2 | | 60670 | 106355 | Check | 1 1644 | | ISD #883 EDUCATION FOUNDATION | | Yes | No | No | 04/01/2024 | 589.00 |
| AS2 | | 60671 | 106356 | Check | 1 1969 | | SCHOOL SERVICE EMPLOYEES | | Yes | No | No | 04/01/2024 | 1,815.36 |
| AS2 | | 60672 | 106357 | Check | 1 8170 | remit | US BANCORP GOV'N'T LEASING & FINA | C Corporation | Yes | No | No | 04/01/2024 | 7,569.12 |
| AS2 | | 60678 | 106358 | Check | 1 1192 | | VERIZON WIRELESS | | Yes | No | No | 04/02/2024 | 340.31 |
| AS2 | | 60700 | 106359 | Check | 1 6623 | | ADVANCED IMAGING SOLUTIONS | | Yes | No | No | 04/05/2024 | 5,504.98 |
| AS2 | | 60709 | 106360 | Check | 1 8502 | | ALEXANDRIA TECHNICAL & COMMUNIT | | Yes | No | No | 04/05/2024 | 2,126.70 |
| AS2 | | 60708 | 106361 | Check | 1 8399 | | AMPION PBC | C Corporation | Yes | No | No | 04/05/2024 | 204.78 |
| AS2 | | 60697 | 106362 | Check | 1 6015 | | AWARDS DIRECT | | Yes | No | No | 04/05/2024 | 101.72 |
| AS2 | | 60710 | 106363 | Check | 1 8557 | remit | BFG SUPPLY CO., LLC | LLC - C Corp | Yes | No | No | 04/05/2024 | 327.50 |
| AS2 | | 60683 | 106364 | Check | 1 1180 | | CENTERPOINT ENERGY | | Yes | No | No | 04/05/2024 | 7,031.58 |
| AS2 | | 60684 | 106365 | Check | 1 1181 | | CITY OF ROCKFORD | | Yes | No | No | 04/05/2024 | 1,762.54 |
| AS2 | | 60685 | 106366 | Check | 1 1181 | | CITY OF ROCKFORD | | Yes | No | No | 04/05/2024 | 65.00 |
| AS2 | | 60686 | 106367 | Check | 1 1200 | | CUB FOODS - BUFFALO | | Yes | No | No | 04/05/2024 | 1,070.47 |
| AS2 | | 60699 | 106368 | Check | 1 6377 | | DISH | | Yes | No | No | 04/05/2024 | 262.18 |
| AS2 | | 60704 | 106369 | Check | 1 8265 | | DOMINO'S PIZZA | | Yes | No | No | 04/05/2024 | 150.57 |
| AS2 | | 60711 | 106370 | Check | 1 8678 | remit | EDFINMN LLC | S Corporation | Yes | No | No | 04/05/2024 | 10,220.25 |
| AS2 | | 60713 | 106371 | Check | 1 8701 | Remit | GAME ONE | LLC - Partnership | Yes | No | No | 04/05/2024 | 520.66 |
| AS2 | | 60696 | 106372 | Check | 1 5177 | | HOLT - PETERSON CHARTER BUS | | Yes | No | No | 04/05/2024 | 1,465.00 |
| AS2 | | 60694 | 106373 | Check | 1 3679 | remit | INNOVATIVE OFFICE SOLUTIONS | | Yes | No | No | 04/05/2024 | 765.52 |
| AS2 | | 60691 | 106374 | Check | 1 2051 | | INTERMEDIATE DISTRICT 287 | | Yes | No | No | 04/05/2024 | 2,570.40 |
| AS2 | | 60705 | 106375 | Check | 1 8361 | | KAMIDA CONCRETE CONSTRUCTION, | S Corporation | Yes | No | No | 04/05/2024 | 3,605.00 |
| AS2 | | 60687 | 106376 | Check | 1 1437 | | KOIVISTO ELECTRICAL | | Yes | No | No | 04/05/2024 | 3,800.60 |
| AS2 | | 60703 | 106377 | Check | 1 8010 | | LANGUAGE LINE SERVICES | | Yes | No | No | 04/05/2024 | 69.60 |
| AS2 | | 60692 | 106378 | Check | 1 2518 | remit | MCGRAW - HILL SCHOOL EDUCATION | | Yes | No | No | 04/05/2024 | 616.91 |
| AS2 | | 60680 | 106379 | Check | 1 1039 | | MINNESOTA ELEVATOR, INC | | Yes | No | No | 04/05/2024 | 492.90 |
| AS2 | | 60681 | 106380 | Check | 1 1039 | | MINNESOTA ELEVATOR, INC | | Yes | No | No | 04/05/2024 | 472.19 |
| AS2 | | 60714 | 106381 | Check | 1 8750 | remit | MOUNTAIN CREST GARDENS | S Corporation | Yes | No | No | 04/05/2024 | 798.50 |
| AS2 | | 60682 | 106382 | Check | 1 1154 | | MSBA | | Yes | No | No | 04/05/2024 | 290.00 |
| AS2 | | 60698 | 106383 | Check | 1 6106 | remit | NATIONAL FFA ORGANIZATION | | Yes | No | No | 04/05/2024 | 704.70 |
| AS2 | | 60712 | 106384 | Check | 1 8689 | | O'LEARY, NINA | Ind/Sole Proprietor | Yes | No | No | 04/05/2024 | 962.50 |
| AS2 | | 60702 | 106385 | Check | 1 7873 | | ON SITE COMPANIES, INC. | | Yes | No | No | 04/05/2024 | 1,592.00 |
| AS2 | | 60693 | 106386 | Check | 1 2895 | | ROCKET BOOSTERS | | Yes | No | No | 04/05/2024 | 2,200.00 |
| AS2 | | 60688 | 106387 | Check | 1 1522 | | ROTO-ROOTER INC | | Yes | No | No | 04/05/2024 | 4,450.00 |
| AS2 | | 60679 | 106388 | Check | 1 1012 | | SCHOOL SPECIALTY INC | | Yes | No | No | 04/05/2024 | 102.16 |
| AS2 | | 60690 | 106389 | Check | 1 1933 | | SCSU - SENIOR TO SOPHOMORE | | Yes | No | No | 04/05/2024 | 3,300.00 |
| AS2 | | 60701 | 106390 | Check | 1 7545 | | TEACHERS ON CALL | | Yes | No | No | 04/05/2024 | 4,686.14 |
| AS2 | | 60689 | 106391 | Check | 1 1792 | | THREE RIVERS PARK DISTRICT | | Yes | No | No | 04/05/2024 | 150.00 |
| AS2 | | 60695 | 106392 | Check | 1 5149 | | TOLL COMPANY | | Yes | No | No | 04/05/2024 | 8,710.50 |

Rockford ISD #0883 Payment Reg by Bank and Check

| | | | | | | | | | | | Pay/Void | | |
|------|-------|--------|----------|----------|----------|-------|---------------------------------|---------------------|-------|-------|----------|------------|-----------|
| Bank | Batch | Pmt No | Check No | Pay Type | Grp Code | Rcd | Vendor | Tax Class | Print | Recon | Void | Date | Amount |
| AS2 | | 60706 | 106393 | Check | 1 8373 | | TWINS BALLPARK LLC | LLC - Partnership | Yes | No | No | 04/05/2024 | 1,158.00 |
| AS2 | | 60707 | 106394 | Check | 1 8391 | | US OMNI & TSACG COMPLIANCE SERV | C Corporation | Yes | No | No | 04/05/2024 | 277.40 |
| AS2 | | 60715 | 106395 | Check | 1 1181 | | CITY OF ROCKFORD | | Yes | No | No | 04/05/2024 | 11,706.19 |
| AS2 | | 60726 | 106396 | Check | 1 7981 | | AT&T MOBILITY | | Yes | No | No | 04/09/2024 | 38.23 |
| AS2 | | 60727 | 106397 | Check | 1 8402 | | REPUBLIC SERVICES, INC. | C Corporation | Yes | No | No | 04/09/2024 | 3,730.94 |
| AS2 | | 60725 | 106398 | Check | 1 1215 | | XCEL ENERGY | | Yes | No | No | 04/09/2024 | 19,582.63 |
| AS2 | | 60739 | 106399 | Check | 1 4335 | | 4 POINT 0 SCHOOL SERVICES | | Yes | No | No | 04/12/2024 | 79,925.06 |
| AS2 | | 60736 | 106400 | Check | 1 1492 | | ADAM'S PEST CONTROL INC | | Yes | No | No | 04/12/2024 | 376.04 |
| AS2 | | 60730 | 106401 | Check | 1 1159 | | BANKWEST-CASH | | Yes | No | No | 04/12/2024 | 100.00 |
| AS2 | | 60728 | 106402 | Check | 1 1054 | remit | CAROLINA BIOLOGICAL SUPPLY | | Yes | No | No | 04/12/2024 | 61.94 |
| AS2 | | 60731 | 106403 | Check | 1 1180 | | CENTERPOINT ENERGY | | Yes | No | No | 04/12/2024 | 6,669.32 |
| AS2 | | 60742 | 106404 | Check | 1 5124 | | DECKER EQUIPMENT/SCHOOL FIX | | Yes | No | No | 04/12/2024 | 75.85 |
| AS2 | | 60740 | 106405 | Check | 1 4864 | | DOLLAMUR SPORT SURFACES | LLC - Partnership | Yes | No | No | 04/12/2024 | 11,860.00 |
| AS2 | | 60751 | 106406 | Check | 1 8382 | | ECMECC | | Yes | No | No | 04/12/2024 | 9,306.00 |
| AS2 | | 60745 | 106407 | Check | 1 6872 | | GENERAL PARTS LLC | | Yes | No | No | 04/12/2024 | 1,253.62 |
| AS2 | | 60748 | 106408 | Check | 1 7738 | | GRANITE TELECOMMUNICATIONS, LLC | | Yes | No | No | 04/12/2024 | 869.65 |
| AS2 | | 60729 | 106409 | Check | 1 1057 | | HILLYARD | | Yes | No | No | 04/12/2024 | 65.93 |
| AS2 | | 60743 | 106410 | Check | 1 5177 | | HOLT - PETERSON CHARTER BUS | | Yes | No | No | 04/12/2024 | 850.00 |
| AS2 | | 60738 | 106411 | Check | 1 3679 | remit | INNOVATIVE OFFICE SOLUTIONS | | Yes | No | No | 04/12/2024 | 62.40 |
| AS2 | | 60737 | 106412 | Check | 1 2448 | | LHOTKA, MIKE | | Yes | No | No | 04/12/2024 | 155.00 |
| AS2 | | 60747 | 106413 | Check | 1 7697 | | MARISELA V NELSON INTERPRETING | | Yes | No | No | 04/12/2024 | 90.00 |
| AS2 | | 60757 | 106414 | Check | 1 8753 | | MARKGRAF, CAMEN | Ind/Sole Proprietor | Yes | No | No | 04/12/2024 | 100.00 |
| AS2 | | 60732 | 106415 | Check | 1 1394 | | MBNA/BUSINESS CARD | | Yes | No | No | 04/12/2024 | 12,440.98 |
| AS2 | | 60733 | 106416 | Check | 1 1394 | | MBNA/BUSINESS CARD | | Yes | No | No | 04/12/2024 | 4,587.16 |
| AS2 | | 60734 | 106417 | Check | 1 1394 | | MBNA/BUSINESS CARD | | Yes | No | No | 04/12/2024 | 3,073.19 |
| AS2 | | 60744 | 106418 | Check | 1 6356 | | MITEL NETSOLUTIONS | | Yes | No | No | 04/12/2024 | 5,148.97 |
| AS2 | | 60749 | 106419 | Check | 1 7771 | remit | MRI SOFTWARE, LLC | | Yes | No | No | 04/12/2024 | 84.00 |
| AS2 | | 60741 | 106420 | Check | 1 5006 | | OTTEN BROS | | Yes | No | No | 04/12/2024 | 191.16 |
| AS2 | | 60754 | 106421 | Check | 1 8732 | | QUENEMOEN, SHERYL | Ind/Sole Proprietor | Yes | No | No | 04/12/2024 | 100.00 |
| AS2 | | 60755 | 106422 | Check | 1 8744 | | RYMER, MITCHELL | Ind/Sole Proprietor | Yes | No | No | 04/12/2024 | 100.00 |
| AS2 | | 60752 | 106423 | Check | 1 8498 | | SCHMITT MUSIC ANOKA | | Yes | No | No | 04/12/2024 | 274.00 |
| AS2 | | 60750 | 106424 | Check | 1 8143 | | SCRIBBLES SOFTWARE | C Corporation | Yes | No | No | 04/12/2024 | 131.50 |
| AS2 | | 60753 | 106425 | Check | 1 8526 | | STAGES THEATRE COMPANY | C Corporation | Yes | No | No | 04/12/2024 | 850.00 |
| AS2 | | 60756 | 106426 | Check | 1 8752 | | STROHMAYER, MARY | Ind/Sole Proprietor | Yes | No | No | 04/12/2024 | 100.00 |
| AS2 | | 60746 | 106427 | Check | 1 7545 | | TEACHERS ON CALL | | Yes | No | No | 04/12/2024 | 3,863.60 |
| AS2 | | 60735 | 106428 | Check | 1 1416 | | WRIGHT COUNTY JOURNAL PRESS | | Yes | No | No | 04/12/2024 | 103.13 |
| AS2 | | 60758 | 106429 | Check | 1 8755 | | THE ACCIDENTAL ADULT, LLC | LLC - C Corp | Yes | No | No | 04/12/2024 | 900.00 |
| AS2 | | 60778 | 106430 | Check | 1 4335 | | 4 POINT 0 SCHOOL SERVICES | | Yes | No | No | 04/17/2024 | 7,328.72 |
| AS2 | | 60779 | 106431 | Check | 1 4335 | | 4 POINT 0 SCHOOL SERVICES | | Yes | No | No | 04/17/2024 | 35,921.59 |

Rockford ISD #0883 Payment Reg by Bank and Check

| | | | | | | | | | | | Pay/Void | | | |
|------|-------|--------|----------|----------|----------|----------|---------------------------------|---------------------|-------|-------|----------|------------|------------|--|
| Bank | Batch | Pmt No | Check No | Pay Type | Grp Code | Rcd | Vendor | Tax Class | Print | Recon | Void | Date | Amount | |
| AS2 | | 60811 | 106432 | Check | 1 8624 | | AGPARTS WORLDWIDE, INC. | S Corporation | Yes | No | No | 04/17/2024 | 508.50 | |
| AS2 | | 60773 | 106433 | Check | 1 2237 | | BERGMANN, TROY | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 90.00 | |
| AS2 | | 60787 | 106434 | Check | 1 6183 | | BUFFALO GUN CLUB, INC. | | Yes | No | No | 04/17/2024 | 308.00 | |
| AS2 | | 60768 | 106435 | Check | 1 1180 | | CENTERPOINT ENERGY | | Yes | No | No | 04/17/2024 | 4,441.97 | |
| AS2 | | 60810 | 106436 | Check | 1 8621 | | CESO TRANSPORTATION, LLC | LLC - S Corp | Yes | No | No | 04/17/2024 | 112,036.24 | |
| AS2 | | 60813 | 106437 | Check | 1 8702 | | CREATIVE NATIVE BEADING | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 184.79 | |
| AS2 | | 60791 | 106438 | Check | 1 6727 | remit | DAIKIN APPLIED | | Yes | No | No | 04/17/2024 | 1,491.00 | |
| AS2 | | 60804 | 106439 | Check | 1 8265 | | DOMINO'S PIZZA | | Yes | No | No | 04/17/2024 | 132.93 | |
| AS2 | | 60794 | 106440 | Check | 1 7201 | | DOORWAY TO COLLEGE FOUNDATION | Other | Yes | No | No | 04/17/2024 | 850.00 | |
| AS2 | | 60812 | 106441 | Check | 1 8678 | remit | EDFINMN LLC | S Corporation | Yes | No | No | 04/17/2024 | 6,400.00 | |
| AS2 | | 60785 | 106442 | Check | 1 5822 | | EDMENTUM | | Yes | No | No | 04/17/2024 | 2,520.00 | |
| AS2 | | 60817 | 106443 | Check | 1 8758 | | ELYEA-WHEELER, KURT | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 110.00 | |
| AS2 | | 60792 | 106444 | Check | 1 6872 | | GENERAL PARTS LLC | | Yes | No | No | 04/17/2024 | 856.90 | |
| AS2 | | 60809 | 106445 | Check | 1 8595 | remit | GILBERT MECHANICAL CONTRACTOR: | LLC - Partnership | Yes | No | No | 04/17/2024 | 4,227.68 | |
| AS2 | | 60784 | 106446 | Check | 1 5416 | | GRIMM DESIGN, LLC | | Yes | No | No | 04/17/2024 | 2,000.00 | |
| AS2 | | 60796 | 106447 | Check | 1 7677 | | HERMAN'S LANDSCAPE SUPPLIES INC | | Yes | No | No | 04/17/2024 | 2,040.00 | |
| AS2 | | 60770 | 106448 | Check | 1 1745 | | HIGHWAY 55 RENTAL | | Yes | No | No | 04/17/2024 | 147.98 | |
| AS2 | | 60766 | 106449 | Check | 1 1057 | | HILLYARD | | Yes | No | No | 04/17/2024 | 735.00 | |
| AS2 | | 60783 | 106450 | Check | 1 5245 | Hocokat: | HOCOKATA TI | | Yes | No | No | 04/17/2024 | 105.00 | |
| AS2 | | 60782 | 106451 | Check | 1 5177 | | HOLT - PETERSON CHARTER BUS | | Yes | No | No | 04/17/2024 | 3,300.55 | |
| AS2 | | 60775 | 106452 | Check | 1 2323 | | HOUSE OF PRINT | | Yes | No | No | 04/17/2024 | 5,053.52 | |
| AS2 | | 60777 | 106453 | Check | 1 4325 | | IMSE | | Yes | No | No | 04/17/2024 | 175.00 | |
| AS2 | | 60767 | 106454 | Check | 1 1102 | | JW PEPPER | | Yes | No | No | 04/17/2024 | 12.99 | |
| AS2 | | 60805 | 106455 | Check | 1 8361 | | KAMIDA CONCRETE CONSTRUCTION, | S Corporation | Yes | No | No | 04/17/2024 | 4,977.50 | |
| AS2 | | 60786 | 106456 | Check | 1 5974 | | KULLY SUPPLY | | Yes | No | No | 04/17/2024 | 244.82 | |
| AS2 | | 60789 | 106457 | Check | 1 6205 | | LAGERGREN, MARK | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 225.00 | |
| AS2 | | 60815 | 106458 | Check | 1 8756 | | LEHMBERG, TRAVIS | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 90.00 | |
| AS2 | | 60797 | 106459 | Check | 1 7697 | | MARISELA V NELSON INTERPRETING | | Yes | No | No | 04/17/2024 | 90.00 | |
| AS2 | | 60772 | 106460 | Check | 1 2216 | | MENARDS INC | | Yes | No | No | 04/17/2024 | 32.96 | |
| AS2 | | 60790 | 106461 | Check | 1 6250 | | MINNESOTA ZOO | | Yes | No | No | 04/17/2024 | 744.00 | |
| AS2 | | 60788 | 106462 | Check | 1 6187 | remit | MN FFA | | Yes | No | No | 04/17/2024 | 13.00 | |
| AS2 | | 60793 | 106463 | Check | 1 6913 | | NEE INVESTMENT 9, LLC | | Yes | No | No | 04/17/2024 | 454.03 | |
| AS2 | | 60764 | 106464 | Check | 1 1006 | | NORTHWEST SUBURBAN INTEGRATIC | | Yes | No | No | 04/17/2024 | 4,409.50 | |
| AS2 | | 60799 | 106465 | Check | 1 7873 | | ON SITE COMPANIES, INC. | | Yes | No | No | 04/17/2024 | 259.11 | |
| AS2 | | 60806 | 106466 | Check | 1 8412 | | PERFORMANCE FOODSERVICE | C Corporation | Yes | No | No | 04/17/2024 | 836.88 | |
| AS2 | | 60803 | 106467 | Check | 1 8189 | | PIECHOWSKI, DENNIS | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 110.00 | |
| AS2 | | 60769 | 106468 | Check | 1 1683 | | PUSH PEDAL PULL ¹⁶ | | Yes | No | No | 04/17/2024 | 2,299.00 | |
| AS2 | | 60808 | 106469 | Check | 1 8584 | | RAAA BASEBALL | | Yes | No | No | 04/17/2024 | 3,490.00 | |
| AS2 | | 60801 | 106470 | Check | 1 8100 | | REINDERS, INC. | | Yes | No | No | 04/17/2024 | 1,470.00 | |

Rockford ISD #0883 Payment Reg by Bank and Check

| | | | | | | | | | | | Pay/Void | | |
|------|-------|--------|----------|----------|----------|------|--|---------------------|-------|-------|----------|------------|-----------|
| Bank | Batch | Pmt No | Check No | Pay Type | Grp Code | Rcd | Vendor | Tax Class | Print | Recon | Void | Date | Amount |
| AS2 | | 60776 | 106471 | Check | 1 | 2952 | ROCKFORD CHIROPRACTIC | C Corporation | Yes | No | No | 04/17/2024 | 100.00 |
| AS2 | | 60818 | 106472 | Check | 1 | 8759 | ROISUM, DENNIS | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 110.00 |
| AS2 | | 60816 | 106473 | Check | 1 | 8757 | SCHMIDT, RICHARD | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 100.00 |
| AS2 | | 60807 | 106474 | Check | 1 | 8498 | SCHMITT MUSIC ANOKA | | Yes | No | No | 04/17/2024 | 287.80 |
| AS2 | | 60765 | 106475 | Check | 1 | 1012 | SCHOOL SPECIALTY INC | | Yes | No | No | 04/17/2024 | 32.49 |
| AS2 | | 60802 | 106476 | Check | 1 | 8143 | SCRIBBLES SOFTWARE | C Corporation | Yes | No | No | 04/17/2024 | 98.30 |
| AS2 | | 60800 | 106477 | Check | 1 | 8041 | SITEONE LANDSCAPE SUPPLY, LLC | | Yes | No | No | 04/17/2024 | 729.67 |
| AS2 | | 60774 | 106478 | Check | 1 | 2301 | STADTLANDER, DARWIN | | Yes | No | No | 04/17/2024 | 100.00 |
| AS2 | | 60780 | 106479 | Check | 1 | 4387 | TAHER INC - BIN# 135092 | | Yes | No | No | 04/17/2024 | 95,982.40 |
| AS2 | | 60795 | 106480 | Check | 1 | 7545 | TEACHERS ON CALL | | Yes | No | No | 04/17/2024 | 6,263.65 |
| AS2 | | 60798 | 106481 | Check | 1 | 7786 | REMIT TERRAFORM PHOENIX II ARCADIA | | Yes | No | No | 04/17/2024 | 272.97 |
| AS2 | | 60781 | 106482 | Check | 1 | 5149 | TOLL COMPANY | | Yes | No | No | 04/17/2024 | 69.99 |
| AS2 | | 60814 | 106483 | Check | 1 | 8754 | WALKER, ALEXIS | Ind/Sole Proprietor | Yes | No | No | 04/17/2024 | 100.00 |
| AS2 | | 60771 | 106484 | Check | 1 | 1841 | WRIGHT TECHNICAL CENTER | | Yes | No | No | 04/17/2024 | 963.62 |
| AS2 | | 60819 | 106485 | Check | 1 | 6847 | MN HS DECA | | Yes | No | No | 04/18/2024 | 8,418.00 |
| AS2 | | 60820 | 106486 | Check | 1 | 1826 | ANDERSON, BRIAN | Ind/Sole Proprietor | Yes | No | No | 04/19/2024 | 110.00 |
| AS2 | | 60829 | 106487 | Check | 1 | 6927 | BECK, MICHAEL | | Yes | No | No | 04/19/2024 | 136.00 |
| AS2 | | 60832 | 106488 | Check | 1 | 8760 | BULGER, LYNETTE | | Yes | No | No | 04/19/2024 | 180.00 |
| AS2 | | 60827 | 106489 | Check | 1 | 5507 | CITY OF GREENFIELD WATER & SEWE | | Yes | No | No | 04/19/2024 | 1,114.14 |
| AS2 | | 60826 | 106490 | Check | 1 | 4955 | remit HENNEPIN CO ACCOUNTS RECEIV | | Yes | No | No | 04/19/2024 | 1,540.00 |
| AS2 | | 60824 | 106491 | Check | 1 | 4507 | JENSEN, STEVE | Ind/Sole Proprietor | Yes | No | No | 04/19/2024 | 100.00 |
| AS2 | | 60825 | 106492 | Check | 1 | 4811 | KUPHAL BRENT | Ind/Sole Proprietor | Yes | No | No | 04/19/2024 | 110.00 |
| AS2 | | 60828 | 106493 | Check | 1 | 6847 | MN HS DECA | | Yes | No | No | 04/19/2024 | 100.00 |
| AS2 | | 60822 | 106494 | Check | 1 | 3400 | ORDWAY CENTER-EDUCATION SALES | | Yes | No | No | 04/19/2024 | 520.00 |
| AS2 | | 60831 | 106495 | Check | 1 | 8403 | WALLACE, ROXANE | Ind/Sole Proprietor | Yes | No | No | 04/19/2024 | 1,650.00 |
| AS2 | | 60830 | 106496 | Check | 1 | 7021 | WEIS, SCOTT | | Yes | No | No | 04/19/2024 | 100.00 |
| AS2 | | 60823 | 106497 | Check | 1 | 3433 | YAGER, MIKE | Ind/Sole Proprietor | Yes | No | No | 04/19/2024 | 100.00 |
| AS2 | | 60821 | 106498 | Check | 1 | 1945 | YOUTH FRONTIERS, INC. | | Yes | No | No | 04/19/2024 | 750.00 |
| AS2 | | 60833 | 106499 | Check | 1 | 1215 | XCEL ENERGY | | Yes | No | No | 04/22/2024 | 19,494.70 |
| AS2 | | 60867 | 106500 | Check | 1 | 8761 | A1 RENT IT/BROADWAY TENT & EVEN LLC - S Corp | | Yes | No | No | 04/26/2024 | 3,300.00 |
| AS2 | | 60849 | 106501 | Check | 1 | 3100 | AWARD EMBLEM MFG. CO., INC | | Yes | No | No | 04/26/2024 | 444.33 |
| AS2 | | 60846 | 106502 | Check | 1 | 2237 | BERGMANN, TROY | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 90.00 |
| AS2 | | 60862 | 106503 | Check | 1 | 8345 | BUFFALO BOOKS, LLC | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 245.54 |
| AS2 | | 60851 | 106504 | Check | 1 | 5871 | CARLSON'S PIANO WORLD | | Yes | No | No | 04/26/2024 | 1,279.95 |
| AS2 | | 60870 | 106505 | Check | 1 | 8764 | GRALAPP, CRAIG | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 110.00 |
| AS2 | | 60872 | 106506 | Check | 1 | 8766 | HAMLIN TRACK & FIELD | | Yes | No | No | 04/26/2024 | 60.00 |
| AS2 | | 60864 | 106507 | Check | 1 | 8397 | HEIDI'S GROWHAUS & LIFESTYLE GAR | S Corporation | Yes | No | No | 04/26/2024 | 753.28 |
| AS2 | | 60857 | 106508 | Check | 1 | 7681 | INTERNATIONAL BACCALAUREATE OF | | Yes | No | No | 04/26/2024 | 350.00 |
| AS2 | | 60847 | 106509 | Check | 1 | 2339 | ISD 876-ANNANDALE HIGH SCHOOL | | Yes | No | No | 04/26/2024 | 150.00 |

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 | Pay/Void | | Amount |
|-------------|-------|--------|----------|----------|----------|------|--|---------------------|-------|-------|----------|--------------|------------|
| | | | | | | | | | | | Void | Date | |
| AS2 | | 60871 | 106510 | Check | 1 | 8765 | JANET'S GYMNASTICS, LLC | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 325.00 |
| AS2 | | 60844 | 106511 | Check | 1 | 2196 | JOSTENS | | Yes | No | No | 04/26/2024 | 15.17 |
| AS2 | | 60838 | 106512 | Check | 1 | 1102 | JW PEPPER | | Yes | No | No | 04/26/2024 | 62.99 |
| AS2 | | 60852 | 106513 | Check | 1 | 6029 | KIDZART | | Yes | No | No | 04/26/2024 | 650.00 |
| AS2 | | 60850 | 106514 | Check | 1 | 4811 | KUPHAL BRENT | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 330.00 |
| AS2 | | 60858 | 106515 | Check | 1 | 7697 | MARISELA V NELSON INTERPRETING | | Yes | No | No | 04/26/2024 | 150.00 |
| AS2 | | 60845 | 106516 | Check | 1 | 2216 | MENARDS INC | | Yes | No | No | 04/26/2024 | 80.75 |
| AS2 | | 60869 | 106517 | Check | 1 | 8763 | MERRITT, GEDRIC | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 110.00 |
| AS2 | | 60853 | 106518 | Check | 1 | 6187 | remit MN FFA | | Yes | No | No | 04/26/2024 | 87.00 |
| AS2 | | 60856 | 106519 | Check | 1 | 6569 | NWEJE, KARLA | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 3,220.42 |
| AS2 | | 60859 | 106520 | Check | 1 | 7873 | ON SITE COMPANIES, INC. | | Yes | No | No | 04/26/2024 | 2,765.75 |
| AS2 | | 60865 | 106521 | Check | 1 | 8412 | PERFORMANCE FOODSERVICE | C Corporation | Yes | No | No | 04/26/2024 | 919.36 |
| AS2 | | 60866 | 106522 | Check | 1 | 8539 | PREHN, DAN | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 330.00 |
| AS2 | | 60854 | 106523 | Check | 1 | 6210 | remit PRO-ED INC. | | Yes | No | No | 04/26/2024 | 278.30 |
| AS2 | | 60848 | 106524 | Check | 1 | 2537 | REGION V | | Yes | No | No | 04/26/2024 | 6,291.75 |
| AS2 | | 60868 | 106525 | Check | 1 | 8762 | ROCKFORD AREA HISTORICAL SOCIE' | | Yes | No | No | 04/26/2024 | 2,000.00 |
| AS2 | | 60841 | 106526 | Check | 1 | 1719 | SCHOLASTIC BOOK FAIRS | | Yes | No | No | 04/26/2024 | 1,573.26 |
| AS2 | | 60837 | 106527 | Check | 1 | 1012 | SCHOOL SPECIALTY INC | | Yes | No | No | 04/26/2024 | 178.17 |
| AS2 | | 60855 | 106528 | Check | 1 | 6437 | TASC | | Yes | No | No | 04/26/2024 | 34.50 |
| AS2 | | 60840 | 106529 | Check | 1 | 1461 | REMIT THE INSTRUMENTALIST | | Yes | No | No | 04/26/2024 | 43.50 |
| AS2 | | 60842 | 106530 | Check | 1 | 1792 | THREE RIVERS PARK DISTRICT | | Yes | No | No | 04/26/2024 | 888.30 |
| AS2 | | 60861 | 106531 | Check | 1 | 8261 | TOTAL NETWORKX, INC. | S Corporation | Yes | No | No | 04/26/2024 | 725.00 |
| AS2 | | 60843 | 106532 | Check | 1 | 1828 | TRAEN, TODD | Ind/Sole Proprietor | Yes | No | No | 04/26/2024 | 220.00 |
| AS2 | | 60860 | 106533 | Check | 1 | 8170 | remit US BANCORP GOVN'T LEASING & FINA | C Corporation | Yes | No | No | 04/26/2024 | 7,569.12 |
| AS2 | | 60863 | 106534 | Check | 1 | 8391 | US OMNI & TSACG COMPLIANCE SERV | C Corporation | Yes | No | No | 04/26/2024 | 271.56 |
| AS2 | | 60839 | 106535 | Check | 1 | 1212 | VALLEYFAIR | | Yes | No | No | 04/26/2024 | 476.00 |
| AS2 | | 60873 | 106536 | Check | 1 | 1192 | VERIZON WIRELESS | | Yes | No | No | 04/30/2024 | 340.19 |
| Bank Total: | | | | | | | | | | | | \$659,444.59 | |
| PAY | | 60716 | | Wire | 1 | 4050 | AFLAC | | No | No | No | 04/01/2024 | 295.00 |
| PAY | | 60717 | | Wire | 1 | 5459 | LEGAL SHIELD | | No | No | No | 04/01/2024 | 111.62 |
| PAY | | 60718 | | Wire | 1 | 2470 | MSRS | | No | No | No | 04/01/2024 | 17,749.54 |
| PAY | | 60719 | | Wire | 1 | 2006 | US GOVERNMENT | | No | No | No | 04/01/2024 | 111,234.46 |
| PAY | | 60720 | | Wire | 1 | 1962 | MINNESOTA DEPT OF REVENUE | | No | No | No | 04/01/2024 | 18,738.76 |
| PAY | | 60721 | | Wire | 1 | 3370 | MN CHILD SUPPORT PMT CENTER | | No | No | No | 04/01/2024 | 261.00 |
| PAY | | 60722 | | Wire | 1 | 1937 | PUBLIC EMPLOYEES RETIREMENT AS' | | No | No | No | 04/01/2024 | 22,729.67 |
| PAY | | 60723 | | Wire | 1 | 1938 | TRA 18 | | No | No | No | 04/01/2024 | 59,242.45 |
| PAY | | 60724 | | Wire | 1 | 7649 | TSA CONSULTING GROUP, INC. | | No | No | No | 04/01/2024 | 31,183.78 |
| PAY | | 60759 | | Wire | 1 | 1962 | MINNESOTA DEPT OF REVENUE | | No | No | No | 04/16/2024 | 15,955.90 |

Rockford ISD #0883 Payment Reg by Bank and Check

| Bank | Batch | Pmt No | Check No | Pay Type | Grp Code | Rcd | Vendor | Tax Class | Pay/Void | | | | Amount |
|---------------|-------|--------|----------|----------|----------|------|---------------------------------|-----------|----------|-------|------|----------------|-----------|
| | | | | | | | | | Print | Recon | Void | Date | |
| PAY | | 60760 | | Wire | 1 | 2006 | US GOVERNMENT | | No | No | No | 04/16/2024 | 96,466.29 |
| PAY | | 60761 | | Wire | 1 | 3370 | MN CHILD SUPPORT PMT CENTER | | No | No | No | 04/16/2024 | 313.20 |
| PAY | | 60762 | | Wire | 1 | 1937 | PUBLIC EMPLOYEES RETIREMENT AS: | | No | No | No | 04/16/2024 | 15,052.00 |
| PAY | | 60763 | | Wire | 1 | 1938 | TRA | | No | No | No | 04/16/2024 | 57,511.43 |
| PAY | | 60834 | | Wire | 1 | 1962 | MINNESOTA DEPT OF REVENUE | | No | No | No | 04/22/2024 | 84.52 |
| PAY | | 60835 | | Wire | 1 | 1937 | PUBLIC EMPLOYEES RETIREMENT AS: | | No | No | No | 04/22/2024 | 73.80 |
| PAY | | 60836 | | Wire | 1 | 1938 | TRA | | No | No | No | 04/22/2024 | 343.66 |
| PAY | | 60877 | | Wire | 1 | 2006 | US GOVERNMENT | | No | No | No | 04/22/2024 | 547.22 |
| Bank Total: | | | | | | | | | | | | \$447,894.30 | |
| Report Total: | | | | | | | | | | | | \$1,107,338.89 | |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt 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 | 60669 | AS2 | 1 | 2009 | | EDUCATION MINNESO | 202410 | 0883 | 9167 | 0.00 | 5,319.14 | |
| | | | | | | | | | | 0883 | 60669 | AS2 | 1 | 2009 | | EDUCATION MINNESO | 202410 | 0883 | 9167 | 0.00 | 5,319.14 | |
| | | | | | | | | | | 0883 | 60670 | AS2 | 1 | 1644 | | ISD #883 EDUCATION F | 202410 | 0883 | 9167 | 0.00 | 294.50 | |
| | | | | | | | | | | 0883 | 60670 | AS2 | 1 | 1644 | | ISD #883 EDUCATION F | 202410 | 0883 | 9167 | 0.00 | 294.50 | |
| | | | | | | | | | | 0883 | 60671 | AS2 | 1 | 1969 | | SCHOOL SERVICE EMF | 202410 | 0883 | 9167 | 0.00 | 907.68 | |
| | | | | | | | | | | 0883 | 60671 | AS2 | 1 | 1969 | | SCHOOL SERVICE EMF | 202410 | 0883 | 9167 | 0.00 | 907.68 | |
| | | | | | | | | | | 0883 | 60672 | AS2 | 1 | 8170 | remit | US BANCORP GOVN'T I | 202410 | 0883 | 9167 | 0.00 | 7,569.12 | |
| | | | | | | | | | | 0883 | 60678 | AS2 | 1 | 1192 | | VERIZON WIRELESS | 202410 | 0883 | 9167 | 0.00 | 240.21 | |
| | | | | | | | | | | 0883 | 60679 | AS2 | 1 | 1012 | | SCHOOL SPECIALTY IN | 202410 | 0883 | 9167 | 0.00 | 102.16 | |
| | | | | | | | | | | 0883 | 60680 | AS2 | 1 | 1039 | | MINNESOTA ELEVATOF | 202410 | 0883 | 9167 | 0.00 | 492.90 | |
| | | | | | | | | | | 0883 | 60681 | AS2 | 1 | 1039 | | MINNESOTA ELEVATOF | 202410 | 0883 | 9167 | 0.00 | 472.19 | |
| | | | | | | | | | | 0883 | 60682 | AS2 | 1 | 1154 | | MSBA | 202410 | 0883 | 9167 | 0.00 | 230.00 | |
| | | | | | | | | | | 0883 | 60682 | AS2 | 1 | 1154 | | MSBA | 202410 | 0883 | 9167 | 0.00 | 60.00 | |
| | | | | | | | | | | 0883 | 60683 | AS2 | 1 | 1180 | | CENTERPOINT ENERG | 202410 | 0883 | 9167 | 0.00 | 2,384.07 | |
| | | | | | | | | | | 0883 | 60683 | AS2 | 1 | 1180 | | CENTERPOINT ENERG | 202410 | 0883 | 9167 | 0.00 | 4,397.75 | |
| | | | | | | | | | | 0883 | 60683 | AS2 | 1 | 1180 | | CENTERPOINT ENERG | 202410 | 0883 | 9167 | 0.00 | 249.76 | |
| | | | | | | | | | | 0883 | 60684 | AS2 | 1 | 1181 | | CITY OF ROCKFORD | 202410 | 0883 | 9167 | 0.00 | 1,227.69 | |
| | | | | | | | | | | 0883 | 60684 | AS2 | 1 | 1181 | | CITY OF ROCKFORD | 202410 | 0883 | 9167 | 0.00 | 524.14 | |
| | | | | | | | | | | 0883 | 60684 | AS2 | 1 | 1181 | | CITY OF ROCKFORD | 202410 | 0883 | 9167 | 0.00 | 10.71 | |
| | | | | | | | | | | 0883 | 60685 | AS2 | 1 | 1181 | | CITY OF ROCKFORD | 202410 | 0883 | 9167 | 0.00 | 65.00 | |
| | | | | | | | | | | 0883 | 60686 | AS2 | 1 | 1200 | | CUB FOODS - BUFFALC | 202410 | 0883 | 9167 | 0.00 | 53.95 | |
| | | | | | | | | | | 0883 | 60686 | AS2 | 1 | 1200 | | CUB FOODS - BUFFALC | 202410 | 0883 | 9167 | 0.00 | 11.90 | |
| | | | | | | | | | | 0883 | 60687 | AS2 | 1 | 1437 | | KOIVISTO ELECTRICAL | 202410 | 0883 | 9167 | 0.00 | 3,800.60 | |
| | | | | | | | | | | 0883 | 60688 | AS2 | 1 | 1522 | | ROTO-ROOTER INC | 202410 | 0883 | 9167 | 0.00 | 4,450.00 | |
| | | | | | | | | | | 0883 | 60689 | AS2 | 1 | 1792 | | THREE RIVERS PARK | 202410 | 0883 | 9167 | 0.00 | 150.00 | |
| | | | | | | | | | | 0883 | 60690 | AS2 | 1 | 1933 | | SCSU - SENIOR TO SOI | 202410 | 0883 | 9167 | 0.00 | 3,300.00 | |
| | | | | | | | | | | 0883 | 60691 | AS2 | 1 | 2051 | | INTERMEDIATE DISTRI | 202410 | 0883 | 9167 | 0.00 | 2,570.40 | |
| | | | | | | | | | | 0883 | 60692 | AS2 | 1 | 2518 | remit | MCGRAW - HILL SCHOI | 202410 | 0883 | 9167 | 0.00 | 616.91 | |
| | | | | | | | | | | 0883 | 60694 | AS2 | 1 | 3679 | remit | INNOVATIVE OFFICE S | 202410 | 0883 | 9167 | 0.00 | 454.80 | |
| | | | | | | | | | | 0883 | 60694 | AS2 | 1 | 3679 | remit | INNOVATIVE OFFICE S | 202410 | 0883 | 9167 | 0.00 | 36.22 | |
| | | | | | | | | | | 0883 | 60694 | AS2 | 1 | 3679 | remit | INNOVATIVE OFFICE S | 202410 | 0883 | 9167 | 0.00 | 274.50 | |
| | | | | | | | | | | 0883 | 60695 | AS2 | 1 | 5149 | | TOLL COMPANY | 202410 | 0883 | 9167 | 0.00 | 8,659.66 | |
| | | | | | | | | | | 0883 | 60695 | AS2 | 1 | 5149 | | TOLL COMPANY | 202410 | 0883 | 9167 | 0.00 | 50.84 | |
| | | | | | | | | | | 0883 | 60696 | AS2 | 1 | 5177 | | HOLT - PETERSON CH/ | 202410 | 0883 | 9167 | 0.00 | 1,465.00 | |
| | | | | | | | | | | 0883 | 60700 | AS2 | 1 | 6623 | | ADVANCED IMAGING S | 202410 | 0883 | 9167 | 0.00 | 5,504.98 | |
| | | | | | | | | | | 0883 | 60701 | AS2 | 201 | 7545 | | TEACHERS ON CALL | 202410 | 0883 | 9167 | 0.00 | 4,475.34 | |
| | | | | | | | | | | 0883 | 60702 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 154.00 | |
| | | | | | | | | | | 0883 | 60702 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 642.00 | |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt 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 | 60702 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I202410 | 0883 | 9167 | | 0.00 | 488.00 | |
| | | | | | | | | | | 0883 | 60702 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I202410 | 0883 | 9167 | | 0.00 | 308.00 | |
| | | | | | | | | | | 0883 | 60703 | AS2 | 1 | 8010 | | LANGUAGE LINE SERV 202410 | 0883 | 9167 | | 0.00 | 69.60 | |
| | | | | | | | | | | 0883 | 60704 | AS2 | 1 | 8265 | | DOMINO'S PIZZA 202410 | 0883 | 9167 | | 0.00 | 150.57 | |
| | | | | | | | | | | 0883 | 60705 | AS2 | 1 | 8361 | | KAMIDA CONCRETE C(202410 | 0883 | 9167 | | 0.00 | 3,605.00 | |
| | | | | | | | | | | 0883 | 60706 | AS2 | 1 | 8373 | | TWINS BALLPARK LLC 202410 | 0883 | 9167 | | 0.00 | 1,158.00 | |
| | | | | | | | | | | 0883 | 60707 | AS2 | 1 | 8391 | | US OMNI & TSACG COM202410 | 0883 | 9167 | | 0.00 | 277.40 | |
| | | | | | | | | | | 0883 | 60708 | AS2 | 1 | 8399 | | AMPION PBC 202410 | 0883 | 9167 | | 0.00 | 204.78 | |
| | | | | | | | | | | 0883 | 60709 | AS2 | 1 | 8502 | | ALEXANDRIA TECHNIC.202410 | 0883 | 9167 | | 0.00 | 2,126.70 | |
| | | | | | | | | | | 0883 | 60710 | AS2 | 1 | 8557 | remit | BFG SUPPLY CO., LLC 202410 | 0883 | 9167 | | 0.00 | 327.50 | |
| | | | | | | | | | | 0883 | 60711 | AS2 | 1 | 8678 | remit | EDFINMN LLC 202410 | 0883 | 9167 | | 0.00 | 10,220.25 | |
| | | | | | | | | | | 0883 | 60712 | AS2 | 1 | 8689 | | O'LEARY, NINA 202410 | 0883 | 9167 | | 0.00 | 962.50 | |
| | | | | | | | | | | 0883 | 60713 | AS2 | 1 | 8701 | Remi | GAME ONE 202410 | 0883 | 9167 | | 0.00 | 520.66 | |
| | | | | | | | | | | 0883 | 60714 | AS2 | 1 | 8750 | remit | MOUNTAIN CREST GAF202410 | 0883 | 9167 | | 0.00 | 798.50 | |
| | | | | | | | | | | 0883 | 60725 | AS2 | 1 | 1215 | | XCEL ENERGY 202410 | 0883 | 9167 | | 0.00 | 19,582.63 | |
| | | | | | | | | | | 0883 | 60726 | AS2 | 1 | 7981 | | AT&T MOBILITY 202410 | 0883 | 9167 | | 0.00 | 38.23 | |
| | | | | | | | | | | 0883 | 60727 | AS2 | 1 | 8402 | | REPUBLIC SERVICES, I202410 | 0883 | 9167 | | 0.00 | 3,730.94 | |
| | | | | | | | | | | 0883 | 60728 | AS2 | 1 | 1054 | remit | CAROLINA BIOLOGICAL202410 | 0883 | 9167 | | 0.00 | 61.94 | |
| | | | | | | | | | | 0883 | 60729 | AS2 | 1 | 1057 | | HILLYARD 202410 | 0883 | 9167 | | 0.00 | 65.93 | |
| | | | | | | | | | | 0883 | 60730 | AS2 | 1 | 1159 | | BANKWEST-CASH 202410 | 0883 | 9167 | | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60731 | AS2 | 1 | 1180 | | CENTERPOINT ENERG 202410 | 0883 | 9167 | | 0.00 | 372.79 | |
| | | | | | | | | | | 0883 | 60731 | AS2 | 1 | 1180 | | CENTERPOINT ENERG 202410 | 0883 | 9167 | | 0.00 | 5,283.39 | |
| | | | | | | | | | | 0883 | 60731 | AS2 | 1 | 1180 | | CENTERPOINT ENERG 202410 | 0883 | 9167 | | 0.00 | 274.09 | |
| | | | | | | | | | | 0883 | 60731 | AS2 | 1 | 1180 | | CENTERPOINT ENERG 202410 | 0883 | 9167 | | 0.00 | 739.05 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 93.87 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 60.00 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 77.52 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 205.23 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 39.98 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 417.36 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 360.00 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 252.00 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 7.99 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 867.64 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 537.90 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 50.99 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 359.20 | |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC202410 | 0883 | 9167 | | 0.00 | 145.50 | |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt 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 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 14.49 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 259.90 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 257.25 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 2,300.82 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 67.77 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 27.72 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 71.91 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 59.99 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 16.54 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 293.76 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 407.88 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 33.45 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 2,875.00 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 564.09 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 53.97 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 389.40 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 23.42 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 16.95 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 107.15 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 42.72 |
| | | | | | | | | | | 0883 | 60734 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 3,073.19 |
| | | | | | | | | | | 0883 | 60735 | AS2 | 1 | 1416 | | WRIGHT COUNTY JOUI | 202410 | 0883 | 9167 | | 0.00 | 67.50 |
| | | | | | | | | | | 0883 | 60735 | AS2 | 1 | 1416 | | WRIGHT COUNTY JOUI | 202410 | 0883 | 9167 | | 0.00 | 35.63 |
| | | | | | | | | | | 0883 | 60736 | AS2 | 1 | 1492 | | ADAM'S PEST CONTRC | 202410 | 0883 | 9167 | | 0.00 | 60.00 |
| | | | | | | | | | | 0883 | 60736 | AS2 | 1 | 1492 | | ADAM'S PEST CONTRC | 202410 | 0883 | 9167 | | 0.00 | 133.36 |
| | | | | | | | | | | 0883 | 60736 | AS2 | 1 | 1492 | | ADAM'S PEST CONTRC | 202410 | 0883 | 9167 | | 0.00 | 91.34 |
| | | | | | | | | | | 0883 | 60736 | AS2 | 1 | 1492 | | ADAM'S PEST CONTRC | 202410 | 0883 | 9167 | | 0.00 | 91.34 |
| | | | | | | | | | | 0883 | 60737 | AS2 | 1 | 2448 | | LHOTKA, MIKE | 202410 | 0883 | 9167 | | 0.00 | 25.00 |
| | | | | | | | | | | 0883 | 60737 | AS2 | 1 | 2448 | | LHOTKA, MIKE | 202410 | 0883 | 9167 | | 0.00 | 130.00 |
| | | | | | | | | | | 0883 | 60738 | AS2 | 1 | 3679 | remit | INNOVATIVE OFFICE SI | 202410 | 0883 | 9167 | | 0.00 | 62.40 |
| | | | | | | | | | | 0883 | 60739 | AS2 | 1 | 4335 | | 4 POINT 0 SCHOOL SEI | 202410 | 0883 | 9167 | | 0.00 | 78,261.78 |
| | | | | | | | | | | 0883 | 60740 | AS2 | 1 | 4864 | | DOLLAMUR SPORT SU | 202410 | 0883 | 9167 | | 0.00 | 11,860.00 |
| | | | | | | | | | | 0883 | 60741 | AS2 | 1 | 5006 | | OTTEN BROS | 202410 | 0883 | 9167 | | 0.00 | 191.16 |
| | | | | | | | | | | 0883 | 60742 | AS2 | 1 | 5124 | | DECKER EQUIPMENT/€ | 202410 | 0883 | 9167 | | 0.00 | 75.85 |
| | | | | | | | | | | 0883 | 60743 | AS2 | 1 | 5177 | | HOLT - PETERSON CH/ | 202410 | 0883 | 9167 | | 0.00 | 387.13 |
| | | | | | | | | | | 0883 | 60744 | AS2 | 221 | 6356 | | MITEL NETSOLUTIONS | 202410 | 0883 | 9167 | | 0.00 | 5,148.97 |
| | | | | | | | | | | 0883 | 60745 | AS2 | 1 | 6872 | | GENERAL PARTS LLC | 202410 | 0883 | 9167 | | 0.00 | 1,253.62 |
| | | | | | | | | | | 0883 | 60746 | AS2 | 1 | 7545 | | TEACHERS ON CALL | 202410 | 0883 | 9167 | | 0.00 | 3,863.60 |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt 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 | 60747 | AS2 | 1 | 7697 | | MARISELA V NELSON II | 202410 | 0883 | 9167 | 0.00 | 90.00 | |
| | | | | | | | | | | 0883 | 60748 | AS2 | 1 | 7738 | | GRANITE TELECOMMU | 202410 | 0883 | 9167 | 0.00 | 869.65 | |
| | | | | | | | | | | 0883 | 60749 | AS2 | 1 | 7771 | remit | MRI SOFTWARE, LLC | 202410 | 0883 | 9167 | 0.00 | 84.00 | |
| | | | | | | | | | | 0883 | 60750 | AS2 | 1 | 8143 | | SCRIBBLES SOFTWARE | 202410 | 0883 | 9167 | 0.00 | 131.50 | |
| | | | | | | | | | | 0883 | 60751 | AS2 | 1 | 8382 | | ECMECC | 202410 | 0883 | 9167 | 0.00 | 9,306.00 | |
| | | | | | | | | | | 0883 | 60752 | AS2 | 1 | 8498 | | SCHMITT MUSIC ANOK | 202410 | 0883 | 9167 | 0.00 | 30.00 | |
| | | | | | | | | | | 0883 | 60752 | AS2 | 1 | 8498 | | SCHMITT MUSIC ANOK | 202410 | 0883 | 9167 | 0.00 | 114.00 | |
| | | | | | | | | | | 0883 | 60752 | AS2 | 1 | 8498 | | SCHMITT MUSIC ANOK | 202410 | 0883 | 9167 | 0.00 | 130.00 | |
| | | | | | | | | | | 0883 | 60753 | AS2 | 1 | 8526 | | STAGES THEATRE COI | 202410 | 0883 | 9167 | 0.00 | 850.00 | |
| | | | | | | | | | | 0883 | 60754 | AS2 | 1 | 8732 | | QUENEMOEN, SHERYL | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60755 | AS2 | 1 | 8744 | | RYMER, MITCHELL | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60756 | AS2 | 1 | 8752 | | STROHMAYER, MARY | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60757 | AS2 | 1 | 8753 | | MARKGRAF, CAMEN | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60758 | AS2 | 1 | 8755 | | THE ACCIDENTAL ADU | 202410 | 0883 | 9167 | 0.00 | 900.00 | |
| | | | | | | | | | | 0883 | 60764 | AS2 | 1 | 1006 | | NORTHWEST SUBURB | 202410 | 0883 | 9167 | 0.00 | 4,409.50 | |
| | | | | | | | | | | 0883 | 60765 | AS2 | 1 | 1012 | | SCHOOL SPECIALTY IN | 202410 | 0883 | 9167 | 0.00 | 32.49 | |
| | | | | | | | | | | 0883 | 60766 | AS2 | 1 | 1057 | | HILLYARD | 202410 | 0883 | 9167 | 0.00 | 735.00 | |
| | | | | | | | | | | 0883 | 60767 | AS2 | 1 | 1102 | | JW PEPPER | 202410 | 0883 | 9167 | 0.00 | 12.99 | |
| | | | | | | | | | | 0883 | 60768 | AS2 | 1 | 1180 | | CENTERPOINT ENERG | 202410 | 0883 | 9167 | 0.00 | 1,571.72 | |
| | | | | | | | | | | 0883 | 60768 | AS2 | 1 | 1180 | | CENTERPOINT ENERG | 202410 | 0883 | 9167 | 0.00 | 2,870.25 | |
| | | | | | | | | | | 0883 | 60770 | AS2 | 1 | 1745 | | HIGHWAY 55 RENTAL | 202410 | 0883 | 9167 | 0.00 | 147.98 | |
| | | | | | | | | | | 0883 | 60771 | AS2 | 1 | 1841 | | WRIGHT TECHNICAL C | 202410 | 0883 | 9167 | 0.00 | 963.62 | |
| | | | | | | | | | | 0883 | 60772 | AS2 | 1 | 2216 | | MENARDS INC | 202410 | 0883 | 9167 | 0.00 | 32.96 | |
| | | | | | | | | | | 0883 | 60773 | AS2 | 1 | 2237 | | BERGMANN, TROY | 202410 | 0883 | 9167 | 0.00 | 90.00 | |
| | | | | | | | | | | 0883 | 60774 | AS2 | 1 | 2301 | | STADTLANDER, DARW | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60776 | AS2 | 1 | 2952 | | ROCKFORD CHIROPRA | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60777 | AS2 | 1 | 4325 | | IMSE | 202410 | 0883 | 9167 | 0.00 | 175.00 | |
| | | | | | | | | | | 0883 | 60778 | AS2 | 1 | 4335 | | 4 POINT 0 SCHOOL SEI | 202410 | 0883 | 9167 | 0.00 | 7,328.72 | |
| | | | | | | | | | | 0883 | 60779 | AS2 | 1 | 4335 | | 4 POINT 0 SCHOOL SEI | 202410 | 0883 | 9167 | 0.00 | 35,089.95 | |
| | | | | | | | | | | 0883 | 60780 | AS2 | 1 | 4387 | | TAHER INC - BIN# 1350 | 202410 | 0883 | 9167 | 0.00 | 280.00 | |
| | | | | | | | | | | 0883 | 60781 | AS2 | 1 | 5149 | | TOLL COMPANY | 202410 | 0883 | 9167 | 0.00 | 69.99 | |
| | | | | | | | | | | 0883 | 60782 | AS2 | 1 | 5177 | | HOLT - PETERSON CH/ | 202410 | 0883 | 9167 | 0.00 | 351.41 | |
| | | | | | | | | | | 0883 | 60782 | AS2 | 1 | 5177 | | HOLT - PETERSON CH/ | 202410 | 0883 | 9167 | 0.00 | 1,207.00 | |
| | | | | | | | | | | 0883 | 60783 | AS2 | 1 | 5245 | Hocol | HOCOKATA TI | 202410 | 0883 | 9167 | 0.00 | 105.00 | |
| | | | | | | | | | | 0883 | 60785 | AS2 | 1 | 5822 | | EDMENTUM | 202410 | 0883 | 9167 | 0.00 | 2,520.00 | |
| | | | | | | | | | | 0883 | 60786 | AS2 | 231 | 5974 | | KULLY SUPPLY | 202410 | 0883 | 9167 | 0.00 | 244.82 | |
| | | | | | | | | | | 0883 | 60787 | AS2 | 1 | 6183 | | BUFFALO GUN CLUB, II | 202410 | 0883 | 9167 | 0.00 | 308.00 | |
| | | | | | | | | | | 0883 | 60789 | AS2 | 1 | 6205 | | LAGERGREN, MARK | 202410 | 0883 | 9167 | 0.00 | 75.00 | |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt 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 | 60789 | AS2 | 1 | 6205 | | LAGERGREN, MARK | 202410 | 0883 | 9167 | 0.00 | 150.00 | |
| | | | | | | | | | | 0883 | 60790 | AS2 | 1 | 6250 | | MINNESOTA ZOO | 202410 | 0883 | 9167 | 0.00 | 744.00 | |
| | | | | | | | | | | 0883 | 60791 | AS2 | 1 | 6727 | remit | DAIKIN APPLIED | 202410 | 0883 | 9167 | 0.00 | 1,491.00 | |
| | | | | | | | | | | 0883 | 60792 | AS2 | 1 | 6872 | | GENERAL PARTS LLC | 202410 | 0883 | 9167 | 0.00 | 446.95 | |
| | | | | | | | | | | 0883 | 60792 | AS2 | 1 | 6872 | | GENERAL PARTS LLC | 202410 | 0883 | 9167 | 0.00 | 409.95 | |
| | | | | | | | | | | 0883 | 60793 | AS2 | 1 | 6913 | | NEE INVESTMENT 9, LL202410 | 0883 | 9167 | 0.00 | 149.58 | | |
| | | | | | | | | | | 0883 | 60793 | AS2 | 1 | 6913 | | NEE INVESTMENT 9, LL202410 | 0883 | 9167 | 0.00 | 304.45 | | |
| | | | | | | | | | | 0883 | 60795 | AS2 | 1 | 7545 | | TEACHERS ON CALL | 202410 | 0883 | 9167 | 0.00 | 6,052.85 | |
| | | | | | | | | | | 0883 | 60796 | AS2 | 1 | 7677 | | HERMAN'S LANDSCAPE | 202410 | 0883 | 9167 | 0.00 | 2,040.00 | |
| | | | | | | | | | | 0883 | 60797 | AS2 | 1 | 7697 | | MARISELA V NELSON II | 202410 | 0883 | 9167 | 0.00 | 90.00 | |
| | | | | | | | | | | 0883 | 60798 | AS2 | 1 | 7786 | REMIT | TERRAFORM PHOENIX | 202410 | 0883 | 9167 | 0.00 | 272.97 | |
| | | | | | | | | | | 0883 | 60799 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 259.11 | |
| | | | | | | | | | | 0883 | 60800 | AS2 | 1 | 8041 | | SITEONE LANDSCAPE | 202410 | 0883 | 9167 | 0.00 | 729.67 | |
| | | | | | | | | | | 0883 | 60801 | AS2 | 1 | 8100 | | REINDERS, INC. | 202410 | 0883 | 9167 | 0.00 | 1,470.00 | |
| | | | | | | | | | | 0883 | 60802 | AS2 | 1 | 8143 | | SCRIBBLES SOFTWARE | 202410 | 0883 | 9167 | 0.00 | 98.30 | |
| | | | | | | | | | | 0883 | 60803 | AS2 | 1 | 8189 | | PIECHOWSKI, DENNIS | 202410 | 0883 | 9167 | 0.00 | 110.00 | |
| | | | | | | | | | | 0883 | 60804 | AS2 | 1 | 8265 | | DOMINO'S PIZZA | 202410 | 0883 | 9167 | 0.00 | 132.93 | |
| | | | | | | | | | | 0883 | 60805 | AS2 | 1 | 8361 | | KAMIDA CONCRETE CO | 202410 | 0883 | 9167 | 0.00 | 4,977.50 | |
| | | | | | | | | | | 0883 | 60806 | AS2 | 1 | 8412 | | PERFORMANCE FOOD | 202410 | 0883 | 9167 | 0.00 | 836.88 | |
| | | | | | | | | | | 0883 | 60807 | AS2 | 1 | 8498 | | SCHMITT MUSIC ANOK | 202410 | 0883 | 9167 | 0.00 | 80.00 | |
| | | | | | | | | | | 0883 | 60807 | AS2 | 1 | 8498 | | SCHMITT MUSIC ANOK | 202410 | 0883 | 9167 | 0.00 | 65.00 | |
| | | | | | | | | | | 0883 | 60807 | AS2 | 1 | 8498 | | SCHMITT MUSIC ANOK | 202410 | 0883 | 9167 | 0.00 | 40.80 | |
| | | | | | | | | | | 0883 | 60807 | AS2 | 1 | 8498 | | SCHMITT MUSIC ANOK | 202410 | 0883 | 9167 | 0.00 | 102.00 | |
| | | | | | | | | | | 0883 | 60809 | AS2 | 1 | 8595 | remit | GILBERT MECHANICAL | 202410 | 0883 | 9167 | 0.00 | 2,697.18 | |
| | | | | | | | | | | 0883 | 60809 | AS2 | 1 | 8595 | remit | GILBERT MECHANICAL | 202410 | 0883 | 9167 | 0.00 | 1,530.50 | |
| | | | | | | | | | | 0883 | 60810 | AS2 | 1 | 8621 | | CESO TRANSPORTATI | 202410 | 0883 | 9167 | 0.00 | 112,036.24 | |
| | | | | | | | | | | 0883 | 60811 | AS2 | 1 | 8624 | | AGPARTS WORLDWIDI | 202410 | 0883 | 9167 | 0.00 | 508.50 | |
| | | | | | | | | | | 0883 | 60812 | AS2 | 1 | 8678 | remit | EDFINMN LLC | 202410 | 0883 | 9167 | 0.00 | 6,400.00 | |
| | | | | | | | | | | 0883 | 60813 | AS2 | 1 | 8702 | | CREATIVE NATIVE BE/ | 202410 | 0883 | 9167 | 0.00 | 62.58 | |
| | | | | | | | | | | 0883 | 60813 | AS2 | 1 | 8702 | | CREATIVE NATIVE BE/ | 202410 | 0883 | 9167 | 0.00 | 122.21 | |
| | | | | | | | | | | 0883 | 60814 | AS2 | 1 | 8754 | | WALKER, ALEXIS | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60815 | AS2 | 1 | 8756 | | LEHMBERG, TRAVIS | 202410 | 0883 | 9167 | 0.00 | 90.00 | |
| | | | | | | | | | | 0883 | 60816 | AS2 | 1 | 8757 | | SCHMIDT, RICHARD | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60817 | AS2 | 1 | 8758 | | ELYEA-WHEELER, KUR | 202410 | 0883 | 9167 | 0.00 | 110.00 | |
| | | | | | | | | | | 0883 | 60818 | AS2 | 1 | 8759 | | ROISUM, DENNIS | 202410 | 0883 | 9167 | 0.00 | 110.00 | |
| | | | | | | | | | | 0883 | 60820 | AS2 | 1 | 1826 | | ANDERSON, BRIAN | 202410 | 0883 | 9167 | 0.00 | 110.00 | |
| | | | | | | | | | | 0883 | 60821 | AS2 | 1 | 1945 | | YOUTH FRONTIERS, IN | 202410 | 0883 | 9167 | 0.00 | 750.00 | |
| | | | | | | | | | | 0883 | 60822 | AS2 | 1 | 3400 | | ORDWAY CENTER-EDL | 202410 | 0883 | 9167 | 0.00 | 520.00 | |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt 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 | 60823 | AS2 | 1 | 3433 | | YAGER, MIKE | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60824 | AS2 | 1 | 4507 | | JENSEN, STEVE | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60825 | AS2 | 1 | 4811 | | KUPHAL BRENT | 202410 | 0883 | 9167 | 0.00 | 110.00 | |
| | | | | | | | | | | 0883 | 60826 | AS2 | 1 | 4955 | remit | HENNEPIN CO ACCOUI | 202410 | 0883 | 9167 | 0.00 | 1,540.00 | |
| | | | | | | | | | | 0883 | 60827 | AS2 | 1 | 5507 | | CITY OF GREENFIELD | 202410 | 0883 | 9167 | 0.00 | 1,081.14 | |
| | | | | | | | | | | 0883 | 60827 | AS2 | 1 | 5507 | | CITY OF GREENFIELD | 202410 | 0883 | 9167 | 0.00 | 33.00 | |
| | | | | | | | | | | 0883 | 60829 | AS2 | 1 | 6927 | | BECK, MICHAEL | 202410 | 0883 | 9167 | 0.00 | 136.00 | |
| | | | | | | | | | | 0883 | 60830 | AS2 | 1 | 7021 | | WEIS, SCOTT | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60831 | AS2 | 1 | 8403 | | WALLACE, ROXANE | 202410 | 0883 | 9167 | 0.00 | 1,650.00 | |
| | | | | | | | | | | 0883 | 60833 | AS2 | 1 | 1215 | | XCEL ENERGY | 202410 | 0883 | 9167 | 0.00 | 19,494.70 | |
| | | | | | | | | | | 0883 | 60837 | AS2 | 1 | 1012 | | SCHOOL SPECIALTY IN | 202410 | 0883 | 9167 | 0.00 | 87.84 | |
| | | | | | | | | | | 0883 | 60838 | AS2 | 1 | 1102 | | JW PEPPER | 202410 | 0883 | 9167 | 0.00 | 62.99 | |
| | | | | | | | | | | 0883 | 60839 | AS2 | 1 | 1212 | | VALLEYFAIR | 202410 | 0883 | 9167 | 0.00 | 476.00 | |
| | | | | | | | | | | 0883 | 60841 | AS2 | 1 | 1719 | | SCHOLASTIC BOOK FA | 202410 | 0883 | 9167 | 0.00 | 1,573.26 | |
| | | | | | | | | | | 0883 | 60842 | AS2 | 1 | 1792 | | THREE RIVERS PARK [| 202410 | 0883 | 9167 | 0.00 | 888.30 | |
| | | | | | | | | | | 0883 | 60843 | AS2 | 1 | 1828 | | TRAEN, TODD | 202410 | 0883 | 9167 | 0.00 | 220.00 | |
| | | | | | | | | | | 0883 | 60844 | AS2 | 1 | 2196 | | JOSTENS | 202410 | 0883 | 9167 | 0.00 | 15.17 | |
| | | | | | | | | | | 0883 | 60845 | AS2 | 1 | 2216 | | MENARDS INC | 202410 | 0883 | 9167 | 0.00 | 80.75 | |
| | | | | | | | | | | 0883 | 60846 | AS2 | 1 | 2237 | | BERGMANN, TROY | 202410 | 0883 | 9167 | 0.00 | 90.00 | |
| | | | | | | | | | | 0883 | 60847 | AS2 | 1 | 2339 | | ISD 876-ANNANDALE H | 202410 | 0883 | 9167 | 0.00 | 150.00 | |
| | | | | | | | | | | 0883 | 60848 | AS2 | 1 | 2537 | | REGION V | 202410 | 0883 | 9167 | 0.00 | 6,291.75 | |
| | | | | | | | | | | 0883 | 60850 | AS2 | 1 | 4811 | | KUPHAL BRENT | 202410 | 0883 | 9167 | 0.00 | 220.00 | |
| | | | | | | | | | | 0883 | 60850 | AS2 | 1 | 4811 | | KUPHAL BRENT | 202410 | 0883 | 9167 | 0.00 | 110.00 | |
| | | | | | | | | | | 0883 | 60851 | AS2 | 1 | 5871 | | CARLSON'S PIANO WO | 202410 | 0883 | 9167 | 0.00 | 1,279.95 | |
| | | | | | | | | | | 0883 | 60854 | AS2 | 1 | 6210 | remit | PRO-ED INC. | 202410 | 0883 | 9167 | 0.00 | 278.30 | |
| | | | | | | | | | | 0883 | 60855 | AS2 | 1 | 6437 | | TASC | 202410 | 0883 | 9167 | 0.00 | 34.50 | |
| | | | | | | | | | | 0883 | 60856 | AS2 | 1 | 6569 | | NWEJE, KARLA | 202410 | 0883 | 9167 | 0.00 | 220.42 | |
| | | | | | | | | | | 0883 | 60856 | AS2 | 1 | 6569 | | NWEJE, KARLA | 202410 | 0883 | 9167 | 0.00 | 3,000.00 | |
| | | | | | | | | | | 0883 | 60857 | AS2 | 1 | 7681 | | INTERNATIONAL BACC | 202410 | 0883 | 9167 | 0.00 | 350.00 | |
| | | | | | | | | | | 0883 | 60858 | AS2 | 1 | 7697 | | MARISELA V NELSON II | 202410 | 0883 | 9167 | 0.00 | 60.00 | |
| | | | | | | | | | | 0883 | 60859 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 164.00 | |
| | | | | | | | | | | 0883 | 60859 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 328.00 | |
| | | | | | | | | | | 0883 | 60859 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 662.00 | |
| | | | | | | | | | | 0883 | 60859 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 123.75 | |
| | | | | | | | | | | 0883 | 60859 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 990.00 | |
| | | | | | | | | | | 0883 | 60859 | AS2 | 1 | 7873 | | ON SITE COMPANIES, I | 202410 | 0883 | 9167 | 0.00 | 498.00 | |
| | | | | | | | | | | 0883 | 60860 | AS2 | 1 | 8170 | remit | US BANCORP GOVNT I | 202410 | 0883 | 9167 | 0.00 | 7,569.12 | |
| | | | | | | | | | | 0883 | 60861 | AS2 | 1 | 8261 | | TOTAL NETWORKX, INC | 202410 | 0883 | 9167 | 0.00 | 725.00 | |

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 | 60862 | AS2 | 1 | 8345 | | BUFFALO BOOKS, LLC | 202410 | 0883 | 9167 | | 0.00 | 245.54 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60863 | AS2 | 1 | 8391 | | US OMNI & TSACG COM | 202410 | 0883 | 9167 | | 0.00 | 271.56 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60864 | AS2 | 1 | 8397 | | HEIDI'S GROWHAUS & | 202410 | 0883 | 9167 | | 0.00 | 753.28 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60865 | AS2 | 1 | 8412 | | PERFORMANCE FOOD: | 202410 | 0883 | 9167 | | 0.00 | 521.99 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60865 | AS2 | 1 | 8412 | | PERFORMANCE FOOD: | 202410 | 0883 | 9167 | | 0.00 | 397.37 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60866 | AS2 | 1 | 8539 | | PREHN, DAN | 202410 | 0883 | 9167 | | 0.00 | 110.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60866 | AS2 | 1 | 8539 | | PREHN, DAN | 202410 | 0883 | 9167 | | 0.00 | 220.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60868 | AS2 | 1 | 8762 | | ROCKFORD AREA HIST | 202410 | 0883 | 9167 | | 0.00 | 2,000.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60869 | AS2 | 1 | 8763 | | MERRITT, GEDRIC | 202410 | 0883 | 9167 | | 0.00 | 110.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60870 | AS2 | 1 | 8764 | | GRALAPP, CRAIG | 202410 | 0883 | 9167 | | 0.00 | 110.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60872 | AS2 | 1 | 8766 | | HAMLIN TRACK & FIEI | 202410 | 0883 | 9167 | | 0.00 | 60.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60873 | AS2 | 1 | 1192 | | VERIZON WIRELESS | 202410 | | 0 | | 0.00 | 240.13 | | | | | | | | | | | | | | | | | | | |
| Account Total: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | \$0.00 | \$509,338.63 |
| 0883 | B | 01 | 101 | 003 | | | F | | Cash & Cash Equiv - Payroll | 0883 | 60716 | PAY | 1 | 4050 | | AFLAC | 202410 | 0883 | 9167 | | 0.00 | 147.50 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60716 | PAY | 1 | 4050 | | AFLAC | 202410 | 0883 | 9167 | | 0.00 | 147.50 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60717 | PAY | 1 | 5459 | | LEGAL SHIELD | 202410 | 0883 | 9167 | | 0.00 | 55.81 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60717 | PAY | 1 | 5459 | | LEGAL SHIELD | 202410 | 0883 | 9167 | | 0.00 | 55.81 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60718 | PAY | 1 | 2470 | | MSRS | 202410 | 0883 | 9167 | | 0.00 | 8,848.27 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60718 | PAY | 1 | 2470 | | MSRS | 202410 | 0883 | 9167 | | 0.00 | 8,901.27 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60719 | PAY | 1 | 2006 | | US GOVERNMENT | 202410 | 0883 | 9167 | | 0.00 | 111,234.46 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60720 | PAY | 1 | 1962 | | MINNESOTA DEPT OF I | 202410 | 0883 | 9167 | | 0.00 | 18,738.76 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60721 | PAY | 1 | 3370 | | MN CHILD SUPPORT PI | 202410 | 0883 | 9167 | | 0.00 | 261.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60722 | PAY | 1 | 1937 | | PUBLIC EMPLOYEES R | 202410 | 0883 | 9167 | | 0.00 | 22,729.67 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60723 | PAY | 1 | 1938 | | TRA | 202410 | 0883 | 9167 | | 0.00 | 59,242.45 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60724 | PAY | 1 | 7649 | | TSA CONSULTING GRC | 202410 | 0883 | 9167 | | 0.00 | 3,980.20 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60724 | PAY | 1 | 7649 | | TSA CONSULTING GRC | 202410 | 0883 | 9167 | | 0.00 | 4,184.27 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60724 | PAY | 1 | 7649 | | TSA CONSULTING GRC | 202410 | 0883 | 9167 | | 0.00 | 7,513.13 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60724 | PAY | 1 | 7649 | | TSA CONSULTING GRC | 202410 | 0883 | 9167 | | 0.00 | 3,980.20 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60724 | PAY | 1 | 7649 | | TSA CONSULTING GRC | 202410 | 0883 | 9167 | | 0.00 | 4,012.85 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60724 | PAY | 1 | 7649 | | TSA CONSULTING GRC | 202410 | 0883 | 9167 | | 0.00 | 7,513.13 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60759 | PAY | 1 | 1962 | | MINNESOTA DEPT OF I | 202410 | 0883 | 9167 | | 0.00 | 15,955.90 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60760 | PAY | 1 | 2006 | | US GOVERNMENT | 202410 | 0883 | 9167 | | 0.00 | 96,466.29 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60761 | PAY | 1 | 3370 | | MN CHILD SUPPORT PI | 202410 | 0883 | 9167 | | 0.00 | 313.20 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60762 | PAY | 1 | 1937 | | PUBLIC EMPLOYEES R | 202410 | 0883 | 9167 | | 0.00 | 15,052.00 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60763 | PAY | 1 | 1938 | | TRA | 202410 | 0883 | 9167 | | 0.00 | 57,511.43 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60834 | PAY ²⁶ | 1 | 1962 | | MINNESOTA DEPT OF I | 202410 | 0883 | 9167 | | 0.00 | 84.52 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60835 | PAY | 1 | 1937 | | PUBLIC EMPLOYEES R | 202410 | 0883 | 9167 | | 0.00 | 73.80 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 0883 | 60836 | PAY | 1 | 1938 | | TRA | 202410 | 0883 | 9167 | | 0.00 | 343.66 | | | | | | | | | | | | | | | | | | | |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt Batch | Pmt Co | Pmt No | Bank | Grp | Code | Rcd | Vendor | Pd | JE Co | JE Cd | Debit Amount | Credit Amount |
|----------------|---|----|-----|-----|-----|-----|-----|----|-----------------------------|--------------|-----------|-----------|------|------|-------|-----------------------|--------|------|----------|----------|-----------------|------------------|
| 0883 | B | 01 | 101 | 003 | | | F | | Cash & Cash Equiv - Payroll | 0883 | 60877 | PAY | 1 | 2006 | | US GOVERNMENT | 202410 | | 0 | | 0.00 | 547.22 |
| Account Total: | | | | | | | | | | | | | | | | | | | | | \$0.00 | \$447,894.30 |
| 0883 | B | 02 | 101 | 000 | | | F | | Cash & Cash Equiv | 0883 | 60780 | AS2 | 1 | 4387 | | TAHER INC - BIN# 1350 | 202410 | 0883 | 9167 | | 0.00 | 93,392.40 |
| Account Total: | | | | | | | | | | | | | | | | | | | | | \$0.00 | \$93,392.40 |
| 0883 | B | 04 | 101 | 000 | | | F | | Cash & Cash Equiv | 0883 | 60678 | AS2 | 1 | 1192 | | VERIZON WIRELESS | 202410 | 0883 | 9167 | | 0.00 | 100.10 |
| | | | | | | | | | | 0883 | 60686 | AS2 | 1 | 1200 | | CUB FOODS - BUFFALC | 202410 | 0883 | 9167 | | 0.00 | 199.19 |
| | | | | | | | | | | 0883 | 60686 | AS2 | 1 | 1200 | | CUB FOODS - BUFFALC | 202410 | 0883 | 9167 | | 0.00 | 104.83 |
| | | | | | | | | | | 0883 | 60693 | AS2 | 1 | 2895 | | ROCKET BOOSTERS | 202410 | 0883 | 9167 | | 0.00 | 2,200.00 |
| | | | | | | | | | | 0883 | 60699 | AS2 | 1 | 6377 | | DISH | 202410 | 0883 | 9167 | | 0.00 | 262.18 |
| | | | | | | | | | | 0883 | 60701 | AS2 | 1 | 7545 | | TEACHERS ON CALL | 202410 | 0883 | 9167 | | 0.00 | 210.80 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 210.00 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 74.93 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 346.69 |
| | | | | | | | | | | 0883 | 60732 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | | 0.00 | 450.00 |
| | | | | | | | | | | 0883 | 60739 | AS2 | 1 | 4335 | | 4 POINT 0 SCHOOL SEI | 202410 | 0883 | 9167 | | 0.00 | 1,663.28 |
| | | | | | | | | | | 0883 | 60769 | AS2 | 1 | 1683 | | PUSH PEDAL PULL | 202410 | 0883 | 9167 | | 0.00 | 2,299.00 |
| | | | | | | | | | | 0883 | 60775 | AS2 | 1 | 2323 | | HOUSE OF PRINT | 202410 | 0883 | 9167 | | 0.00 | 5,053.52 |
| | | | | | | | | | | 0883 | 60779 | AS2 | 1 | 4335 | | 4 POINT 0 SCHOOL SEI | 202410 | 0883 | 9167 | | 0.00 | 831.64 |
| | | | | | | | | | | 0883 | 60784 | AS2 | 1 | 5416 | | GRIMM DESIGN, LLC | 202410 | 0883 | 9167 | | 0.00 | 2,000.00 |
| | | | | | | | | | | 0883 | 60794 | AS2 | 1 | 7201 | | DOORWAY TO COLLEC | 202410 | 0883 | 9167 | | 0.00 | 850.00 |
| | | | | | | | | | | 0883 | 60795 | AS2 | 1 | 7545 | | TEACHERS ON CALL | 202410 | 0883 | 9167 | | 0.00 | 210.80 |
| | | | | | | | | | | 0883 | 60808 | AS2 | 1 | 8584 | | RAAA BASEBALL | 202410 | 0883 | 9167 | | 0.00 | 3,490.00 |
| | | | | | | | | | | 0883 | 60832 | AS2 | 1 | 8760 | | BULGER, LYNETTE | 202410 | 0883 | 9167 | | 0.00 | 180.00 |
| | | | | | | | | | | 0883 | 60837 | AS2 | 1 | 1012 | | SCHOOL SPECIALTY IN | 202410 | 0883 | 9167 | | 0.00 | 90.33 |
| | | | | | | | | | | 0883 | 60852 | AS2 | 1 | 6029 | | KIDZART | 202410 | 0883 | 9167 | | 0.00 | 650.00 |
| | | | | | | | | | | 0883 | 60858 | AS2 | 1 | 7697 | | MARISELA V NELSON II | 202410 | 0883 | 9167 | | 0.00 | 90.00 |
| | | | | | | | | | | 0883 | 60867 | AS2 | 1 | 8761 | | A1 RENT IT/BROADWA' | 202410 | 0883 | 9167 | | 0.00 | 3,300.00 |
| | | | | | | | | | | 0883 | 60871 | AS2 | 1 | 8765 | | JANET'S GYMNASTICS, | 202410 | 0883 | 9167 | | 0.00 | 325.00 |
| | | | | | | | | | | 0883 | 60873 | AS2 | 1 | 1192 | | VERIZON WIRELESS | 202410 | | 0 | | 0.00 | 100.06 |
| Account Total: | | | | | | | | | | | | | | | | | | | | | \$0.00 | \$25,292.35 |
| 0883 | B | 06 | 101 | 000 | | | F | | Cash & Cash Equiv | 0883 | 60715 | AS2 | 1 | 1181 | | CITY OF ROCKFORD | 202410 | 0883 | 9167 | | 0.00 | 11,706.19 |
| Account Total: | | | | | | | | | | | | | | | | | | | | | \$0.00 | \$11,706.19 |
| 0883 | B | 21 | 101 | 000 | | | F | | Cash & Cash Equiv | 0883 | 60686 | AS2 | 1 | 1200 | | CUB FOODS - BUFFALC | 202410 | 0883 | 9167 | | 0.00 | 102.30 |
| | | | | | | | | | | 0883 | 60686 | AS2 | 27 | 1200 | | CUB FOODS - BUFFALC | 202410 | 0883 | 9167 | | 0.00 | 598.30 |
| | | | | | | | | | | 0883 | 60697 | AS2 | 1 | 6015 | | AWARDS DIRECT | 202410 | 0883 | 9167 | | 0.00 | 101.72 |
| | | | | | | | | | | 0883 | 60698 | AS2 | 1 | 6106 | remit | NATIONAL FFA ORGAN | 202410 | 0883 | 9167 | | 0.00 | 704.70 |

Rockford ISD #0883 Payment Distributions

| Co | L | Fd | Org | Pro | Crs | Fin | O/S | Ty | Description | Pmt Batch | Pmt Co | Pmt No | Bank | Grp | Code | Rcd | Vendor | Pd | JE Co | JE Cd | Debit Amount | Credit Amount |
|----------------|---|----|-----|-----|-----|-----|-----|----|-------------------|--------------|-----------|-----------|------|------|-------|------------------------|--------|------|----------|----------|-----------------|------------------|
| 0883 | B | 21 | 101 | 000 | | | F | | Cash & Cash Equiv | 0883 | 60733 | AS2 | 1 | 1394 | | MBNA/BUSINESS CARC | 202410 | 0883 | 9167 | 0.00 | 4,587.16 | |
| | | | | | | | | | | 0883 | 60743 | AS2 | 1 | 5177 | | HOLT - PETERSON CH/ | 202410 | 0883 | 9167 | 0.00 | 462.87 | |
| | | | | | | | | | | 0883 | 60780 | AS2 | 1 | 4387 | | TAHER INC - BIN# 1350/ | 202410 | 0883 | 9167 | 0.00 | 2,310.00 | |
| | | | | | | | | | | 0883 | 60782 | AS2 | 1 | 5177 | | HOLT - PETERSON CH/ | 202410 | 0883 | 9167 | 0.00 | 498.59 | |
| | | | | | | | | | | 0883 | 60782 | AS2 | 1 | 5177 | | HOLT - PETERSON CH/ | 202410 | 0883 | 9167 | 0.00 | 1,243.55 | |
| | | | | | | | | | | 0883 | 60788 | AS2 | 1 | 6187 | remit | MN FFA | 202410 | 0883 | 9167 | 0.00 | 13.00 | |
| | | | | | | | | | | 0883 | 60819 | AS2 | 1 | 6847 | | MN HS DECA | 202410 | 0883 | 9167 | 0.00 | 8,418.00 | |
| | | | | | | | | | | 0883 | 60828 | AS2 | 1 | 6847 | | MN HS DECA | 202410 | 0883 | 9167 | 0.00 | 100.00 | |
| | | | | | | | | | | 0883 | 60840 | AS2 | 1 | 1461 | REMI | THE INSTRUMENTALIS | 202410 | 0883 | 9167 | 0.00 | 43.50 | |
| | | | | | | | | | | 0883 | 60849 | AS2 | 1 | 3100 | | AWARD EMBLEM MFG. | 202410 | 0883 | 9167 | 0.00 | 444.33 | |
| | | | | | | | | | | 0883 | 60853 | AS2 | 1 | 6187 | remit | MN FFA | 202410 | 0883 | 9167 | 0.00 | 7.00 | |
| | | | | | | | | | | 0883 | 60853 | AS2 | 1 | 6187 | remit | MN FFA | 202410 | 0883 | 9167 | 0.00 | 80.00 | |
| Account Total: | | | | | | | | | | | | | | | | | | | | \$0.00 | \$19,715.02 | |
| Report Total: | | | | | | | | | | | | | | | | | | | | \$0.00 | \$1,107,338.89 | |



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

Subject: Open Enrollments

Meeting Date: May 20, 2024

Prepared by: Business Office

Date Prepared: May 14, 2024

Information Briefing Action Enclosure Item(s)

Resident Students Attending Other Schools

| Grade | Non-Resident District | Number | Date Effective | Address Change/New Enrollment |
|-------|--------------------------|--------|----------------|--|
| 2 | Osseo | 279 | 2.1.2024 | family move--want to stay enrolled @ Osseo |
| 8 | Buffalo-Hanover-Montrose | 877 | 4.8.2024 | more SPED resources |

Non-Resident Students Attending Rockford

| Grade | Resident District | Number | Date Effective | Address Change/New Enrollment |
|-------|--------------------------|--------|----------------|--|
| 5 | Osseo | 279 | 5.13.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 8 | Osseo | 279 | 5.6.2024 | NEW ENROLLMENT--Rockford Schools was recommended to us |
| 3 | Osseo | 279 | 5.6.2024 | NEW ENROLLMENT--Rockford Schools was recommended to us |
| 6 | Buffalo-Hanover-Montrose | 877 | 10.17.2023 | family move--wants to stay enrolled @ Rockford Schools |
| 2 | Buffalo-Hanover-Montrose | 877 | 10.17.2023 | family move--wants to stay enrolled @ Rockford Schools |
| 10 | Osseo | 279 | 4.22.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 2 | Buffalo-Hanover-Montrose | 877 | 4.1.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 4 | Buffalo-Hanover-Montrose | 877 | 4.1.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 6 | Buffalo-Hanover-Montrose | 877 | 4.1.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 9 | Buffalo-Hanover-Montrose | 877 | 4.1.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 1 | St. Paul Public Schools | 625 | 4.3.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 5 | St. Paul Public Schools | 625 | 4.3.2024 | family move--wants to stay enrolled @ Rockford Schools |
| 10 | St. Paul Public Schools | 625 | 4.3.2024 | family move--wants to stay enrolled @ Rockford Schools |

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



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

Subject: Superintendent's Report

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 2, 2024

Information Briefing Action Enclosure Item(s)

Dr. Jeff Ridlehoover to give updates on the district.



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

Subject: IB and Pathway Celebration

Meeting Date: May 20, 2024

Prepared by: Jill Gordee

Date Prepared: May 2, 2024

Information Briefing Action Enclosure Item(s)

Presentation of the 2024 Full Diploma Candidates and Career Related Pathway Candidates.



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

Subject: RMS-CES Celebration

Meeting Date: March 20, 2024

Prepared by: RMS-CES Principal Paul Warzecha

Date Prepared: February 14, 2024

Information Briefing Action Enclosure Item(s)

RMS-CES will be celebrating the leadership of Veronica Ferdig who serves in many different ways, most notable being on Student Council. We will take the opportunity to share some notable aspects of her leadership and then give her an opportunity to give a student update regarding the happenings at RMS-CES.



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

Subject: RMS-CES Principals Report

Meeting Date: May 20, 2024

Prepared by: RMS-CES Principal Paul Warzecha

Date Prepared: May 16, 2024

Information Briefing Action Enclosure Item(s)

RMS-CES Principal Paul Warzecha will be giving a brief [presentation](#) regarding RMS-CES happenings including a building update, a review of Consistent Attendance efforts, and sharing about the new RMS-CES outdoor group.



RMS-CES Update

May 20th, 2024 @ 6:30 p.m.



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



Student Experience-Veronica Ferdig

- 8th Grade Experience
- Wellness Day
- Efforts regarding Composting Days
- Envirothon
- FFA Update
- Thousand Hearts Update
- Band Experiences
- Questions



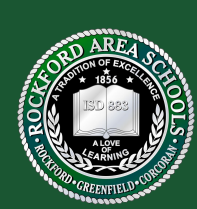
NARDOZE
KADEY
LIFE

36



Student Experience-Veronica Ferdig

- 8th Grade Experience
- Wellness Day
- Efforts regarding Composting Days
- Envirothon
- FFA Update
- Thousand Hearts Update
- Band Experiences
- Questions



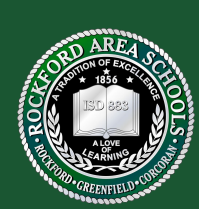
Last Time Acknowledgement of Leaders

ADSI: Steve Petroski, Jennifer Sprague, Amber Beattie, Preeti Raghavan Srinivasan

Building Leadership Team: Jamie Madson, Hannah Oliverius, Elise Werth, Molly Wirth, Britta Bauer, Janaee Udalla, Abbi Budde

PLC Leaders: Kristine Mateyka, Cassie Korzendorfer, Rachel Sharp, Jan Hendrickson, Holly Biorn, Tracy Sanner

Front Office: Stacey Robertson, Monica Palmer, Natalie Braun, Molly Wirth, Ellie Engstrom, Mulbah Nyerkeh, Deputy Oman



Rock Wall Update

- **Consistency**
- **Challenges**
- **Opportunities**
- **Next Steps**



- MCA & FAST Testing
- Magnet Pillars
- Biomes
- Documentation of Process
- Website Improvements
- Exploring Student Services
 - Boost to Start the Day
 - Maximizing Focus on Specific learning
 - Supporting Tier 1 Literacy, SEL & Organization
 - Supporting Tier 2 Needs
 - SPED Services
- Exploring Soon



Thank You.



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

Subject: Resolution to Certify Listing of Graduates

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 2, 2024

Information Briefing Action Enclosure Item(s)

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

BE IT RESOLVED, by the School Board of Independent School District No. 883, Authorizes Rockford High School Principal Paul Menard to grant high school diplomas on Friday, May 31, 2024 to all Rockford Area School district students that have met the State of Minnesota and Rockford Area School District graduation requirements.



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

Subject: Community Survey Approval

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 8, 2024

Information Briefing Action Enclosure Item(s)

Dr. Jeff Ridlehoover to present the community Survey for approval.

Community Survey

Rockford Area Schools strives for continuous improvement in all we do. In an effort to best serve our students, families, staff, and our greater community, we are seeking your opinions related to our schools.

* Indicates required question

1. Please select the the answer below that represents you. *

Mark only one oval.

- Rockford Area Schools Parent, Guardian, and/or Caregiver *Skip to question 2*
- Community Member with no children currently attending Rockford Area Schools
Skip to question 21

Early Childhood/ECFE

2. Have you or your child participated in Early Childhood Family Education (ECFE) or *
Preschool programming within Rockford Area Schools during the past 12 months?

Mark only one oval.

- Yes *Skip to question 3*
- No *Skip to question 6*

Parents of Rockford Area Schools Early Childhood Family Education (ECFE) and/or
Preschool Programming

3. To what degree do you agree with the statements regarding Rockford Area Schools * Galaxy Preschool and ECFE.

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Provides a welcoming environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides a safe learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School administration is accessible to me when I have questions or concerns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am aware of the opportunities for input that exist in RAS preschool and ECFE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. To what degree do you agree with the statements regarding Rockford Area Schools * preschool and ECFE?

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| I would recommend RAS Early Childhood programs to a friend or neighbor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Satisfactorily prepares child for success in Kindergarten | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Offers appropriate class size and teacher to student ratios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attends to my child's social and emotional needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. The quality of the preschool and ECFE experience within Rockford Area Schools is... *

Mark only one oval.

- Excellent
 Good
 Fair
 Poor
 N/A

Rockford Elementary Arts Magnet School (REAMS)

6. Do you have a child who attends Rockford Elementary Arts Magnet School (REAMS)? *

Mark only one oval.

- Yes *Skip to question 7*
 No *Skip to question 11*

Parents of Rockford Elementary Arts Magnet School (REAMS) Students

7. My child(ren) is/are in... *

Check all that apply.

- Kindergarten
 1st Grade
 2nd Grade
 3rd Grade
 4th Grade

8. To what degree do you agree with the statements regarding Rockford Elementary Arts Magnet School (REAMS)? *

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Provides a welcoming environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides a safe learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School administration is accessible to me when I have questions or concerns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am aware of the opportunities for input that exist at REAMS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. To what degree do you agree with the statements regarding Rockford Elementary Arts Magnet School (REAMS)? *

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--|
| I would recommend REAMS to a friend or neighbor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Satisfactorily prepares child for success | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Offers appropriate class size and teacher to student ratios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attends to my child's social and emotional needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. The quality of the educational experience at REAMS is... *

Mark only one oval.

- Excellent
- Good
- Fair
- Poor
- N/A

Rockford Middle School - Center for Environmental Studies

11. Do you have a child who attends Rockford Middle School - Center for Environmental Studies? *

Mark only one oval.

- Yes *Skip to question 12*
- No *Skip to question 16*

Parents of Rockford Middle School - Center for Environmental Studies

12. My child(ren) is/are in... *

Check all that apply.

- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

13. To what degree do you agree with the statements regarding Rockford Middle School - Center for Environmental Studies?

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Provides a welcoming environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides a safe learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School administration is accessible to me when I have questions or concerns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am aware of the opportunities for input that exist at Rockford Middle School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. To what degree do you agree with the statements regarding Rockford Middle School - Center for Environmental Studies?

*

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| I would recommend Rockford Middle School to a friend or neighbor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Satisfactorily prepares child for success | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Offers appropriate class size and teacher to student ratios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attends to my child's social and emotional needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. The quality of the educational experience at Rockford Middle School - Center for Environmental Studies is... *

Mark only one oval.

- Excellent
- Good
- Fair
- Poor
- N/A

Rockford High School - Ib World School

16. Do you have a child who attends Rockford High School - Ib World School? *

Mark only one oval.

- Yes *Skip to question 17*
- No *Skip to question 33*

Parents of Rockford High School - Ib World School

17. My child(ren) is/are in... *

Check all that apply.

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

18. To what degree do you agree with the statements regarding Rockford High School *
- Ib World School?

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Provides a welcoming environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides a safe learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School administration is accessible to me when I have questions or concerns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am aware of the opportunities for input that exist at Rockford High School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19. To what degree do you agree with the statements regarding Rockford High School *
- Ib World School?

Check all that apply.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Neither Agree or Disagree/Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| I would recommend Rockford High School to a friend or neighbor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Satisfactorily prepares child for success | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Offers appropriate class size and teacher to student ratios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attends to my child's social and emotional needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. The quality of the educational experience at Rockford High School - World Ib School is...

*

Mark only one oval.

- Excellent *Skip to question 33*
- Good *Skip to question 33*
- Fair *Skip to question 33*
- Poor *Skip to question 33*
- N/A *Skip to question 33*

Community Member with no children currently attending Rockford Area Schools

21. Do you have children or are you a guardian/caregiver of a K-12 aged student? *

Mark only one oval.

- No , I do not have children or my children are older than K-Grade 12
Skip to question 23
- Yes, I have child(ren), but the are between the ages of 0-5 years and not yet enrolled in school *Skip to question 23*
- Yes, I have a K-Grade 12 child who attends school outside of Rockford Area Schools *Skip to question 22*

Families Choosing Alternate School Systems

22. Which of the following were factors in your decision to open enroll into an alternate K-12 educational system. Please check all that apply. *

Check all that apply.

- Convenience
- Religious Values
- Subject or Course Offerings
- Class Size
- Child Unhappy/Negative School Experience
- Special Education Programming
- Athletic/Activity Offerings
- Feelings or Perceptions of Political or Social Leanings

Community Survey (Continued)

23. Overall, how would you rate the quality of education in Rockford Area Schools? *

Mark only one oval.

- Excellent
- Good
- Fair
- Poor
- N/A

24. Would you say the education provided by Rockford Area Schools in the last two years has... *

Mark only one oval.

- Increased in quality
- Remained the same
- Decreased in quality
- N/A

25. To what degree do you agree with the following statements? *

Members of the School Board are accessible to me if I have ideas, concerns, or questions related to the District or our schools.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neither Agree or Disagree/Not Applicable

26. If you answered "Disagree" or "Strongly Disagree" to the previous question of Members of the School Board are accessible to me if I have ideas, concerns, or questions related to the District or our schools, how might the Board be more accessible to your needs?

*Please skip this question if you answered the previous question with "Strongly Agree," "Agree," or "Disagree/Not Applicable."

27. To what degree do you agree with the following statements? *

School and District administrators are accessible to me if I have ideas, concerns, or questions related to the District or our schools.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neither Agree or Disagree/Not Applicable

28. If you answered "Disagree" or "Strongly Disagree" to the previous question of *School and District administrators are accessible to me if I have ideas, concerns, or questions related to the District or our schools.*, how might School or District Administration be more accessible to your needs?

*Please skip this question if you answered the previous question with "Strongly Agree," "Agree," or "Neither Agree or Disagree/Not Applicable."

29. To what degree do you agree with the following statements? *

I trust the Rockford Area School Board and District administration to do what is right for children in our District.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neither Agree or Disagree/Not Applicable

30. To what degree do you agree with the following statements? *

Our community receives a good value from its investments in our local public school.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neither Agree or Disagree/Not Applicable

31. Please indicate where you receive information related to Rockford Area Schools, including programs and services. Please select all that apply. *

Check all that apply.

- District Newsletter (Rocket Report)
- Community Education Catalog
- District Emails
- District Website
- District Facebook Page
- District Teachers
- Local Newspaper(s)
- Informal Discussions with Neighbors/Community Members
- Northwest Suburban Integration School District Publications
- Other: _____

32. Please indicate your **preferred** communication medium(s) for receiving information related to Rockford Area Schools, including programs and services. Please select all that apply. *

Check all that apply.

- District Newsletter (Rocket Report)
- Community Education Catalog
- District Emails
- District Website
- District Facebook Page
- District Teachers
- Local Newspaper(s)
- Informal Discussions with Neighbors/Community Members
- Northwest Suburban Integration School District Publications
- Other: _____

Rockford Area Schools Parents, Guardians, and Caregivers

33. Overall, how would you rate the quality of education in Rockford Area Schools? *

Mark only one oval.

- Excellent
- Good
- Fair
- Poor
- N/A

34. Would you say the education provided by Rockford Area Schools in the last two years has... *

Mark only one oval.

- Increased in quality
- Remained the same
- Decreased in quality
- N/A

35. To what degree do you agree with the following statements? *

Members of the School Board are accessible to me if I have ideas, concerns, or questions related to the District or our schools.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neither Agree or Disagree/Not Applicable

36. To what degree do you agree with the following statements? *

School and District administrators are accessible to me if I have ideas, concerns, or questions related to the District or our schools.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neither Agree or Disagree/Not Applicable

37. To what degree do you agree with the following statements? *

I trust the Rockford Area School Board and District administration to do what is right for children in our District.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neither Agree or Disagree/Not Applicable

38. To what degree do you agree with the following statements? *

Our community receives a good value from its investments in our local public school.

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- N/A

39. Please indicate where you receive information related to Rockford Area Schools, including programs and services. Please select all that apply. *

Check all that apply.

- District Newsletter (Rocket Report)
- Community Education Calalog
- District Emails
- District Website
- District Facebook Page
- District Teachers
- Local Newspaper(s)
- Informal Discussions with Neighbors/Community Members
- Northwest Suburban Integration School District Publications
- Other: _____

40. Please indicate your **preferred** communication medium(s) for receiving information related to Rockford Area Schools, including programs and services. Please select all that apply. *

Check all that apply.

- District Newsletter (Rocket Report)
- Community Education Catalog
- District Emails
- District Website
- District Facebook Page
- District Teachers
- Local Newspaper(s)
- Informal Discussions with Neighbors/Community Members
- Northwest Suburban Integration School District Publications
- Other: _____

41. I feel as though my child(ren) have a core group of friends at school. *

Mark only one oval.

- Yes
- No
- Unsure

42. My child(ren) participate in at least one school sport and/or activity. *

Mark only one oval.

- Yes
- No
- N/A

43. There is *at least* one trusted adult my child(ren) can go to if they are in need of something at school. *

Mark only one oval.

Yes

No

Unsure

44. If you desire, please share any comments or constructive advice that you believe would assist Rockford Area Schools in better serving our students, families, and community.

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

Subject: DOP Approval

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 8, 2024

Information Briefing Action Enclosure Item(s)

Dr. Jeff Ridlehoover to present the District Operations Plan for approval.



Rockford Area Schools

District Operational Plan (DOP)

Goals, strategies and performance indicators

School Year 2024-25

This District Operational Plan is organized around the areas of strategic planning, aligned to the Superintendent goals provided by the Rockford Area Schools Board of Education and reflects both the current work and future goals of school district administration.

The Mission of Rockford Area Schools

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


Rockford Area Schools Strategic Directions

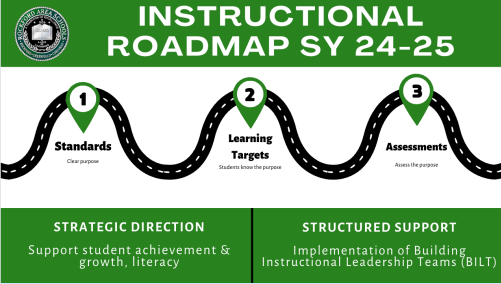
| <u>Strategic Direction</u> | <u>Definition</u> | <u>Rationale</u> |
|--|--|--|
| Student Achievement and Growth | Provide high quality instruction, curriculum, and professional development for staff, to impact our students through a robust learning experience. | Through continuous improvement, provide each and every student with a comprehensive education that gives students opportunities to pursue their own personal/professional goals and aspirations. |
| Healthy and Supportive Environment | Promote respect and collaboration in order to foster secure relationships where all people feel valued and safe. Cultivating a culture to empower all to share new and innovative ideas, and advocate for their own wellbeing, as well as the wellbeing of others. | People do better when they feel better. |
| Community, School and Family Partnerships | Strengthen and grow supportive and trusting relationships through community outreach and partnerships that encourage collaboration to drive school and community growth. | Community and family engagement promotes school success and satisfaction. Partnerships based on mutual trust and support help to foster this involvement. |
| Culture of Collective Purpose | Through interconnectedness & interdependence, we create a school community where each person belongs, contributes and feels a sense of ownership. | To create a culture of connectedness where each individual understands their unique value and vital role as part of the school community. |
| Stewardship of Resources | Strategically investing our resources in a responsible and efficient way that ensures the best possible educational experience for students while also promoting sustainability and ethical financial practices. | To create systems and structures that allow our resources, for quality educational experiences, to be maximized and provide transparency and trust throughout the school community. |

Student Growth and Achievement

Rationale

| | |
|--|--|
| <p><i>Our purpose as a school district is to educate our students and maximize their individual gifts and talents. Providing quality programming, ensuring our teachers are trained in best practices, and partnering with students and families to offer opportunities that connect to their passions is important to overall student growth and achievement.</i></p> | <p>Leader(s) Dr. Jeff Ridlehoover Kathy Mattson</p> |
|--|--|

| Goals | Strategies | Performance Indicators | Timeframe |
|--|---|---|---|
| <p>Increase our capacity to provide instruction relative to the Science of Reading (SOR) and the requirements associated with the Minnesota READ Act</p> | <p>Establish and communicate our Literacy Plan.</p> <p>Communicate our instructional pedagogy changes with parents/guardians to increase awareness and allow for stronger home-to-school partnerships related to our literacy work.</p> | <p>RAS Co-Literacy Coordinators - Rachel Yakesh and Polly Trandahl</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">  <p>What is Structured Literacy? Science of Reading? You may have heard the phrase 'Structured Literacy' or 'the Science of Reading' within conversations regarding literacy instruction. Decades of research has determined that reading occurs in a specific way in the brain in all people. It does not occur naturally the way that speech does. The process must be explicitly taught. It is a process of building neuro-pathways in the brain that link sounds of speech to written symbols or letters.</p> <p>Over the last year, our teachers at REAMS have been in the process of making critical shifts in our instructional practices to support the Science of Reading.</p> <p>Why isn't my student assigned a reading level? Students are no longer assigned a reading level, previously indicated by a letter, A, B, C. Leveled text is highly dependent on a student's vocabulary and background knowledge. For that reason, they are not an effective tool for measuring a student's reading progress. At the beginning, reading levels promote ineffective 'strategies' such as looking at the picture and guessing words rather than our ultimate goal of using patterns they've learned to decode words.</p> <p>How does reading/literacy instruction work then? Students will progressively move through literacy concepts from the most simple to increasingly difficult. These sequences are based on grade level appropriateness, practiced throughout the week and assessed for mastery. Students are no longer placed in reading groups based on their level but supported by targeted needs gathered from diagnostic assessments. Through research, we know that these practices do support reading development.</p> <p>What are they reading if they aren't reading leveled books? Decodable reading records are used to measure automaticity, accuracy and fluency with your child's reading. Decodable books aren't forever. As students progress with their reading skills and become more proficient readers, they are able to read longer and more complicated text.</p> <p>How am I going to know how my student is doing in reading if they don't have a level? We use our FASTBridge benchmarking assessments given 3 times a year along with progress monitoring and weekly concept assessments to gauge your child's understanding and application of taught literacy conventions. Your classroom teacher will communicate their benchmarking scores to you and explain what they mean.</p> <p>If you have questions regarding the shift from balanced literacy to a structured, systematic, and explicit literacy approach please reach out to your child's teacher. #untileverychildcanread</p> </div> <p>Spring 2024 Newsletter</p> <p>Community events supporting literacy communication (specifics TBD)</p> | <p>SY 2024-25 (ongoing)</p> <p>SY 2024-25 (ongoing)</p> <p>SY 2024-25 (ongoing)</p> <p>SY 2024-25 (ongoing)</p> |

| Goals | Strategies | Performance Indicators | Timeframe |
|--|--|--|---|
| | <p>Provide regular and ongoing professional development to requisite staff to ensure both skills and compliance with MDE mandates.</p> | <p>Literacy/READ ACT Training Plan REAMS Literacy PD Examples</p> | <p>SY 2024-25</p> |
| <p>Creation of our RAS Instructional Roadmap</p> | <p>The construction of an Instructional Roadmap that begins with our most foundational work and extends 2-3 years into the future. The purpose of this planning process is to ensure we are following our prescribed path with focus and fidelity.</p> <p>Ensuring we do not overwhelm the system, our focus will be on no more than three (3) key instructional initiatives annually. These initiatives will be aligned to best practices as well as our school improvement plans (SIP) which follow alignment to the RAS Strategic Plan.</p> | <p>Roadmap Visual Draft</p>  <p>School Improvement Plans (SIP) PLC/BILT Agendas</p> | <p>SY 2024-2025 (ongoing)</p> <p>SY 2024-25 (ongoing)</p> |
| <p>Create and implement a strong and sustainable curriculum review process</p> | <p>Develop a process guide to ensure clarity and fidelity in the manner in which we vet and monitor current and future components of our instructional curriculum.</p> | <p>Process Guide - To be created Implementation of our New Elementary Science Curriculum</p> | <p>Fall 2024 SY 2024-25</p> |

| Goals | Strategies | Performance Indicators | Timeframe |
|---|---|--|------------------------------|
| In addition to our standard metrics connected to our WBWF plan, goals related to mathematics and student connectedness will be added for SY 2024-25 | Initiate the use of benchmark assessment data in mathematics as well as the newly created student connectedness questionnaire data to inform practices and create a stronger school culture for each and every student in our district. | Data driven indicators - TBD | SY 2024-25 |
| Aligning our work in the areas of literacy and ADSIS intervention with a sustainable MTSS process | Increase our collective work related to interventions, utilizing a systematic approach to the MTSS framework. | MTSS data collection process - TBD | SY 2024 |
| Increased focus on our AIPAC goals | Continued outreach and connections to our indigenous students and families. Increased communication with MDE related to best practices in data sharing and monitoring. | AIPAC Outreach Form American Indian Education Aid Application SY23-24-Revised.docx (placeholder for SY 2024-25 doc) | Fall 2024-Winter 2025 |
| Increase our collective capacity to provide relevant CTE programming to our students. | Build a high-quality welding pathway that will provide our students with opportunities to explore their interests and enhance their abilities in a field of increasingly high-demand. | Student Enrollment - TBD Student Feedback - Survey - TBD | SY 2024-25 |
| Continue our work as a statewide model school district in providing students and families with high-quality Magnet programming at all levels | Continued collaboration with our NWSISD partner school districts. Use SY 2024-25 as a planning year for the potential implementation of AVID at the elementary level. | Student/Family Feedback - TBD Grant progress with our NWSISD partners (Buffalo and Fridley) | SY 2024-25 SY 2024-25 |

Healthy and Supportive Environment

Rationale

| | |
|--|---|
| <i>Per the rationale established by the Board of Education, “people do better when they feel better,” our work will center on ensuring that every student and member of our staff is treated with respect and kindness. In addition, we are committed to a proactive approach of establishing clear processes to assist students, families, and staff when challenges occur.</i> | Leader(s) Dr. Jeff Ridlehoover Mike McNulty Melissa Joseph Jim Leuer Jeff Kienitz |
|--|---|

| Goals | Strategies | Performance Indicators | Timeframe |
|---|--|---|-------------------------|
| Create and implement a Student Connectedness Survey | Create and utilize a tool of information gathering to acquire knowledge as to our students' sense of belonging and connectedness. | Student Connectedness Survey | SY 2024-25 |
| Implementation of Restorative Practices - (note: this work is a continuation of our work that began in the late winter of 2024) | Ongoing training provided to interested staff, via pre-recorded videos, for the purpose of reducing conflict and creating a stronger sense of humanity among students | Restorative Folder Restorative Practices in Rockford Area Schools | SY 2024-25 (ongoing) |
| Create and implement a District Wellness Plan for all employees | Monthly wellness activities Focusing on: <ul style="list-style-type: none"> ● Mental health ● Physical health ● Social activities ● Nutrition ● Wellness speakers (mindfulness, balance, etc) ● Wellness Contests | Staff Attendance Staff Survey -TBD Monitoring the volume of insurance claims as compared to past trends | SY 2024-25 (ongoing) |

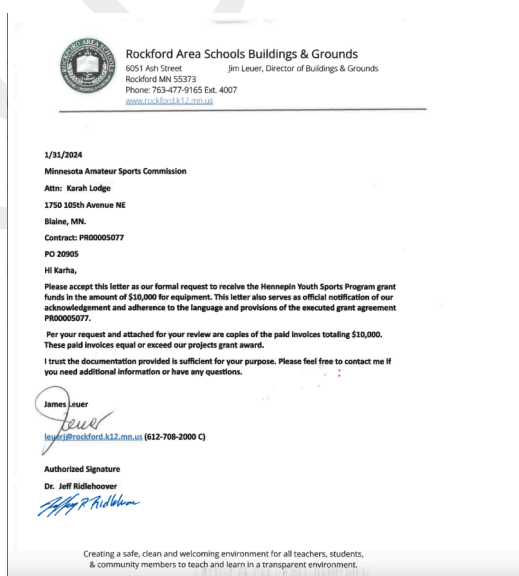
| Goals | Strategies | Performance Indicators | Timeframe |
|--|--|--|---|
| Enhance our District Safety Committee | <p>Create, communicate, and distribute new crisis preparedness manuals.</p> <p>Review safety standards and protocols for students and staff via regular meetings of the committee.</p> | <p>Emergency Procedures 2024-2025 - In Progress</p> <p>Monitor our use of the <i>Raptor System</i> for increased school visitor protocols</p> <p>Monitor Workers Compensation Claims</p> | <p>Summer/Fall 2024</p> <p>SY 2024-25</p> <p>SY 2024-25</p> |
| Monitor and (when financially feasible) enhance District facilities for safety and increased functionality and aesthetics. | <p>Regular meeting of the District Facilities Committee.</p> <p>Input from stakeholder groups, including school staff and members of the community.</p> | User satisfaction surveys - TBD | SY 2024-25 |

Community, School, and Family Partnerships

Rationale

| | |
|--|---|
| <i>Students perform better when strong partnerships exist between our schools, our families, and the greater community. Clear and transparent communication as well as the solicitation of feedback from all stakeholders ensures that all voices are heard and greater understanding is gained.</i> | Leader(s) Dr. Jeff Ridlehoover Melissa Joseph Jeff Kienitz Jim Leuer |
|--|---|

| Goals | Strategies | Performance Indicators | Timeframe |
|---|---|---|--------------------|
| Establish a district communications/public relations committee | Highlight and share the happenings of Rockford Area Schools by creating videos, publications, and hosting community meetings. | RAS Communications Committee April 2024 | SY 2024-25 |
| | Develop a coordinated outreach plan that builds connections and promotes programs with our Early Childhood/Kindergarten/Galaxy families. | Brochure - TBD | SY 2024-25 |
| | | Social Media Analytics | SY 2024-25 |
| | | Create E-12 Brand & Culture - TBD | SY 2024-25 |
| Create, distribute, and analyze a new community survey to assess perceptions on strengths and areas for improvement | Utilize survey data to inform our work with respect to community and parent/guardian satisfaction. | RAS Community & Parent/Guardian Survey | Spring/Summer 2024 |
| Technology and Communication Enhancements | To assist in user-friendliness and to increase engagement, technology enhancements will take place in the areas of website redesign and the use of new staff email addresses. | Conversations with our website provider, Finalsity, to enhance our web presence. | Summer 2024 |
| | | Change in our domain name from rockford.k12.mn.us (state owned) to rockford883.org (domain owned by RAS). | Summer 2024 |

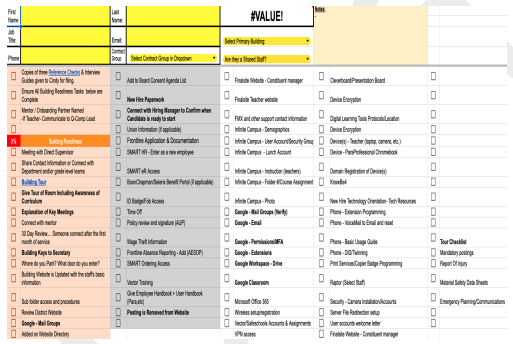
| Goals | Strategies | Performance Indicators | Timeframe |
|--|--|---|-----------------------------|
| <p>Promote the use of District facilities and for the purpose of community usage and enjoyment</p> | <p>Work with the RCE Advisory Council to share our openness to community use and engagement by marketing our District facilities via social media, handouts, and word of mouth. Special consideration of the wonderful spaces at the RCC, our new Rock Wall at RMS-CES, and the fields and gymnasiums will be mentioned.</p> | <p>Community Education Report - TBD</p> | <p>SY 2024-25</p> |
| <p>Enhance partnerships with our local nonprofits to strengthen our community and foster collaboration</p> | <p>Copy of Hennepin County Youth Sports Grants (HCYSP)</p> <p>Attend RAAA monthly Board Meetings at least twice a year.</p> <p>Engage with the leadership of 1,000 Hearts to facilitate projects that will be beneficial to RAS as well as the community.</p> |  <p>The image shows an official letter on Rockford Area Schools Buildings & Grounds letterhead. The letter is dated 1/31/2024 and is addressed to the Minnesota Amateur Sports Commission. It details a request to receive Hennepin Youth Sports Program grant funds in the amount of \$10,000 for equipment. The letter includes contact information for James Leuer, Director of Buildings & Grounds, and a signature from Dr. Jeff Riddlehoover. A large 'WORKING' watermark is visible across the page.</p> | <p>SY 2024-25 (ongoing)</p> |

Culture of Collective Purpose

Rationale

| | |
|--|--|
| <i>Strong organizations are built on trust, collaboration, partnership, and understanding. Establishing clear direction, strong lines of internal and external communication, and a shared leadership model will provide all stakeholders with common purpose related to our individual and collective work.</i> | Leader(s) Dr. Jeff Ridlehoover Kathy Mattson Bridget Peterson Mike McNulty Jim Leuer Melissa Joseph Jeff Kienitz |
|--|--|

| Goals | Strategies | Performance Indicators | Timeframe |
|--|--|--|----------------------|
| The implementation of the annual District Operational Plan (DOP) | Utilize a transparent and fully comprehensive annual goal setting process to increase the strength of RAS with respect to the established District Strategic Directions. | Board/Superintendent/Cabinet Satisfaction - Annual Survey | SY 2024-25 |
| | Utilize the DOP to evaluate the annual goals of the Superintendent. | Objective performance indicators as outlined by the annual DOP | SY 2024-25 |
| Reorganize District Operations | Establish a roles and relationship document | RAS Roles & Responsibilities (this work began in SY 2023-24) | SY 2024-25 |
| Quarterly Superintendent Updates at all 3 school sites | Regular Staff/Superintendent meetings at REAMS, RMS-CES, and RHS IB World School will be held in the fall, winter, and spring with the purpose of engagement and clarity around our collective work. | Presentations - TBD | SY 2024-25 (ongoing) |

| Goals | Strategies | Performance Indicators | Timeframe |
|---|---|--|---|
| <p>Create and utilize a consistent and structured onboarding process for all employees within Rockford Area Schools</p> | <p>Through collaboration and feedback, a refined electronic onboarding process and tracking document will be used for all new employees.</p> <p>A reverse process of this will be used to ensure that off-boarding will occur in an appropriate manner.</p> |  <p>Offboarding Survey - TBD</p> | <p>Fall 2024 (ongoing)</p> |
| <p>The creation of a new District Employee Handbook</p> | <p>To ensure consistency and clarity, a new employee handbook will be used to ensure procedures and practices are aligned to District policy and all state and federal guidelines.</p> | <p>Handbook - In Progress</p> | <p>Summer/Fall 2024</p> |
| <p>Establishment of BILT (Building Instructional Leadership Team)</p> | <p>Align all instructional goals with District professional development plans.</p> <p>Increase shared leadership in the area of instructional pedagogy.</p> | <p>BILT Institute - Agenda TBD</p> <p>Rocket Camp Work - TBD</p> <p>BILT annual feedback opportunities</p> <ul style="list-style-type: none"> ● PD schedule, reflection forms ● BILT agendas ● PLC agendas ● EOY Evaluation May 2025 | <p>Summer 2024 (Ongoing)</p> |
| <p>Establishment of BOLT (Building Operational Leadership Team)</p> | <p>With BILT focused on instruction, BOLT will concentrate on all other site-based operational aspects.</p> | <p>BOLT Agendas - TBD</p> <p>BOLT Survey - TBD</p> | <p>SY 2024-25</p> <p>Winter2024/Spring 2025</p> |

| Goals | Strategies | Performance Indicators | Timeframe |
|---|--|---|---------------------------------------|
| Establishment of Coordinating Council | Demonstrating the power and value RAS places in a shared leadership model, the Coordinating Council will be established to design and guidelines for instructional and operational processes such as the the selection of BILT and BOLT members. In addition, the Coordinating Council will partner to seek solutions to concerns in a proactive manner. | RAS Coordinating Council Agenda | Spring 2024-SY 2024-25 |
| Establishment of Instructional Cabinet (I-Cab) | Create a District “think tank,” composed of teacher/instructional leaders from each school site to foster and encourage innovative instructional ideas. | Instructional Cabinet Agenda - TBD Instructional Cabinet Survey - TBD | SY 2024-25 Winter 2024/Spring 2025 |
| Coaching and developing leaders for continuous improvement | Create numerous opportunities for administrators, directors, and aspiring leaders to expand their individual and collective capacities for the greater good of RAS. | List of Opportunities - TBD | SY 2024-25 |
| Establish a monthly “Rocket Recognition” as a means to highlight the great work of employees throughout RAS | Develop a criteria for the nominations, selection, and celebration of exceptional RAS employees | Rocket Recognition Process - TBD Rocket Recognition Recipient List - TBD | Fall 2024 Spring/Summer 2025 |

Stewardship of Resources

Rationale

| | |
|--|---|
| <i>As stewards of resources consisting of physical assets, human capital, and monetary reserves, it is prudent to provide the public, as well as our internal stakeholders, with accurate, relevant, and timely reporting of district affairs.</i> | Leader(s) Dr. Jeff Ridlehoover Bridget Peterson Mike McNulty Jim Leuer Melissa Joseph Jeff Kienitz |
|--|---|

| Goals | Strategies | Performance Indicators | Timeframe |
|---|---|---|--|
| Ensure fiscal transparency and oversight by implementing quarterly budget updates at board meetings | Provide members of the school board, as well as the public, with regular updates related to expenditures, revenue, and budget to date reports. | Finance Committee Meeting Notes | SY 2024-2025 |
| | Provide monthly enrollment reports | Monthly Board Meeting Minutes | SY 2024-25 |
| Negotiate fair and fiscally sound employee contracts | Establish financial parameters that demonstrate fair compensation packages to all employee bargaining groups while also remaining cognizant of the need to balance current and future financial constraints and obligations of RAS. | EMR Teacher Contract - Completed in Winter 2023 284 Contract - TBD | Competed Goal of Summer 2024 |
| | Create a fiscal spreadsheets for each bargaining unit. | Fiscal Spreadsheets | Winter 2023-24 - EMR Winter/Spring 2024 - 284 |
| | Review language in contract for clarity in fiscal, policy, and procedural accuracy. | Finalized Contracts | SY 2024-2025 |

| | | | |
|---|---|--|------------------------------|
| <p>Reorganization of the RAS District Finance Department (began in Fall 2023/Winter 2024)</p> | <p>Establish continued clarity related to the roles of the RAS Consultant CFO and Director of Operations.</p> | <p>Consultant CFO Job Description - TBD Director of Operations Job Description - TBD</p> | <p>Summer/Fall 2024-2025</p> |
| <p>Potential Technology Levy (if approved by the Board of Education)</p> | <p>Clearly and transparently articulate to all stakeholders (parents / guardians/ employees / members of the community) the need for additional financial resources to both support and enhance the educational experience of all RAS students.</p> | <p>District Publications Social Media Direct Mail or Electronic Mail Staff Presentations Community Presentations</p> | <p>Summer/Fall 2024</p> |

Working



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

Subject: Resolution for Membership in the MSHSL

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 13, 2024

Information Briefing Action Enclosure Item(s)

Minnesota Statutes Section 128C.01 requires individual school boards each year to authorize membership in the Minnesota State High School League. The resolution affirms that the Board delegates control, supervision and regulation of League-sponsored athletic and fine arts activities to the MSHSL; that the Board adopts the Constitution, Bylaws and Rules and Regulations of the League; and that the administration for and the "responsibility for supervising the activities are assigned to official school representatives.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

If the board agrees, action is needed.

2024-2025 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board or Entity of Rockford High School located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.



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

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's Official Handbook, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.



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

Subject: Technology Levy Discussion

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 9, 2024

Information Briefing Action Enclosure Item(s)

The board will discuss the potential of a Technology Levy.



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Approval of Superintendent's contract/addendum
FY24-FY26*

Meeting Date: May 20, 2024

Prepared by: Mike McNulty

Date Prepared: May 14, 2024

Information Briefing Action Enclosure Item(s)

Approval of the FY24-FY26 Superintendent's contract/addendum.

Key Points:

- Salary increase of 3% for FY25
- Learning & Innovation stipend for FY25 work.

Contract/addendum added at end of contract is enclosed

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 the School District's group high deductible health and hospitalization insurance plan 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 ____ day of
_____, 2023.

Superintendent

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

School Board Chair

School Board Clerk

Addendum to the 2023-2026 Superintendent Contract. Pursuant to Article IX, Section 1, the School Board of ISD#883 and the Superintendent agree to the following for the 2024-2025 Contract year:

2024-2025 annual salary of \$175,100 (3% increase)

Learning & Innovation Director (stipend)

2024-2025 \$20,000 to be paid in twenty-four (24) equal installments during the contract year.

IN WITNESS WHEREOF, I have subscribed
my signature this ____ day of
_____, 2024.

Superintendent

IN WITNESS WHEREOF, we have subscribed
our signatures this ____ day of
_____, 2024.

School Board Chair

School Board Clerk

MEMORANDUM OF AGREEMENT

BETWEEN ISD #883 AND DISTRICT SUPERINTENDENT

This letter is to confirm an agreement between the School District and the Superintendent regarding a stipend for work performed for the following:

Learning & Innovation Director

2023-2024 \$20,000 to be paid equally on the remaining pay periods through June, 2024.

IN WITNESS WHEREOF, I have subscribed
my signature this ____ day of
_____, 2024.

Superintendent

IN WITNESS WHEREOF, we have subscribed
our signatures this ____ day of
_____, 2024.

School Board Chair

School Board Clerk



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Taher Contract for FY25*

Meeting Date: May 20, 2024

Prepared by: Mike McNulty

Date Prepared: May 15, 2024

Information Briefing Action Enclosure Item(s)

Renewal of Food Service Management Contract for school year 2024-25.

- this is the last renewal allowed by law, the district will go out for a RFP next year
- 4.2% increase for Management and Admin Fees



DEPARTMENT OF EDUCATION

School Nutrition Programs

Renewal of Food Service Management Contract

School Year 2024-25

Food service management contracts that started in 2020-2021 or later may be renewed for the 2024-25 contract year if both parties have mutually agreed to renew.

Federal regulations for the National School Lunch Program (NSLP), at 7 Code of Federal Regulations section 210.16 and Minnesota Statutes 2023, section 123B.52, allow a food service management contract to be renewed for a term not to exceed one year for up to four renewals (a total of five years including the original contract).

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

1. Definitions

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

SFA: Rockford Area Schools

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

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

Company: Taher Inc.

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

The original contract was for school year 2020-2021.

2. Renewal of Contract

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

This is the 5th year of the contract, counting the original year of the contract and renewals.

Start Date for Renewed Contract: 7/1/24 End Date for Renewed Contract: 6/30/25

3. Adjusted Meal Prices

SFA and Company have mutually agreed to 2024-25 prices or fees as shown below. The maximum amount that 2024-25 prices or fees may be increased is 4.2 percent (Consumer Price Index (CPI-U), Food Away from Home, Midwest Region, for the twelve months ending December 2023).

Check one:

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

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

The meal price is for one full reimbursable meal and cannot separate out any one component of the reimbursable meal (i.e. price of milk *must* be included in total fixed meal price). The fixed price(s) or fixed administrative fee(s), and the calculation of the revised price(s) or fee(s), are shown below:

| Meal Service | 2023-24 Price or Fee | Percent Increase (maximum 4.2%) | 2024-25 Price or Fee |
|---------------------|----------------------|---------------------------------|----------------------|
| Management Fee | \$0.03 | 4.2 % | \$0.0313 |
| General & Admin Fee | \$0.174 | 4.2 % | \$0.1813 |
| | \$ | % | \$ |
| | \$ | % | \$ |

4. Meal Equivalency Factor

The meal equivalency factor for school year 2024-2025, used to determine the number of lunches that the a la carte food service revenue is equivalent to for billing purposes, is \$4.95.

5. Value of USDA Foods

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

At the time that this contract renewal is sent to MDE, the SFA must include a completed Reconciliation of Credits for USDA Foods form to show that USDA Foods have been fully credited during the 2023-24 contract year.

6. Non-Financial Adjustments

No material changes have been made since the original contract.

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

7. Revised Program Requirements

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

8. Termination

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

SIGNATURES

School Food Authority: Rockford Area Schools # 883

Address: 6051 Ash St. Rockford MN

Authorized Representative: ~~Rhonda Dean~~ Jeff Riddlehaever

Title: Superintendent

Signature: 

Date: 5.15.24

School Food Authority Contact: Michael McNulty

Title: Director of Finance/Operations

Phone: 763-477-7511


Email: mcnultym@rockford.k12.mn.us

Company: Taher, Inc.

Address: 5570 Smetana Drive Minnetonka ,MN 55343

Authorized Representative: Bruce Taher

Title: CEO & President

Signature: 

Date: 4/17/24

Company Contact: Kirsten Kruiuzenga

Title: District Manager

Phone: 612-248-7171

Email: k.kruiuzenga@taher.com

Independent Price Determination Certificate

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

Taher, Inc

Name of FSMC

Rockford School District #883

Name of SFA

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

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

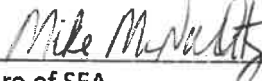
Each person signing this offer on behalf of the FSMC certifies that:

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

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

| | | |
|---|-------------------------------------|------------------------|
|  _____ Signature of FSMC's Authorized Representative | <u>CEO & President</u> Title | <u>4/18/19</u> Date |
|---|-------------------------------------|------------------------|

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

| | | |
|---|----------------------------------|------------------------|
|  _____ Signature of SFA Authorized Representative | <u>Business Manager</u> Title | <u>5-14-24</u> Date |
|---|----------------------------------|------------------------|

INSTRUCTIONS FOR DEBARMENT CERTIFICATION FORM

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

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

LOWER-TIER COVERED TRANSACTIONS

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

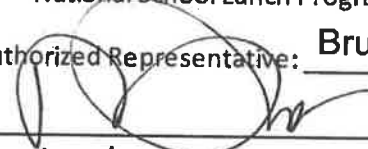
(Please read instructions on next page before completing Certification.)

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

Company Name: Taher, Inc.

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Bruce Taher, CEO & President

Signature:  _____

Date: 4/18/14

CERTIFICATION REGARDING LOBBYING

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

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

Company Name: Taher, Inc.

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Bruce Taher, CEO

Signature:  _____

Date: 4/12/24

Assurance of Civil Rights Compliance Certification

The vendor hereby agrees that it will comply with:

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.);
- Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);
- Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.);
- Title II and Title III of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendment Act of 2008 (42 U.S.C. 12131-12189);
- Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency." (August 11, 2000);
- All provisions required by the implementing regulations of the Department of Agriculture (USDA) (7 CFR Part 15 et seq.);
- Department of Justice Enforcement Guidelines (28 CFR Parts 35, 42 and 50.3);
- Food and Nutrition Service (FNS) directives and guidelines to the effect that, no person shall, on the grounds of race, color, national origin, sex (including gender identity and sexual orientation), age, or disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any program or activity for which the Program applicant receives Federal financial assistance from USDA; and hereby gives assurance that it will immediately take measures necessary to effectuate this Agreement.
- The USDA non-discrimination statement that in accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and Institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs).

This assurance is given in consideration of and for the purpose of obtaining any and all Federal financial assistance, grants, and loans of Federal funds, reimbursable expenditures, grant, or donation of Federal property and interest in property, the detail of Federal personnel, the sale and lease of, and the permission to use Federal property or interest in such property or the furnishing of services without consideration or at a nominal consideration, or at a consideration that is reduced for the purpose of assisting the recipient, or in recognition of the public interest to be served by such sale, lease, or furnishing of services to the recipient, or any improvements made with Federal financial assistance extended to the Program applicant by USDA. This includes any Federal agreement, arrangement, or other contract that has as one of its purposes the provision of cash assistance for the purchase of food, and cash assistance for purchase or rental of food service equipment or any other financial assistance extended in reliance on the representations and agreements made in this assurance.

By accepting this assurance, the vendor agrees to compile data, maintain records, and submit records and reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review and copy such records, books, and accounts, access such facilities and interview such personnel as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the vendor, its successors, transferees and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the vendor.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Vendor Name: Taher, Inc.

Award Number or Project Name: School Nutrition Program (NSLP, SBP)

Name and Title of Authorized Representative: Bruce Taher, CEO & President

Signature: 

Date: 4/17/24



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

Subject: Q Comp, BILT Updates

Meeting Date: 5/20/24

Prepared by: Kathy Mattson

Date Prepared: March- May 2024 by Kathy Mattson, Advisor Team

Information Briefing Action Enclosure Item(s)

- Q Comp Budget**
- Q Comp Update Form**
- Q Comp Plan**
- Update slides**



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

Subject: Q Comp Annual Report

Meeting Date: 5/20/24

Prepared by: Kathy Mattson, Advisor Team (Stephanie Cosgrove, Katie Folger, Hannah Oliverius)

Date Prepared: March- May 2024 by Advisor Team

Information Briefing Action Enclosure Item(s)

Annual Report:

Presentation of this report is needed to meet MDE Q Comp requirements. Program updates have been approved by the Teachers Union and signed by the Superintendent and will be submitted by the August 31st due date.

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

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

Core Component: Career Advancement Options

Implementation

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

Impact

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

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

All building PLCs met in primarily grade-level groups with a focus on improving student achievement through targeted academic and behavioral interventions. Leaders worked to help guide the groups and identify grade level needs. Teams then evaluated student progress based on those interventions.

PLC groups did have an opportunity to choose areas of their teaching practice to improve depending on the specific needs of the grade level/building. In instances when groups selected their own professional development, the work was focused on continuously collaborating to improve classroom instruction and, by extension, student achievement.

One cross-district group developed and implemented a new system for tracking and intervening with students who are absent from school for a significant number of days. The group reflected, "Attendance is a major issue, and having a system in place is very beneficial. We are seeing positive change."

One elementary group reflected on this question by saying "We've made good use of our time both in collaboration and general work time during PLC. We specifically targeted red words and different instruction methods and interventions. We also used our time for specific student needs regarding iTeam and any other curriculum and scope and sequence needs."

One middle school group stated, "PLC meetings give us the time we need to discuss student concerns, which leads to establishing interventions. Also, the Individual Goal Check-Ins allow us to chat about our progress and any products we create. Without this time, we feel that we would not be as successful with student interventions." Multiple high school groups commented that the collaborative work to track and plan interventions for students with in-progress D/F grades was very helpful for getting those students what they needed to pass their classes. Many students also developed better proactive advocacy due to consistent grade progress monitoring.

Classroom teachers were able to collaborate with specialists, interventionists, and SPED staff routinely during PLCs to identify needs of shared students and align their supports.

In all buildings, through these efforts, teachers could reflect on, discuss, and implement instructional adjustments that specifically supported areas for targeted growth and impacted classroom instruction. Observation coaches and leaders provided concrete suggestions based on teacher-selected areas for improvement.

Mentors provided ongoing support and guidance to their Mentees and reported on their collaborative efforts throughout the year. They completed three observations throughout the year as well as regularly scheduled meetings.

How did the work of teacher leaders impact student achievement?

Teacher leaders showed up each week ready to listen to teacher input about their classroom experiences. They then took that information in order to facilitate conversations and processes that allowed teachers to effectively respond to student needs. In some cases, that meant discussing academic intervention. In other cases, that meant discussing instructional practices. Whatever the situation required, teacher leaders facilitated the meaningful discussion of foundational practices. By doing so, teachers developed greater awareness of approaches that could apply across teams in support of student achievement.

Review Findings

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

At meetings, teachers identified challenges, problem-solved, implemented new approaches, and reviewed progress. Through purposeful discussion and feedback opportunities, the Advisor Team, Core Committee, and building principals stayed aware of staff needs. Having training teacher leaders provided all staff members a resource they could trust when faced with teaching challenges in the classroom.

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

Teachers rate their leaders well overall. Here's what some teachers shared about their Leaders: "Observations give us the opportunity to learn from our colleagues and bring fresh ideas to our classroom impacting student achievement."

Observation coaches continuously show up for discussion with teachers on goals they've identified. A middle school teacher noted that their observation coach "is a wonderful observer and gives valuable and timely feedback. We have great conversations about teaching."

Peer observations from trained teachers are always rated highly and received well amongst RAS staff. One teacher highlighted, "It's also valuable to gain insights into what other teachers do to promote growth and creativity in our students."

Some teachers felt that the format of observations was becoming repetitive (e.g. observers see the same lessons as previous years) which limits the variety and impact of observer feedback.

Recommendations

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

The surveys both in December and April allow the Advisor Team and the Core Committee to reflect on program components. That feedback can lead to adjustments in PLC structures. The Core Committee understands that it is important to build shared knowledge and language regarding the critical steps in the PLC process, and on an ongoing basis, make modifications to address teachers' feedback. Results were favorable overall, though many helpful suggestions were offered that will help continue to promote program growth.

Next year, the role of PLC leader and Building Advisor will not exist. Instead, BILT members will meet within each building to review data and plan PLC agendas. BILT members will participate in a summer BILT institute as training/preparation for this new role. The BILT team will take this year's feedback in regards to structure and agenda as they develop the program moving forward.

The role responsibilities and basic training of observation coaches will remain the same. To address some feedback that observations have become repetitive for some teachers/observers, alternative observation structures will be available.

Core Component: Job-embedded Professional Development

Implementation

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

Yes

Impact

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

PLC meetings allow for purposeful conversations and collaboration, which carry directly into the classroom. Across the district, PLC groups had a rotation of topics which included; student support, teaching in practice, individual goals and building/SIP goals. This rotation of topics allowed us to meet with a specific purpose in mind each week. Many of these topic areas helped classroom instruction through continued work within the PLC groups. Many PLC groups had the time to dig into data more deeply, and then take a look at the standards and instruction. Quality classroom instruction is at the forefront of our work in PLC groups. Some groups reflected that they would prefer an extended focus on a topic rather than a rotation in order to facilitate deeper, more efficient discussions and work.

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

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

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

At the elementary level all staff had been trained by IMSE in Orton Gillingham (O.G). Many groups at the elementary used the teaching in practice and student support meetings to further their understanding and ability to

implement the strategies of O. G. to better their reading instruction and therefore increase student engagement and achievement.

Review Findings

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

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

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

Work focused on strategies tied to supporting student achievement. Teachers reviewed FAST data and reports in order to follow-up with students on targeted skills. Teachers also examined the FAST data to observe growth in student scores and either provided the necessary support to increase growth or provide additional enrichment learning opportunities. At the high school, teachers review grades every few weeks to monitor student progress and plan instructional revision or interventions.

Recommendations

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

The data collected will be used to set the framework for PLCs next year. Building advisors along with Q Comp Leadership and building principals will work together to implement a PLC structure that will center on student support, instructional practices. Next year, PLC groups will be set based primarily on content areas, with some cross-district content groups, and some grade level groups in the elementary building. BILT members will plan agendas driven by DuFour's principles, student data, and teacher input that will align with the SIP.

Core Component: Teacher Evaluation

Implementation

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

Impact

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

Observations allow for reflection, discussion, and advice on lessons and teaching— so often, teaching is solitary due to the nature of the structure of the schedule. Observations create space for teachers to share, find support, and gain ideas from colleagues.

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

Observations allow teachers to talk about student needs and foundational practices they implement to support students who need intervention. By engaging in these conversations, teachers are able to adjust their practices so student achievement continuously improves. One middle school PLC group stated, "Observations give us the opportunity to learn from our colleagues and bring fresh ideas to our classroom impacting student achievement."

Review Findings

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

Each observation consists of the observation itself along with a pre and post evaluation meeting with the observation coach. The questions and discussion that results from these materials give teachers space to identify what they are trying to accomplish or achieve within the lesson, as well as a space to reflect on how the lesson accomplished those goals. Teachers are asked to identify an element for improvement as well as a point of pride in the lesson. By creating open discussion based upon a set standard of criteria, teachers are able to reflect on their own practice and also view their work through a trained teacher's eyes.

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

Observation coaches are trained in Rockford's observation process and have continued discussions about issues, strategies, or clarifications regarding observations throughout the year. Coaches watch a taped video of a lesson, and after completing the rubric, a discussion is had to see how each person has completed the observation documentation.

Recommendations

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

The observation documentation tool focuses less on evaluation and more on reflection of best practices and effective strategies. This tool helps facilitate meaningful conversations. Teachers are able to choose an area for focused feedback in their observation. The observation documentation continues to allow teachers a meaningful way to get targeted feedback on classroom practices.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

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

Yes- performance pay amounts will remain the same for the 23-24 school year.

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

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

Yes

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

Impact

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

General Program Impact and Recommendations

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

The Q Comp program has improved teacher instruction. The structure allows each building to focus PLC work on building initiatives that support student achievement. This helps streamline the work teachers are doing and allows for meaningful collaboration. That collaboration also brings greater awareness. By collecting feedback at the close of each quarter, the Advisor Team, Core Committee, and principals stay aware and responsive to teacher-identified needs. That responsiveness is essential to the effectiveness of the Q Comp program. Groups were able to choose their focus based on the needs of their students through FAST testing or teacher assessments. Teachers collaborated to implement interventions for students.

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

Teachers engage in ongoing work that is focused on the goal of improving student achievement. That looks like intervention discussions. That looks like discussions about student needs. That looks like exploring new strategies.

Teachers reflect on their practice both through PLC meetings and through observations. Those two elements allow teachers to improve their instructional practices to better meet the needs of their students. Beyond that, each teacher's individual goal also addresses student achievement. Those goals allow teachers to reflect on professional goals and prioritize a goal that will facilitate growth. Through the implementation of a SMART goal, teachers are asked to push themselves professionally with the end goal of student achievement in mind.

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

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

Q Comp Board Report

Core Component: Career Advancement/ Teacher Leadership

- Q Comp provides teachers with the opportunity to grow their leadership skills in a variety of roles: PLC leaders, observation coaches, mentors, and building advisors.
- Many leadership roles change each year, growing leadership within our teaching staff.
- Our PLC Leaders, Observation Coaches, Mentors, and Building Advisors promoted and facilitated collaboration, discussion, and reflection to promote student growth and achievement.

Core Component: Job-embedded Professional Development

- PLC meetings allow for purposeful conversations and collaboration, which carry directly into the classroom.
- The three buildings followed a rotation of topics: student support, teaching in practice, individual goal/observation and department/SIP (School Improvement Plan) meetings.
- All work focused on supporting student achievement, and was aligned to the goals of each building.

Core Component: Teacher Evaluation

- Observations allow for reflection, discussion, and advice on lessons and teaching. Observations create space for teachers to share, find support, and gain ideas from colleagues.
- Each observation consists of the observation along with a pre and post evaluation meeting. Teachers identify what they are trying to accomplish or achieve within the lesson, and reflect on how the lesson accomplished those goals. Teachers are asked to identify an element for improvement as well as a point of pride in the lesson.

General Program Impact

The Q Comp program structure allows each building to focus PLC work on building initiatives that support student achievement. This helps streamline the work teachers are doing and allows for meaningful collaboration. The PLC work, observations, and building and individual goals all help teachers meet the individual needs of our students.

General Program Feedback

The Core Committee carefully considered feedback from Leaders, Coaches, Mentors, Mentees, and PLC Groups in the form of quarterly reflections and an annual survey. In this way, the Advisor Team, Core Committee, and principals stay aware and responsive to teacher-identified needs. That responsiveness is essential to the effectiveness of the Q Comp program.

The Core Committee used this feedback in order to make updates to the program for the 23-24 school year. All changes are intended to foster meaningful engagement/collaboration and positively impact student achievement in a streamlined way. ¹¹⁸

24-25 Program Updates: Staffing

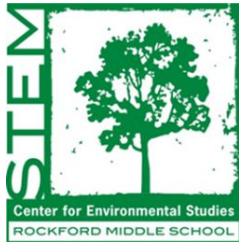
- This year Stephanie Cosgrove's term as High School building advisor is up after 3 years! Thank you Stephanie for your valuable contributions to the Q Comp program.
- Hannah Oliverius and Katie Folger will finish out their advisor terms as instructional support facilitators (ISF) to help facilitate the upcoming changes.
- We will be providing more opportunities for teacher leaders as we transition from having three building advisors to a BILT (building instructional leadership team) at each building.
- BILT members will plan agendas driven by DuFour's principles, student data, and teacher input that will align with the SIP.

23-24 Program Updates: Components

- The PLC structure next year will continue to follow the foundational DuFour's' questions the program has been based on since it began.
 - What do we expect our students to learn?
 - How will we know when they have learned it?
 - How will we respond when some students don't learn?
 - How will we respond when some students already know it?
- Weekly PLC meetings will continue.

23-24 Program Updates: Components

- Individual goals will continue as is or teachers may choose to collaborate.
- Observations can be done in the same format or teachers may choose from a variety of flexible options.
- Building goals will be created by the BILT allowing for more voices to be heard.



Department of Learning & Innovation Updates: May 2024

Reflect: Professional Development

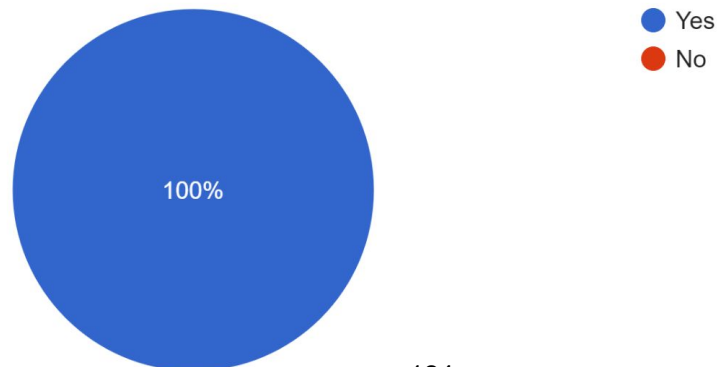


March 22, 2024

PROFESSIONAL DEVELOPMENT DAY
ROCKFORD AREA SCHOOLS

Did you like the flexible format provided by this half day of professional development?

112 responses



124



March 22, 2024

PROFESSIONAL DEVELOPMENT DAY ROCKFORD AREA SCHOOLS

- Thank you for treating us as professionals. It has been awhile since I felt this way in our district. I enjoy having flexibility to choose what best fits me as a teacher and do it when it works best for me. I hope the Choice Playlist will be available past this date, as I would like to explore other areas that I didn't get time for.
 - Thank you so much for the freedom to do this on our own time, even ahead of time! This is a wonderful way to give teachers freedom and time to use their PD time on something that would be most applicable to them. Sometimes it's hard to meet all staffs needs on PD day because we all do different things.
 - I truly appreciated the flexibility of being able to do this remotely, it enhanced my experience and made it 100% more enjoyable to be able to explore the playlist and complete the trainings.
 - This was a fantastic way to allow people to follow their passions in education. Everyone is at a different spot of understanding with so many areas to cover. Our learning is never finished and the layers just continue as we get further into our career. Thank you for this--I truly hope this page is allowed to be up on the Rocket Hub permanently. Some really great resources here.
- 125
- I LOVE THIS! I think there is so much that everyone can benefit from doing it like this. I spent much more than an hour on the playlist and see myself going back to it for more learning on my own time.
 - I would love to see this type of PD format continue! I felt excited to learn about these different topics and felt that they were more tailored to my professional development needs overall.
 - Thank you for providing this opportunity. I enjoyed the flexibility in completing the work and exploring areas that are related to my specific content area.
 - Thank you! I appreciate the flexibility and doing it when it works for me and treating us as professionals.
 - Some really great resources in the choice list. Will be referring back to it continually.
 - This format was helpful and supported my needs and student needs
 - Thanks for the opportunity to grow and learn.
 - This was really nice. Keep doing this in the future.

PD Commitments



PD with a:

1. Clear purpose
2. Dedication to communication
3. Effective process
4. Flexible structure
5. Plan for follow-through
6. Predictable feedback loop
7. Relevant focus
8. Responsive framework
9. Spirit of innovation
10. Willingness to change

What's next?



INSTRUCTIONAL ROADMAP SY 24-25

1

Standards

Clear purpose

2

Learning Targets

Students know the purpose

3

Assessments

Assess the purpose

STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Implementation of Building Instructional Leadership Teams (BILT)

128

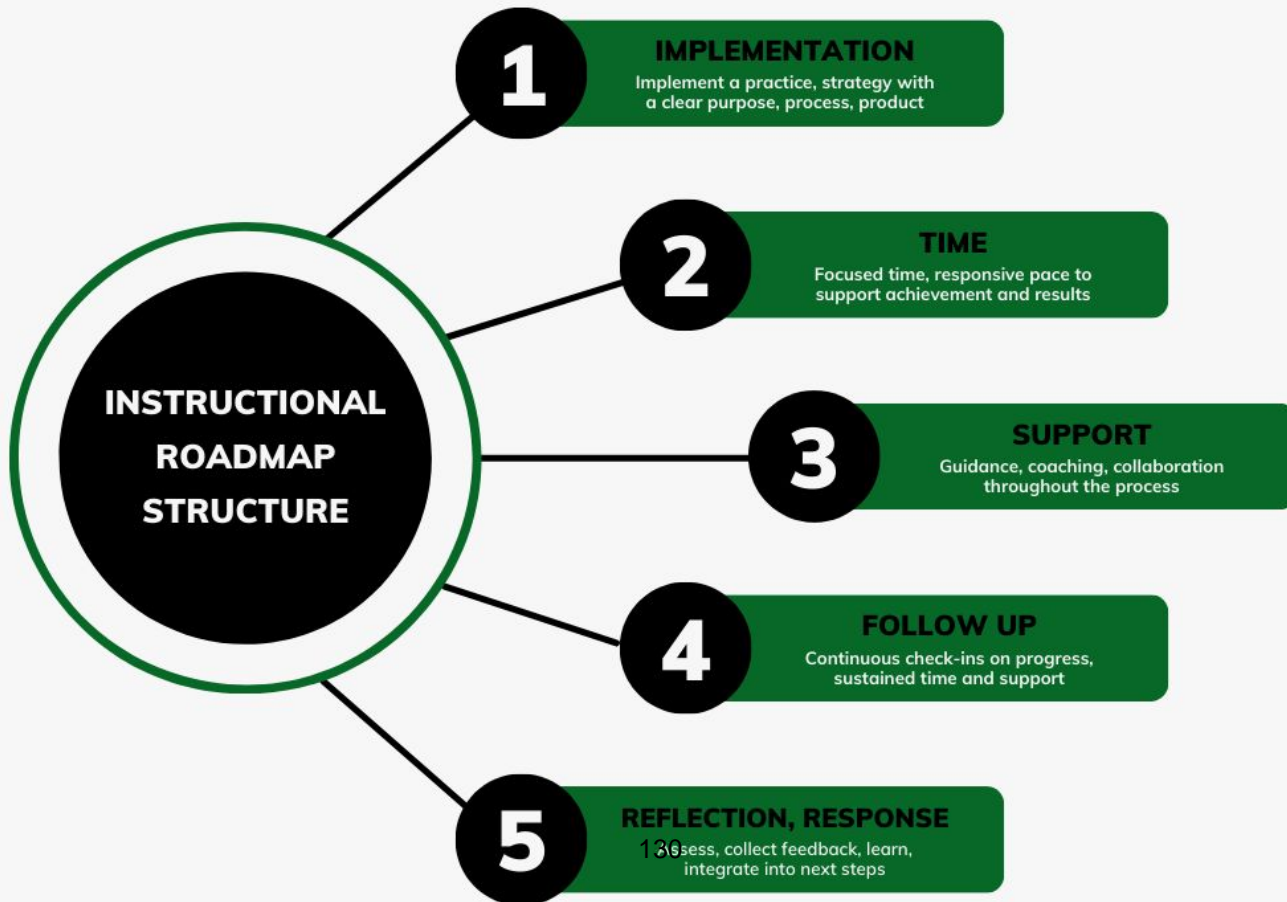
Instructional Roadmap

Foundational Concepts



STRATEGIC DIRECTIONS

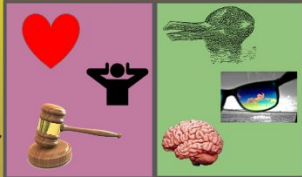
Student Achievement & Growth
Healthy & Supportive Environment
Culture of Collective Purpose



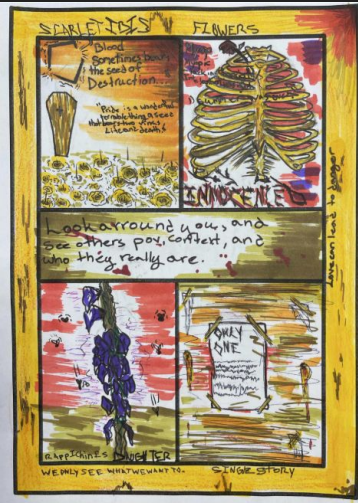
the days had never been as beautiful as these.



Having one point of view can lead to denial and guilt, but gaining multiple points of view through new connections and context can resolve these conflicts and lead to peace.

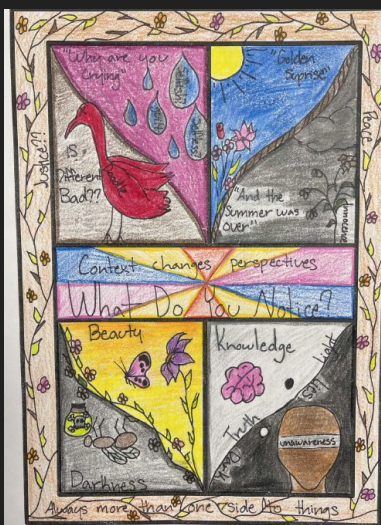
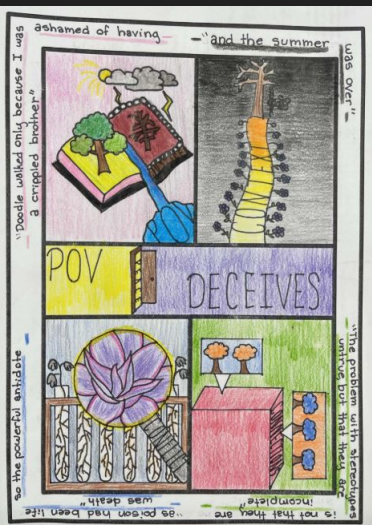


"And the summer was over."



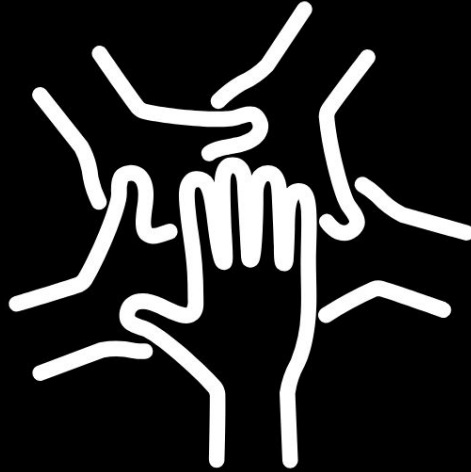
Universal Structure

- Creates clear expectations
- Enables effective discussion, collaboration, transfer
- Allows for individualized choices
- Maximizes efficiency



How?

Building Instructional



Leadership Team

133

Purpose of BILT

- Empower a team of teachers to lead instructional practices within their building
- Work in partnership with school and district administration
- Lead meaningful, collaborative work that results in increased student achievement and growth
- Work will take shape through building/team meetings, PLCs, PD

Purpose of PLCs

Focus on
results

Collaborative
Culture

Student
Learning



Rockford Area Schools

STRATEGIC DIRECTIONS



Student Achievement & Growth ←

Healthy & Supportive Environment ←

Community, School, & Family Partnerships

Culture of Collective Purpose ←

Stewardship of Resources ←

Q Comp: Perspective & Big Picture

- Leadership reorganization
 - A-Team and Leaders combine and turn into Building Instructional Leadership Team (BILT)
 - Coaches & Mentors -- no change
- Individual Goals
 - Updates to language/form refresh
 - Option to collaborate
- PLC Meetings
 - Collaboration with responsive agendas and a focus on results
 - Parallel structure
- Observations
 - As is OR opt in to a flexible format
- Building Goals
 - Larger team contributes



COLLECTIVE LEARNING COMMITMENTS

| Leadership <small>Superintendent, Principals BILT, BOLT Department of Learning & Innovation</small> | Teachers | Students |
|---|---|--|
| Clear purpose, process, product | Clear purpose, process, product | Clear purpose, process, product |
| Rigor with support: teachers | Rigor with support: students | Embrace, welcome rigor with support |
| Provide structure | Know the structure: grade appropriate, standards-aligned, supports growth | Understand and engage with the structure |
| Can explain the way | Can explain the why | Understand and can articulate the why |
| Communicate high expectations | Communicate high expectations | Rise to high expectations |
| Deliver strong, responsive PD | Deliver strong instruction with high quality instructional materials | Engage deeply |
| Trust the professionals | Believe in students, leadership, each other | Trust teachers |
| Compassionate collective culture, recognizes the complexity and challenge of the work | Prioritized goals and standards, create learners through support with rigor | Continuously reflect on the pieces of the puzzle that support their growth & achievement |
| Assess progress | Assess progress | Reflect on progress |
| Adjust plans on an ongoing basis | Adjust plans on an ongoing basis | Adjust to make progress |
| Review and communicate results with specific and meaningful feedback | Review and communicate results with specifics and meaningful feedback | Review results, adjust to make progress |
| Celebrate achievement | Celebrate achievement | Celebrate achievement |



INSTRUCTIONAL ROADMAPS 24-27

1

2024-2025

1. Standards
2. Learning Targets
3. Assessment

2

2025-2026

1. Instructional Framework
2. Learning Target Reference
3. Using Data

3

2026-2027

1. Instructional Framework
2. Personalized Learning
- 3.

STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Building Instructional Leadership Teams (BILT), SIP

Department Commitments



1. Aligned
2. Collaborative
3. Communicative
4. Encouraging
5. Informed
6. Innovative
7. Organized
8. Responsive
9. Staff & Student Centered
10. Systematic
11. Supportive
12. Transparent



Thank you!



140

| | | | | | | | | | |
|--|---|-----|-------------|-------------|------------|------------|--|--|---------------|
| | Levy, State Aid, Enrollment, Rollover | | | | | | | | \$400,001.99 |
| Q Comp Revenue | Total Revenue | | | | | | | | \$400,001.99 |
| | Building Instructional Leadership Team Members | 17 | \$1,750.00 | \$29,750.00 | \$2,275.88 | \$2,603.13 | | | \$34,629.00 |
| | Instructional Strategy Facilitators/Transition Support | 2 | \$2,500.00 | \$5,000.00 | \$382.50 | \$437.50 | | | \$5,820.00 |
| | Observation Coaches | 17 | \$500.00 | \$8,500.00 | \$650.25 | \$743.75 | | | \$9,894.00 |
| | Mentor Training (August, 1 day) | 15 | \$260.00 | \$3,900.00 | \$298.35 | \$341.25 | | | \$4,539.60 |
| | Mentor Annual | 15 | \$500.00 | \$7,500.00 | \$573.75 | \$656.25 | | | \$8,730.00 |
| | Mentor: Partial year, LTS | 3 | \$500.00 | \$1,500.00 | \$114.75 | \$131.25 | | | \$1,746.00 |
| | New Staff Training (August, 2 days) | 15 | \$520.00 | \$7,800.00 | \$596.70 | \$682.50 | | | \$9,079.20 |
| | New Staff Annual | 15 | \$200.00 | \$3,000.00 | \$229.50 | \$262.50 | | | \$3,492.00 |
| Q Comp Leadership, New Staff Stipends | Total Stipend Costs | | | | | | | | \$77,929.80 |
| | Revenue Remaining | | | | | | | | \$322,072.19 |
| | Subs for BILT members | 17 | \$255.00 | \$4,335.00 | \$0.00 | \$0.00 | | | \$4,335.00 |
| | BILT additional 2 hours for completing observation cycle | 17 | \$65.00 | \$1,105.00 | \$84.53 | \$96.69 | | | \$1,286.22 |
| | Subs for Observation coaches | 34 | \$255.00 | \$8,670.00 | \$0.00 | \$0.00 | | | \$8,670.00 |
| | Observation Coaches additional 2 hours for completing obs cycle | 34 | \$65.00 | \$2,210.00 | \$169.07 | \$193.38 | | | \$2,572.44 |
| | Subs for Mentors (2 rounds, one hour each round, internal coverage) | 30 | \$42.50 | \$1,275.00 | \$0.00 | \$0.00 | | | \$1,275.00 |
| | Subs for New Staff | 15 | \$42.50 | \$637.50 | \$0.00 | \$0.00 | | | \$637.50 |
| Observation Costs | Total Observation Costs | | | | | | | | \$18,776.16 |
| | Revenue Remaining | | | | | | | | \$303,296.03 |
| | Observations (35%) | 110 | \$787.50 | \$86,625.00 | \$6,626.81 | \$7,579.69 | | | \$100,831.50 |
| | Individual Goals (30%) | 110 | \$675.00 | \$74,250.00 | \$5,680.13 | \$6,496.88 | | | \$86,427.00 |
| | Job-embedded PD: PLCs (30%) | 110 | \$675.00 | \$74,250.00 | \$5,680.13 | \$6,496.88 | | | \$86,427.00 |
| | Site student achievement goal (5%) | 110 | \$112.50 | \$12,375.00 | \$946.69 | \$1,082.81 | | | \$14,404.50 |
| Payout Cost (6/15 each year) | Total Payout Costs | | | | | | | | \$288,090.00 |
| | Revenue Remaining | | | | | | | | \$15,206.03 |
| | FAST Testing | 1 | \$10,000.00 | \$10,000.00 | \$0.00 | \$0.00 | | | \$10,000.00 |
| | Other? Salary? | 1 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | | | \$0.00 |
| Other | Total Payout Costs | | | | | | | | \$10,000.00 |
| | Revenue Remaining | | | | | | | | \$5,206.03 |
| | Total Program Cost | | | | | | | | \$ 394,795.96 |
| | Total Revenue Remaining | | | | | | | | \$ 5,206.03 |



Rockford Area Schools Q Comp Plan

Purpose: To provide a common template to document the implementation of agreed-upon activities and components in the local Q Comp program. Once documented and confirmed by all parties (district leadership, teacher union leadership [where applicable], and MDE), this tool can be used for future program updates.

Directions: The template is completed locally, ideally by a team (such as the local Q Comp leadership team or a subgroup of that team) representing administration and teacher voices. The team should respond to each prompt using consistent language. Many question prompts are followed by *italicized* text that is intended to provide guidance about that question. Do not alter the pre-populated text in this template in any way, though the team may delete “enter text here” when crafting responses.

General Information

District or Charter School Name: Rockford Area Schools

Q Comp Coordinator or Main Contact: Kathy Mattson

- **Phone:** 763-477-5831 ext. 4005
- **Email:** mattsonk@rockford.k12.mn.us

Superintendent or Charter Executive Director (if different from Main Contact): Jeff Ridlehoover

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

List the other members of the team who contributed to completing this plan:

| Name | Role |
|-----------------|--|
| enter text here | enter text here (press tab to add additional rows) |

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Note

Old format ~~red line~~ for reference

- Yellow was moved from old format to this one
- ~~Strikethrough was removed~~
- Red text in this document is new to reflect the BILT Structure

This new format is a template the state just provided that is not required--therefore, some of the elements are different from our existing program components. With time, our components may evolve, but they are not yet.

Program Overview

0.1 Vision

What is the vision for or purpose of your local Q Comp program? Why does it exist? *[While not a requirement, many leadership teams find value in having a clarifying purpose or vision statement for what they want the Q Comp program to be. Sharing a common vision/purpose for the plan can be particularly helpful as local leadership teams work to solve problems and overcome challenges they face in implementation.]*

Q Comp fits into the overall focus and goals of the district because the Rockford Area School district is committed to excellence both for its students and its teachers. Q Comp provides a framework for teachers to improve their practice leading to improved instruction thereby improving student achievement. Q Comp will benefit students and staff of Rockford Schools because it:

1. **supports** student achievement **and growth**.
2. fosters professional growth.
3. compensates professional work.

The Q Comp Program supports improvement through its four key components

1. **Job-embedded Professional Development**

Structure

- **PLC Meetings**

- Professional Development

Purpose

- Support growth in core literacy areas using evidence-based assessments (FAST, classroom data)
- Improve student achievement and growth through the exploration of instructional strategies
- Focus on action steps that lead to measurable improvement that aligns with individual, building, and district goals.

2. Observations

Structure

- 3 times annually

Purpose

- Promote purposeful discussion about instructional practices.
- Build awareness across departments and grade-level teams .
- Support individual, building, and district goals.
- Provide support for teachers

3. Individual Goals

Structure

- Annual individual goal with two progress checks during the year and a final reflection

Purpose

- Empower teachers to focus on a goal that is relevant to their classroom/context
- Facilitate meaningful collaboration as teachers work to achieve their SMART goals and implement best practices to support student achievement

4. Site Goals

Structure

- Annual site goal generated by the Building Instructional Leadership Team

Purpose

- Promote student achievement
- Reflect on student growth over the course of the year
- Share data from building assessments to support teachers in implementing effective acceleration and intervention

0.2 Implementation Sites

List the school sites implementing Q Comp. *[Use the Q Comp Enrollment Calculation found in the Minnesota Funding Reports (MFR) to find the names of each site generating Q Comp funding]*

Rockford Elementary Arts Magnet School

Rockford Middle School-Center for Environmental Science

Career Advancement/Teacher Leadership

Career advancement options refer to opportunities for teachers to step into formal teacher leadership roles. Teacher leaders are professional educators who act as change agents to build capacity in self and others to increase effective educator practices and improve student learning. Q Comp sites typically have teacher leaders take on a variety of roles, such as: professional learning community team leader, peer reviewer/observer/coach, instructional coach, mentor, literacy specialist, math specialist, data coach, classroom demonstration site teacher, equity coach, and site team leader. See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

1.1 Advancement / Teacher Leadership Opportunities

Summarize the career advancement / teacher leadership opportunities that are a part of your local Q Comp plan.

Thinking again of a general audience, this is an opportunity for you to explain the role of teacher leaders in your district/charter. A paragraph highlighting the “Why” for teacher leaders can help communicate the purpose for the teacher leaders in your program as well as help the local leadership team stay grounded when making decisions about revising your plan.

Teacher leaders in the positions of **the Building Instructional Leadership Team** ~~Q Comp Core Committee Member, Advisor Team, PLC Leader~~/Observation Coach, and mentor will support individual teacher growth in instructional practices and promote student achievement gains district-wide.

1.2 Teacher Leadership Descriptions

Describe each teacher leadership position funded through Q Comp. *Think of this as a job description for each position. Each position must a) provide job-embedded professional development and b) maintain a primary role in student instruction. This last criterion can either be met by the teacher leader still teaching classes OR having a term limit not to exceed 5 years.*

| 1.2a Building Instructional Leadership Team Member | |
|--|--|
| Overview | The purpose of BILT is to empower a team of teachers to lead instructional practices within their buildings in alignment with district goals, building goals, team goals, and individual goals. The BILT works in partnership with school and district administration to lead meaningful, collaborative work that results in increased student achievement and growth. This work will take shape through building/team meetings, Professional Learning Communities (PLCs), and professional development opportunities throughout the year. |
| Qualifications | <input type="checkbox"/> Current MN license with a full-time contract (tier 4) <input type="checkbox"/> Continuing contract teacher in District 883 (flexibility in individual circumstances may be considered) <input type="checkbox"/> Experience and knowledge of Rockford’s Q Comp Plan, process, and procedures in accordance with MDE |

1.2a [Building Instructional Leadership Team Member](#)

| | |
|--------------------------------|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Experience as a PLC leader, Observation coach or Core Committee member. <input type="checkbox"/> Proficient in best practice, research-based instructional strategies, differentiation, and observation methods <input type="checkbox"/> Ability to remain professional, impartial, and objective <input type="checkbox"/> Collaborator who will work with various teams and staff to design and improve professional development <input type="checkbox"/> Proficient in communication, organization, and leadership <input type="checkbox"/> Knowledgeable in procedures and practices related to the district mentoring program |
| <p>Responsibilities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Attending the annual BILT Institute in August (2024: August 12) <input type="checkbox"/> Work with site based administration to annually draft and create the school improvement plan <input type="checkbox"/> Work with grade level or departments on the facilitation of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to curriculum selection and development <input type="checkbox"/> Instructional strategies <input type="checkbox"/> Interventions <input type="checkbox"/> Learner outcomes <input type="checkbox"/> Content standards <input type="checkbox"/> Assessments <input type="checkbox"/> PLC Agendas, Goals <input type="checkbox"/> Course Offerings (HS) <input type="checkbox"/> Collaboratively Plan Site and District Professional Development <input type="checkbox"/> Meet regularly as scheduled <ul style="list-style-type: none"> <input type="checkbox"/> There will be a minimum of one meeting per month <input type="checkbox"/> The meetings will include some time outside of the contract day <input type="checkbox"/> The schedule will be determined by the BILT at each site once hired <input type="checkbox"/> Complete one round of observations <input type="checkbox"/> Meet as needed with the grade level or department(s) to support the work <input type="checkbox"/> Provide structure for meeting documentation (common format across buildings) <input type="checkbox"/> Attend district instructional meetings as needed <input type="checkbox"/> Review, update, maintain the Q Comp plan <input type="checkbox"/> Continuously collect teacher perspectives |
| <p>Hiring Process</p> | <ul style="list-style-type: none"> <input type="checkbox"/> BILT members will be selected via an interview process conducted collaboratively with EMR and district administrative leadership (Coordinating Council). |

1.2a [Building Instructional Leadership Team Member](#)

| | | |
|--|---|--|
| | <input type="checkbox"/> It is helpful for BILT members to be department or grade level specific, but BILT's are not required to be specific to a grade level or department, but rather instructional leads for the building at large. | |
| | <input type="checkbox"/> BILT members will generally serve 3 year terms as a part of a rotation to ensure there's continuity on the team (term schedule) | |
| | <input type="checkbox"/> BILT members will earn an annual stipend of \$1750 | |
| Evaluation | <input type="checkbox"/> 2 evaluations: December and April facilitated within PLCs through a Google Form | |
| | <input type="checkbox"/> If, at any time, the BILT Advisor Team or the Learning & Innovation Specialist Director of Teaching and Learning observe that a BILT member PLC Leader is not performing adequately, they may choose to implement an improvement plan. | |
| | <table border="1"> <tr> <td> Evaluation results: full stipend <input type="checkbox"/> BILT member receives proficient scores on both December and April evaluations <input type="checkbox"/> BILT member does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. </td> <td> Evaluations results: partial/no stipend <input type="checkbox"/> BILT member receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> BILT member does not receive proficient scores in December or April. Receives no stipend. </td> </tr> </table> | Evaluation results: full stipend <input type="checkbox"/> BILT member receives proficient scores on both December and April evaluations <input type="checkbox"/> BILT member does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. |
| Evaluation results: full stipend <input type="checkbox"/> BILT member receives proficient scores on both December and April evaluations <input type="checkbox"/> BILT member does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. | Evaluations results: partial/no stipend <input type="checkbox"/> BILT member receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> BILT member does not receive proficient scores in December or April. Receives no stipend. | |
| Compensation | <input type="checkbox"/> \$1750.00 paid in June | |
| Number of positions | <input type="checkbox"/> REAMS: 6 <input type="checkbox"/> RMS-CES: 5 <input type="checkbox"/> RHS: 5 | |

1.2b Instructional Strategy & Implementation Facilitators

| | |
|-----------------------|--|
| Overview | <p>The Instructional Strategy & Implementation Facilitators will help with the transition between the existing leadership model and the BILT structure. As members of the BILT with experience as advisors, they will be able to help guide staff through the adjustments.</p> |
| Qualifications | <input type="checkbox"/> Previously hired as an Advisor |

1.2b Instructional Strategy & Implementation Facilitators

| | | |
|-----------------------------------|---|---|
| <p>Responsibilities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Transition support <input type="checkbox"/> Strategies to support PLC building work <input type="checkbox"/> BILT logistics guidance (building level) <input type="checkbox"/> Institutional memory <input type="checkbox"/> Mentorship Program Leadership <ul style="list-style-type: none"> <input type="checkbox"/> Pairing hires with mentors according to past practice <input type="checkbox"/> Contributing to planning for the day <input type="checkbox"/> Tracking | |
| <p>Hiring Process</p> | <ul style="list-style-type: none"> <input type="checkbox"/> As the advisors went through a formal hiring process to be in the position, there will not be a new hiring process <input type="checkbox"/> Should the position be maintained beyond the next two implementation years, a formal hiring process will be built | |
| <p>Evaluation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 2 evaluations: December and April facilitated within PLCs through a Google Form <input type="checkbox"/> If, at any time, the BILT Advisor Team or the Learning & Innovation Specialist Director of Teaching and Learning observe that a BILT member PLC Leader is not performing adequately, they may choose to implement an improvement plan. | |
| | <p>Evaluation results: full stipend</p> <ul style="list-style-type: none"> <input type="checkbox"/> ISIF receives proficient scores on both December and April evaluations <input type="checkbox"/> ISIF does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. | <p>Evaluations results: partial/no stipend</p> <ul style="list-style-type: none"> <input type="checkbox"/> ISIF receives proficient score in December, but not in April. Receives ½ the stipend as a result as there’s no time for an improvement plan. <input type="checkbox"/> ISIF does not receive proficient scores in December or April. Receives no stipend. |
| <p>Compensation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> \$2500.00 paid in June | |
| <p>Number of positions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 2 | |

1.2c Observation Coaches

Overview

- There will be one Observation Coach for approximately every six teachers (assigned to each PLC as possible). When an Observation Coach is not available, the Core Committee will formulate an alternate structure. The Observation Coach's primary responsibility is to conduct and monitor the observation cycles for their PLC, including keeping track of all observation paperwork and ensuring it is completed and submitted appropriately and according to District timelines.
- The Observation Coach target is six observations per cycle. Pending building observation scheduling, that may vary slightly given the unique demands of scheduling observations. Observation Coaches may observe both continuing contract teachers and probationary teachers.
- Observation Coaches will conduct pre-and post-observation meetings with teachers for each observation during non-student contact time (before school, after school, during common prep time, or at PLC meetings). Observation Coaches will ensure all paperwork is completed related to each observation and submit it to the ~~Advisor Team~~ **BILT** within a week after the observation window is closed.
- A process of inter-rater reliability is supported in three ways. First, both the Observation Coach and the PLC Leader will observe each teacher during the year. This will facilitate observation dialogue and check for fidelity with the observation protocol. Furthermore, all Observation Coaches, PLC Leaders/, and the ~~Advisor Team~~ **BILT** will participate in observation training in late summer and two trainings during the school year to facilitate comparison rating exercises to strive towards inter-rater reliability.
- Observation Coaches and PLC Leaders/ will also attend on-going, required trainings in order to maintain effectiveness in observing and evaluating teachers and work together to guide the PLC group toward improved teacher instruction and success at meeting the PLC, Building, and District Q Comp Goals.

1.2c Observation Coaches

| | |
|--------------------------------|--|
| <p>Qualifications</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Current MN-license (tier 4) <input type="checkbox"/> Continuing contract in Rockford Area Schools or equivalent experience as approved by the Core Committee <input type="checkbox"/> Ability to remain impartial and objective <input type="checkbox"/> Trained or willing to be trained on District 883 Observation Rubric and Observation/Evaluation methods <input type="checkbox"/> Understands or is willing to learn and use current, best practice instructional strategies, including differentiation, to promote student learning through coaching teachers <input type="checkbox"/> Proficiency in communicating instructional strategies and skills to other teachers <input type="checkbox"/> Excellent organizational, collaborative, communication, and leadership skills |
| <p>Responsibilities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Participate in all district trainings related to observations <input type="checkbox"/> Responsible for assisting with scheduling and conducting two observations with each continuing contract PLC team member and one observation with probationary, year three member using District #883 Observation Rubric <input type="checkbox"/> Participate in the entire observation cycle with each continuing contract teacher and year three probationary PLC member for each observation (pre-conference, observation, and post-conference) <input type="checkbox"/> Complete and submit all observation documentation according to district Q Comp guidelines <input type="checkbox"/> Maintain confidentiality with observation information <input type="checkbox"/> Participate in District PLC Leader meetings <input type="checkbox"/> Work in partnership with the PLC Leader to provide information and support for PLC members related to observation/evaluation cycles and improved instruction and student achievement |
| <p>Hiring Process</p> | <ul style="list-style-type: none"> <input type="checkbox"/> This is a -one year position and rotational in nature and therefore does not require a standard interview hiring process. <input type="checkbox"/> The Building Advisor BILT will ask teachers to submit interest for a position as Observation Coach within the building. If more teachers are interested than numbers of positions exist, a process will be used to determine the order in which teachers will take turns in the position. <input type="checkbox"/> Building principals and HR will be included in this process. |

1.2c Observation Coaches

| | | |
|-----------------------------------|--|---|
| <p>Evaluation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> The Advisor Team BILT will evaluate each Observation Coach’s documentation after each observation cycle. <input type="checkbox"/> Advisor A member of BILT will offer feedback for improvement individually in a conference and/or generally at the next training session. <input type="checkbox"/> When possible/as needed Observation Coaches may participate in a joint observation with a member of BILT Building Advisor. <input type="checkbox"/> Observation Coaches will participate in inter-rater reliability exercises at one Q Comp Leader meeting during the school year. <input type="checkbox"/> The BILT will distribute evaluations. In December and April, May teachers will complete the evaluation independently at a designated meeting. Finally, the Advisor Team BILT will evaluate review Observation Coach evaluations from teachers in December and April May using the Observation Coach Evaluation Checklist Appendix 7.5. | |
| | <p>Evaluation results: full stipend</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach receives proficient scores on both December and April evaluations <input type="checkbox"/> Coach does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. | <p>Evaluations results: partial/no stipend</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach receives proficient score in December, but not in April. Receives ½ the stipend as a result as there’s no time for an improvement plan. <input type="checkbox"/> Coach does not receive proficient scores in December or April. Receives no stipend. |
| <p>Compensation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> \$500.00 (June) <input type="checkbox"/> Up to two hours of release time per observation <input type="checkbox"/> This release time can be one sub day and up to - six hours paid time to complete the observation process.(The equivalent of 1 hour per observation). If an observer chooses to do observations without getting a sub, that observer can be paid up to six hours for the observations and up to six hours to complete the observation process. <input type="checkbox"/> This release time can be: one sub release day and a maximum of two hours paid -OR- eight hours if observations are done during prep to complete the observation process. | |
| <p>Number of positions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 17 <ul style="list-style-type: none"> <input type="checkbox"/> REAMS: <input type="checkbox"/> RMS-CES: <input type="checkbox"/> RHS: | |

1.2d Mentors

| | |
|---|---|
| <p>Overview</p> <ul style="list-style-type: none"> <input type="checkbox"/> New Hire Mentors <input type="checkbox"/> Mentors <input type="checkbox"/> Partial Year/Second Building Mentor/Long Term Sub Mentor | <ul style="list-style-type: none"> <input type="checkbox"/> The mission of the Mentor Program is to provide information, support, and encouragement so teachers new to Rockford are successful. The mentor program will provide a systematic introduction and a purposeful, positive relationship within the district. <input type="checkbox"/> Mentors are teachers who have proven records of being highly effective team players dedicated to making the district the best it can be. Mentors serve in the mentorship capacity with all new staff, both novice and more experienced, but new to Rockford. <input type="checkbox"/> This formal mentoring program has the opportunity to last through the mentee’s second year of employment in the district for probationary teachers; teachers that have a continuing contract after their initial year or teachers who have an assignment change in the Rockford District, may choose to participate in the year two program. New hire Mentors attend an initial mentor training, along with their year one mentee, prior to beginning school. <input type="checkbox"/> Participation in the mentorship program in year two is determined by building principals, mentor input, and consideration by the BILT. <input type="checkbox"/> Mentors meet with their mentees formally once each month to complete mentor program requirements and informally as needed, beyond the monthly meetings. Mentors provide information on district and building processes, requirements related to state standards and curriculum, and best practice instructional strategies and/or interventions. If they are unable to provide information, they connect the new staff to another district resource. <input type="checkbox"/> Mentors’ conversations with their mentees are confidential and are never shared with district administration but may be shared with the Advisor Team BILT in an effort to better support the mentee. Mentors are responsible for ensuring that Mentor Program documentation is completed and submitted appropriately. Probationary teachers may be assigned an ongoing mentor following their first year as well to support their development. - Detailed information on the Mentorship Program is provided in Appendix 8.1. |
| <p>Qualifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> New Hire Mentors <input type="checkbox"/> Mentors <input type="checkbox"/> Partial Year/Second Building Mentor/Long Term Sub Mentor | <ul style="list-style-type: none"> <input type="checkbox"/> Current MN license <input type="checkbox"/> Has previously served as a mentor at Rockford Area Schools <input type="checkbox"/> Ability to remain impartial and objective <input type="checkbox"/> An understanding of building and District processes and the framework of Rockford Area Schools curriculum and MN Academic Standards <input type="checkbox"/> Excellent organizational, collaborative and communication skills |
| <p>Responsibilities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> New Hire Mentors |

| | |
|--|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Participate in all mentor program trainings in August (\$200 of the \$700 stipend is paid for attending August training day). <input type="checkbox"/> Mentor (Year 2 or 3) <ul style="list-style-type: none"> <input type="checkbox"/> Attend a meeting with the Advisors BILT in the fall to review program requirements <input type="checkbox"/> Partial Year/Second Building Mentor/Long Term Sub Mentor <ul style="list-style-type: none"> <input type="checkbox"/> Meet with mentee as needed to support. <input type="checkbox"/> Principal and advisor directed, principal decides how long a second building mentor is needed. <input type="checkbox"/> Mentor pay based on long term sub/partial year mentor rate. (Worksheet) <input type="checkbox"/> Meet with mentee for one formal, hour-long meeting per month (8) to complete discussion requirements and ensure documentation is sent to the Advisor Team BILT <input type="checkbox"/> Observations <ul style="list-style-type: none"> <input type="checkbox"/> Mentor conducts one informal observation using District #883 Q Comp observation rubric and submits paperwork to the BILT. <input type="checkbox"/> Mentee conducts 1 informal observation of mentor and submits observation paperwork to the BILT. <input type="checkbox"/> Mentor oversees mentee's third observation requirement completion (choice) and submits observation paperwork to the BILT. <input type="checkbox"/> Oversee mentee's observation requirement completion <input type="checkbox"/> Individual Goal <ul style="list-style-type: none"> <input type="checkbox"/> Work with mentee in the goal process <input type="checkbox"/> Report any concerns or advocacy issues to the BILT Advisor Team promptly <input type="checkbox"/> Conduct 1 informal observation of mentee using District #883 observation rubric and submit paperwork to the Building Advisor. <input type="checkbox"/> Mentee observes mentor <input type="checkbox"/> Facilitate the opportunity for the mentee to observe at least one other teacher <input type="checkbox"/> New Hire Mentors are expected to attend mentor/mentee training in August and will be paid with a voucher for their work during that day. |
|--|--|

| | |
|------------------------------|---|
| <p>Hiring Process</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Because mentors need to be matched to the teacher and position being hired, the BILT Advisor Team, the Director of Teaching and Learning Learning & Innovation Specialist, and building principal will open new mentor positions to all teachers in positions matching the new staff's needs <input type="checkbox"/> Principals will ask for mentor volunteers. Principals will contact teachers with matching skill sets and notify them of the mentor position availability. Principal will make the final decision for mentor placement. |
|------------------------------|---|

| | | |
|-----------------------------------|--|---|
| <p>Evaluation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> The Advisor Team BILT will meet with mentees before the school year starts, and will provide a feedback form in October and January, in October, and a check-in during January, and May of the school year to ensure that each is feeling supported, and that s/he is getting time with his or her mentor in order to complete the Mentor Program requirements. <input type="checkbox"/> Mentees will evaluate their mentors twice, once in December and once in April. After each mentee meeting, the Advisor Team will fill out the Mentor Evaluation Checklist Appendix 7.6, documenting the performance of each Mentor. <input type="checkbox"/> If it is determined through evaluations that the Mentor is not following through on the requirements of the position, the Advisor Team BILT and the Learning & Innovation Specialist Director of Teaching and Learning will conference with the Mentor to determine if that person can successfully continue in the position. Mentors must score five out of the six elements on the final evaluation checklist Appendix 7.6 in order to earn the position compensation. <input type="checkbox"/> If a Mentor is replaced midyear because of poor performance, that person will not earn the compensation. | |
| | <p>Evaluation results: full stipend</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor receives proficient scores on both December and April evaluations <input type="checkbox"/> Mentor does not receive proficient scores in December; an improvement plan is created. If the April evaluation reflects proficiency, full stipend is paid. | <p>Evaluations results: partial/no stipend</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor receives proficient score in December, but not in April. Receives ½ the stipend as a result as there's no time for an improvement plan. <input type="checkbox"/> Mentor does not receive proficient scores in December or April. Receives no stipend. |
| <p>Compensation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> \$260 for August training day <input type="checkbox"/> \$500 for work during school year <input type="checkbox"/> If the mentor has more than one mentee, this amount is paid per mentee | |
| <p>Number of positions</p> | <ul style="list-style-type: none"> <input type="checkbox"/> varies depending on the year | |

Job-Embedded Professional Development

Job-embedded professional development (JEPD) refers to all the professional learning opportunities teachers have during their contract day throughout the school year. Q Comp districts and charters typically use this opportunity to implement an effective professional learning community (PLC) where teams focus on identifying and addressing student needs through improved instruction. See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

2.1 Summary

Summarize the job-embedded professional development opportunities that are a part of your local Q Comp plan. *Thinking again of a general audience, this is an opportunity for you to explain the myriad of ways the district/charter creates space for job-embedded professional development (JEPD). A paragraph highlighting the “Why” for JEPD can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.*

Enter text here

2.2 Professional Development Opportunities

List under the provided headings each type of job-embedded professional development activity available for teachers at your district/charter. ~~The headings indicate whether the activity is not funded, partially funded, or fully funded with Q Comp dollars.~~

~~[The types of JEPD activities are many. Here’s a sample list:~~

- *Professional Learning Communities (PLCs)*
- *Professional Development Days*
- *Mentorship Program*
- *Instructional meetings (building-wide, grade level, department level, as applicable)*

2.3 Q Comp Funded Professional Development

For EACH job-embedded professional development activity *funded with Q Comp*, describe how that activity works locally. Include things like team composition (e.g., grade level team, department team, schoolwide), frequency of the activity/meetings, length of activity/meeting. *[Note: Peer and principal observations and post-observation conversations will be thoroughly explained in the next section, so you do NOT need to elaborate on that particular activity here. For any other activity leveraging Q Comp funding, a description is required.]*

PLC meetings will be based on the district Q Comp Agenda, which is built based on prior PLC work, district goals, and district staff development activities. The **BILT PLC Leader** will ensure that agendas, attendance, and meeting notes are tracked according to protocol.

PLC work will be focused on a continuous improvement, results-oriented model based on best practices for PLC groups outlined by Richard and Rebecca DuFour in *Learning by Doing* (2016). PLC groups will complete tasks in ~~four~~ focus areas that connect to curriculum & instruction, assessment, and intervention and acceleration. Data will be used to guide and track the success of each work stream.

It is the duty of the PLC Leaders/ with assistance from Observation Coaches to familiarize themselves with the agendas for all meetings and monitor and adjust activities based on needs and growth within the PLC group. Meeting options will include modeling of instructional strategies, analysis of student work, demonstration teaching, use of data to inform instruction, planning and examining assessments, curriculum mapping, peer coaching, and self- reflection, mentoring, and collaborating with support services (special education/ELL). PLC Leaders and Coaches will receive support and direction from the Building Advisor at five annual PLC Leadership Meetings, as well as on-going guidance as needed.

During the course of the PLC year, each PLC group will engage in a continuous improvement process to build best practice instructional strategies. PLC groups may examine instructional strategies from various professional resources throughout the year. -It is the Advisor Team’s responsibility to oversee the District Q Comp PLC Leaders/hip meetings to ensure PLC tasks fit into the best practice model, and that PLC Leaders//Coaches are on track with their group’s participation.

Each site will be divided into grade level and/or department teams to create Professional Learning Communities (PLCs) of four to nine members depending on the size of the department or grade level. Depending on the year and the focus in on PLCs, groups may be adjusted to achieve a specified purpose we may also have a District Level PLC Team. Members of this PLC groups may choose to periodically meet with another PLC group (a minimum of 4 times per year) that meets their collaborative needs. This flexibility structure will also allow PLC groups to focus on results that lead each team to develop and pursue measurable improvement goals that align with school and district goals. The periodic schedule will be shared with the Advisor Team and for documentation purposes, attendance and meeting minutes will be shared with the PLC leader from the main group. Due to staff changes, the list of PLC members will not be included in the plan. The Advisor Team BILT and appropriate school principal will draft groups in the spring and finalize those groups after summer staff changes. The Advisor Team will consult with the Core Committee, as needed, to be sure groups are set up effectively. The group lists will be available in draft form to all PLC members in May and district administration in final form by during workshop week.

These teams will be led by the Building Instructional Leadership Teams. Each PLC will be guided by a BILT member (though the BILT member may not be a member of the PLC). led by PLC Leaders/ at PLC meetings and additional meetings scheduled during staff development days. Teachers will need to attend and successfully participate in all of these meetings in order to earn the 30% of the allocated performance pay for this component. In the event that a PLC member is absent from a meeting, s/he may make up the missed time by:

- submitting evidence of application of concepts or skills related to the meeting topic to the appropriate BILT member PLC Leader or Coach, or
- another method as determined appropriate by the Learning and Innovation Specialist PLC Leader or Coach and approved by the Building Advisor.

PLC meetings occur weekly during the contract day in most years there are a minimum of 30 scheduled PLC meetings. Teachers are expected to attend all meetings. If a meeting is missed, the related work must be made up in two weeks. During staff development days, teachers will participate in trainings/work that may further PLC work streams, thus increasing the annual meeting time.

In the event of a snow day/e learning day occurring on a PLC meeting day, the PLC meeting will be canceled. In the event of a two hour late start, the PLC meeting will be held two hours later than the regular scheduled time.

In the event of a planned leave of absence or medical leave, the PLC member will meet with the Advisor Team and Human Resources and complete a partial year payment plan.

RHS, RMS, and REAMS professional development will provide ongoing support and training in the following areas: Q Comp Plan processes, curriculum and instruction, assessment, and intervention and acceleration throughout the year in PLC team meetings. These meeting times will include professional development activities covering: instructional strategies, student work analysis, data analysis, peer coaching, self-reflection, mentoring, curriculum review, curriculum mapping, and support services collaboration (special education/ELL).

2.4 PD Pay

If additional pay is awarded for JEPD activities, describe what teacher and/or student performance or outcome must be demonstrated in order to earn this additional performance award. [Note: Only complete this prompt if your plan includes an additional performance award beyond the required three areas (site goals, measures of student academic growth, and teacher evaluation/observation). If using this area, the teacher must demonstrate performance beyond simply attending JEPD events, for example.]

[Enter text here](#)

2.5 Developing Site Goals

~~Are there certain local parameters you have for developing site goals? If so, describe. If not, skip this question. [e.g., Some programs require more than one goal per building, other programs have required certain percentage increases. Note: most programs do not have these parameters.]~~

[Enter text here](#)

Teacher Observation and Evaluation

Though the Q Comp program predated the Teacher Development and Evaluation (TDE) requirements by several years, there is significant overlap in their core principals and legal requirements. **Q Comp programs are advised that they should be operating one system that meets both requirements.** For example, you must use one instructional framework/rubric, not one for TDE and a different one for Q Comp. For assistance with questions, contact our team at mde.q-comp@state.mn.us. See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

Key aspects of this program component include:

- The selection or refinement of an instructional framework or rubric;
- The method(s) to conduct teacher classroom observations, the results of which lead to a required performance pay area;
- The method(s) to examine student academic growth, the results of which lead to a required performance pay area; and
- The training and ongoing support for all parties.

3.1 Observation Summary

Summarize the purpose or goal(s) for the teacher observation and evaluation component. What is the intended outcome(s) of classroom observation cycles and examining student growth? *[Thinking again of a general audience, this is an opportunity for you to explain the teacher observation/evaluation process. A paragraph highlighting the “Why” for classroom observation cycles can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.]*

Instructional Framework or Rubric

An instructional framework or rubric is the foundation of the entire model. A strong framework, aligned to the professional teaching standards in MN Rule 8710.2000 (commonly known as the Standards of Effective Practice or SEPs), establishes common language for teachers, teacher leaders and school leaders as all parties discuss effective teaching practices.

3.2 Instructional Framework

Name the instructional framework or rubric that is used locally to frame conversations about teaching practices. Be sure to indicate whether the framework is being used “as published” or whether you’ve made local modifications. If you developed your rubric locally, please attach it to this form.

All teachers will receive training on the evaluation/observation rubric and process in the fall, with follow-up instruction happening in PLC groups as the first observation cycle begins and will receive a review of the criteria prior to the second and third observations. The District #883 Observation Rubric is based on the Charlotte Danielson Framework for Teaching. It includes fewer components than Danielson’s Framework but focuses on elements that Rockford School District wishes to examine and improve upon at this time.

- Lesson and Unit Structure
- Instructional Materials and Resources
- Knowledge of Content and Assessment
- Teacher/Student Interaction
- Directions, Questions, and Procedures
- Managing Student Behavior

Teachers will have time to examine, discuss, and ask questions about the Observation Tool at the initial training, as well as at PLC meetings, all occurring prior to any observations being performed. Teachers will also be informed of the “Look fors” and Observation Elements in which observers have been instructed.

3.3 Meeting Framework Standards

Using the language from the framework/rubric, what standard must be met to demonstrate that a teacher is meeting expectations? *[Most professional evaluation systems include at least three tiers of performance—not meeting, meeting, or exceeding—though the language used to describe those tiers varies widely. In your response, please use the language that makes most sense locally. Clear performance expectations are critical for all parties in any organization. The rubric language is helpful to clearly articulate what level of performance is needed in order to earn performance pay for Q Comp, and what minimum level of performance is needed in order to not be on a teacher improvement plan for TDE. Some programs establish different standards of performance for probationary teachers, acknowledging that newer teachers are still growing. If differentiated performance standards are in place locally, describe that here.]*

Each continuing contract teacher will be evaluated using **the observation tool which has the Teachers are observed in six rubric elements in order to receive the 35% allocated performance pay in this area. To meet expectations, teachers have to complete each step in the observation process (pre-observation, observation, post-observation) and make an instructional goal as a part of each observation.**

Some staff will be evaluated using **a modified rubric tailored to their unique role (applicable to: counselors, nurses, technology integrationist, media specialist, and other specialists)** ~~different observation elements. Professional staff including counselors, social workers, and nurses, and other specialists will be in a PLC together and will be responsible for evaluating one another using the evaluation rubric for each particular position.~~ Special observation training will occur with the Observation Coaches **or BILT members and PLC Leaders**—who will be observing these positions, with individual attention being given to this group from the trainer. On-going trainings will be differentiated for the needs of this group.

Teachers who are not full-time are required to fully participate in the observation/evaluation process, and will receive the entire amount of performance pay for a successful rating on the final observation. It is preferable that teachers who were hired after the start of the school year or have taken an approved leave of absence fully participate in the observation/evaluation process. Only one observation per month may be completed. However, if that is not possible, the qualification for observation performance pay will still be figured based on the results of the final observation/evaluation the teacher participated in during the school year (whether that is one or two observations). In addition, compensation will be paid based on the number of observations completed.

Classroom Observation Cycles

If peers or principals are to have a conversation with teachers about their classroom instructional practices, a prerequisite is to observe them teaching and to schedule meaningful time to discuss the lesson(s). Many systems use a [classroom observation cycle](#) that includes a pre-observation conference, the observation itself, and a post-observation conference, though this method is not strictly required in Q Comp plans. Some systems use a variety of methods including shorter but more frequent classroom walkthroughs, reviewing recorded lessons, observation and feedback of a special educator's facilitation of an IEP meeting, among other activities.

In this section, the prompts ask local program leads to document how evidence of classroom instructional practices is gathered, who plays a role in that activity, how frequently it occurs, etc. While there is no required methodology or number of observations listed in statute, MDE recommends that your system is designed to provide access to sufficient, relevant, and comprehensive evidence that is used to determine if a teacher has earned performance pay, if a teacher is meeting local standards of practice, etc.

3.4.a Observation Coaches

Describe how teachers are observed by PEER REVIEWERS/COACHES in your local Q Comp plan. *[Specify whether there are differences in observations conducted by peers vs school leaders]*

The Rockford observation model is designed to enhance teacher development by supporting and improving the pedagogical **instructional** skills of teachers through self-reflection and coaching.

3.4.b Pre & Post Observation Conferences

Are any pre- and/or post-observation conferences involved? If so, describe the purpose and any parameters for those meetings.

Teachers will be required to conduct a pre observation conference with their Observation Coach or PLC Leader prior to each observation. The pre-observation conference must be completed by the morning of the scheduled date of the observation and include discussion on the completed pre-observation report Appendix 3.2. Teachers will also be required to conduct a post-observation conference with their Observation Coach or PLC Leader after each observation. The post-observation conference should ideally be completed within a week after the observation has been performed (preferably within one or two days) and must include the completed observation rubric Appendix 3.3 which includes a and the post observation report Appendix 3.4. This conference will provide critical feedback and coaching to ensure that each teacher will improve in the observation element areas during the school year.

3.4.c Observation Frequency

How often do observations occur, how much of the rubric is used, and are there any other parameters in the plan? *[e.g., teachers are observed by peers 2x/year, and each year the focus is on a different domain in the rubric.]*

Three observation cycles will occur during the school year: one in the fall, one in the winter, and one in the spring. **If an alternate format for those three observations better supports a teacher's instructional goals, that flexibility will be coordinated by the BILT and Learning & Innovation Specialist. For each observation, the entire rubric is used, though individual teachers specify a goal related to one element of the rubric.** Coaching will be ongoing and will occur **during PLC Meetings in post-observation conferences or PLC meetings as appropriate.**

3.5.a Continuing Contract Observations

Describe how tenured teachers are observed by *SCHOOL LEADERS/PRINCIPALS* (summative evaluators) in your local Q Comp plan. [Specify whether there are differences in observations conducted by peers vs school leaders]

Every continuing contract teacher in the District will be observed a total of three times during three separate observation cycles. The first and third observations will be done by the same observer (generally an Observation Coach), and the second observation will be done by a different observer (generally a **BILT member Leader**). However, sometimes that structure will be adjusted in consideration of content area, observation load, or PLC position (sometimes a **BILT member Leader** observes a Coach in the first and third round, for example). **During the year a continuing contract teacher is observed by the building principal, the principal's observation may take the place of the observation done by the PLC Leader.**

3.5.b Pre & Post Observation Conferences

Are any pre- and/or post-observation conferences involved? If so, describe the purpose and any parameters for those meetings.

At the conclusion of the post-observation meeting with Observation Coaches and PLC Leaders/, observed teachers will fill out a post-observation report Appendix 3.4. This will aid the observed teacher in reflecting upon his or her strengths and weaknesses, transforming instruction, and improving student achievement.

In the spring, teachers will participate in a self-reflection process within the PLC, where they reflect on the improvements that were made throughout the year. Observation participation will encompass part of the impact of that growth; thus, adding this process gives teacher another opportunity to analyze their progress, reflect on their growth, and consider their future goals.

~~3.5.c Observation Frequency~~

~~How often do observations occur, how much of the rubric is used, and are there any other parameters in the plan? [e.g., tenured teachers are observed by the principal 2x/year, and each year the focus is on a different domain in the rubric, with the entire rubric being covered across the three-year professional review cycle.]~~

[Enter text here](#)

3.6 Probationary Teachers

Are there any differences in 3.4-3.5 for probationary teachers? If so, describe below. [Specify whether there are differences in this area when the process is conducted by peers vs school leaders]

Probationary teachers will be observed three times per year by their building administrators. Principals indicate if probationary teachers met expectations on observations each spring.

In their first two probationary years teachers will be observed three times by an administrator and one time by their mentor. In the third probationary year, teachers will be observed three by an administrator and one time by an available observer. Principals indicate if probationary teachers met expectations on observations each spring.

~~Measures of Student Growth (aka Student Learning Goals) Individual Goals~~

~~One of the required areas in Q Comp is to have performance pay based on measures of student growth and literacy. The Q Comp law further specifies that this needs to align with the language in the TDE law about student academic growth~~

making up 35% of a teacher's summative evaluation. MDE's position is that the activity done in Q Comp to award performance pay based on student academic growth *should be the same activity(ies)* as the one used for summative evaluations in TDE.

Many programs engage in some type of student learning goal process for this area of their plan. The following prompts are designed around this approach. [If the Q Comp/TDE program approaches this area differently, contact mde.q-comp@state.mn.us for a modified plan template.]

3.7 Measures of Student Growth Overview of Individual Goal

Describe the measures of student growth (aka student learning goal) goal setting process. [Use this prompt to describe it at the big picture level, and the following prompts will help specify the details.]

In September, each individual teacher will write a classroom student achievement goal. The goal will be written as a SMART goal. This goal may be determined by building/district initiatives and/or building/classroom assessments.

The measures of student achievement will target student growth. In the fall, teachers will collaborate to identify meaningful goals based on student need, department/grade level needs, and relevant data. The **Building Instructional Leadership Team PLC Leaders/hip** will support group members in writing SMART goals that are rigorous, reasonable, and attainable based on grade levels and content areas. Once goals are accepted, **Building Instructional Leadership Team PLC Leaders/hip** will submit them to the building spreadsheet. At that time, **the Building Instructional Leadership Team both the Advisor Team** will evaluate goals to ensure that they are rigorous and well aligned to building and district goals, reasonability, and attainability are appropriate. In addition, the Director of Learning and Innovation along with the Learning and Innovation Specialist Teaching and Learning and the Advisor Team will review them to ensure awareness of the instructional work the goals support ensure equity across goals and measurement standards district wide. Principals will sign off on a copy of the goals so that they are aware of teacher goals.

3.8 Who: Student Learning Goals

Are student learning goals made by grade level team, subject area team, classroom level, or something else? [Reminder: This is separate from the building wide "Site Goal" that is a different requirement in Q Comp.]

The goals will be made by individual teachers or teachers in collaboration with a group or team.

3.9 When & How Student Learning Goals

When and how are student learning goals set? [Are teachers expected to submit goals by a certain deadline? Who reviews those goals? What are the required elements for the goals? Do you have a goal setting [template](#) or [checklist](#) (if not, take a look at those links as options as well as our [SLG webpage](#))?]

The goal will be measured using an assessment point that may include but is not limited to the following assessments: MCAs, NWEA-MAP assessments, FAST assessments, Star Testing, Fountas and Pinnell Benchmark, objective pre-post- tests, special education IEP's, alternative assessments in unique content areas such as music, visual arts, and case study analysis for counselors, nurse and social worker.

The goal itself will be attained through the implementation of effective instructional and differentiation strategies and practices that will be the focus of the PLC discussions and tasks.

3.10 Reviewing Student Learning Goals

Who reviews/approves student learning goals? What criteria do they look for? *[See also the template and aligned checklist example linked above]*

The goal has a minimum of two reporting periods during the year based on the building schedule. The mid-year progress report(s) allow the teacher to discuss classroom student achievement progress with the PLC Leaders/hip and PLC peers. Teachers will then determine a plan that will address next steps and what, if any, additional assistance is needed in order to meet the goal.

3.11 Meeting Student Learning Goals

Who determines if student learning goals were met (and performance pay can be awarded)?

In May, the teacher will submit student growth data that shows whether the goal was met.

Teacher Individual Growth and Development Plan

3.12 Description: Teacher Individual Growth and Development

~~Describe the teacher individual growth and development plan process and requirements that are part of the three-year professional review process. [e.g., When the plan needs to be completed? What format the plan will take? What the plan will include? Who will review the plan for fairness and to ensure it meets standards? How the plan is used to track teacher growth throughout each year? Note: This plan is about the adult's continuous improvement. It is not the same as the measure of student growth]~~

Training for Teachers, Teacher Leaders, and Summative Evaluators

3.13 Training Staff in Q Comp

Describe how teachers, especially new teachers, will be informed of and trained on the elements of your Q Comp/TDE plan. *[Consider things like initial and on-going training, training for new team members, who provides the training, when and how]*

PLC Process

A training takes place for new teachers and August and the entire staff during workshop week to ensure the collective commitments of the PLCs are clear and everyone understands Q Comp's purpose and the program's core components.

Observations

In order to ensure inter-rater reliability, each continuing contract member will be observed by two separate observers (typically the Observation Coach and the **BILT member PLC Leader**). Observation review discussions will take place **during Q Comp leadership meetings** between Observation Coaches and PLC Leaders/ prior to and after observation conducted during the winter Observation Cycle, which will lead to heightened reliability.

District-wide inter-rater reliability will be further addressed as needed by allowing the Building Advisor to participate in partner observations with Observation Coaches, PLC Leaders/, and Mentors during the year as concerns/questions arise.

3.14 Training Teacher Leaders (Coaches)

Describe how teacher leaders will be trained for their positions in this plan. *[Teacher leaders are the main face of your plan, so it is particularly important that they understand the Why, How and What of your plan. Be sure also to specify inter-rater reliability training and training for coaching conversations for those teacher leaders observing instruction and facilitating feedback conversations, as this is key to a consistent, effective experience for teachers.]*

Coaches

- Comprehensive training on characteristics to look for in an observation and protocol is essential and will be provided annually. Observers will be able to clearly and concisely identify the Observation Elements. Observations will focus on feedback and growth. Integrity with the observation system will occur with inter-rater reliability trainings. Observers will be required to self-evaluate and communicate with other observers, their trainers, and the ~~BILT Advisor Team~~ regarding challenges and successes experienced in this area.
- Finally, all observers will participate in trainings throughout the school year, where they will watch and individually evaluate taped lessons, share their ratings with the group, and come to a group consensus on scoring. This process will encourage dialogue that will ensure observation validity and refine measurement and methodology of the observers.
- The observation process will be sustainable because observation coaches will be on a one year commitment and be on a rotating basis.

Mentors

- Mentors attend an initial training prior to beginning school.
- Mentors meet with a member of the BILT at least three times during the school year.

3.14 Training the Building Instructional Leadership Team

Describe how school leaders/principals will be trained for their role in this plan. *[Very similar to the teacher leader prompt and subsequent text, school leaders also benefit from inter-rater reliability training WITH peer observers so that all parties are on the same page.]*

BILT members will attend a one day summer institute in August to prepare for the year. The Director of Teaching & Learning along with the Learning & Innovation Specialist will coordinate additional learning opportunities for the BILT throughout the year in response to the team's unique needs in serving their respective buildings.

~~3.15 Other Training~~

~~If other leaders or staff are involved (district office leaders, for example), how will they be trained?~~

[Enter text here](#)

Performance Pay & Alternative Salary Schedule

The Q Comp plan must reform the salary schedule, prevent a teacher's compensation from being reduced and base 60 percent or more of any increase in compensation on teacher performance in three areas:

- Schoolwide student achievement gains based on a standardized assessment
- Measure of student academic growth
- Observations of classroom instruction

The reformed/alternative salary schedule refers to a change in how the “steps and lanes” salary schedule functions. Performance pay refers to opportunities to earn an additional financial award based on demonstrated performance.

See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices.

4.1 Summary: Compensation & Q Comp

Summarize the role of compensation in your Q Comp plan. *[Thinking again of a general audience, this is an opportunity for you to explain the role of performance pay, the reformed salary schedule or both. A paragraph highlighting the “Why” for alternative pay can help communicate the purpose for a variety of audiences (including administrators, teachers, board members and community), as well as help the local leadership team stay grounded when making decisions about revising your plan.]*

In the past, teachers have moved from step to step based on attaining another year of service in the school system. According to the new, alternative salary schedule, teachers are able to move to the next step only if they receive a percentage of the performance pay available in a least of two of the four performance pay award areas available during that particular school year.

4.2.a Salary Schedule

School Districts only: Describe how the salary schedule has been reformed to determine a teacher’s vertical movement is based in part on indicators of student or teacher performance. *[Most district Q Comp participants have met this requirement by withholding a step for teachers who are not meeting professional teaching standards based on their TDE system, particularly their teacher observation process.]*

Continuing contract and probationary teachers must meet all requirements in these four areas in order to receive performance pay (approximately \$2,250 pending budget):

- Job-Embedded PLC Work (30%)
 - Required engagement in PLC work (as measured by -and work related to designated work streams)
 - Focus Area Reflections and related products as designated
- Individual Goal (30%)
 - Initial approval
 - Progress check 1
 - Progress check 2
 - Year-end review
- Observations (35%)
 - Pre-observation report
 - Observation tool
 - Post-observation report
 - All parts must be submitted for each required observation
- Building Goal (5%)
 - Data collected through each assessment cycle

4.2.b Charter schools only: Describe how a teacher’s permanent base salary increase is based in part on indicators of student or teacher performance. *[This must be based on one of the three performance measures referenced above. If*

teachers are only eligible for a cost of living (no more than 5 percent annually) increase when school budgets state and performance pay, please specify that.]

Enter text here

4.3 Performance Pay & Teacher Compensation

Outline how performance pay will be used to increase a teacher’s compensation in the following areas: [Note: Performance pay is needed in items a-c below to meet statutory requirements. Item d is not required]

- a) \$ 112.50 for schoolwide student achievement gains will be awarded to teacher if the schoolwide site goal (updated annually) is met.
- b) \$ 675.00 for individual goals measures of student growth and literacy will be awarded to each teacher if their annual measures of student growth goal described in Teacher Evaluation is met.
- c) \$ 787.50 for teacher observation/evaluation will be awarded to each licensed staff member who completes the teacher observation/evaluation process.
- d) \$675.00 for performance pay related to job-embedded professional development activities that will be awarded to each licensed staff member who meets performance expectations as described in 2.4. [This performance pay area is optional.]

4.4 Modification for Part-Time Staff

What modifications, if any, are in place for part-time staff? [MDE’s guidance requires that all staff 0.5 FTE or higher must participate in Q Comp, so that leaves part time staff 0.49 FTE and lower a local decision. This applies for any of the program components, not just the performance pay component.]

Q Comp Partial Year Payment Plan

| Required Participation & Compensation | | | | |
|---------------------------------------|--|---|--|--|
| Time/Year Reduction | Building Goal | Individual Goal | Observations | PLC Requirements |
| Part Time | Prorated based on FTE or duty time | Full Compensation | Full Compensation | Full Compensation if teacher schedule allows OR prorated according to the teacher’s specific situation |
| Late Hire | Prorated based on start date | If possible, full participation (goal must take place over 2 quarters or 1 semester) OR prorated compensation based on start date | If possible (not more than one observation per month), full participation OR Prorated compensation based on number of observations completed | Prorated based on start date |
| Leave of Absence | Prorated based on non leave time | If possible, full participation (goal must take place over 2 quarters or 1 semester) OR prorated compensation based on non leave time | If possible (not more than one observation per month), full participation OR prorated compensation based on number of observations completed | Prorated based on leave time/number of PLC meetings attended |
| Resignation (mid-year) | Teachers who resign during the school year will not be compensated for Q Comp performance pay. | | | |

| | |
|--------------------------------------|---|
| Resignation (end of year) | Teachers who resign at the end of the school year are eligible for all performance pay areas. |
|--------------------------------------|---|

In the case that an individual in a Q Comp-funded position is unable to fulfill their duties due to absence/leave, the Building Instructional Leadership Team along with the Learning & Innovation Specialist and the relevant building principal(s) will gather to determine an appropriate resolution.

Optional Compensation Components

Q Comp programs have the opportunity to leverage program revenue to recruit and retain teachers by offering hiring and retention bonuses, provide incentives for teachers to obtain a master's degree/advanced certification, or to fund a Grow Your Own program for new teachers:

See the [Q Comp Requirements and Guiding Principles](#) for practices required by statute and examples of recommended practices:

A response to the following item(s) is only required if you are using Q Comp funds for these activities:

5.1 Describe how first year teachers hired in a high need/hard to fill positions or hard to staff school can receive a hiring bonus or other compensation. *[Be sure to describe things like what determines if a bonus is offered? How is the determination made? What portion of Q Comp funds are used for this purpose? What other key timelines and standards are part of determining the hiring bonus?]*

[Enter text here](#)

5.2.a Describe the incentives for teachers to obtain a master's degree or other advanced certification with at least 18 credits in their content field of licensure required for teaching concurrent enrollment or College in the Schools courses. *[Be sure to describe things like what determines if a teacher receives the incentives? How are incentives awarded and provided to teachers? What must be demonstrated to receive the incentive? What portion of Q Comp funds are used for this purpose? What other information is important to understand how this additional compensation can be earned?]*

[Enter text here](#)

5.2.b Describe the incentives for teachers to pursue the training or education necessary to obtain an additional licensure in shortage areas identified by the district or charter school. *[Be sure to describe things like what determines if a teacher receives the incentives? How are incentives awarded and provided to teachers? What must be demonstrated to receive the incentive? What portion of Q Comp funds are used for this purpose? What other information is important to understand how this additional compensation can be earned?]*

[Enter text here](#)

5.3 Describe how Q Comp funding is used to help fund a Grow Your Own new teacher initiative involving non-licensed education professionals, including paraprofessionals and cultural liaisons. *[Be sure to describe things like who is eligible for these funds? How is it determined who receives the fund? What portion of Q Comp funds are used for this purpose? What other information is important to understand how funds will be used in a Grow Your Own new teacher initiative?]*

[Enter text here](#)

Statement of Assurances

- The Q Comp plan outlined in this document has been developed and aligned with the requirements outlined in Minnesota Statutes, section 122A.414.
- The Q Comp plan outlined in this document aligns with the Staff Development Plan as defined under Minnesota Statutes, section 122A.60 and 122A.61.
- The Q Comp plan outlined in this document aligns with the Teacher Development and Evaluation Plan as defined under Minnesota Statutes, sections 122A.40, subd 8 or 122A.41, subd 5.
- The Q Comp plan outlined in this document aligns with the World Best Workforce Plan as defined under Minnesota Statutes, Section 120B.11.

The undersigned hereby certifies on behalf of the district/charter school that all of the above statements of assurances are true.

| | | |
|---|-----------|------|
| Superintendent/Charter Executive Director Name | Signature | Date |
|---|-----------|------|

| | | |
|-----------------------------|-----------|------|
| Local Union President Name* | Signature | Date |
|-----------------------------|-----------|------|

*Districts/charters without a collective bargaining unit only need the signature of the superintendent/executive director on behalf of the school board.



Q Comp Program Update Form for 2024-25

Due: August 31, 2024

General Information: This form is to be used by all implementing districts and charter schools to provide information to the Minnesota Department of Education (MDE) regarding changes to the approved Quality Compensation (Q Comp) program as outlined in [Minnesota Statutes 2023, section 122A.414](#). The form will expand to fit the responses. For each core component, begin by putting an “X” next to either Yes or No to signify that there are changes, or no changes, to that component. Then, complete that section, if applicable, or move to the next component. Send the completed document and any related attachments via email to mde.q-comp@state.mn.us.

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

District or Charter School Name: Rockford Area Schools

Superintendent or Charter School Director: Dr. Jeff Ridlehoover

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

President of the Exclusive Representative of the Teachers (if applicable): Kristen Nolby

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

Program Contact Person: Kathy Mattson

- Phone: 763-477-5846
- Email: mattsonk@rockford.k12.mn.us

It is the district’s responsibility to align any program changes with statutory requirements. To assist with this process, read the [Q Comp Requirements and Guiding Principles document](#) on the Teacher Development and Evaluation (TDE) and Q Comp web page, under the Implementation section.

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

Core Component: Career Advancement Options

Are changes being made to this component? X Yes ___ No

If yes, please complete the following sections as applicable.

Discontinuing—Identify any position(s) being removed:

Expanding—Provide the full job descriptions, below, for any position(s) being added:

Revising—Using the categories above, describe any changes to an existing position description(s):

We are revising our leadership structure. Rather than having Professional Learning Community Leaders and Q Comp Building Advisors, we're going to have a team called the Building Instructional Leadership Team at each building. Their qualifications and responsibilities combine what existed for PLC Leaders and Q Comp Advisors. All adjustments are detailed below.

Title: **Building Instructional Leadership Team Member**

Qualifications:

- Current MN license with a full-time contract (tier 4)
- Continuing contract teacher in District 883 (flexibility in individual circumstances may be considered)
- Experience and knowledge of Rockford's Q Comp Plan, process, and procedures in accordance with MDE
- Experience as a PLC leader, Observation coach or Core Committee member.
- Proficient in best practice, research-based instructional strategies, differentiation, and observation methods
- Ability to remain professional, impartial, and objective
- Collaborator who will work with various teams and staff to design and improve professional development
- Proficient in communication, organization, and leadership
- Knowledgeable in procedures and practices related to the district mentoring program

Responsibilities:

- Attending the annual BILT Institute in August (2024: August 12)
- Work with site based administration to annually draft and create the school improvement plan
- Work with grade level or departments on the facilitation of the following:
 - Contribute to curriculum selection and development
 - Instructional strategies
 - Interventions
 - Learner outcomes
 - Content standards
 - Assessments
 - PLC Agendas, Goals
 - Course Offerings (HS)
 - Collaboratively Plan Site and District Professional Development
- Meet regularly as scheduled

- There will be a minimum of one meeting per month
- The meetings will include some time outside of the contract day
- The schedule will be determined by the BILT at each site once hired
- Complete one round of observations
- Meet as needed with the grade level or department(s) to support the work
- Provide structure for meeting documentation (common format across buildings)
- Attend district instructional meetings as needed
- Review, update, maintain the Q Comp plan
- Continuously collect teacher perspectives

Hiring Process:

- Postings occur in April
- Interviews conducted of all applicants
- Team hired by May

Evaluation:

- Completed by building teams in December, April

Compensation: \$1750 stipend in June

Core Component: Job-Embedded Professional Development

Are changes being made to this component? ___ Yes X No

If yes, please complete the following sections as applicable.

Frequency—Describe how often teams meet: [Enter text here](#)

Length—Describe how long each team meeting is: [Enter text here](#)

Composition—Describe the new team (e.g., grade levels, banded grades, departments): [Enter text here](#)

Core Component: Teacher Evaluation

Are changes being made to this component? ___ Yes X No

If yes, please complete the following sections as applicable.

Peer Review—Describe the revised Peer Review Process (e.g., number of observations, number of different observers, use of the rubric, link to growth plans, observation process, training for observers, coaching): [Enter text here](#)

Summative Evaluation—Outline the revised Summative Evaluation Process (e.g., frequency of summative process, number of evaluations, use of the rubric, link to growth plans, evaluations process, training for evaluators, coaching): [Enter text here](#)

Individual Growth and Development Plan—Specify the changes to the teacher’s Individual Growth and Development Plan (IGDP) (e.g., the process for setting goals and plans, the goal and plan review process, documentation is required throughout the year): [Enter text here](#)

Measures of student growth and literacy- Describe changes to the measures of student growth and literacy (e.g., how the goal is set, oversight, results and scoring): [Enter text here](#)

Teacher Improvement Process- Provide the updated Teacher Improvement Process (TIP) (e.g., identification for the process, goal setting, support, moving out of the process): [Enter text here](#)

Rubric- Identify any changes to the rubric, including:

- What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach. [Enter text here](#)
- What modifications have been made to the rubric? [Enter text here](#)
- What is the standard of performance expected of tenured/continuing contract teachers? [Enter text here](#)
- What is the standard of performance expected of probationary/non-tenured teachers, if different from tenured/continuing contract teachers? [Enter text here](#)

Core Component: Performance Pay and Reformed Salary Schedule

Are changes being made to this component? ___ Yes X No
If yes, please complete the following sections as applicable.

Salary schedule—Describe changes to how vertical movement is made on the salary schedule: [Enter text here](#)

Performance pay—Outline changes to the performance pay system:

- **Site Goal:** \$ [Enter text here](#) for schoolwide student achievement gains will be awarded to teacher if the schoolwide site goal (updated annually) is met.
- **Measure of Student Growth and Literacy:** \$ [Enter text here](#) for the measure of student growth and literacy will be awarded to each teacher if their annual measure of student growth goal is met.
- **Teacher Observation/Evaluation:** \$ [Enter text here](#) for teacher evaluation will be awarded to each licensed staff member who demonstrates a score of [Enter text here](#) on the [Enter text here](#) rubric through the teacher evaluation process.
- **Additional Measure of Performance:** [If applicable] \$ [Enter text here](#) for [Enter text here](#) (measure of teacher or student performance) will be awarded to each licensed staff member who demonstrates [Enter text here](#) (standard of performance).

OPTIONAL Hiring bonus—Describe how Q Comp funding is being used for hiring bonuses for hard to staff positions (e.g., bonus amount, process for determining who receives, positions eligible): [Enter text here](#)

OPTIONAL Additional licensure—Outline how Q Comp funding is being used to provide compensation for additional licensure or grow your own systems (e.g., positions eligible, length and amount of funding): [Enter text here](#)

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

| | | |
|--|-----------|------|
| Superintendent/Executive Director Name | Signature | Date |
|--|-----------|------|

| | | |
|-----------------------------|-----------|------|
| Local Union President Name* | Signature | Date |
|-----------------------------|-----------|------|

*Districts/Charter schools without a collective bargaining unit only need the signature of the superintendent/executive director on behalf of the school board.



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

Subject: Time and Place of Board Meetings for 2024-25 School Year

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 9, 2023

Information Briefing Action Enclosure Item(s)

The Board is being presented 3 options for board meeting dates as listed below. Board meetings will be held in the District Office Board Room unless otherwise stated. The official posting place for the school board meeting notice is in the hallway window of the district office.

- Mondays starting at 6:30pm
- Mondays starting at 5:30pm
- Wednesdays starting at 6:30



SCHOOL BOARD MEETINGS SCHEDULE 2024-2025 SCHOOL YEAR

2024

| | |
|--------------------|---|
| July 15, 2024 | Work Session - 5:30 p.m. |
| July 15, 2024 | Regular Meeting - 6:30 p.m. |
| August 5, 2024 | Work Session - 6:30 p.m. |
| August 19, 2024 | Regular Meeting - 6:30 p.m. |
| September 16, 2024 | Work Session - 5:30 p.m. |
| September 16, 2024 | Regular Meeting - 6:30 p.m. |
| October 7, 2024 | Work Session - 6:30 p.m. |
| October 21, 2024 | Regular Meeting - 6:30 p.m. |
| November 18, 2024 | Work Session - 5:30 p.m. |
| November 18, 2024 | Regular Meeting - 6:30 p.m. |
| December 2, 2024 | Work Session - 6:30 p.m. |
| December 16, 2024 | Regular Meeting (Truth in Taxation Hearing) - 6:30 p.m. |

2025

| | |
|-------------------|---|
| January 6, 2025 | Organizational Meeting - 6:30 p.m. |
| January 22, 2025 | Work Session - 5:30 p.m. (<i>moved due to MLK Jr. Day</i>) |
| January 22, 2025 | Regular Meeting - 6:30 p.m. |
| February 3, 2025 | Work Session - 6:30 p.m. |
| February 19, 2025 | Regular Meeting - 6:30 p.m. (<i>moved due to President's Day</i>) |
| March 17, 2025 | Work Session - 5:30 p.m. |
| March 17, 2025 | Regular Meeting - 6:30 p.m. |
| April 7, 2025 | Work Session - 6:30 p.m. |
| April 21, 2025 | Regular Meeting - 6:30 p.m. |
| May 19, 2025 | Work Session - 5:30 p.m. |
| May 19, 2025 | Regular Meeting - 6:30 p.m. |
| June 16, 2025 | Work Session - 5:00 p.m. - Superintendent Evaluation |
| June 16, 2025 | Regular Meeting - 6:30 p.m. (<i>moved due to Juneteenth</i>) |



SCHOOL BOARD MEETINGS SCHEDULE 2024-2025 SCHOOL YEAR

2024

| | |
|--------------------|---|
| July 15, 2024 | Work Session - 5:30 p.m. |
| July 15, 2024 | Regular Meeting - 6:30 p.m. |
| August 5, 2024 | Work Session - 5:30 p.m. |
| August 19, 2024 | Regular Meeting - 5:30 p.m. |
| September 16, 2024 | Work Session - 5:30 p.m. |
| September 16, 2024 | Regular Meeting - 6:30 p.m. |
| October 7, 2024 | Work Session - 5:30 p.m. |
| October 21, 2024 | Regular Meeting - 5:30 p.m. |
| November 18, 2024 | Work Session - 5:30 p.m. |
| November 18, 2024 | Regular Meeting - 6:30 p.m. |
| December 2, 2024 | Work Session - 5:30 p.m. |
| December 16, 2024 | Regular Meeting (Truth in Taxation Hearing) - 5:30 p.m. |

2025

| | |
|-------------------|---|
| January 6, 2025 | Organizational Meeting - 5:30 p.m. |
| January 22, 2025 | Work Session - 5:30 p.m. (<i>moved due to MLK Jr. Day</i>) |
| January 22, 2025 | Regular Meeting - 6:30 p.m. |
| February 3, 2025 | Work Session - 5:30 p.m. |
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| March 17, 2025 | Regular Meeting - 6:30 p.m. |
| April 7, 2025 | Work Session - 5:30 p.m. |
| April 21, 2025 | Regular Meeting - 5:30 p.m. |
| May 19, 2025 | Work Session - 5:30 p.m. |
| May 19, 2025 | Regular Meeting - 6:30 p.m. |
| June 16, 2025 | Work Session - 5:00 p.m. - Superintendent Evaluation |
| June 16, 2025 | Regular Meeting - 6:30 p.m. (<i>moved due to Juneteenth</i>) |



SCHOOL BOARD MEETINGS SCHEDULE 2024-2025 SCHOOL YEAR

2024

| | |
|--------------------|---|
| July 17, 2024 | Work Session - 5:30 p.m. |
| July 17, 2024 | Regular Meeting - 6:30 p.m. |
| August 7, 2024 | Work Session - 6:30 p.m. |
| August 21, 2024 | Regular Meeting - 6:30 p.m. |
| September 18, 2024 | Work Session - 5:30 p.m. |
| September 18, 2024 | Regular Meeting - 6:30 p.m. |
| October 2, 2024 | Work Session - 6:30 p.m. |
| October 16, 2024 | Regular Meeting - 6:30 p.m. |
| November 20, 2024 | Work Session - 5:30 p.m. |
| November 20, 2024 | Regular Meeting - 6:30 p.m. |
| December 4, 2024 | Work Session - 6:30 p.m. |
| December 18, 2024 | Regular Meeting (Truth in Taxation Hearing) - 6:30 p.m. |

2025

| | |
|-------------------|---|
| January 8, 2025 | Organizational Meeting - 6:30 p.m. |
| January 22, 2025 | Work Session - 5:30 p.m. (<i>moved due to MLK Jr. Day</i>) |
| January 22, 2025 | Regular Meeting - 6:30 p.m. |
| February 5, 2025 | Work Session - 6:30 p.m. |
| February 19, 2025 | Regular Meeting - 6:30 p.m. (<i>moved due to President's Day</i>) |
| March 19, 2025 | Work Session - 5:30 p.m. |
| March 19, 2025 | Regular Meeting - 6:30 p.m. |
| April 2, 2025 | Work Session - 6:30 p.m. |
| April 16, 2025 | Regular Meeting - 6:30 p.m. |
| May 21, 2025 | Work Session - 5:30 p.m. |
| May 21, 2025 | Regular Meeting - 6:30 p.m. |
| June 18, 2025 | Work Session - 5:00 p.m. - Superintendent Evaluation |
| June 18, 2025 | Regular Meeting - 6:30 p.m. (<i>moved due to Juneteenth</i>) |



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

Subject: Handbooks 2nd reading

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 16, 2024

Information Briefing Action Enclosure Item(s)

Handbooks up for final reading

- Galaxy
 - Staff
 - Parent & Student
- Early Childhood
 - Staff
 - Parent & Student
- RAS Parent & Student
- RAS Staff



STUDENT-PARENT HANDBOOK

2024-2025 SCHOOL YEAR



OUR MISSION

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

2024-2025~~2023-2024~~ District Student-Parent Handbook

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

INTRODUCTION

This handbook includes an overview of District #883 policies, regulations, and procedures about student rights and responsibilities. Those documents are updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this handbook since ~~last printed the previous version was printed in fall 2022~~. District policies can be found on our website at www.rockford.k12.mn.us. If you have questions or would like more information about a specific issue, please contact the building principal.

MISSION

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

VISION

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

CORE VALUES

Excellence: To be our best, expect our best; to be inspired daily to become the very best we can be

Students First: A safe, healthy environment to challenge, engage and inspire all students

Community: It's about all of us, all the time

Integrity: Align actions and words with values and beliefs while respecting differences

Stewardship: Care and responsibility with our resources including natural and social environments

Student Experience: All students have access to engage in a rich arts and academics environment, and an abundance of extracurricular opportunities

STRATEGIC DIRECTIONS

1. Student achievement and growth.
2. Healthy and supportive environment.
3. Community, school and family partnerships.
4. Culture of collective purpose.
5. Stewardship of resources.

CALENDAR FOR 2024-2025 SCHOOL YEAR

| August 2024 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| September 2024 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| October 2024 | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| November 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| December 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| January 2025 | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| February 2025 | | | | | | |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

| March 2025 | | | | | | |
|------------|----|----|----|----|----|----|
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| April 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| May 2025 | | | | | | |
|----------|----|----|----|----|----|----|
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| June 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| July 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

- School Closed
- Staff Development (no school for students)
- Half Day Staff Development (no school for students)
- New teacher days
- Start of Quarter
- End of Quarter

| | | |
|------------------|-----------------------------|-----------------|
| 1st Qtr. | September 3 to November 1 = | 41 |
| 2nd Qtr. | November 5 to January 17 = | 43 |
| 3rd. Qtr. | January 21 to March 20 = | 42 |
| 4th Qtr. | March 31 to June 4 = | 46 |
| | | 172 days |

| | | |
|--------------------------|--------------------------------------|------------------------------------|
| New Staff Days | 8/13, 8/14 | |
| Workshop Week | 8/26, 8/27, 8/28, 8/29 | 4 |
| SD Days/Work Days | 10/16, 11/04, 1/20, 3/21(5), 6/05(5) | 5 |
| | | 1 Floating SD/Work Day 8/01 - 8/23 |
| | | 172 |
| | | 181 + |
| | | 183 |

| May 30 - Commencement | | |
|---------------------------------|-------------|--------|
| REAMS EVENTS | DATES | HRS |
| Assessment Days | 9/03,9/04 | |
| Fall Conferences | 11/4, 11/07 | 8.0hrs |
| Spring Conferences | 3/13, 3/17 | 8.0hrs |
| Kindergarten Round Up | 03/06 | |
| BMS-CES EVENTS | | |
| REAMS EVENTS | DATES | HRS |
| Open House | 8/28 | 4.0hrs |
| Fall Conferences | 10/15 | 4.0hrs |
| Winter Conferences | 2/13 | 4.0hrs |
| STEM, Art and Academic Showcase | 4/24 | 4.0hrs |

| RHS EVENTS | DATES | HRS |
|--------------------|-------|--------|
| Open House | 8/28 | 4.0hrs |
| Fall Conferences | 10/24 | 4.0hrs |
| Spring Conferences | 3/13 | 4.0hrs |
| Curriculum Night | 12/10 | 4.0hrs |
| Commencement | 5/30 | Extra |

Per district practice and in consultation with the EMR exclusive representatives, e-learning days may be utilized in the event of inclement weather or unforeseen events.

Approved 2-23-2022

PART I – INFORMATION

Arrival and Dismissal Hours

School day hours at each building are:

- REAMS** 8:05am-3:00pm (doors open at 7:50am)
- ECSE AM Section: 8:05am-10:45am
- ECSE PM Section: 12:15pm-2:55pm
- RMS-CES** 7:50am-2:45pm (doors open at 7:30am)
- RHS** 8:00am-2:50pm (doors open at 7:20am)

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

Calendar

Refer to District Policy 602

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

Class Assignments

Refer to District Policy 515

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

Complaints

Refer to District Policy 103

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents

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

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

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

Employee Directory

Refer to District Policy 406

Most district employees' email addresses follow the format: first_name.lastname@rockford883.org ~~last_name~~ first_initial@rockford.k12.mn.us. More information is located on our website at www.rockford.k12.mn.us.

Employment Background Checks

Refer to District Policy 404

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

elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

Refer to District Policy 801

It is the intention of the Rockford School Board to make available, whenever possible, the facilities of the school system by organizations and groups in the community. For more information, please call Community Education at 763-477-4563. Appropriate and sufficient personnel are required to be present when facilities are in use. Charges will be made to groups when services of personnel are required when they normally are not on duty. Rental fees will be charged according to School Board Policy. The school district has created a limited open forum for secondary students to conduct non-curriculum-related meetings during non-instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be school sponsored; employees or agents of the school will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non-school persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees

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

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.

- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

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

Food in the Classrooms

Refer to District Policy 533

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

Birthday Treats

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

Fundraising

Refer to District Policy 511

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

Gifts to Employees

Refer to District Policy 421

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

Gifts and Deliveries to Students

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

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Students must wear the issued cap and gown unaltered and only regalia pre-approved by the district: gold honor cords, red, white and blue military cords, NHS stole, and/or IB Diploma Candidate recognition pin. Graduation exercises are under the control and direction of the building principal(s).

Holiday Celebrations and Parties

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

Infinite Campus

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

Interviews of Students by Outside Agencies

Refer to District Policy 519

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

Library/Media Center

The library/media center hours will be available at each building's office and on the district website.

Students are welcome in the Media Center when a supervisor is present and are expected to follow the same rules as classroom behavior.

Lockers

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

Lost and Found

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

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

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

Lunch

Refer to District Policy 534R

A complete and nutritional breakfast/lunch program is available at our school. Menus are published on the Rockford Area Schools website at www.rockford.k12.mn.us. Students may select a lunch at school or bring a prepared lunch from home. Milk will be available for purchase to supplement lunches brought from home. Student beverages must comply with our District's Wellness Policy (refer to District Policy 533).

Lunch is to be eaten in designated areas only, unless other arrangements are made. The right of the student to eat in the lunchroom or commons area is coupled with the responsibility of keeping the area presentable for others.

Students are expected to demonstrate respectful behavior and observe school policies and rules during lunch. All schools have a closed campus as well as a closed lunch period. Students are not allowed to leave the lunchroom/commons area during lunch. Prior approval is required for all lunch visitors. **All visitors are expected to**

follow main office check-in and check out procedures determined by individual buildings. Please contact the main office in each building for more information regarding their process.

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

2023-2024 LUNCH PRICES

Adult/Second Full Student Breakfast \$2.25
Adult/Second Full Student Lunch \$4.95
Milk \$.60
Second Entree Only \$3.00
Other Ala Carte Items \$1.00-\$3.00

Lunch Balances

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

Parents/guardians will be notified by email or letter when their students balance is at a positive \$10.00. Students will not be permitted to charge meals to their account if they have a negative balance of \$5 or greater as indicated by their account.

Parents/guardians can make deposits to student lunch accounts in the Infinite Campus Portal or mailing a check to the high school kitchen, attention: Harlan Adelman. Students can also bring deposits to their building office. You can view your child's lunch balance by logging on to your Parent Portal on Infinite Campus. Details on negative account balances and unpaid meal charges can be found in **Appendix 7**.

Money

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

Nondiscrimination

Refer to District Policy 102, 401, 521, 522 and 528
The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and

activities. The school board has designated the building principal as the district's human rights officer to handle inquiries regarding nondiscrimination. Persons who wish to make a complaint regarding a disability discrimination matter may use the Student Disability Discrimination Grievance Report Form found on our website at www.rockford.k12.mn.us. The form should be given to ADA/Section 504 coordinator.

Section 504 of the Rehabilitation Act of 1973

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

Grievance Procedure for Complaints of Discrimination

The school district has developed a grievance procedure to comply with federal laws by providing due process standards that provide for the prompt and equitable resolution of complaints of sex discrimination under Title IX of the Education Amendments Act or for complaints of disability discrimination under Section 504 of the Rehabilitation Act. See **Appendix 6** for full procedure.

Vocational Opportunities Annual Notification

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

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

Section 504 and Title IX Coordinators

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

Title IX Coordinators

Dr. Jeff Riddlehoover, Director of Teaching and Learning
Office Address: 6051 Ash St.

Rockford, MN 55373
Office Number: 763-477-9165 x 40025

Section 504 Coordinator

Samantha Bloom, Guidance Counselor
Office Address: Rockford High School
7600 County Road 50, Rockford, MN 55373
Office Phone Number: 763-477-5846 ext. 3033

Molly Wirth, School Counselor
Office Address: Rockford Middle School—Center for
Environmental Studies
6051 Ash Street, Rockford, MN 55373
Office Phone Number: 763-477-5831 ext. 2600

Allison Leistico, School Counselor
Office Address: Rockford Elementary Arts Magnet
School
7650 County Road 50, Rockford, MN 55373
Office Phone Number: 763-477-5837 ext. 1006

Notice of Violent Behavior by Students

Refer to District Policy 529

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

Outdoor Recess

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

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

Parent/Guardian and Teacher Communications

Automated Information System

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

Parent Portal through Infinite Campus

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

Progress Report/Report Cards

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

Teacher Classroom Calendar

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

Monthly ~~Weekly~~ Parent Bulletin

The ~~Monthly weekly~~ building bulletin is emailed on the ~~first Friday of each month during the school year last day of each school week.~~ It features highlights from the ~~previous month current week~~ and previews upcoming events.

Parent/Guardian and Teacher Conferences

Parent/guardian and teacher conferences will be held throughout the school year. Parents are strongly encouraged to attend and visit with teachers regarding student progress. In addition to the scheduled conferences, parents/guardians are invited to confer with teachers at any time. For more information on the conference dates for ~~the 2023-24~~ school year, please check out the ~~2023-24~~ academic calendar in the Introduction part of this handbook, visit our website www.rockford.k12.mn.us, or contact the building office.

Parent/Guardian Volunteers

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

Photographs

Throughout the year, photographs are taken in classrooms and at school activities. Some of these photos may be published in local newspapers or in Rockford Area Schools' publications, emails or websites. Parents may request that

their child's photographs and identifying names not be published. The request must be made in writing and sent to the district office attention to Christa Larson. (This does not apply to pictures of school events taken by the news media.)

Pledge of Allegiance

Refer to District Policy 531

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

Return Check Notification

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

Schedule

Refer to District Policy 602

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

School Activities

Refer to District Policy 510

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

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

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

illegal, or unsportsmanlike behavior at these activities or events.

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

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

School Closing Procedures

Refer to District Policy 806

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

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

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

NWSISD Closing Procedures

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

E-Learning Day

Instead of a school closure, we might decide to have an E-Learning Day. E-Learning allows schools to offer access to online instruction provided by the students due to inclement weather. While E-Learning days cannot replace students' face-to-face time with their teachers, they can provide better continuity when

inclement weather inhibits a full day of in-person instruction.

Searches

Refer to District Policy 502 and 527R

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles, including snowmobiles, parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Cell Phones and Other Electronic Communication Devices

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

Lockers and Personal Possessions Within a Locker [*]

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

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

Desks

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

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Vehicles on Campus []**

Patrols and Inspections

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

Search of the Interior of a Student's Motor Vehicle

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

Student Publications and Materials

Refer to District Policy 505 and 512

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

Distribution of Non-School-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on

school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. Any student or employee wishing to distribute (as defined in this policy) non-school sponsored material must first submit for approval a copy of the material to the building principal who will review the request and render a decision. For detailed information, see the complete “Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees” policy 505 on the district’s website at www.rockford.k12.mn.us.

School-Sponsored Student Publications

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

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

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

Student Records

Refer to District Policy 515

Student records are classified as public, private, or confidential. State and federal laws protect student records

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

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs. A complete copy of the school district’s “Protection and Privacy of Pupil Records” policy may be obtained at any school office or on the district website at www.rockford.k12.mn.us.

Family Educational Rights and Privacy Act (FERPA)

Refer to District Policy 515

Rockford Area Schools recognize its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. Rockford Area Schools recognize that only pertinent and factual information shall be in the permanent records of the district’s students and that a parent or eligible student has a right to inspect and review student’s educational records.

Student Surveys

Refer to District Policy 520

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

Telephone Access & Messages to Students

Refer to district Policy 524

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

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

A courtesy phone is available for student use in the school office and Community Center when permission from the office staff is given. Students will not be called out of class to receive phone messages except in the event of an emergency. Students are prohibited from using cell phones and other electronic communication devices during classroom instructional time, unless directed to do so by the classroom teacher or staff member. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct. **In the case of an emergency, please contact the school office instead of contacting your child directly.**

Cell phone expectations are designed to ensure that cell phones do not hinder the learning environment or disrupt positive social interactions. By adhering to these guidelines students, parents, and school staff contribute to a school community that values education, engagement, and respectful behavior.

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

Transportation of Public School Students

Refer to District Policy 707, 709R and 710

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

Extracurricular Transportation

Refer to District Policy 710

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

Video and Audio Recording

School Buses

Refer to District Policy 711

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

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

Photos/Recordings Taken on School Property

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

Places Other Than Buses

Refer to District Policy 712

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

PART II — ACADEMICS

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

Academic Integrity

Refer to District Policy 506

Standard

Rockford High School follows the International Baccalaureate (IB) policies that were approved by the Rockford Area School Board and authorized by the International Baccalaureate Organization (IBO). These policies can be viewed on the Rockford High School website.

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

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

Consequences may include:

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

Cheating and Plagiarism

Refer to District Policy 506

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

Acceleration and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The

superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the school counselor or building principal.

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

Retention: Retention of a student may be considered when professional staff and parents feel that it is the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

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

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

Alternative Educational Opportunities

Refer to District Policy 605

Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among

others. Students and parents/guardians with questions about these programs should contact the school counselor or building principal.

Early Entrance to Kindergarten

Refer to District Policy 550

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

Early Graduation

Refer to District Policy 613R

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

Extended School Year Opportunities

Refer to District Policy 508

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

Field Trips

Refer to District Policy 610R

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

Field Trip Eligibility

Refer to District Policy 610R

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

Grades

Parents and guardians may access student records electronically via the Parent Portal through the district

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

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

Report cards will be available electronically for parents/guardians to review. Parents are encouraged to routinely check their child's information in the Parent Portal.

Grades 7-12

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

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

Incompletes

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

Pass/Fail Grading

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

request must be made to the instructor and approved by the building principal during the marking period.

Weighted Grading

Additional weight is given for courses where the curriculum is significantly more challenging, such as College in the School (CIS) courses and International Baccalaureate (IB) courses. College courses taken by PSEO students, deemed by Rockford High School to be equivalent to its CIS courses, are eligible for weighted grading, per District Policy 620R. If a student takes a weighted class at Rockford High School, that student cannot receive weighted grading for the equivalent class taken at college.

Weighted Classes

Refer to District Policy 613R

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

Grades K-6

Standards Rubric

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

NE - No evidence

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

Graduation Requirements

Refer to District Policy 613R

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

Course Credits Required

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

| Required Areas of Study | Credits |
|--|----------|
| English | 8 |
| Social Studies | 7 |
| Math (All students must complete Algebra II) | 6 |
| Science (All students must complete Chemistry or Physics) | 6 |
| Physical Education | 1 |

| | |
|-------------------------------|-----------|
| Health | 1 |
| Fine Arts | 2 |
| Career & Technical | 1 |
| Electives | 18 |
| TOTAL | 50 |

Minnesota Academic Standards

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

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

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

Homework

Refer to District Policy 506 and 612.1

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

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

Parent Right to Know

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

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

teacher, and the field of discipline of the certification or degree;

4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

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

Right to Review Curriculum and Tests

Refer to District Policy 606

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

Post-Secondary Enrollment Options

Refer to District Policy 613R and 620

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

Repeating Courses

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

Schedule Changes at Rockford High School

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

- Did not receive a course required for graduation
- Registered and enrolled in a course for which you have not met the prerequisite

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

Summer Programming

Refer to District Policy 623

For students who qualify, the school district may provide summer school learning opportunities. For more information, contact the Director of Teaching and Learning or the Special Education Coordinator.

Student Testing

In the spring, all students in grades 3-8, 10, and 11 take state tests to measure proficiency in the Minnesota Academic Standards. See the [Learning & Innovation Department Teaching and Learning's](#) page on the district website, www.rockford.k12.mn.us, for more information.

Student Participation in Statewide Assessments

Minnesota Statutes, section 120B.31, subdivision 4a, requires the Minnesota Department of Education (MDE) to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. The Parent/Guardian Guide to Statewide Testing document provides some basic information to help parents/guardians make informed decisions that benefit their child and their school and community. See Appendix 5.

Withdrawal Procedure

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

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

- Contact a counselor to explore alternatives.
- Complete an Exit Interview.

- Obtain the Withdrawal Form from the counseling office.
- Return all books and pay all fees or fines.

PART III — RULES AND DISCIPLINE

Attendance

Refer to District Policy 503R

Consistent attendance means attending more than 90% of school days, showing a strong link to academic success and overall school engagement. Low attendance may indicate issues that need addressing, like disconnection from school, barriers to attendance, emphasizing the importance of regular attendance for academic progress. You may be notified by your child's principal if your child misses more than 10% at any point in the school year in an effort to partner and support your child. ~~Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability.~~ For detailed information, see the "Student Attendance" policy on the district website at www.rockford.k12.mn.us.

Absence Notification

Parents/guardians are required to call the attendance line at 763-477-7525 or the building office staff by 2:45 pm each day a child is absent or tardy or it will be marked unexcused. Whenever an absence is pre-arranged (doctor, dentist, etc.) the student should bring a written permission slip from home in advance of the absence.

Excused Absence

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

Illness

Regular attendance at school is of utmost importance. However, we suggest that you do not send your child if he/she has a rash, fever, upset stomach, severe cold,

undiagnosed red eyes, or sore throat. The school reserves the right to require medical verification in cases where student absences due to reported illness are excessive. From time to time, we receive notes from parents requesting that their child be excused from recess and/or physical education. Normally, children who are too ill to go outside for recess or participate in physical education are too ill to be at school. Any child who is to be excused from recess and/or phy ed for an extended period of time must have a doctor's written excuse, which has been approved by our Health Service Office.

Make-up School Work

Make-up schoolwork may be obtained at the end of the school day after the third day of illness. Contact the school office the morning of the third day to make arrangements to have your child's make-up work prepared.

Tardies

Students arriving after the morning bell will be considered TARDY. Students must report to the school office to obtain a Student Pass to class. Tardies in which students have an excused pass from a teacher or administrator will not count against the student's attendance. There may be consequences for excessive tardiness (3 or more per semester).

Unexcused Absences or Tardiness

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

Closed Campus

Rockford Area Schools maintain closed campuses. Students who leave the building without adult supervision or permission are in violation of school policy and are subject to school consequences. This includes student lunch time. Students who leave for

any reason must sign out through the front office before they leave. **Notes to excuse an absence when a student leaves without signing out through the office will not be accepted and will be recorded as an unexcused absence.** Entrance to the school during the day is limited; all doors are locked for the protection of students and staff. During school hours, all visitors need to report to the school office.

Leaving During School Hours

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

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

Vacation and Vacation Lesson Plans

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

~~Withdrawal Procedure~~

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

~~giving us permission to forward your child's records to the receiving school.~~

Behavior

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

Retaliation

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

Bullying Prohibition

Refer to District Policy 514

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

Buses – Conduct on School Buses and Consequences for Misbehavior

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

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

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

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

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

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

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

Bus Passes

Requests for students to ride a bus other than the designated bus, must be approved by an authorized school official. A bus pass must be presented to the bus driver before boarding. Under no circumstances will students be delivered to undesignated bus stops for social situations

(i.e., birthday parties, sleepovers, Boy or Girl Scouts meetings, or other non-emergency events).

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

Cell Phones and Other Electronic Communication Devices

Refer to District Policy 506 and 524R

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

At REAMS, cell phones are prohibited in classrooms.

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

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

All students are also prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device, this includes the search and seizure of district-issued Chromebooks and the files contained on the

device and within the associated cloud storage accounts. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

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

Discipline

Refer to District Policy 506

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the complete "Student Discipline" policy on the district website at www.rockford.k12.mn.us.

Rockford Area Schools complies with state requirements mandating nonexclusionary discipline policies and practices. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

District 883 Technology Devices

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

Dress and Appearance

Refer to District Policy 504

Enforcement of appropriate student attire will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves. When, in the reasonable judgment of school administration, (1) a student's attire or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

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

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

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

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

- ~~• "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.~~
- ~~• Clothing bearing a message that is lewd, vulgar, or obscene.~~
- ~~• Apparel promoting products or activities that are illegal for use by minors.~~
- ~~• Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry~~

~~communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in school district policy.~~¶

~~• Any apparel or footwear that would damage school property.~~¶

~~• Headgear, including hats or head coverings, is not to be worn in the building except with the approval of the building principal (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).~~¶

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

Drug-Free School and Workplace

Refer to District Policy 418

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

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

Gambling

Participation in gambling activities for money or other collateral or incentives is prohibited on school grounds without a state-approved gambling license. Students who are found in violation of this expectation may be subject to disciplinary action up to or including suspension or expulsion.

Harassment and Violence Prohibition

Refer to District Policy 413 and 525

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

Hazing Prohibition

Refer to District Policy 526

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. For detailed information on the school district's "Hazing Prohibition" policy, see the district website at www.rockford.k12.mn.us.

Internet Acceptable Use

Refer to District Policy 524R

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

A copy of the school district's "Internet Acceptable Use" policy is available at www.rockford.k12.mn.us.

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. Identify each curriculum, testing, or assessment technology provider with access to educational data;

2. Identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
3. Include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form upon first attending classes at each school building or upon getting internet privileges reinstated.

Parking on School District Property

Refer to District Policy 527R

Students

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

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

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

subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy.

Snowmobiles

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

Visitors

Refer to District Policy 903

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

Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices

Refer to District Policy 419

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

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

Vandalism

Refer to District Policy 506

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

Weapons Prohibition

Refer to District Policy 501

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A “weapon” means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students

will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the “School Weapons” policy, go to the school district website at www.rockford.k12.mn.us.

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

PART IV — HEALTH AND SAFETY

Accidents

Refer to District Policy 806

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

Asbestos Management Update

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

The school district has on file a complete and updated Management Plan for dealing with asbestos-containing building materials within the school district’s buildings.

The Management Plan is available for viewing by interested parties during regular business hours at the District Office. Copies will be made available for reproduction at a nominal cost.

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

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

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

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

Clean Indoor Act

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

Crisis Management

Refer to District Policy 806

The school district has developed a “Crisis Management” policy. The district has developed a district crisis management plan with school-specific areas. Students and parents will be provided with information as to district- and school-specific plans.

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

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

Emergency Contact Information

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

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

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

Health Information

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

Communicable Diseases

Refer to District Policy 420

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent/guardian suspects that his/her child has a communicable or contagious disease, the parent/guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student’s attendance creates a significant risk of transmitting the illness to others.

DNR-DNI Orders

Refer to District Policy 518

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

First Aid

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

Health Service

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

At the beginning of each year and as changes occur; please alert the school nurse, and classroom teacher, if your child has a health problem that may affect his/her functioning. Also, promptly report to the nurse any communicable diseases, such as, strep throat, chickenpox, scabies, or head lice. Information will be kept confidential. If needed, the nurse is available for consultation with parents. If you need information about your child's health records contact the School Nurse at your child's school of attendance.

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

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

A parent/guardian should notify the school if his/her child is unable to attend school because of illness. A 24-hour fever-free period (below 100 degrees F) without the use of medication, is required prior to returning your child to school.

If you need information about your child's health records, contact the School Nurse at 763-477-5837 or via the school's website at www.rockford.k12.mn.us, to access contact information.

Immunizations

Refer to District Policy 530

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

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

Medications at School During the School Day

Refer to District Policy 516

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

Medication Administration

The administration of prescription and over-the-counter medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed annually by a medical professional and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6. Prescription medications must come to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include:

- prescription asthma medications self-administered with an inhaler pursuant to school district policy and procedures,
- medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (504 Plan), or individual health plan (IHP). The school district is to be notified immediately by the parent or student 18 years old or older in writing of any change in a student's prescription medication administration. The school Health Office does not stock or supply over-the-counter medication.

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

If they are unable to pick up for disposal of medications, medications would be disposed of through Sharps Compliance, Inc. using their Take Away Medication Recovery System.

Epinephrine Auto-Injectors/Inhalers

Refer to District Policy 516

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

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

Over-the-Counter Medication

With over-the counter medications (OTC), elementary and middle school students should follow the same policy as prescription medications. Please submit via fax or in person, the administering prescription medications form, which can be accessed at www.rockford.k12.mn.us, then click the respective school tab, then the health services tab" to access contact information and forms. OTC medication must be in its original bottle. No OTC

medication will be administered to students unless the above provisions are followed.

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

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

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

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

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

Screenings

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

Student Accident Report Procedure

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

COVID-19 Protocol

Students, staff, and visitors who exhibit symptoms consistent with COVID-19 must visit the school nurse

immediately. District staff will follow protocols outlined from the Minnesota Department of Health and Minnesota Department of Education to mitigate exposure. These protocols may include contact tracing, quarantining, recommended testing, temperature checks, and more.

Pesticide Application Notice

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

Safety

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

Custody

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

Visitors in District Buildings

Refer to District Policy 903

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

School building doors are locked during the school day. At the elementary school, visitors may gain access to the building by going to REAMS door 1 and checking in at the main office. At the middle school building, RMS-CES visitors may gain access to the building by going to door 4 (located on the north side of the building) and ringing the buzzer.

District Office visitors may gain access by going to door 1 (located at the middle school's ~~main entrance on~~ Ash Street entrance) and ringing the buzzer. Visitors at the Rockford High School may gain access to the building by going to RHS door 1 and ringing the buzzer. An office staff member will greet the visitor and determine if the visitor should be permitted to enter the building.

All visitors will be required to sign in at the office and to wear a "visitor's badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked. If the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal.

APPENDIXES

1. Policy Cross Reference Table

| Topic | Model Policy Number(s) |
|--|-------------------------|
| Accidents | 806 |
| Alternative Educational Opportunities | 605 |
| Attendance | 503 |
| Bullying Prohibited | 514 |
| Cell Phone | 506 |
| Class Assignments | 515 |
| Complaints | 103 |
| Course Credits Required | 604 |
| Crisis Management | 806 |
| Discipline | 506 |
| Drug-Free School and Workplace | 417, 418 |
| Emergency Contact Information | 515 |
| Employee Directory | 406 |
| Employment Background Checks | 404 |
| Equal Access to School Facilities | 801 |
| Extended School Year | 508 |
| Field Trips | 610 |
| Fundraising | 511 |
| Gifts to Employees | 421 |
| Graduation Requirements | 613 |
| Harassment and Violence Prohibited | 413 |
| Hazing Prohibited | 526 |
| Health Information | 420, 516, 518, 530, 806 |
| Homework | 506, 612.1 |
| Internet Acceptable Use | 524 |
| Interviews of Students by Outside Agencies | 519 |
| Nondiscrimination | 102, 401, 521, 522, 528 |
| Notification of Violent Students | 529 |
| Parking on School District Property | 527 |
| Pledge of Allegiance | 531 |
| Post-Secondary Enrollment Options | 620 |
| Schedule | 602 |
| School Activities | 510 |
| School Closing Procedures | 806 |
| School Calendar | 602 |
| Searches | 502, 527 |
| Student Dress and Appearance | 504 |
| School Promotion and Retention | 513 |
| Student Publications and Materials | 505, 512 |
| Student Records | 515 |
| Student Surveys | 520 |
| Summer School | 623 |
| Tobacco-Free Schools | 419 |
| Transportation of Public School Students | 707, 709, 710 |

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

| | |
|---------------------------------------|----------|
| Vandalism | 506 |
| Video and Audio Recording | 711, 712 |
| Visitors in School District Buildings | 903 |
| Weapons Prohibited | 501 |

2. Rockford High School Academic Honors

Honors

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

High Honors

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

National Honor Society

Selection Process:

Students' academic records will be reviewed to determine scholastic eligibility. Students will be eligible beginning in 11th grade. Final GPA's from the previous school year will be used to establish the 3.5 requirement.

Students who are eligible scholastically will be notified by letter and invited to an informational meeting to review the remainder of the selection process.

Membership is not automatically conveyed simply because a student has achieved a specified level of academic performance. The selection process will focus on the remaining three criteria; leadership, character, and service. Students will complete a Student Activity Information form.

Each candidate is responsible to ensure that all necessary forms are returned by the given deadline. Late forms will not be considered in the selection process.

Faculty and staff will be given a list of all scholastically eligible students to rate accordingly regarding character and leadership qualities.

A committee consisting of five faculty members, chosen by the chapter advisor, will review the completed Student Activity Information Forms individually and complete a rating sheet on each candidate.

The chapter advisor will tally the rating scores for each candidate.

The chapter advisor will meet with the selection committee to review the scores of each candidate. Students who receive a score of at least 50 (60 possible) will be invited to

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

Students will be notified by mail of the decision of the selection committee.

All documents used by the selection committee, including the Student Activity Information Form, faculty ratings, and other recommendation forms, are to assist the committee in making sound decisions regarding membership. Such documents are used only by the selection committee, the adviser, and the principal and are considered confidential.

Honor Roll

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

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

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

3. Student Records

Refer to District Policy 515

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

1. Parents and eligible students are hereby informed that they have the following rights:
 - a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the school district. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
 - b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
 - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
 - d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare and the ability to respond to a request for educational data;
 - e. That the school district forwards education records on request to a school or post-secondary educational institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to **20 U.S.C. § 7917, part** of the federal Every Child Succeeds Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;
 - f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. § 1232g and the rules promulgated thereunder. The name and address of the office that administers the FERPA is:

U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-8520

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

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" also includes the name, address, and telephone number of the student's parent(s). "Directory information" does not include a student's social security number or a student's identification number (ID) if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include identifying information on a student's religion, race, color, social position, or nationality.

- A. The information listed above shall be public information which the school district may disclose from the education records of a student or information regarding a parent.
- B. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- C. In order to make any or all of the directory information listed above "private" (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
 - (1) name of student and parent, as appropriate;
 - (2) home address;
 - (3) school presently attended by student;

- (4) parent’s legal relationship to student, if applicable;
- (5) specific category or categories of directory information which is not to be made public without the parent’s or eligible student’s prior written consent.

5. Pursuant to applicable law, Independent School District No. 883 hereby gives notice to parents of students and eligible students in grades 11 and 12 of their rights regarding release of information to military recruiting officers and post-secondary educational institutions. The school district must release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers and post-secondary educational institutions without prior consent.

In order to refuse the release of this information without prior consent, the parent or eligible student must make a written request to the responsible authority, *building principal*, by *September 15* each year. This written request must include the following information:

- (1) name of student and parent, as appropriate;
- (2) home address;
- (3) student’s grade level;
- (4) school presently attended by student;
- (5) parent’s legal relationship to student, if applicable;
- (6) specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions without prior consent;
- (7) specific category or categories of directory information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

Note: Refusal to release the above information to military recruiting officers and post-secondary educational institutions alone does not affect the school district’s release of directory information to the public, including military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in the Directory Information section of this notice also must be followed. If you do not want your child’s or eligible student’s directory information released to military recruiting officers or post-secondary educational institutions, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers and post-secondary educational institutions.

4. Student Surveys

Refer to District Policy 520

CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

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

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental and psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”) and certain physical examinations and screenings.

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the building principal. The building principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

5. Parent/Guardian Refusal for Student Participation in State Wide Assessments



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

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Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20__ to 20__ school year.)



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

- | | |
|---|--|
| <input type="checkbox"/> MCA/MTAS Reading | <input type="checkbox"/> MCA/MTAS Science |
| <input type="checkbox"/> MCA/MTAS Mathematics | <input type="checkbox"/> ACCESS/Alternate ACCESS |

Contact your school or district for more information on how to opt out of local assessments.

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6. Grievance Procedure for Complaints of Discrimination

The following grievance procedure applies to claims of sex and disability discrimination:

- A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy (*See district policies 102, 401, 402, 521, 522, 528*). The complaint must be filed within 30 calendar days of the alleged violation.
- B. The Human Rights Officer (*Building Principal*) is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.
- C. While the school board has designated the Human Rights Officer to receive complaints of unlawful discrimination, if the complaint involves the Human Rights Officer, the complaint shall be made to the superintendent.
- D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.
- E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.
- F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

- A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.
- C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.
- D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination. E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.

E. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such action may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination. School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street- Suite 1475
Chicago, IL 60661
Tel: 312-730-1560 TDD: 312-730-1609

MN Department of Human Rights
190 E 5th Street
St. Paul, MN 55101
Tel: 800.657.3704, 651.296.5663
TDD 651.296.128

For complaints of employment discrimination:

Equal Employment Opportunity Commission
330 S. 2nd Avenue, Suite 430
Minneapolis, MN 55401
800.669.4000, 612.335.4040
TDD 612.335.4045

7. Unpaid Meal Charges

Refer to District Policy 534R

I. PURPOSE

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

II. PAYMENT OF MEALS

- A. Students are issued a meal account when they enroll in the district. It is the parent(s)' or guardian's responsibility to make sure adequate funds are available in the meal account. Meal payments may be made online through the Infinite Campus Parent Portal for each individual student. Payments can be made in any school building office via cash or check.
- B. If the school district receives school breakfast aid under Minnesota Statutes section 124D.1158 or lunch aid under Minnesota Statutes section 124D.111, it must make breakfast and lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance. All kindergarten students receive a breakfast without charge.
- C. A student with an outstanding meal account balance will be allowed to receive a meal without providing payment. The cost of the meal will be added to the student's meal account balance.
- D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal account balance with the exception of a la carte items.
- E. When a student has a negative five (-\$5) account balance, the student will not be allowed to charge a la carte items or a second additional entree.
- F. Each student will have their own meal account number. A single common number for families with more than one student in the school system will not be used. Each student's account is managed separately. Rockford Area School District #883 -- Policy 534R In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.
- G. Families may apply for free or reduced price meal benefits at any time during the school year. Families need to apply annually for benefits. If the household size or income changes during the year, families can reapply. Applications are available online on the district website.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low starting at a positive ten (\$10.00) or less.
- B. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, or affixing stickers, stamps, or pins.

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IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$-10.00, not paid prior to end of the fiscal year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to material, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year; Rockford Area School District #883 -- Policy 534R In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

8. Activities: Attendance & Academic/School Regulation

Academic Eligibility

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

Students involved in activities are expected to maintain passing grades in **ALL** of their classes. There are participation penalties if students receive a failing grade. Students failing a class/classes from the end of a marking period will have the opportunity to restore eligibility. Further information can be obtained from the Activities handbook or the Activities Office.

Daily Class Attendance

Grade 7-12 students involved in athletics or activities must be in school or at a school-sponsored event all day to be eligible for competition. The exceptions to this rule are as follows:

- 7-12 students may have an excused absence from all or part of first and second period (approximately 10:30 a.m.). Parent or guardian must call the student in as ill/excused by 8:00 a.m. that morning.
- 7-12 students may be excused for a medical appointment or other excused absence, in which case the absence will be allowed for any part, or all, of the school day. Upon returning to school, the student will furnish written notification from the medical office, verifying the visit.

The Activities Director will make the ultimate decision on a student's eligibility when there are extenuating circumstances to be considered.

Tardiness and Behavioral Considerations

Excessive tardiness, unserved detention time, or significant or multiple behavioral referrals on the part of activities participants may lead to disciplinary action taken by the school principal which may impact activity participation.

9. Fan Behavior Policy

Purpose

The schools of the Wright County Conference seek to provide a safe environment for athletes and fans at events and to that end expect fans to demonstrate good sportsmanship during athletic events. It is expected that all spectators will treat all athletic participants, coaches, and representatives of competing teams with respect at home and away interscholastic events.

Definitions

A. Good sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior, and integrity.

B. Examples of good sportsmanship and respect for competing teams includes, but is not limited to:

1. Appreciating good play no matter the player.
2. Working cooperatively with contest officials and supervisors in keeping order.
3. Refraining from booing or making negative comments about officials or participants.
4. Showing respect for public property and staying off the contest floor or field.
5. Representing yourself and your school with proper conduct.

C. Examples of negative, inappropriate, or potentially unsafe fan behavior includes, but is not limited to the following:

1. Participating in disrespectful or derogatory yells, chants, songs, or gestures.
2. Booing, heckling, disrespectful criticism of officials.
3. Antagonizing or inciting fighting among fans or players.
4. Having on one's possession or using artificial noisemakers.
5. Acting in ways clearly contradictory to expectations for good sportsmanship.

General Statement of Policy

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

- A. Administrators will be responsible for ensuring that an appropriate level of supervision is scheduled at all school contests. This might include coaches, supervisors, administrators and law enforcement officials.
- B. Inappropriate or potentially unsafe fan behavior will not be tolerated.
- C. Should fan(s) continue to act inappropriately or act egregiously, the following disciplinary action will be taken:
 1. On the first offense, the supervisor or an administrator will informally sit with the fan, explain the impropriety of the behavior and warn of the consequences for future inappropriate behavior. This informal meeting can happen during or subsequent to the contest. Fans can be ejected on first offense for blatant or egregiously inappropriate behavior. Failure to leave school grounds when ejected will constitute trespass.
 2. On second offense, the individual will be ejected from the contest, or suspended from the next contest, and warned that any future inappropriate behavior will result in a suspension for a set number of contests or for the remainder of the school year. Failure to leave school grounds when ejected will constitute trespass.
 3. On third and subsequent offenses, the individual will be ejected from the contest. The individual will be either suspended from attending contests for a set number of contests or for the remainder of the school year at the discretion of the Activities Director. Failure to leave school grounds when ejected will constitute trespass.
 4. For the purposes of this policy, behavior at home and away contests can count towards the first, second or third offenses in establishing the pattern and/or severity of negative or unsafe behavior.
 5. For students, suspensions apply to all home or away events. For adults, suspensions apply to all home events, and fans will be informed that they are unwelcome at away contests.
 6. Should an adult violate suspension, police will be notified and said individual will be charged with trespass. Should a student violate suspension, the police will be notified and the student charged with trespass as well as be subject to school sanctions determined by school officials.
 7. Host school will inform the school officials of a visiting school of any behavior of a fan(s) that constituted a first, second or third offense.
- D. The Activities Director or another school administrator may take reasonable and prudent actions not specified in this policy to deal with negative, inappropriate or potentially unsafe fan behavior.

10. Bullying Prohibition

Refer to District Policy 514

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student’s ability to learn and/or a teacher’s ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

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

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student; or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 - 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student

performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall

be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall

be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other

applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

11. Harassment and Violence

Refer to District Policy 413

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not

limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications Definitions

1. "Disability" means, with respect to an individual who:
 - a. a physical, sensory, or mental impairment that materially limits one or more major life activities; of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
 7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment; or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
 2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of students(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or

any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- E. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report

taker.

- G. In the District. The school board hereby designates **each building principal** as school district human rights officers to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.¹
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

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Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with

requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes Chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

12. Hazing Prohibition

Refer to District Policy 526

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
 - C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
 - D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
 - E. "Student" means a student enrolled in a public school or a charter school.
 - F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports

shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conducts that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and

students; or others pending completion of an investigation of alleged hazing prohibited by this policy.

- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.



Handbook Acknowledgement Form 2023-2024

We have received a copy of the 2023-2024 Student Handbook for Rockford Area Schools - ISD 883.

Student Printed Name

Student Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

Rockford Area Schools Employee Handbook



Updated by: Rockford Handbook Team

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DRAFT

LETTER OF INTRODUCTION

Dear Colleagues,

We are pleased to provide you with this handbook and hope that it will become a used and useful reference. It is intended to provide clear guidelines for day-to-day issues that arise in a school setting.

We ask you to take some time to review the contents of this document carefully, and to talk with your principal or supervisor about any areas about which you have concerns or questions.

We also ask you to take the contents of this handbook seriously – and be assured that we take it seriously as well, as we view it as an effort to define shared understandings about professional standards and conduct.

The Rockford Area Schools reserves the right to modify any of the information covered in this handbook at any time. Notification of changes will be made by email and other appropriate means. However, such a notice is not required for changes to be effective.

Thank you for your commitment to the children and families of our school community and we look forward to working with you throughout the coming year.

The Rockford Area Schools Administrative Team (DAT)

Note: In the event of any conflicts, language in a collective bargaining agreement or state or federal law supersedes language in this handbook.

ABOUT THIS HANDBOOK

Employees Covered:

This Handbook is provided as a reference document for the Rockford Area School District's (hereinafter referred to as "District") employees.

Disclaimer:

The contents of this Handbook are presented for information purposes only. The plans, policies and procedures described are not intended to promise or guarantee specific terms or conditions of employment. The District reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in whole or in part, at any time with or without notice. The language which appears in this Handbook is not intended to create, nor is it to be construed to constitute, a contract between the District and any one or all of its employees. Nor, should this handbook be interpreted to promise continued employment. Notwithstanding any provisions of this Handbook, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this Handbook, individual contract, or relevant collective bargaining agreement.

In case of a direct conflict between this Handbook, rules, regulations or policies of the Board and any specific provisions of an individual contract or collective bargaining agreement, the individual contract or collective bargaining agreement shall control.

This Employee Handbook is intended to provide employees with summary information regarding policies, procedures, ethics, expectations and standards of the District. It is not, however, intended to replace a reading of the actual Board Policies or and Administrative Regulations, copies of which are available to all personnel on the district website at [Rockford Policies](#). It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by the following: Federal laws and regulations, Minnesota State Statutes, Rules, Administrative Code and the policies of the Rockford Area Schools Board.

Nothing contained in this handbook shall be construed to limit, impair or affect the right of any employee to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the employee.

Management Responsibilities

It is the right and obligation of the District to efficiently manage and conduct the operation of the District within its legal limitations and with its primary obligation to provide educational opportunity for the students of the District. The School district is not required to meet and negotiate on matters of inherent managerial policy.

Effect of Laws, Rules, and Regulations

Employees will perform services prescribed by the District and will be governed by relevant state and federal laws, School Board policies and the rules, regulations, directives, and orders issued by properly designated officials of the District.

DISTRICT OPERATIONS AND INFORMATION

Mission, Vision, Core Values and Strategic Direction

Mission Statement

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

Vision 2024

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

Core Values (Drivers of Our Words and Actions)

- Excellence
- Students First
- Community
- Integrity
- Stewardship
- Student Experience

Strategic Directions (Areas of Focus for Improvement)

- Student Achievement and Growth
- Healthy and Supportive Environment
- Community, School and Family Partnerships
- Culture of Collective Purpose
- Stewardship of Resources

Board of Education

The Rockford Area Schools is governed by a six-member [Board of Education](#). The role of the board is to represent the children of the district through the creation of policies and programs that support excellent teaching, a positive and inclusive school environment, and high student achievement.

School Board Members

Eric Gordee – Chair

Amy Edwards – Vice Chair

Jamie Hillstrom – Clerk

Jenny Kneeland - Treasurer

Beth Praska –Director

Jessica Johnson – Director

Policies & Administrative Procedures of the School Board

Policies

[Board policies](#) are available for viewing on the district website. It is the responsibility of all employees to know, support and implement district policies. All policies and procedures are expected to be reviewed on a regular basis by all employees.

Regular Meetings

Regular meetings of the Board of Education are scheduled for 6:30 PM on the third Monday of each month (exceptions & additions determined by the school board). The [meeting agenda](#) and background information are posted by the Friday prior to each meeting on the district website. Faculty wishing to have an item placed on an agenda is asked to have it approved by their Principal prior to submission.

All [school board agendas](#), [meeting notes](#), and recorded audio are available on the district website. This also included archived notes.

Committees

Three board members are assigned to each committee; community members may also be appointed. A copy of the current committee membership is available on the district website. There are four standing committees of the board:

- Finance
- District Operations
- Policy
- Negotiations

The committees meet on an occasional basis. Notice of committee meetings is made a minimum of 3 days prior to the meeting and posted outside the district office. Faculty and staff members are encouraged to attend committee meetings of interest to them.

District Leadership:

Superintendent – Dr. Jeff Ridlehoover
Director of Business Operations – Mike McNulty
Director of Buildings & Grounds – James Leuer
Director of Community Education – Melissa Joseph
Director of Technology – Jeff Kienitz
Director of Activities - Dan Pratt
Special Education Supervisor – Emily Seitzer
Early Childhood Programs Coordinator – Tiffany Reinhard
Galaxy Kids Coordinator – Cody Hallahan

Principals:

Rockford Elementary Arts Magnet School -- Brenda Nyhus
Rockford Middle School Center for Environmental Studies -- Paul Warzecha
Rockford High School International Baccalaureate World School -- Paul Menard

Calendar & Schedules

The most [current school calendar](#) can be found on our website. Please refer to this calendar often as approved changes will be reflected in the most current adopted version. [Click this link](#) for the Parent edition of the School Calendar for FY24 and FY25.

EMPLOYMENT PRACTICES

Equal Opportunity Employer

The Rockford Area Schools prohibits discrimination in any form on the basis of race, color, creed, age, disability, sex, sexual orientation, national origin, marital status or status with regard to public assistance. This policy includes, but is not limited to, the following: employment, promotion, demotion, transfer, layoff, recall, corrective actions, termination, rate of pay, other compensation, and the application of policies and training.

Please refer to School Board Policy 401 – [Equal Employment Opportunity](#) for more information.

Employees who engage in discrimination will be subject to disciplinary action, up to and including termination. If you feel you have been the victim of discrimination, please contact an Administrator.

Immigration Law Compliance

All offers of employment are contingent on verification of your right to work in the United States. You will be asked to provide original documents, as required by federal law, to sign a Federal Form I-9. The Rockford Area Schools is committed to employing only United States Citizens and Aliens who are authorized to work in the United States. As a condition of employment, you must properly complete, *sign and date the first section of the Immigration and Naturalization Service Form I-9 and provide documentation of information requested within three (3) business days of the date employment begins. Newly re-hired employees must also complete the form (I-9) prior to beginning work if: they have not previously filed an I-9 with the school district; if their previous I-9 is more than three years old; or if their previous I-9 is no longer valid.* Identification is required that meets federal requirements to establish work

eligibility. If you at any time cannot verify your right to work in the United States, the Rockford Area Schools may be obligated to terminate your employment.

Employers cannot specify which documents an employee can use for Form I-9, Employment Eligibility Verification.

Employee Background Check

Rockford specifically reserves any and all rights it may have to conduct background checks, including driving records checks, regarding current employees or applicants with the consent of such individuals. (Refer to Board [Policy 404](#))

Driver's License and Driving Record

Employees whose work requires operation of a motor vehicle must present and maintain a valid driver's license. Any changes in your driving record which would hinder driving privileges must be reported to your supervisor immediately. If you lose your right to drive on business, and your job is travel-intensive, you may lose your job.

Personnel File

Human Resources maintains a personnel file for each employee. Keeping your personnel file up-to-date is important. You may see information in your own personnel file by making a written request in advance to review it with the Director of Business Services/Payroll Coordinator. You may also make a written request to receive copies of all documents in your file. All medical records, if any, will be kept in a separate confidential file. You may review your personnel file by contacting Human Resources for an appointment and making a written request.

Integrity is a core value in the Rockford Area Schools. Intentional inaccuracies on official school district documents, such as time sheets, job applications, etc. are prohibited and are grounds for disciplinary action, up to and including termination of employment.

EMPLOYER EXPECTATIONS

There are certain behaviors in the Rockford Area School District. You can expect:

- Provide an exciting, challenging, and rewarding workplace and experience;
- Provide safe working conditions;
- Provide training related to the specific needs of your job;
- Access to and explanation of policies, rules, and regulations;
- Assure employees an opportunity to discuss any issue or problem with their supervisor or appropriate district staff member
- Take prompt and fair action of any complaint which may arise in the everyday conduct of our business to the extent that is practicable;
- Respect individual rights and treat all employees with courtesy and consideration;
- Maintain mutual respect in our working relationship;
- Keep employees informed of Rockford Area School's strategic priorities; and
- Promote an atmosphere in keeping with Rockford Area School's vision and mission.

EMPLOYEE EXPECTATIONS

There are certain behaviors Rockford Area Schools will expect from you as an employee. Listed below are expectations Rockford Area Schools have for you as an employee:

- Exhibit enthusiasm for learning – strive to learn and grow both intellectually and personally;
- Act with integrity and caring – exhibit honesty, trustworthiness, and compassion in one’s work and relationships;
- Value all people – work to create an inclusive and respectful workplace;
- Work as a team – develop collaborative and team-oriented abilities that will create a community of mutual respect, common vision, and shared accomplishments;
- Accept constructive criticism – listen and learn from the constructive criticism your supervisor shares with you;
- Serve others – nurture a climate of excellence in service that is responsible to others’ needs;
- Celebrate work well done – strive for excellence in all aspects of work and celebrate individual and collective accomplishments; and
- Share your thoughts and ideas.

COMMUNICATION EXPECTATIONS

Communication plays an important role in the engagement of employees within an organization. Employees are expected to:

- Keep informed of cooperative policies, procedures, and provide regular agency-specific updates
- Maintain confidentiality and adhere to all data privacy laws, FERPA, and HIPAA laws
- If the need arises, submit feedback to your direct supervisor. Often the ideas generated can lead to improvements and promote a good organizational culture
- Bring forward significant concerns or key information to the Director of Business Operations/HR department in an expeditious manner
- Staff are expected to respond to internal and external emails and voicemails within 1-2 business days
- Occasional use of school communication systems for personal reasons is acceptable. However, the key word is “occasional.” Moreover, it is never permissible to use the district’s communication system to send messages which contain profanity or include vulgar, profane or discriminatory content.
- You cannot control what you receive, but you must control what you send. If you receive something inappropriate, delete it or dispose of it, and inform the sender that you do not wish to receive such communications.
- All Rockford accounts are intended to be used only for professional school – related use. Reminder - use Bcc when emailing.
- Regardless of the communication medium, send messages to others on a “need to know” basis as opposed to sending messages meant for a few to all box holders.
- Using school communications to make a profit or to conduct a business is unacceptable. It is acceptable to advertise items for sale or services you may offer in a designated area in the staff lounge/workroom.
- Use of school communications to share beliefs of a personal, religious, or political nature is inappropriate.

- Use of school communications to build staff morale, advertise staff functions, etc. is acceptable. However, be cautious about the type of humorous or entertaining message you access or share. Anything with sexual, racist, sexist, homophobic, etc. overtones are unacceptable.
- All electronic communication on district equipment can be requested and is discoverable.
- All Rockford Area Schools employees are established on the district email communication network and are responsible for checking their email.
- Please contact the Technology Department to obtain your initial password if you did not receive it upon hire. Once you have accessed your email account, you are responsible for changing your password for secure access to your email messages.
- All building and district-wide announcements are made via email.
- Remember that any email you send always carries the name of the Rockford Area Schools. Treat it as if you were sending a letter on Rockford Area Schools' letterhead.
- Employees must always be cognizant that electronic mail messages constitute "data" under the Minnesota Government Data Practices Act. This means that they must be retained by the district, pursuant to the district's data retention schedule. It also means that messages that relate to students and/or their parents are considered student data, to which parents must be provided access, upon their request. Messages must always remain professional and objective and be free of disparaging and/or subjective comments about parents or students.
- Include an AutoSignature with email you send to anyone outside the building. (The equivalent of signing your name on letterhead.)
- Do not assume that email is private or confidential. All email done on school computers is potentially subject to "open records" laws and may have to be divulged if requested by a citizen. If you need to communicate sensitive information, do not use email.

Social Media

Social media is a powerful tool and can be a convenient way to communicate with staff, members, families and others. The lines between public and private, personal and professional are sometimes blurred in the digital world. Even when you have a disclaimer or use a different username, you will always be considered a district employee. Whether it is clearly communicated or not, you will be publicly identified as working for and sometimes representing the district in what you do and say online. The following are guidelines to assist you in effectively managing your professional and personal social media accounts:

- Rockford Area Schools staff and employees are personally responsible for all comments/information and hosted content they publish online.
- By posting comments, having online conversations, etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings, what you 'say' online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a 'private conversation' may still end up being shared into a more public domain, even with privacy settings on maximum.
- Do not share confidential information whether it is internal school discussions or specific information about students or other staff.
- Comments related to the Rockford Area Schools, its employees, staff and/events related to the Rockford Area Schools, should always meet the highest standards of professional discretion.
- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional

life and classroom. If it would seem inappropriate to put a certain photograph on the wall, then it should be considered inappropriate to post online.

- Reputation management is extremely important and you should keep your personal and professional accounts separated.

Telephone and Mail

You are encouraged to use district telephones, computers, fax machines, and other communication devices for school district business purposes only. Employees may use personal cell phones to make personal telephone calls/text messages or other electronic correspondence during their breaks, meal periods or prep periods, but may not use them during scheduled work time, unless required for specific job/work related duties and emergencies. All communication with students should be professional and related to the education process.

District Cellular Phones

For information regarding appropriate usage of district owned telephones, see the "[Communication Expectations](#)" section above.

Staff Meetings

Staff, team and other meetings are an important link for employees. Talk with your supervisor about the frequency and location of meetings and plan to attend. Periodically, staff meetings may be held for the purpose of hearing guest speakers, holding open forums, obtaining new information, the opportunity for employee input and/or education/training or receiving updates on what is happening in the school district.

Good News Communication (Certified Staff)

Effective school-home communication is key to helping our young people be successful. We encourage positive phone calls and notes to parents/guardians--try to "catch the students being good" and let parents know that you noticed. A goal of one positive contact per year per student is within reach.

General Correspondence with Home via Notices or Newsletters (Certified Staff)

It is our obligation as educators to keep parents informed of student progress in all areas. In keeping with this philosophy, the following procedures will be followed:

- Parents must be notified by telephone when a student is performing or behaving poorly in the classroom. This communication should take place early enough to allow for correcting the situation prior to the end of the grading period.
- Teachers are expected to update grades at a minimum of every three weeks (preferable more often).
- All teachers are expected to have a google site with their Name, Contact Information, Course Syllabi/Overview. A teacher may also include any other relevant information such as standards, Standardized testing overview/info, etc.
- Communicating with parents on a regular basis will enhance your classroom management, give you more information about the student and his/her environment, and show your interest in the student as an individual.

Web Page

All departments/grade levels/classrooms are encouraged to develop their google web pages. However, it is essential that everyone who contributes to the development of the website do their part to ensure

that all web pages stay current. Please see your building tech if you have any questions about the website.

Crisis Communication and Steps to Support and Ensure Safe Schools

[Link to our Crisis Handbook.](#)

Emergency School Closing/Late Start/Early Dismissal

Link to the Rockford E-Learning page: [Rockford E-Learning Plan](#)

Inclement Weather Days – refer to Master Agreements

[School Service Employees No.284](#), [EdMN - Rockford](#)

On days when the District is closed by the Superintendent due to snow or other adverse weather beyond the E-Learning days, employees will be required to make up the work day in accordance with School Board approval of the school calendar.

Notice of closing/late start/early dismissal is done through the local media

Employees need to be entered into the Campus system which has an automated calling system for Emergency school closing situations. Be sure to check with your local radio or TV station whenever you are in doubt about school being open because of inclement weather conditions. Please do not call your Principal or the District Administrator unless there is an emergency. The District Administrator will make closing decisions as early as possible; including the evening before if it is at all feasible.

School closings/delays will be posted on area media outlets.

[School closings info from website](#)

How will the E-Learning day affect activities?

All after school evening activities will be canceled on E-Learning days.

EMPLOYEE RIGHTS

Federal and State Wage and Hour Standards

To the extent that the terms and condition of a district employee’s employment is not governed by an existing individual or collective bargaining agreement, he or she is an hourly, non-exempt employee under Federal and State wage and hour standards, based on verification of hours worked.

At-Will Employment Status

All non-contract employees are employed at the will and discretion of the district. As such, there shall be no individual continuing contract status, in fact or implied. Non-contract employees may be employed, promoted, demoted, or terminated at the will of the district so long as the requirements of cause, procedures, and the rights of the individual as mandated under law have not been violated.

Rights to Views

Nothing contained in this handbook shall be construed to limit, impair or affect the right of any employee to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the

same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the employee.

Employment of Minors

No one under 18 years of age will be employed without providing proper proof of age through an age certificate, birth certificate, or driver's license. Minors will be employed only in accordance with the state child labor laws and school district policies. No one under 16 years of age (15 in special circumstances with approval of HR) will be employed in any capacity.

This policy is in accordance with both state and federal laws that regulate hiring of minors - persons less than 18 years of age. In the Fair Labor Standards Act the minimum age of 16 was set for general employment, but for those occupations that the Secretary of Labor determined to be hazardous, the minimum age is 18.

A high school student under the age of 18 will not be permitted to work after 11 p.m. on an evening before a school day or before 5 a.m. on a school day.

Retaliation

The law forbids retaliation when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment in response to filing a charge of discrimination; making a complaint to an employer or other covered entity about discrimination; or because of participation in a discrimination proceeding.

The school district will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged harassment, violence, or discrimination in accordance with School Board Policy or any person who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

Comparable Worth/Pay Equity

It is the practice of the Rockford Area Schools to comply with the Minnesota State Law on comparable worth/pay equity.

Discrimination, Harassment, Violence

Purpose

The purpose of the Rockford Area Schools is to maintain a learning and working environment that is free from discrimination, and harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the district. Application forms, hiring practices and personnel administration shall be periodically evaluated to identify and eliminate existing stereotypes and biases.

Discrimination complaints shall be processed in accordance with established procedures.

For the detailed and most current policy information, please refer to the [District Policy 402](#).

Employee Discrimination Complaint Procedures

Any employee or applicant for employment who believes that the Rockford Area Schools or any part of the school organization has in some way violated the district's equal opportunity employment policy may bring forward a complaint as outlined below. Harassment complaints shall be processed in accordance with procedures outlined in board policy.

A. Informal Procedure

Anyone who believes he has a basis for complaint shall discuss the concern with the building principal, who will investigate the complaint and reply to the complainant. If this reply is not acceptable to the complainant, he may initiate formal procedures according to the steps listed below.

B. Formal Complaint Procedure

- **Step 1:** The formal complaint should be submitted in writing to the building principal using the [Discrimination/Harassment Complaint Form](#). The Director of Business Operations (or designated administration) shall immediately undertake an investigation of the suspected infraction. Either the Director of Business Operations or their designee shall review with the building Principal(s) and other appropriate persons the facts concerning the alleged discrimination, decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant.
- **Step 2:** If the complainant is dissatisfied with the decision of the Director of Business Operations, he or she may appeal the decision in writing to the Superintendent and the Board of Education. The Superintendent and Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing. Copies of the written decision shall be mailed or delivered to the complainant and filed in the district office.
- **Step 3:** If at this point the complaint has not been satisfactorily settled, further appeal may be made, as appropriate, to the [U.S. Office of Civil Rights](#) or [the Minnesota Department of Human Rights](#).

Nothing in these procedures shall preclude an employee or applicant for employment from pursuing other avenues afforded by law to deal with a workplace or student complaint.

Title IX – Sex Nondiscrimination Policy, Grievance Procedure and Process

The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. [Link to policy](#).

Any employee, student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is:

Superintendent Dr. Ridlehoover
Phone: 763-477-9165 ext 4002
Email: jeff.ridlehoover@rockford883.org
Address: Rockford District Office, 6051 Ash Street, Rockford, MN 55373

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both. Additional information can be view in [School Board Policy #522 – Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#).

Bullying Procedures

All staff members in Rockford Area schools must make a reasonable effort to address student vs. student bullying when they see it or know about it. Investigations into reported bullying will commence within three days of the receipt of the report. Parents of the bully and victims will be contacted with information from the investigation.

The procedures to prevent and address bullying behaviors in Rockford Area Schools are in support of the Minnesota legislation that prohibits bullying in all Minnesota schools. The entire policy can be found on the District website, under Board Policies, [Policy #514](#). Additional resources will also be located on the District’s website.

Behavior that occurs at school, on buses, or at school events are covered by this policy. Electronic behavior that occurs on or off school premises but substantially and materially disrupts education and learning in the school can also be disciplined according to this policy.

Bullying by definition has 4 key components

- Bullying is intimidating, threatening, abusive or hurtful conduct.
- It is objectively offensive.
- The conduct involves an imbalance of power and is repeated *or*
- The conduct materially and substantially interferes with a student’s education or ability to participate in school activities.

This definition creates 2 distinct categories of bullying

Category 1: Behavior that involves an imbalance of power and pattern *or*

Category 2: Behavior that significantly affects a student’s ability to participate in school, classes, or events.

The problem of bullying can be effectively controlled but it will take the combined efforts of the administration, staff, parents, and students of the school district. With proper education, prompt reporting, and effective interventions, Rockford Area Schools will be a safe and secure place for all students to learn.

For further information regarding bullying and harassment, please feel free to access [this video](#) from the Minnesota Department of Education.

Drug Free Schools

Refer to [School Board Policies](#) for the most current policies and information related to policies including:

- 418 – Drug-Free Workplace/Drug-Free School

- 416 – Drug and Alcohol Testing
- 417 – Chemical Use and Abuse
- 419 – Tobacco-Free Environment

Mandated Reporting- Child Abuse and Neglect

It is the policy of the state of Minnesota “to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse. While it is recognized that most parents want to keep their children safe, sometimes circumstances or conditions interfere with their ability to do so. When this occurs, families are best served by interventions that engage their protective capacities and address immediate safety concerns and ongoing risks of child maltreatment”. [M.S. 626.556, Subd. 1]

Any school employee who knows or suspects that a child's health or welfare has been or appears to have been harmed, as a result of child abuse or neglect, has a legal responsibility and duty to report the case in accordance with these procedures. If you have any questions regarding your responsibilities or role, you must contact your immediate supervisor for assistance.

Please refer to the [Minnesota Child Maltreatment Screening Guidelines](#) or Minnesota Statute 626.556 – Reporting of Maltreatment of Minors for more information. The Minnesota Child Maltreatment Screening Guidelines includes information on the State Policy, where to report information, definitions and how to handle the processing of reports.

Please also refer to the [Board Policies](#) for more information:

- **414** – Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- **415** – Mandated Reporting of Maltreatment of Vulnerable Adults

Report suspected child abuse and neglect **IMMEDIATELY!**

The reporter should be the person who took the information directly from the child.

Where Do I Report?

During Business Hours, M-F, 8:00 a.m. to 4:30 p.m. call:

Hennepin or Wright County Health and Human Services, ask for intake
 Wright County
 Toll Free: 1-800-362-3667
 Crisis HotLine: 1-800-635-8008
 Child Protection Referrals: 1-763-682-7449

Hennepin County
 Maltreatment of vulnerable adult: 1-844-880-1574
 Child abuse or neglect: 1-612-348-3552

Emergency 911

After Business Hours, Weekends, and Holidays call

1. County Sheriff's Office: Wright Cty 763-682-7662, Hennepin Cty 952-258-5321
2. Emergency 911

Reminder to Mandated Reporter: A verbal report is required within 24 hours of receiving knowledge of abuse/neglect, followed by a written report within 72 hours.

What do I do if I think someone is abusing or neglecting a child?

If a child discloses that he or she has been abused or neglected by someone, it is important that you be aware of your reaction to their disclosure and....

Do

- Support the Child
- Validate his/her feelings
- Listen to the Child/Believe the Child

Do Not

- Investigate
- Make promises
- Ask leading questions (i.e. "That Man touched you didn't he?")

Some Questions You Might Ask

What happened?

Who did this to you?

Where were you when this happened? When did this happen?

A resource Guide for Mandated Reporters can be found at:

<https://edocs.dhs.state.mn.us/lfsrver/Public/DHS-5144-ENG> (or SPA for Spanish)

Attendance for Employees

The interaction between employees and students is the most influential factor affecting student academic success. It is critical that employees be available to provide continuous high-quality instruction. However, it is understood that there are times when it is necessary to be absent because of illness or personal obligations. In those cases, the employee must adhere to time off reporting procedures:

Rockford Area Public Schools has established SMARTeR as the official time management system for all employees. All employees are mandated to report absences to SMARTeR, whether or not substitute coverage is required. Timely reporting is essential. The guidelines for reporting absences are delineated in the SMARTeR reporting procedures. All substitute requests are to be entered in Frontline.

Reporting Requirements

- **Deadline:** The deadline for reporting a same day absence is 6:30am.
- **If unable to Report by the Deadline:** In the unlikely event that circumstances prevent the employee from reporting by the deadline, the employee will then be required to notify the Building Principal, or Building Designee, by calling with the reason for the absence, e.g. personal illness, personal day, etc.
- **Long-term Absence:** Please contact your building administrator, and the Pay & Benefits Coordinator (Cindy Gapinski)/Director of Business Operations (Mike McNulty)HR and we will provide guidance.
- **Professional Development:** An employee may not report a professional development day to SmarteR. The Principal will authorize the professional development day on the basis of the Professional Development guidelines. An employee must have prior approval before entering the time into SMARTeR.
- **Substitute Coverage Arrangements:** All substitute coverage should be arranged through the **Frontline** system, unless this does not apply to your position/role within the district. If an employee secures a substitute by other means, the employee must communicate this with the building secretary in order to have that substitute attached to the employee's absence in the SMARTeR system.

- **Compliance Standards**

- Failure to comply with the absence reporting requirements may lead to disciplinary action.
- Compliance with the reporting procedure is essential in order to facilitate continuity of instruction at the school and maintain a safe, orderly environment.
- The Principal will follow up in cases where an employee does not report an absence to SMARTeR .

The attendance records of each employee will be considered individually with reference made to the following types of attendance problems:

- **Frequency of Absence:** Frequent short-term absences often indicate basic poor attendance habits.
- **Pattern of Absence:** Unscheduled absences that reflect a pattern of Monday or Friday absences, or absences on the day before or after a holiday or long weekend or other suspicious patterns related to operational conditions (e.g. weather, workload, etc.)
- **Cause of Absence:** The nature of frequent absences is unrelated and may reflect a poor attendance record.

The primary responsibility for maintaining a satisfactory attendance record rests with the employee. An employee's attendance record shall be considered when evaluating an employee's job performance, and in determining eligibility for promotions.

Personal and vacation absences beyond the days/hours provided by contract will be considered unexcused. Pre-approval needs to be sought for provision of an excused absence beyond the days/hours provided. Such approval will be limited to rare occasions that are outside of the employee's control (annual requests will not be approved). The expectation is for employees to plan to be in attendance for all scheduled days along with provided sick, personal and vacation days.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) prohibits employers from discriminating against "qualified" individuals with disabilities. The Board of Education relies on district Administration to ensure non-discrimination in all terms and conditions of employment. Prior to imposing any discipline, beyond an oral or written reprimand, Principals must consult with the Human Resources Office to ensure compliance with this Act. Employees may contact the Human Resources Office with any questions concerning the ADA.

Employee Records

Documentation of any action taken pursuant to the guideline and procedures established herein shall be returned to the employee's personnel file.

Any questions concerning this guideline shall be directed to the District Office, Director of Business Operations/Payroll Coordinator.

Requesting Procedures

To request a leave of absence, contact Cindy Gapinski at cindy.gapinski@rockford883.org log on to [Frontline Central](#) and complete a Leave of Absence Request Form preferably as soon as you are aware a leave of absence will be needed.

Family & Medical Leave Act (FMLA) of 1993: [Link to federal FMLA page](#)

Employee Rights and Responsibilities Under the Family and Medical Leave Act

Refer to Policy 410 - Family and Medical Leave on our website under [District Policy 410](#).

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions; the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified.

Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer will provide a reason for the ineligibility.

Covered employers will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer will notify the employee.

GENERAL INFORMATION

Time Off

Time Clocks

Employees required to use the SMARTer Timekeeping system must ensure that their time is accurate. This includes notifying immediate supervisors of correcting any errors to their start/end times as well as lunch break periods.

Nursing Mothers, Lactating Employees, and Pregnancy Accommodations

Minnesota's Nursing Mothers, Lactating Employees, and Pregnancy Accommodations law (Minnesota Statutes § 181.939) gives pregnant and lactating employees certain legal rights. Pregnant employees

have the right to request and receive reasonable accommodations, which may include, but are not limited to, more frequent or longer breaks, seating, limits to heavy lifting, temporary transfer to another position, temporary leave of absence or modification in work schedule or tasks. An employer cannot require an employee to take a leave or accept an accommodation. Lactating employees have the right to reasonable paid break times to express milk at work unless they are expressing milk during a break that is not usually paid, such as a meal break. Employers should provide a clean, private and secure room that is not a bathroom near the work area that includes access to an electrical outlet for employees to express milk. It is against the law for an employer to retaliate, or to take negative action, against a pregnant or lactating employee for exercising their rights under this law. Employees who believe their rights have been violated under this law can contact the Minnesota Department of Labor and Industry's Labor Standards Division at dli.laborstandards@state.mn.us or 651-284-5075 for help. Employees also have the right to file a civil lawsuit for relief. For more information about this law, visit dli.mn.gov/newparents.

See your Master Agreement for all of the following Leaves.

Personal Leave (PL)

Sick Leave

Vacation

Bereavement Leave

Holidays

Jury Duty

Emergency Leave

Leave of Absence without Pay

Substitute Employees

In the interests of consistency for the students and substitutes in an absence, teachers and employees requiring a substitute are expected to keep a folder in his/her desk or area that contains information to support the substitute in an absence. The following items are examples of things that could support a substitute in an absence:

- Lesson plans
- Class lists/seating charts
- Instructional grouping lists
- Class and team schedules
- Teacher schedule, *including any duties (except for bus duties)*
- Fire drill, intruder, bomb threat and tornado information
- Extra activities for substitutes
- Medical information for special needs students
- School rules
- Behavior rules
- Any special instructions for mainstreamed students
- First aid information

The Building Administrative Assistants can reasonably assume that this information will be available for your substitute; please be sure communication for your substitute is in place.

Data Privacy

Most information obtained as the result of employment with the school district is classified as confidential or private under the Minnesota Government Data Practices Act. The same is true of data which relates to current or former students. Respect for the privacy of our students requires that you discuss any student issues only with those staff members and parents who need to know the information. In addition to student information, confidentiality is expected in other areas, including staff information or school district business information. The District will comply with requests for public information as they are received in accordance with state law and school district policy. Requests should be directed to the proper department for processing. Please include the completed [form](#) when appropriate.

Please refer to [Board Policies](#):

- [515 – Protection and Privacy of Pupil Records](#)
- [406 – Public And Private Personnel Data](#)
- [FORM](#)

Data Retention- Student Records

A general rule on all records is to retain all data generated on or about a student in the Student's Cumulative file. Please refer to the following information as you determine what should be kept in regards to student data. If you have questions, please seek out the assistance of an administrator.

What needs to be kept?

Educational Data (any document maintained as a result of a student's attendance)

- Teacher notes
- Test results
- Health records
- Enrollment information
- Disciplinary and attendance records
- Grading books
- emails/voicemails in which the student is the subject
- Parent correspondence

Specifically:

- Student Accident Reports
- Achievement and standardized test results
- Emergency care information
- Membership data
- Health and immunization information
- School nurse notes
- Health room log
- Cumulative File (including record of access, log in/out, record for review or transfer of student records)
- Demographic Info (district census, student directory info, student family info- includes dissolution or custody orders)
- LEP reports (language)
- Extra and Co-curricular participation records
- Homeschool records
- Preschool screening

- Nonresident pupil attendance applications/agreements
- School performance data (yearly report cards and transcripts)
- Auxiliary organization records (Clubs, interest groups, student councils, athletic assoc., graduation programs, activity funds- treasurer's records, bylaws, membership records, meeting minutes)

What does not need to be kept?

Records kept in sole possession of the maker, used as a personal memory aid, and not accessible or revealed to others. (must be thrown away at the end of the school year).

Keep:

- Keep all records with respect to services provided by the district
- Understand the "desk drawer" exception and its limited application
- Keep teacher notes on students that were shared with another person
- Keep all email messages in which a student is the subject of the email. (print it)
- Transcribe all voice mail messages in which a student is the subject. (notate date received & transcribed, & transcriber)
- Keep records central and locked
- Use restraint when writing emails or leaving voicemails
- Allow parents/guardians access to testing materials of their student
- Review and follow the school district's data retention schedule.

Do Not Keep:

- Destroy records outside of the retention schedule
- Disclose educational data outside of the MGDPA regulations
- Use the "desk drawer" for numerous records of students
- Show your "desk drawer" protected records to others
- Create teacher records with the expectation that they won't be included in the students file
- Assume emails or voicemails won't be discoverable
- Delete email or voicemails of which a student is the subject (outside of records retention policy)
- Assume emails forwarded to the attorney are "privileged"
- Destroy test protocols which identify a student (outside of records retention policy)

Budget Requisitions

Each building Administrator is responsible for the portion of the budget that is specific to their building/program. All expenditures must be approved by the building administrator prior to the dollars being committed to a purchase. Staff may not purchase or obtain materials or services without the proper authorization. Staff members purchasing items without an approved purchase order will be personally responsible for the costs of the purchase.

The Requisition Process

All orders must be entered into our District's SMARTeR system. Submit a requisition order through SMARTeR to your building secretary. The order is then routed to the secretary who then reviews and codes the order and routes to the Administrator for final approval. Once the Administrator has approved the order, the Account Clerk at the District Office places the order.

Once the order is placed, the Account Clerk will email the employee who requested the order, letting them know the order has been placed. It is the employee's responsibility to then sign off on the packing

slip, date it and send it over to the Account Clerk once the order is received so that invoices can be paid. Please know it may take up to several weeks for your order to arrive based on availability and shipping considerations. More specific information regarding ordering can be found on the Rocket Hub.

Complaints

Rockford Area Schools strives to be an employer of choice. Employees who are concerned about a specific employment situation or have questions regarding a policy or procedure should direct their concern to their immediate supervisor. If, after an initial conversation, the concern is not resolved, the employee should request to meet with their building administrator. If the immediate supervisor is also the building administrator, or if the concern remains, the employee may contact the Director of Business Operations, designated to address matters of Human Resources with the concern. The Director will strive to mediate the concern and seek resolution.

If an employee still feels the concern has not been addressed they may request to meet with the Superintendent. The Superintendent will have final say in any matters outside of Master Agreements.

Please refer to Board Policy:

- [103 – Complaints](#) – Students, Employees, Parents, Other Persons

District Wide Committees

Circumstances sometimes call for the creation of district-wide committees. Staff members are encouraged to join and actively participate on these committees. Information about committee purposes and meeting times may be obtained from your building principal.

Some of the District Wide Committees include:

- Insurance Committee
- Safety Committee
- Staff Development
- Wellness Committee (Employee)
- Wellness Committee (Student)

Dress Code

It is important that students, parents and community have confidence in the staff of the school district and that staff members have confidence/pride in themselves while providing students quality educational services. These educational services are provided by: certified staff, secretaries, custodians, paraprofessionals and administrators. It is the district's expectation that district staff present a professional image to parents, students and the community. To help present this image and foster confidence in the district, staff members are expected to dress in a manner which is appropriate for the position they hold in the district. If necessary, supervisors will discuss appropriate dress with individual staff members.

Extra-curriculars & Co-curriculars

Employees are encouraged to apply for extracurricular and co-curricular positions. All positions are posted on the district website under: Department/Human Resources/Employment/Open positions.

Salaried Employees

Salaried employees that coach or are involved in activities associated with Rockford Area Schools must report to their practice or event as soon as possible upon student dismissal. Staff must not miss student

contact time for regular practice. If there is a scheduling issue, the employee/coach should work with the Activities Director and their Building Principal to come to a resolution that is in the best interests of student academic achievement.

Salaried employees must ensure their absences are entered into SMARTeR and that a substitute (if needed) is communicated with or arrangements have been made prior to their absence.

Salaried employees will not be deducted paid time for their roles in extracurricular activities or events for which they are identified as a board approved coach.

Hourly Employees

Hourly employees that coach or are involved in activities associated with Rockford Area Schools must report to their practice or event as soon as possible upon student dismissal. Staff must not miss student contact time for regular practice. If there is a scheduling issue, the employee/coach should work with the Activities Director and their Building Principal to come to a resolution that is in the best interests of student academic achievement.

Hourly employees must ensure their absences are entered into the absence management system and that a substitute (if needed) is communicated with or arrangements have been made prior to their absence.

Hourly employees will not be deducted paid time for their roles in extracurricular activities or events for which they are identified as a Board approved coach.

Note: Rockford Area Schools will work with individuals who wish to coach to determine if a temporary flexible schedule to meet the academic and extracurricular needs of students as well as the department in which their work can be made.

These positions will be paid based upon the rate tables established in the Teacher Master Agreement. Please refer to the most current [Master Agreement](#) for updated information. (Note: Extra-Curricular pay rates are currently within the Teacher's Master Agreement and are therefore subject to bargaining. Adjustments to the compensation and updates to the table will take place in conjunction with the settlement of the associated Teacher contract.)

Field Trips

School funded field trips often require additional chaperone support. This is handled in a few different ways. Parents may volunteer or staff could be asked to chaperone the trip. Parents that are employed by the district may also volunteer to chaperone their child's field trip. In those circumstances, the following requirements and expectations apply:

Expectations of a Volunteer Chaperone:

- Responsible for a group of kids throughout the event.
- Ensuring kids are in appropriate places at the appropriate times.
- Handle basic accountability and discipline needs.

Expectations of a School Funded Chaperone:

- Responsible for a group of kids throughout the event.
- Ensuring kids are in appropriate places at the appropriate times.
- Handle basic accountability and discipline needs.
- Support volunteer chaperones with their responsibilities.
- Support and train volunteer chaperones with basic accountability and discipline needs.

- Handle higher level discipline needs.
- Work with and report to the event leader the needs of other chaperones.

Background Checks & Bullying Training

All volunteers chaperoning a field trip must have an approved background check on file and must have completed the required bullying training. A volunteer/chaperone can complete all of this on the district website under the [Volunteer](#) webpage.

To ensure the safety of our students, we require criminal background checks on the following:

- Any volunteer who accompanies students off campus (i.e. chaperones for field trips).
- Any volunteer who is responsible for working with students on campus, but outside of the regular classroom structure.
- Any volunteer who volunteers on a regular basis for a long period of time. (If you are unsure whether a volunteer meets these criteria, contact Human Resources for further clarification.)

Volunteer background checks are required every five years. To inquire whether a person has a cleared voluntary background check on file or to determine when it was completed, please contact the Human Resources office.

The online criminal background check requires authorization for a variety of criminal background checks:

- National Sex Offense History: Provides a sexual offender registry check of all 50 states plus the District of Columbia.
- Criminal SuperSearch: A criminal search for 47 states plus the District of Columbia.
- Social Security Number Trace: Provides the name, aliases, 10 year address history, and all social security numbers associated with the individual. Verifies that the social security number is valid, gives year of issuance and state issued.

The background checks will be done at the volunteer's expense and information will be kept confidential. Human Resources staff members will review the results of each background check. If there are any concerns regarding the results of a background check, Human Resources will let the supervisor know of the results and the volunteer will be notified. The online form includes an option for volunteers to request a copy of their own report. The volunteer must also maintain confidentiality. Please have volunteers go to the [Volunteers webpage](#) on the District website for background info completion.

Employees Supporting Students:

Employees that support a student on a regular basis will have the first opportunity to support the student on a field trip, extra-curricular or co-curricular event. If that employee is not able or does not want the opportunity, the opportunity will be opened up to other employees in the same field. If more than one employee wants the opportunity, the decision will be the administrator's decision taking into account the number of times each employee has had the opportunity, specific student need, and the employee's performance.

Example: A sign language interpreter works with a student who is going on a field trip to the Capitol in St. Paul. This interpreter would have the first opportunity to accompany the student on the field trip. If they are not able or willing to go, the field trip opportunity will be offered to the other sign language interpreters.

The Field Trip approval form must be filled out completely and submitted no earlier than four weeks and no later than two weeks in advance of the trip. If it is an overnight trip, please do not submit this form. ALL OVERNIGHT TRIPS REQUIRE SCHOOL BOARD APPROVAL IN ADVANCE. PLEASE FILL OUT THIS [PRELIMINARY FORM](#).

*A complete list of all students, advisors, volunteers, and attendees must be submitted as soon as practicable. The list must be submitted 48 hours prior to departure.

Food & Nutrition Services

Come join us for a school meal! Here is some key information you should know:

Nutrition: The Director of Food & Nutrition Services and staff plan Breakfast and Lunch menus for each site. Input for menus is received from students, parents, Head Cooks and school staff.

Menus are planned to meet the Meal Pattern Requirements for Breakfast and Lunch established by the United States Department of Agriculture and Minnesota Department of Education. Our goal is to serve meals to all students, offer meals to staff, and encourage good health/wellness habits per the District's [Wellness Policy \(Policy 533\)](#).

Meal Prices: Staff meal prices for the 2023-24 school year are as follows:

Breakfast \$2.25

Lunch \$4.95

Milk \$0.60

Staff may also purchase a la carte items in the cafeteria for the designated price.

Meal Account Balances: You are expected to keep your meal account in the positive. It is your responsibility to ensure that you have money in your meal account prior to eating a meal on any given day.

Meal Payment Options: Credit card, debit card or e-check payments can be made through your staff Infinite Campus Account. Cash or check payments can also be made in any school office.

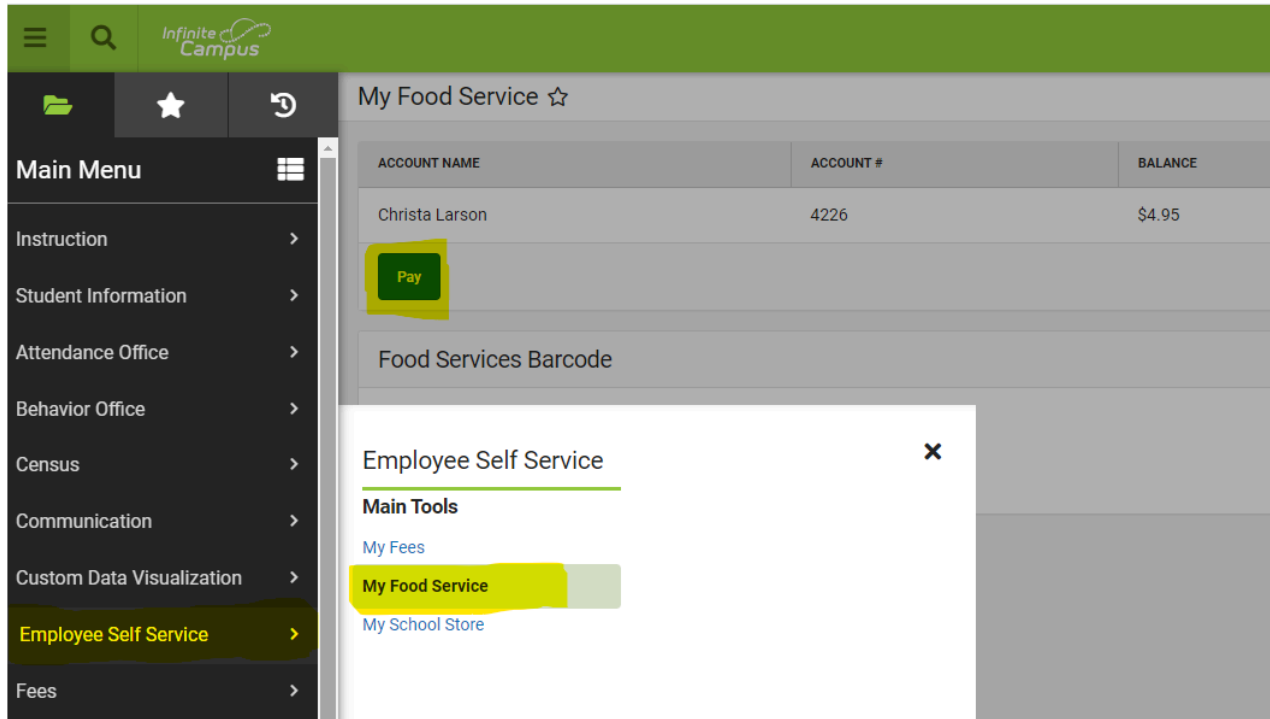
Where to make a food service payment in Infinite Campus (old look)

The screenshot shows the Infinite Campus interface for user Christa Larson. The top navigation bar includes 'Year' (23-24), 'School' (All Schools), and 'Calendar' (All Calendars). The user profile section displays 'Larson, Christa M' with DOB: 02/27/1976 and Gender: F. Below this, there are tabs for 'My Food Service', 'My Fees', and 'My School Store'. A table lists account information:

| ACCOUNT NAME | ACCOUNT # | BALANCE |
|----------------|-----------|---------|
| Christa Larson | 4226 | \$4.95 |

A green 'Pay' button is highlighted with a yellow circle and a blue border. On the left sidebar, 'Employee Self Service' is highlighted in yellow, with sub-options for 'Student Information', 'General', 'Counseling', and 'Academic Planning'.

Where to make a food service payment in Infinite Campus (new look)



PIN Number: Students and staff enter their PIN number into a keypad after they make their meal selections which is matched with picture identification. Your PIN number is confidential – please do not share with others.

For complete Food Services information, to view menus online and more, visit the [Food Services page linked here](#). [The School Meals Policy \(for students\) is linked here](#) for your reference.

Fundraisers

Fundraising for any event, project or material must be approved in advance. Employees wishing to fundraise should communicate with their building principal regarding the need, the fundraising activity(s), and the financial implications. Other questions regarding fundraising should be directed to the Business Office located at the District Office.

Please refer to Board Policy #511 for more information: [Student Fundraising](#)

Gifts & Gratuities

As a representative of a public employer, it is essential that your work be perceived as being free from external influences. It is important to avoid any appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees. In addition, employees must adhere to state statute and school district policy, contained within [Gifts to Employees and School Board Members RAS Policy 421](#)

IEPs, 504 and Re-evaluations

Please refer to your building leadership, the Special Education Supervisor, or the following School Board policies for more information:

- [504 Section of the Rehabilitation Act of 1973](#)
- [RAS Policy 515](#)

Identification Badges

Your ID badge is an important part of your work attire. It lets students, parents, co-workers, vendors, and the general public know who you are. It is an important part of providing a secure environment for our students, and to ensure that everyone who enters our schools is identified. Your ID badge must be worn anytime you are at work. It should be worn in a visible spot on the upper portion of your body. New hires will have their picture taken at the District Office upon hire.

Those employees not wearing ID badges in district facilities should be questioned as to their purpose within the facility to encourage safety of our students and employees.

Employee badges allow free entry, plus-one guest, to athletic events with the exception of Sub-Section, Section and State events, and events not taking place on district property. Employees must be in attendance for the plus-one person to be honored.

Layoffs & Seniority – see your Master Agreements

Meet & Confer – see your Master Agreements

Background Checks

Any person offered employment in the district for any kind of position is required to complete a background check. Employment will be contingent on successful completion and review of the background check.

Employees have the right to request and obtain a copy of the background check report from the district, which may be provided to the employee at a cost not exceeding the actual cost of the report. Employees have the right to challenge the accuracy and completeness of information contained in a background check report. MN Statute 123B.03 BACKGROUND CHECK.

Please also refer to Board Policy 404 – [Employee Background Checks](#) for more information.

Performance

District Expectations

The District expects its employees to produce quality work, maintain confidentiality, work efficiently, and exhibit a professional and courteous attitude toward other employees, parents, and students.

The District expects employees to comply with all applicable Board policies, work rules, administrative regulations, job descriptions, terms of this Handbook and legal obligations. Violation of any policies, regulations and guidelines may result in disciplinary action, including termination of employment.

All employees of Rockford Area Schools are committed to fostering an inclusive and respectful environment that values diversity and promotes equitable education for all. In our pursuit of excellence,

we recognize the importance of maintaining neutrality on matters of political, religious, and social issues within the school setting. This commitment extends to classroom discussions, school events, and all other activities under the purview of Rockford Area Schools. By remaining neutral, we contribute to an environment where diverse opinions are respected, and individuals feel valued regardless of their personal beliefs. As representatives of Rockford Area Schools, we will always prioritize the education and well-being of our students above any personal or political affiliations as we strive to create an atmosphere that encourages critical thinking, open dialogue, and mutual understanding.

Job Responsibilities

Your position has specific responsibilities which you are expected to perform. It is important that the responsibilities of each job are fully understood. Please speak with your supervisor if you have any questions about the functions you are able to perform in your job. In addition, most jobs will require employees to be flexible and willing to take on new assignments as a result of their responsibilities changing over time. Therefore, it is very important that you clearly understand what your supervisor expects of you and that you keep abreast of changes in your job. Check with your supervisor if you have questions regarding your job description duties.

Your Supervisor

We encourage open communication throughout the district. Your supervisor should be the first person you talk to regarding most questions or concerns you may have. He/she can explain operations, protocols and procedures and can refer you to written materials or other resources for additional information.

Staff Development

The district has established a Staff Development program to assist you in remaining current and up-to-date in your job duties. Work time is scheduled on the school calendar each year for staff development. You are encouraged to take advantage of this time to increase your knowledge, skills, and abilities to perform your job, which is a benefit to you, our students, and our coworkers.

Please refer to School Board Policy 425: [Staff Development](#). Offsite staff development is also available by supervisor approval.

The district staff development funds are also utilized in this manner. Please refer to School Board Policy 412: [Expense Reimbursement](#).

Transportation & Travel

Driving for Work Related Purposes

If you use your vehicle for work related purposes you are expected to:

1. drive defensively;
2. wear your seat belt;
3. allow plenty of time;
4. make accommodations for bad weather; and,
5. carry appropriate equipment in your vehicle to ensure your safety (i.e., in the winter: blankets, boots, shovel, etc.).

Transporting Students: [District Policy 707R](#) and [District Policy 710](#)

Seat Belt Use

All employees are required to use seat belts when operating or riding in a motor vehicle on school district business.

Cell Phone & Electronic Equipment Use

On August 1, 2019 a new law became effective regarding the use of cell phones and electronic use while operating a motor vehicle. All staff are required to comply with this law while conducting company business.

For more information on the law, refer to the MN Department of Public Safety website for the Hands-Free Law: <https://dps.mn.gov/divisions/ots/hands-free/Pages/default.aspx>

The actual law, MN Statute 169.475 can be found at: <https://www.revisor.mn.gov/statutes/cite/169.475>

Vehicle Insurance

All employees who use a vehicle for work related purposes must carry insurance on their vehicle as required by the State of Minnesota. You may not use your vehicle for work related purposes if your vehicle is not covered by the required insurance. You may be required to show proof of current vehicle insurance.

Driver's License

All employees who use a vehicle for work related purposes are required to have a valid driver's license, and this needs to be in file with the District Office.

Mileage

Mileage will be paid for travel conducted for District purposes and during an employee's regular work hours unless otherwise approved. School vehicles should be utilized, prior to any mileage stipend being turned in to the District Office. Mileage needs to be turned in the month of driving using the Travel Voucher which is located on the [website - Travel Voucher](#).

- **Mileage between district buildings:** Mileage between the RHS/ES campus and the MS/DO campus is 1.2 miles. Travel between District buildings will be calculated based upon mileage and should be turned in via a travel voucher from the Rocket Hub on a monthly basis.

PAYROLL & BENEFITS – HR INFO

Basic Information

Exempt and Non-exempt Employees

Each employee is designated as either exempt or non-exempt from federal and state wage and hour laws. Non-exempt or hourly employees are entitled to overtime pay under specific provisions of federal and state wage and hour laws. Non-exempt employees are entitled to time and one-half their "regular rate" of pay for each hour worked over a 40-hour period in a work week period. Hourly employees are not allowed to accrue comp time, all hours worked will be paid when earned.

Exempt or salaried employees are excluded from specific provisions of federal and state wage and hour laws. Exempt employees must meet the criteria of specific tests outlined in wage and hour provisions.

Personal Information Changes

For a variety of reasons (such as tax, pension, or benefit reporting) it is important that your records are current. If there are any changes in your name, address, telephone number, number of dependents, insurance beneficiaries, etc., it is your responsibility to notify Human Resources and/or Payroll. You must make a request for a name or address change by using the Frontline Central system and completing the corresponding request form.

Payday

Employees are paid on the 15th (or the closest work week day to it) and the last working day of the month in which they work. In the event the pay date falls on a weekend or holiday, employees will be paid on the last work day prior to that date.

Non-exempt employees are paid for time worked in the previous pay period. For example, an employee works 36 hours between May 1 and May 15. They will be paid for these 36 hours on May 31st. Time worked between May 16 and May 31 will be paid on June 15.

Teachers (exempt - salaried) receive their first check on the fifteenth (15th) day of September. Teachers are scheduled to receive twenty-four semi-monthly paychecks. For additional information, employees should also refer to their [Master Agreement](#).

When there are more than 260 “payable days” in a fiscal year, the district makes payroll adjustments and pays year-round employees for all days worked in a year.

Overtime

Ideally, all jobs will be structured so that normal work assignments can be completed during a regular workweek. There may be instances, however, when employees will need to work overtime to meet special demands. Overtime is paid at the rate of one and one half times the non-exempt employee’s regular rate of pay for hours worked in excess of 40 in a workweek. Only time actively worked will count toward the calculation of overtime. District overtime guidelines are:

1. All overtime must be authorized by your supervisor in advance, and
2. Exempt employees are ineligible for overtime

Rockford Area Schools work week begins on Sunday at 12:00 am and ends on Saturday at 11:59pm. If you have questions regarding your overtime eligibility, please contact the District Office.

Time Clocks

All Non-Certified employees are required to use the time clock system and are responsible to ensure their time is accurate. This includes correcting any errors to their start/end times as well as lunch break periods. Employees should look at their time on a weekly basis to ensure its accuracy. They should contact the appropriate person (as stated in the table below) with questions or changes.

Should a salaried employee not fulfill their contract hours on a daily and/or weekly period, the amount of time missed will be deducted from the employee’s assignment. At the same time, should an employee work beyond their assignment, this amount of time worked over the contract will be compensated in accordance with their Master Agreement. Hourly employees will be paid for all hours worked. Overtime will be paid beyond 40 hours in a week – Sunday through Saturday.

| <u>Position</u> | <u>Location</u> | <u>Contact</u> |
|-----------------------|-----------------|---------------------------------|
| Secretaries | All Buildings | Direct Supervisor |
| Custodians | All Buildings | Director of Buildings & Grounds |
| Special Ed Paras | All Buildings | Special Education Coordinator |
| Confidential | District Office | Direct Supervisor |
| Library/General Paras | All Buildings | Building Administrator |
| Other Miscellaneous | All Buildings | Building Administrator |

A non-contract employee will be paid strictly pursuant to the time they turn in to payroll via the time clock system. The pay cycle for non-contracted employees will be paid out one pay cycle behind the actual dates worked.

Benefits – Insurance: See your Master Agreement

Click the Classification Grid link below for an easy to understand summary of benefits by employee group. [Benefits by Classification Grid](#) - will be going live once completed

Direct Deposit

Direct deposit of payroll checks is required for all employees. Requests not to use direct deposit will be considered on a case by case basis. Employees using direct deposit can access a pay stub on payday that contains the same information as a paycheck does. This pay stub is located on [Smart eR](#). Direct deposit is a convenient and secure way to quickly access your pay.

Common questions you may have about direct deposit:

How do I enroll? You must complete a Direct Deposit form in [Smart eR](#). Once completed, it will route to payroll for processing. Ensure the data you enter in the form is correct! You may also submit a voided check to payroll for confirmation of your routing and account numbers. The payroll department will need this at least 12 days in advance of your first direct deposit.

Must my financial institution be in Minnesota? No, we can send your net pay to any federal or state chartered bank, savings and loan association or credit union that is a member of the Automated Clearing House (ACH) network. Most financial institutions are members.

How will I know my check has been deposited? You will be able to track your deposit electronically through [Employee Self Service](#) (more information later in handbook). Your monthly statement from your financial institution will also provide a record of deposits.

When will I have access to the funds deposited? It varies by financial institution, but generally funds are available at the start of business on payday.

Who do I contact if the deposit is not posted to my account? Initially, please contact your financial institution to be sure they are not late in posting to your account. If they are not late, contact the Business Official/Bookkeeper or AP/Payroll Representative in the district office.

**Please refer to [Employee Self Service](#) in this handbook for further information.

Employee Self Service

Rockford Area Schools' payroll is directly deposited into an employee's checking or savings account. All payroll information can be viewed and printed, if necessary, from the district Employee Self Service site. The online viewing of this information can be accessed through the Internet at <https://swscer.swsc.org/Smarter/login.aspx?dn=0347>.

Login by using your employee number for the User ID. Your employee number is emailed to you upon hire after you have completed your onboarding process. A temporary password is also given to you in that document. You must create a new password after you log in.

Through this secure website, you will be able to view and print the following information:

- Current and historical payroll information, by paycheck date
- Year-to-date pay summary
- Payroll deduction and benefit information
- Leave history (summary and detail of leave earned and used)
- W-4 tax withholding information showing marital status, exemptions and extra tax, if applicable

Steps to obtain this information:

1. Enter [Smart eR](#) site
2. Click on My Payroll
3. It will open the full menu of options. Select your option.
 - Click Pay Stub to review your paycheck information.
 - Click TimeOff to view your leave balances.
 - Click W2 to print your W2s.
 - You may Print your stub by clicking Print Entire Pay Stub.

Extended time project requests

All extended contracts must go through a pre-approval process. Contact your administrator with questions. [Extended Day PD Form](#)

New Employee Forms, Requirements and Information

As a new employee, the following forms need to be filled out for payroll and employee benefit purposes.

- **W-4 & WT4 withholding form:** This information is needed in order for you to be placed on payroll.
- **I-9 form:** We are required by law to have this on file before employment but absolutely no later than the first day of employment.
- **Direct Deposit:** The district strives to be green and efficient. This information is needed in order to set you up for direct deposit.
- **Application for health and ancillary benefits:** This information has to be filled out whether or not you desire coverage. An electronic packet from the district office explaining coverage will be

sent to you upon hire. If a benefit is paid for by the district, such as life insurance, an employee will be automatically enrolled unless they opt out by filling out the proper forms.

Hours of Service

The District reserves the right to determine hours of employment, assignment, location, and annual authorization of all employees. To be considered a full-time employee, the employee shall be employed for a minimum of 35 hours per week, exclusive of lunch. All employees will be assigned starting times and shifts as recommended by the principal or supervisor and approved by the Director of Human Resources. The School District reserves the right to employ such personnel as it deems desirable or necessary on a part-time or casual basis.

Re-employment: See Master Agreements

Resignation/Retirement from Employment

- **Notice of Resignation/Retirement**

The school district requires notice if you are resigning from employment. The district requests as much advance notice as possible in order to have some time to advertise and hire your replacement. This notice should be in writing utilizing a personal letter with your signature and effective date of the resignation.

- **Return of District Property**

At the time of resignation or retirement, and prior to leaving the district, you will need to return all district property to your supervisor. Keys, key fobs, identification badges and all other district property are to be given to your supervisor, who will ensure that all property is returned to the department where it originated.

- **COBRA Benefits**

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) requires that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances where coverage under the plan would otherwise end (called "qualifying events").

If you are covered by the district's group health insurance plan and lose your coverage because of a reduction in your hours of employment or the termination of your employment, whether voluntary or involuntary (except for reasons of gross misconduct on your part), you have the right to choose continuation coverage. If you choose continuation coverage, you will be provided with coverage that is identical to the coverage being provided to similarly situated employees (or their family members). If you do not choose continuation coverage, your group health insurance coverage under the plan will end.

COBRA requires that you be offered the opportunity to maintain continuation coverage for three years unless you lost group health coverage because of a termination of employment or reduction in hours. In that case, the required continuation coverage period is 18 months, unless the Social Security Administration determines that you (either employee or dependent) were disabled at the time termination or reduction of hours, and you inform Rockford Area Schools before the end of the 18-month period, in which case your coverage may be extended up to 29 months.

If you are covered by the district's group health insurance plan, your spouse will have the right to choose continuation coverage for him/herself if group health coverage is lost for any of the following four reasons:

1. Your death;
2. Termination of your employment with the district (for reasons other than gross misconduct) or reduction in your hours of employment with the district;
3. Divorce or legal separation from you; or
4. You become entitled to Medicare.

Your dependent children have the right to choose continuation coverage if group health coverage is lost for any of the following five reasons:

1. Your death;
2. Your termination from employment with the district (for reasons other than gross misconduct), or reduction in your hours of employment with the district;
3. Your divorce or legal separation;
4. A parent becomes entitled to Medicare; or
5. The dependent ceases to be a "dependent child" under the terms of the group insurance plan.

You or your family member has the responsibility to inform the Plan Administrator of a divorce, legal separation, or a child losing dependent status under the Plan, within sixty days of the date of the event or the date on which coverage would end under the group Plan because of the event, whichever is later. The district will notify the Plan Administrator of your death, termination of employment, reduction in hours of employment or Medicare entitlement.

You have sixty days from the later of (1) the date you ordinarily would have lost coverage because of one of the events described above, or (2) the date of the notice of your right to elect continuation coverage to inform the Plan Administrator that you want continuation coverage.

Additional qualifying events can occur while the continuation coverage is in effect. Such events may extend an 18-month continuation coverage period to 36 months, but in no event will coverage extend beyond 36 months after the initial qualifying event. Under certain circumstances, your continuing coverage may be cut short.

If you or your family member elects to continue coverage, you must pay the district the cost of continued coverage monthly. Once your continuation coverage terminates for any reason, it cannot be reinstated.

For further details concerning continuation of benefits under COBRA, contact the Human Resource Department.

1. The federal COBRA law applies to employers with 20 or more employees. Provisions for continuation of health benefits under Minnesota law have been amended to substantially follow the federal COBRA law, without the 36-month limitation for surviving descendants. The Minnesota Act applies to all group insurance policies.
2. COBRA ensures that employees and beneficiaries do not lose health insurance coverage because of death, termination, reduction of employment hours, divorce or separation, retirement, or other qualifying event. Employees are allowed to continue on the group health plan at their own expense after a qualifying event.
3. The employee has up to 60 days in which to decide whether to take advantage of this continuation coverage. No evidence of insurability is needed for such continued coverage.

4. Upon learning of a qualifying event, the district should provide the employee with a COBRA notice and election form.
5. Generally, former employees may elect to maintain their COBRA coverage for up to 18 months after their termination or reduction in hours, while dependents generally may elect to maintain their coverage for 36 months after the date of an employee's death, divorce, or legal separation, the employee's entitlement to Medicare, or a dependent's loss of dependent status.
6. Former employees or dependents that elect to continue coverage under COBRA must pay the entire premium for the continuation coverage.
7. In order to be certain that the district is complying with its obligation under COBRA it is important that the administrators/supervisors notify the Human Resources Department of any qualifying events to an employee in their department including an employee's termination whether voluntary or involuntary, an employee's reduction in hours, the employee's death, divorce, legal separation, the employee's entitlement to Medicare or a dependent's loss of independent status.
8. Employees who are laid off and who carry district health insurance may have a portion of their health insurance paid for a limited amount of time if they meet eligibility requirements. See Human Resources/Payroll for more information.

Salary Information

Salary Advancement: see your Master Agreement for details.

Rates of Pay: see your Master Agreement for details.

Seasonal/Summer Employees: These are employees who are hired for a specific period of time usually related to the seasonal needs of the District. Examples of these employees would be the summer custodians who help in preparation of the buildings for the following school year. Please note: a person must be 15 years old by June 15th in order to work in a summer work study position.

Accidents & Injuries

An accident report must be completed and given to Human Resources/District Off within 24 hours.

All work-related accidents that involve personal injury or property damage **MUST** be reported to your direct supervisor as soon as possible following the accident. If the accident occurred during work hours, the supervisor will gather details and complete a Supervisor's Report of Accident in the SMARTer System. Prompt reporting of work related injuries is very important for protecting and preserving your access to worker's compensation insurance coverage.

Any employee who has been involved in an accident while working (no matter how slight) should submit a "First Report of Injury" by calling the Work Injury Hotline – 1-855-675-3501. If you are unable to file a report, someone who is knowledgeable of the incident must file the report on your behalf within the required 24-hour timeline. The Human Resources department will use the information provided for safety records and reporting. You will be authorized to see an appropriate doctor of your choosing. The insurer will determine if further medical treatment will be covered based upon the information provided in the accident report and the report submitted by the physician. If you are unable to work as a result of the accident, compensation for lost time may also be available.

If you do not report an accident promptly or you do not have the authorization for an initial visit, the cost of the medical services may be denied and become your personal responsibility. Reporting all injuries is particularly important in circumstances where there may be medical problems that develop

some time after the accident. A good example of this would be a fall on the job. If reported, you are assured of some protection, even if it is several days before a problem shows up. Failing to report promptly could jeopardize compensation for both medical service and lost time, should either become necessary.

More information on the Work Injury Hotline (1-855-675-3501) can be found on the District's website.

Injury to Student

A student accident report must be completed and given to the building principal within 24 hours.

When an accident involving injury to a student occurs, maintain classroom control and get the student the assistance s/he needs by calling the main office. An injured student must report to the office, and an adult must accompany him/her.

If the student cannot walk to the office, call the office or, if necessary, send one responsible person to the office to request help. The school nurse will receive the student in the office or report to the location where the injury occurred; if necessary, a Blue Team notification may be called. A student accident report form should be completed within 24 hours of the incident by the classroom teacher or other supervisor on duty and given to the building principal. A copy will be sent to the district office.

All staff members should keep first aid gloves on hand so that they can be accessed quickly in case of an emergency. Each classroom should also have a supply of bandages for minor injuries. At all times, follow blood-borne pathogens guidelines.

The staff member in charge at the time and in the original location of the injury is required to make phone contact with the parents/guardians the day of the injury.

Custodial or Maintenance Services

A custodian is always available during the school day to assist in the case of an emergency. Please call the office to request to have a custodian paged.

Please encourage good housekeeping on the part of the students. Students need to be encouraged to recycle and place waste materials in the appropriate receptacle. Staff monitoring of building and classroom care will promote student pride and care of the school building and property. Bulletin boards play an important part in the school climate. It is a good idea that they are interesting and change periodically. Displays of student work in the classrooms and the public areas are excellent teaching tools, promote student self-esteem, and enhance the school atmosphere. It is imperative that you take care of your room and office. Please keep it professionally presentable.

Each teacher is responsible for the condition of the furniture and equipment in the classroom. Please be sensitive to ventilation, light, heat, and concerns for general tidiness in each classroom. Turn off lights when leaving a room; report heating irregularities to the custodian. At the end of each day, please be sure to have students help restore your classroom and return all equipment used during a class period to its appointed place. **CLOSE** and lock all windows when you leave the room at the end of the day.

Teachers who are involved with special activities such as athletics, clubs, band, etc., are responsible for the inventory of equipment and any equipment issued to students. Return and storage of equipment is also a responsibility of the coach or advisor.

The importance of keeping your room neat, organized, and professionally presented must be emphasized. Your classroom and office space should always be well kept. Note that your primary office and teaching space will be checked throughout the year and at the end of the year for check-out. Teachers are responsible for securing their room and all the contents within.

Hanging of Materials in Building

Tape and other adhesives are **not** to be used unless a custodian has approved its use. Absolutely no duct tape can be used. Approval from the building principal is required for all materials displayed on walls in non-classroom areas.

Safety

A safe, clean, visually appealing, and educationally conducive classroom environment needs to be maintained at all times. To ensure our schools are well maintained, please notify the custodial staff of unsafe conditions or items that need to be repaired. Any spills need to be reported immediately in order to prevent tracking of the material or a permanent stain on carpet. Classroom materials must be placed in a manner that promotes health and safety. Cords must be covered in a safe manner that prevents tripping. Boxes on high shelves must not protrude over the shelf or be stacked on top of other boxes in an unsafe manner. Staff care in monitoring the safety of students, equipment, and materials is vital and appreciated.

Work Orders

Any work requested needs to have a work order. Complete the [FMX](#) form on the district website. Please use the form when making a request for non-emergency custodial or maintenance services. While our custodians make every effort to respond to oral requests, please do not expect them to do so. Therefore, put all requests in writing.

Crisis Management

We hope that a crisis never occurs in any school district or building. At the same time, a guide must be available to address a wide range of potential crisis situations. Please refer to School Board Policy #806 - [Crisis Management](#) for more information.

Fire Safety

The school district seeks to provide a safe environment for employees and students. Fire Safety is an essential element of this environment.

Employees should know:

1. Location of fire alarms.
2. Fire Extinguishers
3. Evacuation routes.
4. Who to notify in case of fire.

Employees should remain calm in situations involving danger to self and others, and to take precautions to prevent fires from occurring. In the event of a fire, the most important task is to sound the alarm and clear the building. Employees should not risk their safety in fighting fires.

Property & Property Damage/Theft

The Rockford Area Schools does not assume any responsibility for loss, theft or damages to personal property. In order to minimize risk, we advise you to not carry unnecessary amounts of cash or other

valuables. If you bring personal items to work, you are expected to exercise reasonable care to safeguard them. Personal appliances such as refrigerators, coffee makers, lamps, etc. must also meet safety codes.

The school district may supply you with equipment or supplies to assist you in performing your job duties. You are expected to show reasonable care for any equipment issued and to take precautions for theft as well. Any equipment, keys and key fobs issued must be returned prior to your last day of employment. Lost equipment, keys, and key fobs will be replaced at the expense of the employee.

SOLICITATIONS

Please refer to Board Policy 904 – [Distribution of Materials on School District Property by non-School Persons](#) for more information.

Sales Representatives/Solicitors

Sales representatives are not allowed to approach employees during the school day unless they have been cleared through the office and they either have an appointment with the employee or the employee wishes to talk with them during a free period.

Visiting Children

Students from other schools may or may not be permitted to visit school while classes are in session. Check with your building principal regarding your school's policy.

It is a school policy that all visitors and volunteers must report to the school office when they enter the building. Due to security reasons, insurance liability, and in case of an emergency, it is important to know who is in the building and why. A volunteer will be given a name tag to wear while they are in the school.

TECHNOLOGY

Any computer-related technology needs should be communicated to the Technology Director: Chromebooks, Laptops, monitors, keyboards, mouse, etc.

Employees are expected to use all technology in a responsible way, ethically, and in compliance with all legislation and other Rockford Area School's policies and contracts.

Introduction: As technology continues to evolve, it plays an increasingly integral role in education. This section of the staff handbook outlines guidelines and best practices for the use of technology within our school community.

Technology Vision:

"Empowering stakeholders with equitable access to high-quality instructional practices through a secure digital environment, while providing exceptional support and customer service, is the overarching vision of the technology services department at Rockford Area Schools."

1. Acceptable Use Policy (AUP):

- All staff members are required to adhere to the school's Acceptable Use Policy for technology.

- The AUP outlines guidelines for the appropriate use of technology resources, including computers, tablets, smartphones, and internet access.
 - Staff members must sign the AUP to acknowledge their understanding and agreement to comply with its terms.
 - Technology related best practices will be posted to staff via the school website and/or the electronic workspace and staff will periodically review the posts to help the district maintain adherence to data and cybersecurity rules and regulations.
- 2. Personal Devices:**
- While on campus, staff members may use personal devices for school-related purposes, subject to the AUP.
 - Personal devices should not interfere with classroom activities or distract from professional responsibilities.
 - Staff members are responsible for ensuring the security of their personal devices and protecting sensitive information. Staff members bear full legal liabilities for the use of their personal devices in case of data breach, theft, damage, or other security incidents, and are required to disclose any breaches or cybersecurity issues.
 - Assistance with personal devices from the technology staff may be limited due to warranty, privacy, insurance, and liability concerns.
- 3. Classroom Technology:**
- Staff members are encouraged to incorporate technology into their teaching practices to enhance student learning experiences.
 - Each classroom is equipped with appropriate technology resources, including computers, interactive electronic boards, and audiovisual equipment.
 - Staff members should familiarize themselves with the operation of classroom technology and report any issues to the IT department promptly.
- 4. Data Security:**
- Staff members are entrusted with safeguarding student and school data in compliance with privacy laws and regulations.
 - Confidential information should never be shared with unauthorized individuals or stored on unsecured devices.
 - Staff members should use strong passwords and encryption methods to protect sensitive data from unauthorized access.
- 5. Professional Development:**
- The school offers professional development opportunities to support staff members in integrating technology effectively into their teaching practices.
 - Staff members are encouraged to participate in training sessions, workshops, and conferences focused on educational technology.
 - Ongoing support and resources are available from the IT department to assist staff members in utilizing technology tools and platforms.
- 6. Digital Citizenship:**
- Staff members play a crucial role in modeling responsible digital citizenship for students.
 - It is essential to teach students about internet safety, online etiquette, and responsible use of digital resources.
 - Staff members should promote critical thinking skills and ethical behavior in all online interactions.
- 7. Reporting Concerns:**

- Staff members should report any technology-related concerns, such as phishing, malware, equipment malfunctions or security breaches, to the IT department immediately.
- Reporting issues promptly helps ensure a safe and secure technology environment for all members of the school community.

Conclusion: By following these technology guidelines, staff members contribute to creating a positive and productive learning environment for students. Thank you for your commitment to integrating technology responsibly into your teaching practices.

Technology Links:

[1:1 Handbook](#)

[Digital Learning Tools - approved listings](#)

[Technology Onboarding & Training](#)

[Technology Planning](#)

[Technology Support](#)

Quick Links to Forms and Websites:

[Rockford Area Schools District Website](#)

DRAFT

Staff Handbook



GALAXY KIDS
School Age Care

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Introduction

Welcome to Galaxy Kids Program. The purpose of this handbook is to inform all Galaxy Kids Program Staff members of their responsibilities, Galaxy Kids Program procedures and other information pertinent to the Galaxy Kids Program.

At Galaxy Kids Program we believe that our staff should be professional, able to carry out instruction, and are warm and welcoming towards children.

Please familiarize yourself with the contents of the Galaxy Kids Program Staff Handbook. This handbook includes information specific to the Galaxy Kids Program. If you need further information, all Rockford Area School District policies can be found on the school district website,

www.rockford.k12.mn.us.

Mission Statement

Galaxy Kids Program is committed to providing a safe, enriching learning environment for students in our community during their out of school time. We strive to work cooperatively with students' families, school-day staff, and our community to provide a quality, year-round child care program that is dedicated to continual improvement. We encourage self-expression and creativity, build self-esteem and confidence, and promote positive behavior, social skills, and friendships. Galaxy Kids Program is dedicated to providing an inclusive, diverse environment for students of varying abilities, backgrounds, and needs, allowing all students to feel safe and respected. We encourage students to make choices, gain independence, and experience a variety of social and educational experiences. We encourage student involvement in planning, coordinating, and implementing activities. It is our purpose to help each child develop to the best of their individual ability in an atmosphere in which each child will become a valued member of our school community.

Hours of Operation

Galaxy Kids Program is open Monday-Friday, 6:00am-6:00pm. Galaxy is open most non-school days, excluding staff holidays. Galaxy Kids also has a summer program from mid-June through the end of August. Galaxy Kids is closed over Winter Break and the week of July 4th.

Hiring Procedures

Galaxy Kids Program follows RAS policy 401: Equal Employment Opportunity.

A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.

D. Every school district employee shall be responsible for following this policy.

E. Any person having any questions regarding this policy should discuss it with Business Manager/Personnel Manager.

The Galaxy Kids Program Coordinator will be responsible for reviewing applications received for open positions. The Program Coordinator will be responsible for screening all applicants, including but not limited to: interviewing applicants and checking references and employment history. The ISD 883 business office is responsible for initiating and completing a background check.

Orientation

Staff members must complete at least 10 hours of orientation prior to working with children. New staff members will not be left alone with children until their orientation is complete. During your orientation, you will receive a written job description along with a copy of the Galaxy Staff Handbook.

Training/In-service

Galaxy Kids Program will pay for the tuition cost for any staff training required by the Galaxy Kids Program Coordinator or Community Education Director. Staff members are allowed to record time and receive wages for time spent in staff meetings scheduled and approved by the Galaxy Kids Program Coordinator.

Assistants that work 20 or more hours per week will be expected to attend at least 15 hours of

workshops/trainings that are offered each year (July 1-June 30). Proof of attendance is required and given to the coordinator. This does NOT include CPR/First Aid training, which is required for ALL Assistants.

Assistants that work under 19 hours per week will be expected to attend at least 12 hours of workshops/trainings that are offered each year (July 1-June 30). Proof of attendance is required and given to the coordinator. This does NOT include CPR/First Aid training, which is required for ALL Assistants.

Student workers are not required to attend workshops/training, but are welcome to go if it works with their homework schedule. However, student workers are required to attend all staff meetings and family night events, along with CPR/First Aid training.

Personnel Procedures

Galaxy Kids Program follows all policies and procedures of ISD 883/Rockford Community Education. Please see the district-wide policies, located at the following link for more information: <https://www.rockford.k12.mn.us/district/school-board/policies>

Professional Development Plans

All classroom assistants will work with the Program Coordinator to develop a Professional Development Plan (PDP). PDP's will be developed using the Core Competencies for Out of School Time professionals, and will be reviewed with the Program Coordinator annually or as needed. We are committed to developing each staff's knowledge and abilities continuously throughout their employment at Galaxy Kids Program.

Staff Reviews

Staff reviews will be completed one time per year. Reviews are typically completed each June. Staff members will meet with the Program Coordinator to complete their yearly reviews.

Time Sheets/Pay Day

Employees will document their time worked using the TimeClock+ system. Pay periods are the 1-15 of the month, and the 16-the end of the month. Employees are paid on the 1st and 15th of each month.

Reporting to Work/Late Staff

All employees are expected to report to work on time and to be ready to work with the children. For

example, if you are scheduled to work at 7:00, you are here, personal belongings are put away and you are ready to work with the children at 7:00. You should put a note in TC+ when clocking in stating you were late and you should notify the Coordinator.

Confidentiality

Because of data privacy and confidentiality issue, Galaxy staff members must abide by the following:

1. When speaking with a parent involving an incident between their child and another child, always refer to the other child as "the other child." DO NOT USE NAMES.
2. Home or work phone numbers of staff, parents, and children **are not** to be given out to anyone other than Galaxy Staff. Staff members may take a message and pass it along to others.

Galaxy Staff may discuss issues of a confidential nature with the program coordinator or the Community Education Director.

Staff Schedules

The Galaxy Coordinator will determine the staff schedules. At any time hours may be increased or decreased due to low student enrollment or other circumstances.

When Galaxy is in operation from 6:00am to 6:00pm, staff schedules may vary in hours and scheduled work times. Staff members may be asked to leave early due to a low number of children in attendance. Staff schedules will be adjusted for the summer program to meet the needs of the program.

Requesting Time Off

Staff members may request time off in writing to their direct supervisor, in addition to submitting time off using the Kelly Services website. Time off will be approved in the order requests were received. If the program cannot maintain a safe staff to student ratio, time off requests may be denied.

Part-time staff members may fill in for other staff members, as long as their total hours for the week do not exceed 40. The Program Coordinator maintains a list of district staff that have received training to substitute for staff members at Galaxy Kids Program. In the event of a long-term absence from the program, the out of ratio staff who completes lesson planning and the Program Coordinator will adjust schedules to cover the open time frame.

Sick Time

If an employee is sick, they must notify their

immediate supervisor at least one hour prior to the start of their shift. It is the employee's responsibility to make sure they receive a response from their supervisor to ensure their message was received. Employees must also note when they are sick on TC+.

Mandated Reporting

Galaxy Kids Program follows RAS policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse.

All staff members are mandated reporters. Mandated reporters are professionals or a professional's delegate identified by law who **MUST** make a report if they have reason to believe that the abuse, neglect, or financial exploitation of a vulnerable adult has occurred. If you suspect a child is being neglected or abused, you must make a VERBAL report within 24 hours of becoming aware of the suspected abuse/neglect. A WRITTEN report must be completed within 72 hours. All reports are confidential. You are protected by law from retaliation when filing a report. For more information or resources on child abuse, visit Prevent Child Abuse Minnesota at: <http://www.pcamn.org/>.

Staffing Ratios/Supervision

We follow the ratios of staff to children recommended by the State of Minnesota, the National Association for the Education of Young Children (NAEYC) and the MN Afterschool Accreditation Program (MAAP). Independence will be encouraged by allowing children to do things for themselves, but a staff member must be present at all times. Student workers may be included in the staff to student ratios; however they should not be alone with children at any time. Additional staff are scheduled during high-risk activities, such as field trips or community outings.

Preschool: 1: 10 (maximum 20)

Kindergarten-Grade 6: 1: 15 (maximum 30)

Mixed Group: For mixed age group we staff in accordance with the youngest age group present.

Volunteers

If someone requests to volunteer at Galaxy Kids Program, the Program Coordinator and RAS district office will work cooperatively to ensure a background check is completed. Volunteers may not be included in the staff to student ratio, and may never be left alone with children.

Communication

1. Galaxy Kids Program uses the following communication tools to communicate updates and information to staff members: Daily Dayminder, district email, monthly staff meetings, monthly parent newsletters, and information posted on the staff bulletin board.
2. Staff members are expected to communicate with peers, children, and parents in a professional manner. Parents should be greeted upon entering the classroom and provided with regular verbal updates regarding their children. Staff members will communicate concerns using Incident/Accident Reports and Behavior Reports.
3. Galaxy Kids Program will conduct annual surveys to gather feedback from students, staff, and parents. Results from these surveys will be used to develop ongoing improvements within the program.
4. Staff members will provide feedback regarding the program in the form of written notes, discussions with supervisors, participation in staff meetings, and completing surveys.
4. Staff members will maintain confidentiality while communicating with parents using both written and verbal communication.

Answering the Telephone

When answering the phone, staff should greet the caller by saying, "Good morning/afternoon, Galaxy Kids this is _____ how may I help you?" If the person is asking questions that you do not know the answers to, please transfer them to the Galaxy Coordinator. The phones at Galaxy should not be used for personal calls. If an emergency arises, make your call brief. Use of a personal cell phone to make non-work related calls is prohibited during scheduled work hours.

Staff Responsibilities

Galaxy Kids Program School-Age Care Assistant

1. Planning and implementing daily activities from subject areas as assigned by Coordinator. Plans need to be completed in a timely manner & written out for substitutes to follow as well as for program coordinator to view. This includes filling out Activity Planning Forms in a timely manner.
2. Interacting directly with the children during all activities, i.e. gym games, outside, sitting with children during meals, art projects, etc.
3. Communicating clearly with parents. Parents should be informed of any and all matters pertaining to their child in a positive and timely manner. Parents should be greeted every morning and evening.

4. Communicating in a positive and professional manner with program and district staff.
5. Maintaining on site record keeping, daily attendance, locating children who do not show up when scheduled, keeping children's files up to date.
6. Documenting any and all negative behaviors and reporting these behaviors to the coordinator immediately.
7. Providing a safe environment, foreseeing potentially dangerous situations, and being current in first aid/CPR training and blood-borne pathogens training.
8. Serving breakfast or snacks, and supervising the children during meals.
9. Knowledge of all guidelines and policies. Be familiar with the parent handbook, program forms and Galaxy Program website. All staff should also be familiar with the ISD 883 District-Wide Staff Handbook.
10. Providing guidance and a safe setting while enforcing consistent boundaries for child behavior.

High School Student Worker

1. Communicating in a positive and effective manner to children, parents, building staff, and other Galaxy Staff.
2. Helping serve breakfast and snacks and supervising children during meals.
3. Assisting other staff in planning and carrying out daily activities.
4. Interacting directly with the children during all activities, i.e. gym games, outside, sitting with children during meals, art projects, etc.
5. Have knowledge of Galaxy Program guidelines and policies and be familiar with the parent handbook and Galaxy Program website.
6. Enforcing behavior guidance policies with help from adult staff and coordinator, if necessary. Do not deal with serious issues; tell the coordinator or assistant so they can handle the child.
7. First Aid/CPR certification preferred.

Program Guidelines and Expectations

Arrivals/Departures

1. Staff members are responsible for signing children into the program each session, and signing them out at the end of the session or when they leave for the day. Children will be signed in and out on the Staff Attendance Board. When children are dropped off or picked up by their parent or an authorized person, the authorized person must sign the child in/out on the Parent Sign-In/Out boards. Staff members are responsible for reminding parents to sign their

children in/out.

2. When students arrive on a school van or bus, the staff member will sign the child in on the Staff Attendance Board. The staff member will also sign the child out on the Parent Attendance Board, noting that the child left on the bus.

Pickup Authorization

Children are to be released only to their parents or persons listed on their Authorized Pick Up list. If parents would like their child released to anyone else, the parent must provide authorization in writing in advance. In an emergency, a phone call will be sufficient. Inform the parent that the person will need to show proper identification.

If someone comes to pick up a child that the staff does not know, follow these directions:

1. Ask the person for identification.
2. Check to see if their name is on the child's Authorized Pick-Up List or check the Dayminder to see if there is a note from the parent authorizing their child's release to this person.
3. If the person is not an authorized person tell them you must speak to the parent before releasing the child.
4. Phone the parent. If the parent authorizes the person to pick up their child, you may release the child to the person. If you are not able to reach the parent, notify the person that you cannot release the child without the parents authorization.

Staff must be aware of any persons who are authorized to pick children up. The Coordinator will keep the registration list up to date. If the unauthorized person is a biological or adoptive parent we must have a copy of the restraining order on file.

If a person who is unauthorized to pick up a child, such as a non-custodial parent, arrives to pick up the child, the following steps should be taken:

1. Ask the parent to step out in the hall or into another room with you, away from the children.
2. The other staff person(s) in attendance will stay with the children.
3. The other staff members are to remove the children from the unauthorized parent if the following are factors:
 - A. There is a restraining order against this person and Galaxy has a copy of it.
 - B. The person becomes abusive, verbally and/or physically with the staff members.

If the above occurs, the staff person who stays with the children will then make a phone call to 911. Never leave the children unattended. The designated removal place will be where there is a telephone.

Do not ever put yourself or the children in a position of physical harm.

Any situation such as the one described above needs to be documented immediately and the Galaxy Kids Program Coordinator and Community Education Director need to be contacted as soon as possible.

Tracking Children

All staff members are responsible for knowing how many children are in their care at all times. A written count of all children present will take place every 30 minutes. The staff member assigned to the Sign In/Out boards is responsible for initiating the child count and confirming that it is correct. Staff members may use checklists at their own discretion; however all staff members are required to use the magnetic white boards with a nametag for each child in their care. When the child leaves for the day their nametag will be removed from the whiteboard and placed on the "Out" board.

Missing Children

If a child does not check-in after school, please take the following steps to locate the child. You must repeat all steps until the child has been safely located.

1. Check on Infinite Campus to see if the child was in school.
2. Call the school teacher or school office to see if they know the whereabouts of the child.
3. If the child has gotten on a bus call the bus garage and ask them to bring the child to Galaxy Kids Program. If they were on the bus but have already been dropped off at home, call the home to see if they answer. Ask to speak to an adult. Contact the parents immediately to notify them of the situation.
4. If the school/bus company does not know the whereabouts of the child, call the parent(s).
5. If the parent(s) cannot be reached by phone, the emergency contacts must be called.
6. Leave messages at all available phone numbers for the parents, guardians, and emergency contacts, inform them of the situation.
7. Fill out a Finder's Fee Form and give it to the coordinator. The coordinator will notify the parent and apply the Finders Fee to their Parent Portal.

If you are not able to reach any adult or cannot find the location of the child, contact the police department and explain the situation to them.

Children Who Run Away

When a child in your care runs away from the supervised area keep an eye on him/her from a distance. If the child moves toward a place where his/her safety is a concern you must go after him/her. If the child leaves the grounds and you cannot find him/her, call the police for assistance and call the coordinator. Any time a child runs or a restraint is utilized the parents must be informed, and the incident documented on a Behavior Report.

Information for the police:

You can give the police a description of the child including their name, address, appearance, etc. *You should not reveal information about the child regarding special needs.* You can tell the police about events leading up to the incident and what type of mood the child may be in when they arrived. The coordinator can also request that the police notify Galaxy Kids when they have caught up with the child and inform Galaxy Kids of their location so assistance with handling/processing the situation can be done. We are permitted to give the police more information regarding special needs if the parents have signed a release allowing us to do so.

Maintaining Staff and Student Professional Boundaries

1. In order to maintain professional boundaries, children may not hang or jump on staff members at any time. Staff members may not hold children or allow children to sit on their laps.
2. Staff members must always be at the head of the group when transitioning. A second staff member, if possible, should be at the end of the group.
3. If you take groups to the large bathrooms, be sure to monitor the time spent in the bathrooms.
4. **Children should never be left in any area unattended.** If the staff member needs to step out, another staff member should be contacted to take over.
5. Children are not allowed to use the walkie-talkies, staff computers, or program keys.

Alone with a Child

Whenever possible staff members should not be alone with a child. There are, however, times when this may not be possible. For staff security, staff members should choose a location that is "public" and open in nature when alone with a child. Student workers and volunteers may not supervise children

and must never be left alone with a child for any period of time.

Classrooms

1. Toys from home are to stay in lockers, unless permission has been given from the group leader (in most cases we allow toys on Fridays only).
2. Children should clean up their play area before switching activities, going to school or going home.
3. Only Galaxy CD's/tapes are to be played unless staff has previewed and permission has been given.
4. TV is only operated by the staff members and only on during designated hours.
5. Computers must be monitored at all times.
6. Children (and staff members) are not allowed to sit on counters and/or tables.

Staff members are responsible for actively supervising and interacting with children at all times. Staff members should not be visiting with each other, talking on the phone (including cell phones), or working on their own projects.

Gym

1. A first aid bag and radio must always go inside with the group.
2. Organized games are to be played, no free play in the gym. Staff members must be aware of what is happening at all times, in all areas of the gym.
3. If the curtain is down a staff member needs to be on both sides of the curtain.
4. No food, drink, or gum is allowed in the gym (children and staff).
5. Staff members should be involved with the activities in the gym, not just observing or standing around.
6. No tackle football or any other physical contact sport, is allowed at any time.
7. Children are not allowed in equipment storage areas.
8. Children should be separated by age and ability groups based on the activity to ensure safety.

Playground

1. A first aid bag and radio must always go outside with the group.
2. Children are not to run upstairs to the playground. They must walk with the leader and hold on to the railing.
3. No throwing stones or snowballs on the playground.
4. Go down slides feet first and one child at a time.
5. Children playing on the grassy areas or basketball areas need to be supervised at all times.
6. Staff are to spread out on the playground so all children are being observed at all times.
7. School building rules are followed at all times.

8. All equipment in games should be used as it was intended for.

Toileting Assistance

In an effort to protect the dignity and privacy of the child who require assistance in toileting, when possible two staff members will be present. When two staff members are not available, the staff person assisting the child will notify another member of the staff that they will be assisting the child with toileting alone and they will use the restroom that is normally used by Galaxy Kids. Care will be taken to be respectful and appropriate in all conversation and actions while assisting the child.

Outside Time

All children should go outside every day, weather permitting, even if just for a few minutes. If the children went outside at recess and the weather has not gotten any colder, staff should take the children outside. Do not take the children outside if it is extremely cold, wet, muddy, too humid, etc. Children and staff members should have proper clothing for being outside. Staff members should place themselves in different areas of the playground so they can actively supervise all children. Staff members should not congregate together.

Children need to follow all playground rules. Staff members are responsible for making sure these rules are being followed and prevent any situations that could become dangerous.

Activity/Lesson Planning

The program planning specialist will complete daily lesson plans (Lesson Planning Forms). Classroom Assistants will meet with the planning specialist one time a week during their weekly planning meeting. During this meeting classroom assistants will receive their Lesson Plans for the following two weeks and will have an opportunity to ask questions and provide feedback to the planning specialist. All staff members will be scheduled a minimum of one hour per week to complete their Activity Planning Forms. The Activity Planning Form will be completed at least one week prior to when the activity is scheduled to take place. Activity Planning Forms will be attached to the Lesson Planning Sheet that is provided by the planning specialist.

Programming

Galaxy Kids Program strives to ensure our lesson plans and curriculum supports youth development

and engagement. Lesson plans and activities focus on all aspects of youth strengths and needs, including physical, social, emotional, and cognitive/academic needs. Lesson plans and Activity Planning Forms will be adjusted to reflect the needs, interests and abilities of all students. Developmental needs will be intentionally supported through daily activities, including daily lesson plans, monthly schedules, transition games, and daily informal interactions with students.

Child Guidance and Behavior Management

Inclusive Environment

Galaxy Kids Program and staff members will create a caring, inclusive environment. The program values and supports the rights of all children, regardless of their diverse abilities, to participate actively in our child care setting. Children will be provided with reasonable accommodations and should be in groups with same-age peers whenever possible.

Pro-Social Behavior

Staff members will model appropriate, pro-social behavior at all times when working with students.

If a child is displaying negative behaviors, staff should do the following:

1. Talk to the child. Explain to the child in a positive manner why the behavior is inappropriate, or ask the child to tell you why this behavior is not appropriate.
2. If the child continues to display negative behaviors, redirect the child. Discuss what they could do instead. Encourage them to suggest ideas. Make sure child is aware of consequences to choices made.
3. If negative behavior continues, follow through with the consequence agreed upon earlier. If it is a "time-out", do not leave the child isolated for unreasonable amount of time. After the consequence has been met, discuss the behavior in a positive manner with the child before letting them go back to be with the other children.
4. Document all negative behaviors with a Behavior Report and make the child aware of what is written for the parents to read. Give the original copy to the parents and make a copy to give to the coordinator.

If a discipline problem becomes severe; i.e. child is physically abusive towards other children or staff, staff is to do the following:

1. Immediately remove the child from the group. If the child chooses not to leave the room, remove all

other children from the room.

2. Give the child a chance to calm down.
3. Document the incident using a Behavior Report. Give the original copy to the parent and make a copy to give to the coordinator.
4. Contact the coordinator. If unable to reach them, contact the Community Education Director. Either of these people will make any further decisions.
5. Inform the parent that the coordinator will be in touch with them.
6. Continue trying to reach the coordinator.

At any time a child may be removed from the program for up to a week following a severe incident. THIS DECISION IS TO BE MADE WITH THE GALAXY KIDS COORDINATOR OR THE COMMUNITY EDUCATION DIRECTOR. AT NO TIME IS A STAFF MEMBER TO MAKE A DECISION BY THEMSELVES REGARDING A CHILD'S EXPULSION FROM GALAXY KIDS PROGRAM.

Galaxy Kids Program follows ISD 883's Policy 507: Corporal Punishment

No employee or agent of the school district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

Bullying Policy

Galaxy Kids Program follows ISD 883's Policy 514: Bullying Prohibition Policy. The policy defines "Bullying" as:

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. The term, "bullying," specifically includes cyberbullying as defined in this policy.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, 514-3 including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic

device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.”

If you suspect a child may be the target of bullying you should report your concerns to the Program Coordinator right away.

Health and Safety/Emergency Procedures

General Guidelines

1. Staff members must wash hands at the start of their shift, upon entering a new classroom, after eating or drinking, after using the restroom, and after sneezing/coughing/blowing their nose.
2. Galaxy staff members are responsible for serving meals and snacks during program hours, therefore they must follow all safety and reporting guidelines as stated by the State of Minnesota.
 - a. The Program Coordinator must report the following illnesses to the State of Minnesota: salmonella spp., Shigella spp., Escherichia coli 0157:H7, or other enteric bacterial pathogen, or the hepatitis A virus. The report should be made by the next working day (Minnesota Food Code 4626.0060 A).
 - b. Employees must be restricted from serving food if they have the following symptoms: diarrhea, vomiting. They may return to food-related responsibilities when they are free from symptoms. The Program Coordinator is required to keep a log of staff members exhibiting diarrhea and vomiting. Staff members are required to report these symptoms to the program coordinator and refrain from working until symptoms are no longer present.
3. The Program Coordinator will maintain a list of student medical information, including allergies and long-term health and developmental considerations. These lists will be posted in each classroom on the inside of the First Aid cupboard.

4. Emergency safety drills will be conducted throughout the school year and summer. Staff are responsible for being familiar with the district “Emergency Procedures” book located in each classroom (Red Binder).

Emergency Procedures

All Galaxy staff are trained in the district’s Emergency Procedures, which can be located in each classroom in the RED Emergency Procedures book. Staff members will also follow the programs Child Care Emergency Plan, located by the entrance of each classroom on a RED clipboard.

Nutrition Guidelines

Galaxy Kids Program is committed to serving a variety of healthy and nutritious food during program hours. Students will be offered snack options each day that include a balance of fruits, vegetables, grains, and proteins, while limiting foods high in fats, sodium and sugars. Students will be offered water, low or non-fat milk, and 100% fruit juice with each snack. Staff members should support children’s abilities to self-regulate eating (i.e. only eating until full) as well as model healthy eating habits.

First Aid Requirements

First aid kits are accessible to staff members at all times. First aid kits are located in each classroom. Portable first aid kits are also available for when students are outside, in the gym, in the computer lab, and on field trips and off-site activities. First aid kits will include the following: Water (if not available in the space), disposable gloves, adhesive bandages, antiseptic wipes, scissors, sterile compresses, thermometer, adhesive tape, ice pack, current first aid manual. A staff member will be assigned to complete weekly checks of all first aid kits to ensure they are adequately stocked.

Student Accidents/Injuries

All adult staff members must be certified in First Aid/CPR. If an accident occurs, please follow the instructions below.

1. The coordinator (teaching assistant if coordinator is not available) does the initial

assessment of the injury. DO NOT MOVE THE CHILD. IF YOU ARE UNSURE OF THE SEVERITY OF THE INJURY, THE COORDINATOR OR ASSISTANT WILL SEND ANOTHER STAFF PERSON TO CALL 911.

2. While the coordinator or assistant is attending to the child, other staff on site should remove the other children from the area. As a staff, you should determine a centralized place for the children to gather when an accident or injury occurs; i.e. on the playground, all children will meet by the door.
3. If you have to call 911, immediately contact the parent/guardian. If you cannot reach the parent/guardian, please contact one of the people listed on the child's emergency contact list. After reaching these people, please contact the program coordinator. If unable to reach the program coordinator, leave a message and then contact the community education director.
4. The assistant will fill out a Galaxy Kids Program Accident Report, and return it to the coordinator as soon as possible. ACCIDENT REPORTS MUST BE FILLED OUT FOR ANY AND ALL INJURIES. A copy of each Accident Report will be given to the parent and a copy will be kept in the child's file on-site.
5. Staff members must wear gloves when attending to a child that is bleeding or secreting bodily fluids and following all first aid/CPR procedures.
6. Inform the parent of any accident that involved their child, in person, on the day it occurred. (If a serious accident, call immediately.)
7. In the event that a serious injury has occurred, Galaxy staff will notify the Program Coordinator as soon as it is safe to do so. The coordinator will inform the RAS district office and Community Education Director.

First Aid Kits

First aid kits must be in all areas where children are, including classrooms, the gym, outside, and during off-site activities. First aid kits will be checked by an assigned staff person each week. All first aid kits should include the following items: water (if not available in the space), disposable gloves, adhesive bandages of assorted sizes, sealed packages of antiseptic wipes, scissors, sterile compresses,

thermometer, adhesive tape, ice packs, current first aid manual.

Head Injury/Concussion

If a child bumps their head while at Galaxy Kids Program, staff will immediately implement the following steps.

Step 1: Make sure the child is okay. Provide first aid as needed.

Step 2: Notify Program Coordinator so assistance can be provided.

Step 3: Immediately begin the Concussion Signs and Symptoms Checklist.

Step 4: After completing the checklist the 1st time, notify the parent that their child has bumped their head and we are monitoring them- please remember this notification MUST take place within 15 minutes of the time of injury.

Step 5: Complete the checklist again after 15 minutes from the time of injury, 30 minutes from the time of injury and once before the child leaves for the day.

Notes:

- The staff who is first aware of the incident is the Responding Staff and must remain with the child until they leave for the day.
- At no time should a child who has bumped their head be allowed to lay down or fall asleep.
- If a student displays symptoms of a concussion, the parent will be called and asked to pick up their child.

If at any time a child displays the following symptoms, call 911 immediately: loss of consciousness for any period of time, vomiting, disoriented behavior, confusion, loss of memory, problems with balance or dizziness.

Staff Injuries

If a staff member is injured, they must immediately report the injury to the Program Coordinator or Community Education Director. They will assist you in documenting the injury and filling out a First Report of Injury and advise you on what to do next.

Administering Medications

A form from a doctor must be presented before any prescription medications can be given to any child at Galaxy Kids Program. Medication must be in its original container, properly labeled. These medications will be kept in a locked location, away from children.

All classroom assistants will receive training in medication administration. Only trained, adult staff members can administer medication to children.

When dispensing medication, the Galaxy Staff must double check the child's first and last name on the bottle and confirm the child's name with them, as well as double check the ordered dosage. Medication should be dispensed into the child's hand or into a cup. Staff should not touch the medication directly. After the staff has watched the child take the medication, the log should be completed, including initials and time administered. Unused medications and emptied bottles must be returned to the parent/guardian. Over-the counter medications may be administered if a Medication Form is on file with a parent's signature.

State of Minnesota Rule 3 Licensing Requirements for Child Care Centers (Section 9503.0140, Subparagraph 7) states: "non-prescriptive medications and topical ointments must be administered according to the manufacturer's instructions." Galaxy Kids Program requires parent/guardian authorization for administration of non-prescriptive medications such as Children's Tylenol.

Sick Children

A child may not attend Galaxy Program if the child has any of the following; fever above 99.9 degrees, vomiting, diarrhea, undiagnosed rash, inflamed or mattery eyes, severe cold or sore throat. If a child does become ill at Galaxy, or any of the above symptoms appear, do the following:

1. Have the child rest in a quiet comfortable place away from the other children (if possible).
2. Contact the parent. Explain the situation. If the child does have any of these symptoms, he/she must be picked up as soon as possible (within 1 hour). If the parent says that they cannot come to get the child, tell them either they need to make arrangements for someone else to pick up the child or you will call one of the people listed on the child's emergency contact list, found in their Parent Portal.

*A child may not return to the program until they are fever/symptom free for 24 hours or on medication for at least 24 hours.

Pets

On occasion, Galaxy Kids Program may have working service dogs at our locations. We also may have presentations from outside organizations involving

animals. Parents/Guardians are asked to check with the supervisor and/or staff before bringing any animals into the program. You will be notified in writing if any animals will be present in the program for any reason.

Transporting Children

1. Galaxy Kids staff members will be responsible for safely transporting children to and from Rockford Community Education classes and activities. Staff members responsible for providing transportation will have a copy of their driver's license on file, must maintain a safe driving record, and must receive transportation training through 4.0 Transportation (including a written test and supervised test drive with transportation manager). Students must always be transported in an approved district-owned vehicle.
2. Galaxy staff members are responsible for ensuring students are safely transported to/from field trips in district busses. Staff members are responsible for ensuring students maintain safe behavior while on the bus. In the event of an emergency, Galaxy staff members are responsible for safely supervising students and notifying the Program Coordinator of incidents.

Emergency School Closings and Late Starts

Often an emergency closing due to bad weather is announced after Galaxy Kids Program has opened. Staff members are responsible for reporting for the before school session unless contacted by the coordinator.

If school is cancelled after you have arrived during the before school session:

1. The coordinator will be in contact with program staff.
2. Galaxy will remain OPEN depending on the severity of the weather. If the decision is made to close Galaxy, Galaxy staff members will email and call parents. Parents will have 2 hours to pick up their children.
3. At least two staff will stay until the last child is picked up.

If school is cancelled in the middle of the day:

1. The coordinator will be in contact with program staff.
2. Galaxy will remain OPEN depending on the severity of the weather. If the decision is made to close Galaxy, Galaxy staff will email and call parents. Parents will have 2 hours to pick up their children.

3. At least two staff members will stay until the last child is picked up.

If school has a late start after you arrive:

All AM staff are to remain with the children until school is in session. The staff will be paid for this time.

Late Parent Policy

Galaxy Program closes at 6:00PM. Staff members will use the following procedure to handle late pick-ups:

1. Whenever possible, have two staff stay with child.
2. Assure the child that their parent or guardian is probably stuck in traffic and find something for the child to do.
3. Attempt phone contact with the parents or guardians of the child. If parents cannot be reached, phone calls should be made to the emergency contacts for the child.
4. If staff haven't heard from the parents/guardians and are not able to secure a pick-up for the child by contacting the emergency contacts, at 6:30 PM staff will notify the coordinator.

Suspicion of Parents under the Influence of Drugs or Alcohol

If the coordinator or classroom assistants suspect a parent/guardian is under the influence of alcohol or drugs and believes the child would be in danger because of the parents' state, the following procedures should be taken:

1. Tell the parent/guardian confidentially that you are concerned about having him/her driving and offer to call a back-up person from the emergency contact list.
2. If the parent/guardian insists on driving with the child, you will be obligated to call the police.
3. Call 911 and report the incident and if possible provide the police with a description of the car, license plate number, and which direction they were headed. You may be asked to provide the child's home address.
4. If a staff member smells what they believe is alcohol on a parent's/guardian's breath, but otherwise their behavior appears consistent with what is typical for them, that staff member is under no obligation to do or say anything.
5. Staff members should never try to physically

restrain or argue with a parent or guardian. Discuss the situation with the Galaxy Coordinator.

Field Trips

Galaxy Kids Program will be taking a variety of field trips during the school year and the summer program. The following are the guidelines for field trips:

1. The Galaxy Kids Program Coordinator plans field trips.
2. Children and staff are to wear Galaxy Program t-shirts.
3. Staff may not transport children in their own vehicles on field trips.
4. The cell phone, first aid kit, walkie talkies, and each child's emergency information must be taken on all field trips.
5. Staff will remain with all children in their group for the entire field trip. Children should never be allowed to wander alone without supervision, i.e. the bathroom.
6. No children are to be left behind for on-site care on a field trip day for negative behaviors in the morning prior to the field trip. The child will attend the field trip, and if the behaviors continue, a staff person will remove them from the field trip activity and sit with them on the bus. Upon returning from the field trip, the staff person will contact the coordinator and make him or her aware of the situation, and fill out a Behavior Form to notify the parents.
7. If an accident/injury happens to a child on a field trip and 911 is contacted, the parent should be contacted and informed of where the child is being taken. The Emergency Medical Technician's (EMT's) should be given the information from the child's Emergency Form. Staff will not ride in the ambulance with the child. Contact the Program Coordinator and the Community Education Director as soon as possible. Fill out an Accident Report.
8. Attendance should be taken before the bus leaves for the field trip, and before the bus leaves the field trip site to return to school.
9. The coordinator will designate the staff person who will take care of the payment, explanation of rules, and anything else that arises during the field trip.

Parent and Family Involvement:

1. Galaxy Kids has an open door policy for staff members and parents. If a parent expresses a concern to you, please acknowledge their concern

and let the parent know you will get more information and follow up with them. If needed, please contact the Program Coordinator so concerns can be followed up with in a timely manner.

2. Parents will be offered an opportunity to attend an orientation at the beginning of each session (School Year/Summer).

3. Parents and other family members are encouraged to participate in program activities.

4. Conferences can be requested by the program supervisors or the parent regarding children when the need arises.

Community Partnerships

Galaxy Kids strives to provide opportunities for our students to excel within their school and community. Galaxy maintains community partnerships with several business to provide additional learning experiences for our students. We currently maintain a partnership with the Rockford Public Library, and RiverWorks Food Shelf. These businesses provide opportunities for our students to be active within their community and gain an awareness of community needs and programs.

Gifts

Staff members should not receive gifts of monetary value from program participants. If gifts are received, the parent will have the option of taking back the gift or offering it as a donation to the program.

Dress Code

Staff members should dress in an appropriate, professional manner while working with students. Please remember you are representing our program and the Rockford School District while working. Tank-tops are allowed, as long as they don't have large, open armholes or spaghetti straps. All undergarments must be covered (this includes sports bras). Shorts/skirts must be modest. Please dress comfortably while at work. All staff are expected to participate in activities with the children so please wear comfortable shoes you can play games in. Clothing should be clean and in good repair at all times. Please refrain from wearing pants with holes in them or "off the shoulder" shirts.

Other

The Minnesota Department of Education has clarified the following scenario for school districts:

"Due to potential conflicts of interest, school employees must **NOT** direct or influence the activities of the groups listed." (or similar groups)

- Booster Clubs (i.e. Rocket Activities Boosters and/or Music Partners)
- School Foundations (i.e. Rockford Education Foundation)
- Scholarship Funds (i.e. Rockford Dollars for Scholars)
- Or similar groups

We interpret this to mean the following: Employees can join any of these groups as a non-voting, non-paid, ex-officio members / volunteers but they cannot serve on a leadership team, a decision making body or Board of Directors for any of these groups.



2024-2025

Parent Handbook



GALAXY KIDS

School Age Care

Galaxy Program

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Introduction

Welcome to Galaxy Kids Program! We are pleased that you have selected our program for your child. Galaxy Kids Program is a quality school-age care program offered for children in preschool through grade six. The goal of our program is to create a caring, quality, learning environment that will complement your child's needs. Galaxy Kids is certified through the Department of Human Services.

Galaxy Kids Program offers your child choices for experiences in the areas of art and drama, music, sports, language arts/reading, group games, technology, community service, homework assistance, and quiet time. The children are encouraged to pursue their interests, develop confidence and independence, make new friends, and of course, have fun!

Galaxy Kids Program is sponsored by the Rockford Area School District 883 Community Education Department. Like all other district programs, we are governed by the policies and guidelines of the Board of Education.

This Parent Handbook is designed to inform you about our program procedures. Please read through the handbook carefully, paying special attention to the policies and schedules. Since the Galaxy Kids Program is housed in the Rockford Elementary Arts Magnet School (REAMS) building, it is important to familiarize yourself with the REAMS handbook. It is available on the Rockford Schools website under REAMS Office.

Please feel comfortable contacting us through phone calls, emails or stop-in visits. Our goal is to work in partnership with our families in order to provide the children with a safe and caring environment.

Mission Statement

Galaxy Kids Program is committed to providing a safe, enriching learning environment for students in our community during their out of school time. We strive to work cooperatively with students' families, school-day staff, and our community to provide a quality, year-round child care program that is dedicated to continually improving our program. We encourage self-expression and creativity, build self-esteem and confidence, and promote positive

behavior, social skills, and friendships. Galaxy Kids Program is dedicated to providing an inclusive environment for students of varying abilities and needs, allowing all students to feel safe and respected. We encourage students to make choices, gain independence, and experience a variety of social and educational experiences. It is our purpose to help each child develop to the best of their individual ability in an atmosphere in which each child will become a valued member of our school community.

Open Door Policy

Parents are welcome visitors to our program. We appreciate input regarding program expectations, suggestions, ideas and comments on ways to improve our service to you and your family. You may direct suggestions, concerns, compliments and complaints to the program coordinator, either verbally or in writing. You are welcome to leave a note in the Parent Box or be sending an email. You are also welcome to direct questions, concerns, and comments to our Community Education Director.

Registration and Enrollment Information

Openings are determined on the basis of the number of adult staff-to-child ratio (1 Adult: 15 K-6 children and 1 Adult: 10 preschool children). When openings occur, parents/guardians of registered children are contacted for enrollment on the basis of: 1) the time slot indicated on the registration form, and 2) on a first-come basis for the time slot according to the date of registration.

How to Register

Parents will register using their Eleyo account. You can register for an account by visiting <https://rockford.ce.eleyo.com/>. Parents will pay a non-refundable enrollment fee at the time of registration. Your child is not registered until the fee is paid. If you are enrolling your child after the registration dates you will need to work with the supervisor to determine a start date for your child within the program. Non-payment of previous Galaxy charges will result in a delay in enrollment until all fees are paid. Please allow a minimum of three to five business days to process enrollments.

Enrollment Periods

Galaxy Kids has 2 sessions each year, School Year and Summer. Each session requires a separate registration. The school year enrollment period is from the first day of school until the last day of school. The summer enrollment period is for 10 weeks, starting the first Monday after the school year ends and ending the week before Labor Day Weekend.

Hours of Operation

Galaxy is open Monday through Friday, from 6:00am to 6:00pm, including during the summer session and on theme days. The program will be closed the following district holidays: Labor Day, Thanksgiving Thursday and Friday, Winter Break, Presidents Day, Good Friday, Memorial Day, the days that fall in the same week as the last day of school, Juneteenth, week of Independence Day, and the week before the start of the new school year. Weather-related school closings are addressed in a separate section of this handbook.

Schedule Options

Consistent Schedule Option: Choose this option if you need care on the same days of the week each month. 2 days per week is required to receive the regular rate. One day or less is billed at the Drop-in rate.

Pick-Your-Day Schedule Option: Choose this option if your care needs vary from week to week and will not always be on the same day each week. 8 days per month are required. 7 or less days will automatically be billed at the Drop-in rate.

Drop-In Option: Families have the option to register as Drop-in only. Choose this option if you do not consistently need care or need less than 8 days per month. Drop-In days should be requested 3 business days in advance using your Eleyo account. There is an additional charge of \$2.00 above the regular fee. These days can be accommodated based on space and staff availability. Drop-in care may not be available on certain field trip days. No refunds are available for canceling a requested drop-in date.

**Field trips are typically scheduled for every other Friday during the summer program. On-site care isn't available on field trip days. A field trip fee will be applied to your account if you register your child for*

a day a field trip is scheduled. Field trip fees are listed on the permission form (\$10 or less).

Fee Schedule

Please see last page for Fee Schedule

Additional Fees

Finder's Fee: \$5.00 if your child does not come to Galaxy after school and Galaxy was not notified directly by a parent, no matter the reason, of the absence. This can delay the buses while searching.

Late Payment Fee: \$25.00 will be applied to your account if your payment is not received by the due date. If a family is unable to make payment by the due date, contact the supervisor to discuss payment arrangements. If no payment or contact is made within 7 business days of the due date, child care may be terminated. Your family will be unable to sign up for any other Community Education offerings until the account is paid in full.

Late Schedule Fee: \$25.00 will be applied to your account if your Pick Your Own schedule is not received by the due date. If you have questions on your schedule, please contact the supervisor before the date the schedule is due. If you no longer need care, please submit a Contract Change Form and request to withdraw your contract using your Eleyo account.

Late Pick-Up Fee: Galaxy Kids Program closes at 6:00pm each evening and it is important that our daily operations can conclude on time. Due to the additional expense of staff members staying late when parents arrive after the program closes you may be charged a Late Pick-Up Fee. Galaxy Kids Program will apply a fee of \$5 for the first 10 minutes a child is picked up late. After the first 10 minutes, \$1 per minute will be applied to your Eleyo account.

Financial Assistance

Financial assistance may be available for qualifying families through state or county funds. Contact the County Human Services based on your county of residence. Written authorization from the county must be received by Galaxy before a child can begin care. If financial assistance is cancelled, you will be

responsible for all expenses incurred. Families receiving assistance must assume responsibility for fulfilling county requirements such as providing child care schedules, submitting timely reports and making payments not covered by the assistance program in a timely manner. If co-pays and remaining care payments are not made in a timely manner, Galaxy Kids Program reserves the right to end care until your balance is paid in full. Parents participating in financial assistance programs are responsible for checking their balance due on their Eleyo account and paying the remaining balance due after assistance payments are applied.

Invoicing/Payments/Auto-Pay

Since the Summer of 2022, all families must have auto-pay added to their accounts to receive child care from Galaxy.

Summer Program- Care will be billed on a bi-weekly basis. You will receive an invoice every other Monday, with payment due the following Thursday.

School Year- Care is billed based on the days you have contracted for. Invoices will be available for payment on the 15th of the month prior to care. Payments are due by the 25th of the month prior to care being provided (i.e. September payment is due by August 25th). Galaxy Kids Program is a pay ahead program. If your payment is not received by the due date, care cannot be provided.

Drop-in Care will be invoiced during the next billing cycle.

Forms

All Galaxy Kids form that you will need are located on-site in the main Galaxy classroom and on our website. The Drop-In Care Form is NOT located on the website. This form is located on-site in our main classroom to ensure the safety of each child when additional care is scheduled. Please contact a Galaxy staff member or the Galaxy coordinator for help filling out a Drop-In Form.

Drop-In Care Form

If you need emergency Drop-in care (less than 3 business days' notice) please call Galaxy Kids Program directly. You will be asked to sign a Drop-in Form when you arrive to pick-up your child.

Contract Change/Withdrawal Form

If you need to withdraw your child from Galaxy, we require a ten business day written notice. Please give notice using the Contract Change Form, in addition to withdrawing your contract using your Eleyo account. If you withdraw your child without the required written notice, you will be billed tuition for the rest of the required time. Re-enrollment will be dependent on space availability and cannot be allowed until any outstanding balance is paid in full.

Vacation Credit Request Form

If you have planned time that your child will be away from the program and you are contracted for a Consistent Schedule at least 2 days a week, you may request a Vacation Credit for the days your child will not be attending Galaxy. Forms are due by the 14th of the month for the following month (example: September Vacation Credit Request Forms are due by August 14). Families on consistent schedules may receive a credit for up to one week of care per month, based on the number of days your child attends per week. Example: If your consistent schedule is set for 3 days per week, you may use up to 3 credit days per month.

You are responsible for all costs incurred for your contracted days, whether your child attends or not, unless we have received a Vacation Credit Request, contract change or withdrawal with sufficient notice.

Activity Form

If your child will be attending an activity while scheduled for care at Galaxy Kids, please fill out and return an Activity Form 10 business days prior to the activity. On this form you can indicate if you would like a Galaxy staff member to bring your child to and from the activity, date, time, and location of activity, and special instructions for the staff member.

Communication

Galaxy Kids strives to maintain open and clear communication. We will regularly send out updates and monthly newsletters, as well as individual communication with each child's family on an as-needed basis. You will also receive monthly reminder emails when forms and payments are due.

Each family is assigned a mail slot to receive periodic communication (cubby). Children can also store completed projects and items; however parents are responsible for making sure your family's cubby is emptied each day.

Reports

If your child has an accident, incident, or serious behavioral issue you will be notified by Galaxy staff using either an Incident/Accident Report or a Behavior Report. You will also receive a form indicating if your child isn't feeling well, along with what actions were taken while your child was at the program.

Orientation

An orientation will be offered at the beginning of each session. An email orientation will also be sent out to all families at the beginning of each session.

Parent Feedback

We welcome feedback, both positive and negative, at all times. If you would like to share feedback you may email the coordinator, leave a note in the locked wooden box, or call and speak directly with a staff member. You may also request a conference with the coordinator regarding your child. The coordinator may also request a conference regarding your child if the need arises. You will also be asked to participate in a survey at least annually.

We encourage parents to be as involved with our program as they prefer. You are invited to participate in the Community Education Advisory Board or Accreditation Stakeholder team if you would like to advise on policies and procedures regarding the program.

Galaxy Kids follows ISD 883's grievance procedures and policy # 103 regarding complaints from students, employees, parents, or other persons. You may report concerns or complaints directly to the school district or to an individual employee. The employee will advise their immediate supervisor of

the complaint. For more information, please see policy #103 on the district website.

Conferences

If you would like to meet to discuss your child's progress while at Galaxy Kids Program you may request a conference with the program supervisor and classroom assistants that work with your child. Please be sure to schedule conferences in advance so staff members can prepare and additional staff members can be scheduled if need. The program coordinator may request a conference with you regarding your child if the need arises.

Arrivals/Departures

Sign-In and Sign-Out

Parents are required to sign their child(ren) in and out of the program each day. Please sign your child in/out using the Galaxy Kids iPad and make sure a Galaxy staff member knows you are taking your child. This is a safety measure. Parents are responsible for keeping their Authorize Pick-Up list current on their Eleyo account. If an emergency arises and some not on your authorized list will be picking up your child, please call Galaxy kids BEFORE the person arrives to pick up your child. You will be asked to follow-up with the information in writing as soon as you can (example: email). All persons not recognized by staff will be asked for photo identification. Be sure we have current phone numbers where you can be reached during your child's time at Galaxy in order for us to verify that you are aware of this change.

If a parent sends a sibling to pick up child from Galaxy, the sibling must be at least 12 years of age and must be listed on your Authorized Pick-Up List as someone who can pick up the child. The sibling must either be known to staff or have a picture ID.

Unauthorized Pickup

If you do not want your child's other parent or grandparent to pick up said child, you must give us a copy of a court order with that information.

Health and Safety

Please keep your child's emergency information current. Registration and emergency information is kept at our program for each child. You may update

your information using your Eleyo account. If you update your information after your initial registration, please notify us so we can update our safety lists.

Nutrition Guidelines

Galaxy Kids Program is committed to serving a variety of healthy and nutritious food during program hours. Students will be offered snack options each day that include a balance of fruits, vegetables, grains, and proteins, while limiting foods high in fats, sodium and sugars. Students will be offered water, low or non-fat milk, and 100% fruit juice with each snack. Staff members will support children's abilities to self-regulate eating (i.e. only eating until full) as well as model healthy eating habits. Breakfast is available on school days through the district hot lunch program. Breakfast may be purchased through the REAMS office. You must contact the supervisor to set up an account if you do not have one. We will be taking the children to the lunchroom before the start of the school day. Please check the district menu and if you do not want to participate in the breakfast program for that day, you are welcome to send a breakfast snack with your child. On non-school days a breakfast snack will be provided through the Galaxy Program.

Lunch is provided on school days through the District 883 hot lunch program. Lunch may be purchased through the REAMS office or using your Parent Portal. You must contact the Galaxy supervisor to set up a lunch account if you do not have one. Milk will be available for purchase to supplement lunches brought from home.

2024-2025 LUNCH AND BREAKFAST PRICES

Breakfast Free:

Adult/Second full Student Meal: \$2.25

Lunch Free: Adult/Second full Student Meal: \$4.95

Milk \$0.60

Extras

Second Entrée only: \$3.00

Other Ala Carte Items: \$1.00 - \$3.00

*All second full meals must be charged at the adult meal price per state statute

Lunch and Breakfast Prices subject to change as determined by Taher Food Services.

For more information regarding your child's lunch account, payment methods, and eligibility for free or

reduced price meals, contact 763-477-9165. Please see District Policy 730R in the District Student/Parent Handbook.

Cold lunch is necessary to bring on all non-school days and during the summer program unless otherwise stated. When sending a cold lunch with your child/children, families are responsible for ensuring that the contents of your child's/children's lunch are appropriately packed and cooled, especially if sending a milk product or a perishable food item. We ask that you do not send pop to drink.

Afternoon snacks are included in the tuition fees and will be served each day at 3:30pm. Please check the monthly menu on our webpage to see what is being served each day. During the summer program, a breakfast snack will be served at 7:45am each day. Breakfast snacks are included in your tuition fees during the summer.

Accidents/Injuries

All adult Galaxy staff members receive training in 1st Aid and CPR. If a child has a minor injury, the attending staff person will treat the injury and inform the **parents/guardians via phone call or through our accident/injury report form**. If a serious accident should occur, the staff will contact the parent/guardian and call 911. If emergency treatment is necessary, the child will be taken to Buffalo Emergency Care and the parent will be responsible for all medical expenses.

Illness and Absence from the Program

In case of illness a child should not attend Galaxy Kids Program if ANY of the following symptoms occur: Fever above 99 degrees, severe cold, undiagnosed rash, vomiting, diarrhea, sore throat, upset stomach, body aches or head lice. Please contact the coordinator if your child has any communicable diseases so that we can inform other parents that their child may have been exposed.

Chronic Health Conditions

If your child has a medical need or chronic health condition, please contact the Galaxy coordinator to schedule a meeting prior to your child beginning our program. It is important to us that we have as much information as possible to provide the highest quality care for your child.

If a child should become ill with any of the symptoms described above, Galaxy Kids Program staff will contact a parent/guardian and request that the child be picked up from the program within one hour of being contacted. If a parent/guardian cannot be reached, a program staff member will get in touch with an emergency contact as listed on your Parent Portal.

Communicable Diseases

To avoid the spread of germs and for the benefit of the ill child, a child displaying any of the above symptoms will be asked to rest in a quiet area away from other children while waiting. Your child/children may not return to Galaxy Kids Program until she/he has a written doctor's notice, has not vomited or had diarrhea for 24 hours, or has been on medication for at least 24 hours.

Please Note: Because head lice is terribly contagious and extremely difficult to eradicate, Galaxy Kids Program reserves the right to check each child's head upon arrival and may refuse to care for any child who shows any evidence of lice infestation.

If you have signed up your child for a day to attend the Galaxy Kids Program and your child is ill and unable to attend we ask that you call us as soon as possible. To call your child in sick, please call the Rockford Attendance Line at 763-477-7525 and select Option 4. You will be charged for the day. However, if we need to locate where your child is because you have not notified us, we will also charge a Finder's Fee.

Administering Medications

A form from a doctor must be presented before any prescription medications can be given to any child at Galaxy Kids Program. Medication must be in its original container, properly labeled. These medications will be kept in a locked location, away from children. Over-the-counter medications may be administered if a Medication Form is on file with a parent's signature.

State of Minnesota Rule 3 Licensing Requirements for Child Care Centers (Section 9503.0140, Subparagraph 7) states: "non-prescriptive medications and topical ointments must be administered according to the manufacturer's

instructions." Galaxy Kids Program requires parent/guardian authorization for administration of non-prescriptive medications such as Children's Tylenol.

Insurance

Medical insurance coverage for the Galaxy Kids Program is the responsibility of the parents.

Sunscreen

Children will have the opportunity to go outside each day that weather permits. It is important that you put sunscreen on your child each day. Students are allowed to keep this in their backpacks to re-apply throughout the day. Parents are responsible for supplying sunscreen for their child during program hours. Sunscreen should be labeled with your child's name and grade. If sunscreen is not provided, your child will do alternative indoor activities in place of outdoor activities unless a waiver is signed.

Blankets/Extra Clothes

Preschool/kindergarten students should bring the following for daily use: blanket for nap time and an extra set of clothing and underwear in case of accidents. Please put the extra clothing in a storage bag labeled with the child's name and kept in his/her backpack at all times. Notices will be sent home if extra clothing was used or if you need to take the blanket home to wash. We take precautionary measures to maintain the blankets here as well.

Galaxy Kids Program follows District Policy 516 in regards to Health and Safety in the District Parent/Student Handbook.

Child Guidance/ Behavior Management

Galaxy Kids Program is dedicated to creating a positive and encouraging classroom community by implementing positive behavior guidance techniques with all children. Our program is dedicated to being inclusive of children of all abilities. Our goal is to teach children positive ways of dealing with conflict while maintaining a safe and caring environment for each child. Galaxy Staff follow the School Discipline Policy 506 from the District Student/Parent handbook.

Our program staff use developmentally appropriate language to help children make desirable choices, to become cooperative persons who are responsible for their own actions, and who respect the rights, feelings, and property of others. Staff members are committed to being positive role models, employing positive, non-threatening techniques, and consistently acknowledging and encouraging positive behaviors and attitudes.

Behavior Expectations

The basic expectations for students to remember are:

1. We respect ourselves, others and property
2. We behave in a safe and orderly way.
3. We act as responsible citizens.

Unacceptable Behaviors:

- Any violations of the District Disciplinary Policy
- Violations of listed basic expectations.

Examples of unacceptable behaviors include, but are not limited to:

- Physical aggression
- Drugs, alcohol, tobacco or weapons used or in possession on the premises.
- Destruction of property.
- Unsafe activities such as leaving the area without permission, behavior which endangers others, etc.
- Behaviors that disrupt activities and/or other program participants.

Consequences for Unacceptable Behaviors:

- Loss of Galaxy privileges or activities.
- Positive conflict resolution between all parties involved and program staff.
- Meeting with Galaxy staff and other children involved. Positive redirection.
- If behavior is severe, parents will be contacted to pick up their child immediately.
- Suspension from the program from 1-5 days.
- If negative behaviors are continuous, parents will meet with program staff for a conference. Behavior improvement action steps will be developed and signed by child, parent, and program staff.
- If there is no improvement using the new behavior plan, parents will be notified to discuss possible disenrollment from the program.

Galaxy Staff will notify enrollees, as well as parents, of any violations and resulting disciplinary actions.

The Galaxy staff will document this notification on a behavior report and give a copy to the Galaxy supervisor.

We follow district policies 506 and 525 for all violent and severe behaviors from the District Student/Parent Handbook.

For additional information regarding students with disabilities, please see the Americans with Disabilities Act. <https://www.ada.gov/>

Program staff will meet with the Community Education Director and other appropriate district staff regarding decisions that need to be made due to severe discipline.

Bullying

Galaxy Kids Program followings ISD 883's Policy 514: Bullying Prohibition Policy. The policy defines "Bullying" as:

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. The term, "bullying," specifically includes cyberbullying as defined in this policy.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, 514-3 including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment."

If children are displaying behavior that is consistent with bullying and previous behavior interventions have not been successful, a meeting will be

scheduled with the parents and program coordinator to discuss a Behavior Plan.

Staffing Ratios

We follow the ratios of staff to children recommended by the State of Minnesota, the National Association for the Education of Young Children (NAEYC) and the MN Afterschool Accreditation Program (MAAP). Independence will be encouraged by allowing children to do things for themselves, but a staff member must be present at all times. Student workers may be included in the staff to student ratios; however they will not be alone with children at any time. Additional staff are scheduled during high-risk activities, such as field trips or community outings.

Preschool: 1: 10 (maximum 20)

Kindergarten-Grade 6: 1: 15 (maximum 30)

Mixed Group: For mixed age group we staff in accordance with the youngest age group present

Emergency Procedures

Galaxy Kids Program follows all of ISD 883's Emergency Procedures. Emergency drills are completed and documented on a scheduled basis.

Lockdown Procedures-Soft

Soft lockdown procedures will be implemented if there is a threat outside the school building or a non-threatening emergency circumstances that people need to be kept away from.

1. Coordinator or building principal will announce "SOFT lockdown" procedures.
2. Staff members will direct all students to the nearest classroom, including those outside.
3. Custodians will lock exterior doors.
3. Staff will clear hallways, restrooms, and other rooms that cannot be secured.
4. Staff members will close all shades, lock classroom doors and control all movement inside the classroom. Students will **continue activities as planned within the classroom.**
5. Coordinator or building principal will announce "all clear" when the situation has resolved.

Lockdown Procedures-Hard

The threat/intruder is inside the building

1. Coordinator or building principal will announce "HARD lockdown" procedures.
2. Staff will immediately direct all students, staff, and

visitors into the nearest classroom or secured space and **LOCK THE DOORS.**

3. Staff members will turn off lights and keep all students away from windows and doors and out of sight.
4. Staff members will not allow parents/guardians to enter the building during an active hard lockdown. Parents will be notified if a hard lockdown occurs and will be notified as soon as it is safe to pick up your children.
5. Everyone in the building will remain in place until the situation has resolved.
5. Coordinator or building principal will announce "all clear" when the situation has resolved.

Evacuation Procedures

In the event of a fire or smoke from a fire that has been detected staff members will:

1. Evacuate students to the nearest designated safe area. See map located on each classroom door.
2. Staff members will take their tracking board along with them and ensure all children have been accounted for. A designated staff member will take the master attendance sheets along and ensure all students signed into the program have been accounted for.
3. Report missing or unaccounted for students to the coordinator right away.
4. No one may reenter the building until the building is declared safe by fire or police personnel.

Sheltering Procedures

1. Coordinator or building principal will announce when students should take shelter.
2. Staff members will move their group to the designated safe area nearest to where the group is located. Staff members will take their tracking board along with them and ensure all children have been accounted for. Staff and students will take the closest and safest route to the designated shelter.
3. Staff members will implement "drop and tuck" procedures: Face an interior wall, drop to knees and roll forward on the balls of your feet. Tuck head down and place hands on top of head and neck.
4. Once all students are safely sheltered, staff will take attendance to ensure all students are accounted for.

Severe Weather

School Closing: Galaxy Kids Program will be CLOSED

if school is closed for the day. Families are still financially responsible for the day.

2-Hour Late Start: Galaxy will OPEN at the regular time. If the decision is made to close school, Galaxy will remain OPEN depending on the severity of the weather. Parents will be contacted immediately if the decision is made to close Galaxy.

Early Dismissal: If school is dismissed early, Galaxy will remain OPEN depending on the severity of the weather. Parents will be contacted immediately if the decision is made to close Galaxy.

After School Activities Cancelled: If after school activities are cancelled, Galaxy will remain OPEN regular hours depending on the severity of the weather conditions.

Invoices will be adjusted in the event a child's time at Galaxy is extended.

Announcements will be made on the district website at www.rockford.k12.mn.us, local radio and TV stations as well as phone call notice to district families.

During summer session, Galaxy Kids Program will maintain the following inclement weather policies:

If inclement weather occurs and poses a risk for children and program staff, Galaxy Kids Program may close. Program staff will contact you to inform you of the program closing. Supervision will be provided up to 2 hours after the closing announcement.

We follow District Policy 806 Crisis Management for all Emergency Situations from the District Student/Parent Handbook. This manual can be found on the Rockford Schools website at www.rockford.k12.mn.us. Click on District and then District Policies.

Energy Curtailment

During the summer months Rockford Area Schools participate in a program called Excel Energy Peak Control, which means we are obligated to shut down the majority of electricity in our district. The school district works with Excel to make the best use of available power during these limited power use times. To keep our kids cool and safe, we may bring them to the Community Center Field House on these

days. The hours of peak control vary with each control period. These days only take place in our district on odd numbered days when the heat index is high. If it is an even numbered day, we are allowed to operate as usual unless there is an extreme emergency.

Programming

Galaxy Kids Program strives to ensure our lesson plans and curriculum supports youth development and engagement. Lesson plans and activities focus on all aspects of youth strengths and needs, including physical, social, emotional, and cognitive/academic needs. Lesson plans and Activity Planning Forms will be adjusted to reflect the needs, interests and abilities of all students. Developmental needs will be intentionally supported through daily activities, including daily lesson plans, monthly schedules, transition games, and daily informal interactions with students.

Transportation

Students will only be transported during program hours in authorized school vehicles. Field trip transportation is provided by 4.0 Transportation. Transportation can also be provided by Galaxy employees who have received training to drive a district-owned van. Children will never be transported in staff member's personal vehicles for any reason.

Field Trips

During non-school days, especially the summer program, Galaxy Kids Program will be attending field trips. It is essential to arrive with adequate time before departures as Galaxy Kids will not delay a departure to wait for late arriving children. Please do not send additional money with your child unless informed that you may do so. On the days of field trips, no other on-site care will be available. As a reminder, children will need to bring a cold bag lunch/drink for ALL field trips. Parents/guardians are responsible for contacting program staff by 8:00 AM if a child/children are unable to attend a field trip. You will pay for the field trip if you have signed up your child on your monthly Calendar Form.

We will also take walks to the Rockford Public Library during the summer program. You will receive a monthly schedule of our visits. It is important that

your child have a valid library card in order to attend. This only applies to students entering grades 1-6 as we do not take preschool and kindergarten students. To see which days your child will be attending, be sure to check our website or the on-site parent bulletin board for the schedule.

Cell Phones and Electronic Devices

Galaxy staff members plan activities that are designed for students to be actively involved with other Galaxy kids during their time in the program. Bringing personally owned electronic devices to Galaxy is discouraged. Galaxy is not responsible for lost, broken, or stolen items of this nature. Student use of district-owned technology is closely monitored. Students must follow guidelines for appropriate use of devices such as iPads. Galaxy will not allow photos to be taken of staff or other students. Posting photos on social media will result in a conference with parents and further disciplinary action. Please see District Policy 506 and 524R in the District Student/Parent Handbook.

Pets/Animals in the Program

On occasion, Galaxy Kids Program may have working service dogs at our locations. We also may have presentations from outside organizations involving animals. Parents/Guardians are asked to check with the supervisor and/or staff before bringing any animals into the program. You will be notified in writing if any animals will be present in the program for any reason.

Community Partnerships

Galaxy Kids strives to provide opportunities for our students to excel within their school and community. Galaxy maintains community partnerships with several business to provide additional learning experiences for our students. We currently maintain a partnership with the Rockford Public Library, and RiverWorks Food Shelf. These businesses provide opportunities for our students to be active within their community and gain an awareness of community needs and programs.

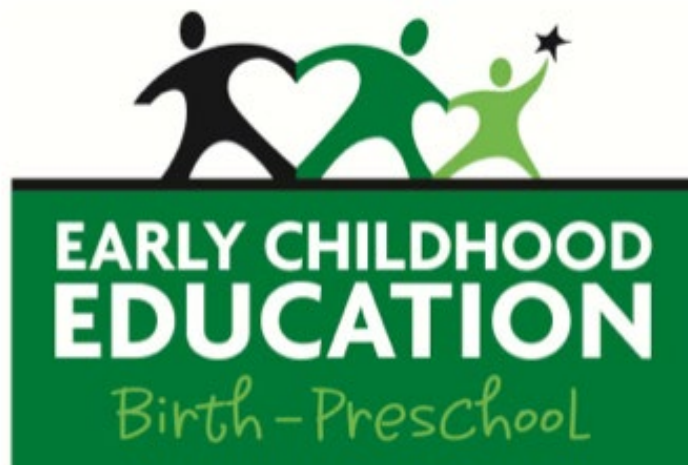
Data Privacy

This notice is being given to you to make you aware of your rights with any family information that you

provide to Galaxy Kids Program. The information we request on your registration forms is important for us to be able to serve your child. Certain information, such as emergency and health information, is required by the MN Department of Human Services to have on file. All information provided to Galaxy Kids Program will be kept in confidence and made available within our program to our staff only. If your services are subsidized, fully or in part, we are required to allow access by the funders of your services to your records if requested. Please see policy 515 in the District Student/Parent Handbook.

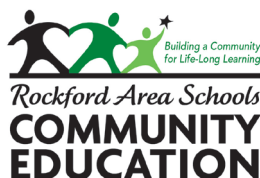
| 2024-2025 School Year Fees | | |
|---|--|-------------------------|
| Before School Care 6:00am-8:00am | \$9.25 per day | Consistent Schedules |
| | \$10.25 per day | Pick Your Day Schedules |
| | \$11.25 per day | Drop-In Care |
| Preschool Half-Day Care 8:00am-12:15pm or 10:45am-2:55pm | \$15.50 per day | Consistent Schedules |
| | \$16.50 per day | Pick Your Day Schedules |
| | \$17.50 per day | Drop-In Care |
| Preschool School-Day Care 8:00am-2:55pm | \$25.75 per day | Consistent Schedules |
| | \$26.75 per day | Pick Your Day Schedules |
| | \$27.75 per day | Drop-In Care |
| After School Care 2:55pm-6:00pm | \$14.00 per day | Consistent Schedules |
| | \$15.00 per day | Pick Your Day Schedules |
| | \$16.00 per day | Drop-In Care |
| 1 hour, Before or After School 7:00am-8:00am or 2:55pm-4:00pm | \$6.25 per session | Consistent Schedules |
| | \$7.25 per session | Pick Your Day Schedules |
| | \$8.25 per session | Drop-In Care |
| Non-School Day 6:00am-6:00pm | \$36.00 per day | Consistent Schedules |
| | \$38.00 per day | Drop-In Care |
| Activity Fee for field trip or on-site presenter | Cost of Activity | |
| 2024 Summer Fees | | |
| Full Day 6:00am-6:00pm | \$36.00 per day | Consistent Schedules |
| | \$37.00 per day | Pick Your Day Schedules |
| | \$38.00 per day | Drop-In Care |
| Weekly Rate Monday- Friday, 6:00am-6:00pm | \$164.75 per week Consistent Schedules Only | |
| Activity Fee for field trip or on-site presenter | Cost of Activity | |
| Partial Day AM or PM 6:00am-12:00pm OR 12:00pm-6:00pm | \$25.75 per day | Consistent Schedules |
| | \$26.75 per day | Pick Your Day Schedules |
| | \$27.75 per day | Drop-In Care |
| Additional Fees as Needed | | |
| Finder's Fee | \$5.00 | |
| Late Payment Fee | \$25.00 | |
| Late Schedule Fee <i>For Pick Your Day Schedules</i> | \$25.00 | |
| Late Pick-Up Fee | \$5/First 10 minutes, \$1 per minute after the first 10 minutes. | |
| Registration Fees | | |
| Registration (required fall and summer) | \$40.00 per child OR \$75 max per family | |

Rockford Area Early Childhood Programs



2024-25

Staff Handbook



Rockford Area Early Childhood Programs is a program of the Rockford Area Schools Community Education Department.

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Introduction

Welcome to Rockford Early Childhood Programs; we are glad to have you as part of our team. The purpose of this handbook is to assist you in knowing more about the Early Childhood Programs, your responsibilities as staff, and Early Childhood policies and procedures.

Whether a staff of ECFE (Early Childhood Family Education) or SR (School Readiness (Launching Pad Preschool)), our first mission is to be a warm, welcoming and safe place where parents and children feel a sense of belonging and importance. We strive to provide this for all of our families and help it guide us in our work with them.

Please take some time to familiarize yourself with the contents of the Early Childhood Staff Handbook. The introduction includes general information specific to the Early Childhood Programs. Also included in the Handbook are important Personnel Policies. If you need further information, all Rockford Area School District policies can be found on the school district website, www.rockford.k12.mn.us. Since the Early Childhood Programs are part of the Rockford Elementary Arts Magnet School, its handbook is included as well.

Philosophy

ECFE's Mission and Message: To strengthen families through education and to offer support for parents as they provide the best possible home environment for the healthy growth and development of their children. The task of parenting is important. ECFE recognizes and supports parents' understanding of their children, as well as their parental roles. What parents do to guide and nurture their own children along with their skills in working with others who share responsibility for their child's development (teachers, schools and other in the community) is critical to each child's future and the future of our nation.

ECFE/SR: We believe that a child learns best in an atmosphere of love, warmth and acceptance. Our teachers listen to children, allow them to take the initiative, and yet guide them in productive and non-competitive ways.

Our program is founded on the belief that all children have great potential, are curious, and interested in constructing their own learning. We encourage positive peer and social relations, development of critical thinking skills, and facilitate the development of self-esteem by fostering independence and problem-solving skills.

We further believe that parents are a child's first and primary teachers and we enhance and support parents in this important role.

It is important to remember that development is a journey, not a race. Children benefit from the individual, measured pacing of the journey, not from achieving developmental milestones at the earliest opportunity. We offer only

developmentally appropriate activities for the children and will not push beyond what they are comfortable doing.

Jean Piaget generally is recognized as the leader in the field of early childhood education in the research and understanding of a child's development. From ages two to seven, a child is developing many of the cognitive skills that are the foundation for all formal learning. Attempts to hurry a child's cognitive development are not worthwhile: Piaget's research documents that the stages of cognitive development cannot be skipped, nor is it possible to speed through them. While most children at the youngest ages are able to memorize and recite, these skills do not represent meaningful learning in the preschool years. In our setting, we encourage deep and complex thinking. This fosters the tendency in children to be curious, to wonder, investigate then to question, study, and analyze so they can think critically. This is true preparation for life-long learning. "Academics" are very much embedded within our daily work. They are found in both the ordinary moments of our day and in the project work that we may do.

Children have a real understanding only of that which they invent themselves, and each time we try to teach them something too quickly, we keep them from reinventing it themselves.

~ Jean Piaget

Curriculum

Our staff has been greatly influenced by training we have received in Reggio Emilia-Inspired Philosophy. We are members of the North American Reggio Emilia Alliance and the Minnesota Reggio Network. We attend Reggio networking sessions and continually explore literature about Reggio to broaden our knowledge.

Creative Curriculum is research based, aligned with the Minnesota Early Childhood Indicators of Progress (ECIPs), and reflective of our Reggio-inspired approach to early education. Ours is an emergent curriculum – we are always learning and changing as we strive to ascertain what works best for providing children with tools for learning.

Together, the Reggio Philosophy and Creative Curriculum foster methods of teaching children that reflect "best practices" for age and developmentally-appropriate activities that are exciting, creative, and best encourage children's growth and learning.

What is a Reggio-inspired approach?

Reggio Emilia, a city in northern Italy, is the home of what many people consider the best program in the world for young children, ages birth to six.

The Reggio Emilia philosophy sees the child as unique, strong, and full of potential; it envisions environments that are reflective of learning and relationships between children, teachers and parents.

The Reggio Emilia approach to education is committed to the creation of conditions for learning that will enhance and facilitate the child's construction of his or her own powers of thinking through the fusion of all the expressive, communicative and cognitive languages.

The Reggio Emilia approach is based upon the following principles:

- The image of the child as curious, competent, and able to build theories.
- Shared discussions among children, among adults, and between adults and children are ways children represent what is learned. Through repeated conversations and revisiting ideas, children can reconstruct their earlier theories.
- The Reggio approach is about guiding children's ideas with provocations. There is collaboration on many levels. Parents are considered an essential collaborator and parent participation is desired and supported.
- The Reggio Emilia approach calls for the introduction of a wide array of creative media and activities as a means of enhancing children's creative, social, and cognitive development. The children represent their ideas and emotions through many "languages," including spoken and written words, visual arts, drama, music, movement, construction and more.
- The teacher's role within the Reggio Emilia approach is complex. Teachers co-explore the learning experience with the children to provoke ideas, problem solve, and foster critical thinking skills. Teachers help children see the connections in learning and experiences and help children express their knowledge through representational work.
- Teachers document children's processes of learning in many ways - through photographs, written records, journals, etc. Projects can emerge from children's ideas and/or interests, or by knowing what is of interest to children, teachers can introduce them: shadows, puddles, tall buildings, construction sites, nature, etc.
- Time is a critical factor but not measured by the clock or calendar. Children's own personal rhythms and own sense of time is considered important.

Staff

Teachers are typically licensed in early childhood education and are carefully selected by our interviewing committee. Teachers are required to attend workshops, conferences, and other in-service training opportunities to keep abreast of the best way to enhance children's learning.

Coordinator: Tiffany Reinhard

Administrators: Melissa Joseph, Community Education Director

Advisory Council: Composed of community members, including parents with children in the program, the advisory council assists with direction, support, program development, public relations, and evaluation of the program.

Absences/Sick Days/Substitutes

When a sub is needed unexpectedly due to illness, sick child, etc., please call the Early Childhood Program (ECP) Coordinator. If it is after hours or you can't reach the Coordinator in the office, call his/her cell phone and leave a message, or text him/her. Then, contact Teachers on Call to request a substitute, if unable to cover it internally. Often the Coordinator can assist you in securing a substitute for subsequent days, if needed, due to your own or your child's illness. Sometimes the Coordinator can adjust staff or check on another staff's availability.

When you are requesting to be gone for a family function, vacation, appointment, etc., approval must be gotten from the ECP Coordinator in advance of looking for a sub. Our first priority is to staff our program, and sometimes you may not be aware of other circumstances that have evolved that may affect staffing. Though the Coordinator will try to be flexible and honor your requests, there could be a time when it may not be feasible due to extenuating circumstances. Once it is approved, then secure a substitute and let the Coordinator know who/when, etc.

Confidentiality

It is expected of all staff to be vigilant about confidentiality and data privacy. You will often be aware of sensitive information regarding children and their families and it is expected that this information will not be discussed except with the coordinator, the Community Ed Director, and/or other staff working directly with the child/family, on a need-to-know basis.

When speaking about an incident to a parent, always use the phrase, "the other child;" DO NOT USE NAMES.

Home or work phone numbers/addresses, etc., of staff, or parents and children should not be given out to anyone other than staff. Staff can take a message and relay the information needed to the other party.

The only exception is when a parent has given written permission to share phone numbers, email address, or mailing address with other children/families in the class.

Dress

Staff should wear clothing that is comfortable and appropriate for working with children. Appearance should be neat and clean.

Emergency School Closing/Late Start

If school is closed for any reason, then Preschool and ECFE classes (including evening) will also be canceled. If there is a two-hour late start, there will be no morning Preschool or morning ECFE classes; afternoon/evening classes will be in session as usual.

Every effort will be made to make-up any classes that have been cancelled, dependent on time permitting in the K-12 school calendar/ECFE session. Please refer to District Policy 806, district school closing procedure for more information.

Emergency Procedures

We will participate in fire, tornado, and safety drills so the children are familiar with the procedures.

The following procedures would be followed for these specific emergencies:

1. Tornado - designated place of safety in our building
2. Fire – designated emergency exit routes
3. Winter weather closing - children will be dismissed to parents/guardians, buses, or GKP according to emergency procedures outlined by parents on Emergency Dismissal forms.
4. Power failure in the building – the program will follow the direction of the Superintendent; children may be sent home.
5. Minor scrapes and scratches - school health staff have been trained in first aid to be able to deal with this type of medical care.
6. *Stranger in the building, or threat in the community* drills, referred to as "safety" drills, are practiced regularly with a lockdown procedure in place.
7. Missing child - staff will search the area while the coordinator/teacher contacts the parents. If necessary, police will be called.

Guidance Policy for Children

By noticing children behaving positively and commenting to them for this, the need for discipline is greatly reduced. We believe positive reinforcement, redirection of negative behavior, and an explanation of what is expected and why is the best and the easiest way of handling inappropriate behavior. Yet, at times, purposeful discipline becomes necessary for the good of the individual child and the other children in the program.

The following is the course of action that will be taken, if needed:

1. First time - identify the undesirable action to the child as being inappropriate.
2. Second time - reminder of rule.
3. Third time - brief exclusion from the group and/or brief loss of privileges. (Child is excluded from the group for a very short time in an observable location. This type of time out is not meant as punishment, but as an opportunity for the child to take time away from the activity that led to the disruption.)
4. If the inappropriate behavior continues, a parent-teacher conference will be requested to discuss alternative measures of guidance.

Referral:

The Launching Pad Preschool is designed to serve students ages three to five years old. It is a non-mandated community education preschool program. Though every effort is made to meet the educational needs of every student, if a child's behavioral, developmental or cognitive needs exceed the typical services offered to children in our program, then

we will seek parental permission to begin the referral process for consultation and/or assessment to the Early Childhood Special Education (ECSE) team. This is rooted in our commitment to the success of all students by providing developmentally appropriate education to each one.

Gifts to Employees

Refer to District Policy 421

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

Health Information

District #883 has a licensed school nurse on duty at all times. All immunizations must be current according to state law. A child in preschool must complete Early Childhood Health and Developmental Screening (offered by the school district) prior to being enrolled in the program, within 90 days after the enrollment date, or when a child reaches the age of 3 years and 7 months. Parents should call our office to set up an appointment at 763-477-7500.

For a child's well-being and the protection of the other children, a child should be kept home if he/she has the following:

| | |
|----------------------|-----------------------|
| Red eyes | Heavy cough |
| Upset stomach | Ear ache |
| Open sores | Swollen glands |
| Fever | Diarrhea |

Children should be fever free for 24 hours *without* the aid of medicine (Tylenol, Motrin, Advil, etc.) before returning to school. Also, when the illness includes vomiting or diarrhea, a child should wait to return to school until it has been 24 hours since the last incident.

The classroom teacher or Coordinator is responsible for contacting a parent if there is a concern regarding a child coming to school without adhering to this policy. Respect for the parent and concern for the child and the child's classmates should always be conveyed.

If a child becomes ill at school, the teacher will notify the parents, or the contact person listed on the emergency contacts if the parents cannot be reached. The child should rest in the nurse's office, if possible, while waiting to be picked-up. If not possible, the child should rest in a quiet place in the classroom away from the other children. There may be a possibility of the child resting in the ECP Office, if staff is available.

If a contagious illness exists among the preschool children, please notify the ECP Office staff so appropriate notification can be sent home with the children.

Please keep the ill child's name in confidence when addressing any concerns of other parents.

The district student health services office is staffed by a licensed nurse. Other health services may be provided to students under the direction and supervision of a licensed school nurse. In the event of an emergency, 911 will be notified along with the parent/guardian.

Medication

All prescription medications require a doctor's order and signed parent permission. The medication must be brought to the school in its original container with a label prepared by a pharmacist. This form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Medication, with the exception of Epi-Pens, will be stored in a locked receptacle in the EC Office. Epi-Pens can be stored in the child's respective classroom.

On Time/Late Staff

All employees are expected to report to work on time. If you are going to be unexpectedly late, contact the ECP Coordinator immediately.

Photo ID's

Staff is required to wear a photo ID/name badge. Children and parents should be able to easily identify staff if they have a concern or question. These will be provided each year, though staff must have their photo taken when the all-school picture day takes place. If joining the staff during the year, please contact Payroll at the District Office for your photo and name badge.

Pick-Up for Preschool children:

- Parents are requested to bring their child to the classroom no more than 10 minutes before scheduled starting time. A child should not be dropped off outside the elementary school unless arrangements have been made previously with ECP staff.
- Parent must notify LPP if someone other than the parent will pick the child up from school on any one day or on a regular basis.
- Parents must notify LPP and transportation if their child is to get off the bus at any place other than the normal drop-off point. (A child may only be delivered to an area within the general bus route.) The transportation supervisor requests a three-day notice and parents are asked that they deviate from the normal bus route only in case of an emergency.
- Parents should pick their child up outside the classroom promptly at the scheduled release time.

Telephone/Copier/Computer/Fax

The use of cell phones or work phones should be kept to a minimum, be brief, and on an emergency basis during work/teaching time. The same is expected in regards to texting, IM, etc. Teaching time is defined as, "when children/parents are present." Work time includes prep time before and after class, including time between classes, unless it is an employee's break/lunch time. The copier/fax machine/computer should not be used for personal use.

Time Sheets/Pay Day

All staff will use SMARTeR to sign-in and out during their work day. Changes/corrections need to be communicated in writing to the Coordinator by 3:30 PM on the 15th and last day of every month. If you have questions, please see the ECP Coordinator.

Tobacco-Free Schools

Refer to District Policy 419

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or electronic cigarettes in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities.

Toileting Assistance

Two staff members should be present, if possible, to assist a child with his/her toileting issues. If two staff are not available, the staff person assisting the child will notify another staff member that they will be assisting a child with toileting needs. The staff person providing assistance should use the bathroom that is usually used by the children. Respectful and appropriate conversation and actions will be employed at all times with the child requiring assistance.

Acknowledgement Form

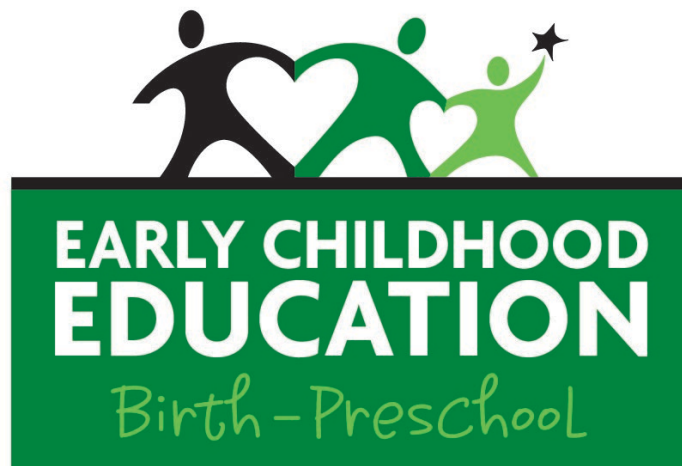
I have received a copy of the 2024-25 Rockford Area Early Childhood Programs Staff Handbook.

Staff Printed Name

Staff Signature

Date

The Launching Pad Preschool



2024-25 Parent Handbook



Launching Pad Preschool is a 4-Star rated Parent Aware Program. The highest rating offered, it reflects a commitment to high quality programming using research-based best practices, while preparing children for success in kindergarten and beyond.

Rockford Area Early Childhood Programs is a program of the Rockford Area Schools Community Education Department.

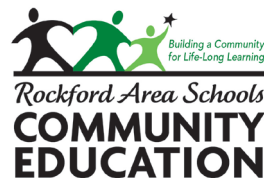


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Introduction

Welcome to the Launching Pad Preschool! The purpose of this handbook is to assist you in knowing more about this program offered through Rockford Community Education. Please take some time to familiarize yourself with the contents of this handbook. It includes information specific to the Launching Pad Preschool.

Tiffany Reinhard, Coordinator
reinhardt@rockford.k12.mn.us

Philosophy

We believe that a child learns best in an atmosphere of love, warmth and acceptance. Our teachers listen to children, allow them to take the initiative, and yet guide them in productive and non-competitive ways.

Our program is founded on the belief that all children have great potential, are curious, and interested in constructing their own learning. We encourage positive peer and social relations, development of critical thinking skills, and facilitate the development of self-esteem by fostering independence and problem-solving skills.

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Staff

Teachers are typically licensed in early childhood education and are carefully selected by our interviewing committee. Teachers are required to attend workshops, conferences, and other in-service training opportunities to keep abreast of the best way to enhance children's learning. Assistants are all parents and some have had children in our program. District #883 has a licensed school nurse on duty at all times.

Coordinator - Tiffany Reinhard

Children's Teachers - Michelle Anderson, DeAnn Lommel, BethAnn Brooks, Lindsey Stotts

Assistant Teachers - Lisa Feyen, Katelin Schroeder, Cathy Egbert, Kimberly Johnson, Courtney Thorson.

Administrator: Melissa Joseph, Community Education Director

Advisory Council: Composed of community members, including parents with children in the program, the advisory council assists with direction, support, program development, public relations, and evaluation of the program. Please contact your child's teacher or the coordinator if you wish to serve on the Advisory Council.

Program Information

Enrollment: Each class has one teacher and one assistant and a maximum of 16-18 children.

Funding: Our program is supported by tuition fees from parents along with a small amount of funding from the state for tuition assistance purposes.

Location: Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford, Minnesota, classrooms 209, 210, 211, 212, and 305.

Telephone Calls - Messages

The Early Childhood Programs phone number is 763-477-7500. All teachers have voice mail and you will be able to leave a message for your child's teacher. *If it is a very important message, such as a change in your child's dismissal routine, please speak to someone in the Early Childhood Office or REAMS office.*

Birthday Snacks

Please send nutritious foods rather than sweets.

Since nutrition is one of the main components in our preschool program, **please do not send cake, cupcakes, cookies, candy, caramel-type popcorn, "fruit snacks," or other sweets.** State law does not allow homemade treats.

Hours:

Morning class: 8:05 - 10:45 AM

Afternoon class: 12:15 - 2:55 PM

All-day class: 8:05 AM - 2:55 PM

Days: Launching Pad Preschool classes are scheduled for 60, 90, or 150 class sessions during the 2024-25 school year. The days off due to no school are built into the total, so you are not losing any of the 60/90/150 days when there is no school.

School closings/delays: If school is closed for any reason, then preschool classes will also be canceled. If there is a two-hour late start, there will be no morning preschool; all day preschool will be 2 hours late and PM preschool will be held as usual.

Make-Up Days: When preschool is cancelled due to weather related events, Launching Pad Preschool will make-up as many preschool sessions as the K-12 school calendar and program calendar permits. As these occurrences are beyond our control, refunds will not be issued.

Transportation: Parents are expected to provide transportation or arrange for car-pooling. Free transportation is available if there is room on regularly scheduled district bus routes.

Children who ride the bus to and/or from school are met by the assistant teacher at the bus stop every morning and at mid-day. Teachers and assistants walk children to the individual buses each afternoon.

Snacks: Nutritious snacks will be served daily. We ask that parents help provide snack food to assist in keeping the cost of tuition down. Food will not be used as punishment or reward. Again, no sweet treats, please.

Field trips: Parents will be notified of any field trips and may be asked to volunteer to help supervise children. A small fee may be required for some field trips.

Clothing/backpack: Your child's clothing should be comfortable, washable, and designed so that he/she is generally able to manage toileting by him/herself. Classes go outside when the weather permits. Therefore sweaters, snowsuits, raincoats, caps, mittens and boots should be easy and big enough for the child to dress him/herself. Please clearly mark each item with the child's name for identification, particularly snow boots, snowsuits, jackets, etc. Your child will need to carry a large backpack so he/she can bring artwork, notices and other items to and from school.

Student Withdrawal: If you need to withdraw your child from Launching Pad Preschool, we require a written notice of 10 business days prior to your end date. Failure to do so will result in you being billed for the tuition of the required 10 business days.

Curriculum

Our staff has been greatly influenced by training we have received in Reggio Emilia curriculum. We are members of the North American Reggio Emilia Alliance and the Minnesota Reggio Network. We attend Reggio networking sessions and explore literature about the Reggio approach to early education.

Creative Curriculum is research based, aligned with the Minnesota Early Childhood Indicators of Progress (ECIPs), and reflective of our Reggio-inspired approach to early education. Ours is an emergent curriculum – we are always learning and changing as we strive to

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- Time is a critical factor but not measured by the clock or calendar. Children's own personal rhythms and own sense of time is considered important.

Breakfast/Lunch:

During the 2023 Minnesota Legislative Session, lawmakers signed into law the Free School Meals program for students:

Eligible for 1 reimbursable breakfast, free of charge:

- **AM classes and all-day classes**

Eligible for 1 reimbursable lunch, free of charge:

- **All-day classes**

Even with this change, districts are still required to keep track of meals served to each individual child and families that qualify for benefits. We will continue to collect the Application for Educational Benefits. Students qualifying for benefits increases federal and state funding to support learning experiences for students in Rockford Area Schools. Qualifying for benefits also helps your family reduce fees in other areas of your child's school experience.

Parents may provide cold lunches and purchase milk for \$.60 each. Lunch is to be eaten in designated areas only. If your child brings his/her lunch:

- Make sure the lunch is clearly labeled.
- Low sugar and high fiber are important.
- Remember protein/vegetables/fruits/grains.
- Please don't send candy or more than one cookie.

If you intend to purchase milk, it is necessary to have funds available in your student's food service account. When you log into [Infinite Campus Parent Portal](#)* you will see the Food Service tab in the menu. On this tab you can view individual or family meal account balances, view daily meal purchases in real time, and sign up to receive low balance e-mail notifications. You have the convenience of making online payments directly through [Infinite Campus Parent Portal](#).

All-Day Preschool

Children will have preschool in the morning and then there will be a lengthy break for lunch and a quiet time, or naptime, for those who choose to sleep. The afternoon will continue with another session of preschool that will be at a more relaxed pace, with time for enrichment activities and group time.

Please send a small blanket, one that can remain at school with your child for naptime. We will furnish a soft mat for your child, but a blanket from home will add to their comfort. Please put your child's name on the blanket.

Calendar

We follow the school year calendar of Rockford Elementary Arts Magnet School, except that we begin later and end earlier, and offer mid-year parent-teacher conferences.

Conferences

Every family has a parent/child conference with the teacher before classes begin in September. Parents also have the opportunity to have a formal conference to discuss their child's progress in January. At the end of the year, each parent receives a summary report of his/her child's progress.

Daily electronic journals

Teachers e-mail parents a recap of each day. Parents who do not have e-mail service receive a paper copy of the e-mail.

Gifts to Employees

Refer to District Policy 421

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

Guidance Procedures

By noticing children behaving positively and praising them for this, the need for discipline is greatly reduced. We believe positive reinforcement, redirection of negative behavior, and an explanation of what is expected and why is the best and easiest way of handling inappropriate behavior. Yet, at times, purposeful discipline becomes necessary for the good of the individual child and the other children in the program.

The following is the course of action that will be taken, if needed:

1. First time - identify the undesirable action to the child as being inappropriate.
2. Second time - reminder of rule.
3. Third time - brief "break-time" from the activity to calm down and/or help regulate oneself.
4. If the inappropriate behavior continues, a parent-teacher conference will be requested to discuss alternative measures of guidance.

Referral:

The Launching Pad Preschool is designed to serve students ages three to five years old. It is a non-mandated community education preschool program. Though every effort is made to meet the educational needs of every student, if a child's behavioral, developmental or cognitive needs exceed the typical services offered to children in our program, then we will seek parental permission to begin the referral process for consultation and/or assessment to the Early Childhood Special Education (ECSE) team. This is rooted in our commitment to the success of all students by providing developmentally appropriate education to each one.

Emergency Procedures

We will participate in fire, tornado, and safety drills so the children are familiar with the procedures.

Health Information

District #883 has a licensed school nurse on duty at all times. All immunizations must be current according to state law. Your child must complete Early Childhood Health and Developmental Screening (offered by the school district) prior to being enrolled in the program, within 90 days after the enrollment date, or when your child reaches the age of 3 years and 7 months. Please call our office to set up an appointment at 763-477-7500.

For your child's well-being and the protection of the other children, your child should be kept home if he/she has the following:

| | |
|---------------|----------------|
| Red eyes | Heavy cough |
| Upset stomach | Ear ache |
| Open sores | Swollen glands |
| Fever | Diarrhea |

Children should be fever free for 24 hours *without* the aid of medicine (Tylenol, Motrin, Advil, etc.) before returning to school. Also, when the illness includes vomiting or diarrhea, please wait to return to school until it has been 24 hours since the last incident.

If your child becomes ill at school, the teacher will notify the parents or the contact person on the emergency card if the parents cannot be reached. You should have someone who can care for your child if he/she cannot remain at school.

The district student health service is staffed by a licensed nurse. Other health services may be provided to students under the direction and supervision of a licensed school nurse. In the event of an emergency, 911 will be notified along with the parent/guardian.

Please notify us if your child has a contagious illness. The staff will notify you if a contagious illness exists among the preschool children.

All prescription medications require a doctor's order and signed parent permission. The medication must be brought to the school in its original container with a label prepared by a pharmacist. This form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Medication, with the exception of Epi-Pens, will be stored in a locked receptacle in the EC Office. Epi-Pens can be stored in the child's respective classroom.

Attendance:

If your child will be absent from preschool, please call the attendance line at 763-477-7525 and leave a message.

Tobacco-Free Schools

Refer to District Policy 419

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or electronic cigarettes in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities.

Tuition/Fees

Tuition is divided into a nine-payment plan and is due on the 1st of the month – all payments are the same regardless of school vacation days, conferences, etc.

Payment months:

June, by the September conference, October, November, December, January, February, March, April.

TUITION IS DUE ON THE 1st DAY OF EACH MONTH. A \$25.00 LATE FEE WILL BE ASSESSED FOR PAYMENTS MORE THAN 5 BUSINESS DAYS LATE. If your tuition is more than three weeks late, LPP reserves the right to withdraw your child from the program if arrangements have not been made with the Coordinator.

There is a non-refundable registration fee: \$40 for the first child - \$30 for the second child that is due with the application in order to process the registration.

If your child is absent for an extended time, you will still be responsible for preschool tuition, as we cannot offer that slot to anyone else unless you withdraw your child from the program.

Class options

Children must be at least 3 by 9/1/2024 for:

5 days/week (MTWThF) 8:05 AM-10:45 AM:
\$365/month.

3 days/week (MWF) 8:05 AM-10:45 AM or 12:15 PM-2:55 PM: \$250/month

2 days/week (T/Th) 8:05 AM-10:45 AM or 12:15 PM-2:55 PM: \$200/month.

2 days/week ALL DAY (T/Th) 8:05 AM-2:55 PM:
\$310/month.

Children must be at least 4 by 9/1/2024 for:

5 days/week ALL DAY (MTWThF) 8:05 AM-2:55 PM:
\$640/month

3 days/week ALL DAY (MWF) 8:05 AM-2:55 PM:
\$415/month.

Late fees: There is a \$25 late fee for tuition payments received more than 5 business days past the first of each month. There is a \$10 late fee for each 15 minutes a child is picked up late from preschool.

Drop-off/Pick-Up for Preschool children:

- Parents are requested to bring their child to the classroom no more than 10 minutes before scheduled starting time. A child should not be dropped off outside the elementary school on their own unless arrangements have been made previously with ECP staff.
- Parent must notify LPP if someone other than the parent will pick the child up from school on any one day, or on a regular basis.
- Parents must notify LPP and transportation if their child is to get off the bus at any place other than the normal drop-off point. (A child may only be delivered to an area within the general bus route.) The transportation supervisor requests a three-day notice and parents are asked that they deviate from the normal bus route only in case of an emergency.
- Parents should pick their child up outside the classroom promptly at the scheduled release time.

Busing

Bus transportation to and from preschool is available if:

- 1) The pick-up/drop-off point is on the regular bus route and,
- 2) There is space available on the bus. Busing policy permits only one address for pick-up each day and one address for drop-off each day.

Parent Participation

We welcome parents into our classrooms as observers and/or helpers. Please call your child's teacher to arrange a time for your visit.

What we expect from you:

- **Please pay tuition promptly on the 1st of the month. You may pay online on *ELEVO*, or by check or cash in our office.**
- Talk to the teacher or coordinator about any concerns you have about the program, your child, or related matters.
- Inform the EC office of any changes in phone number (work or home), address, or emergency information.
- Make sure your child has an adequate night's rest before sending him/her to school.
- Assess your child's health before sending him/her to school. (See Health Information above.)
- Read any correspondence via email or sent home with your child as you check the backpack each day.
- Label your child's personal items.
- No expensive or fragile items should be sent to school with your child - these may get broken or lost.
- Arrange to have an ill child picked up from the health office promptly.

What you can expect from us:

- An atmosphere of warmth, love and acceptance.
- Individual, positive attention for each child.
- A conscientious and thoroughly planned program with age-appropriate activities.
- A pleasant, safe, well-supervised, and healthy environment.
- Information sent home on a regular basis about activities, special events, or if there are concerns about a particular situation.
- Confidentiality of all information pertaining to children or families.
- Opportunities for you to be involved in your child's education.
- Children who ride buses will be met at the bus in the AM and be placed individually on buses in the PM.
- Our staff is required by law to report any suspected child abuse and/or neglect.

Sample Daily Schedule

A daily schedule and on-going documentation of the children's experiences are displayed in each classroom as well as our common areas. Parents are strongly encouraged to pay attention to the displays as they provide a glimpse into the inner life of the classroom community. Children learn about time from the daily, predictable routines that are established.

A sample of the daily schedule may include:

5-10 minutes

ARRIVAL

Free choice time

15-20 minutes

MEETING

Hello, sharing, story time and explain new activities

80 Minutes

PLAYFUL LEARNING

Hands-on activities, explore learning stations; projects

HEALTHY SNACK & WATER

Wash hands, social interaction, conversation, and manners. Children choose snack as a self-directed, independent activity

15 minutes

MUSIC & MOVEMENT CIRCLE

Songs, music, finger plays

10-15 minutes

GROSS MOTOR

Outdoors or play in large motor room; extra story or songs

10 minutes

DISMISSAL

Get ready, good-byes, pick-up or buses

Interest centers for developmentally appropriate activities:

Creative: Art, music, building blocks and dramatic play.

Literacy: Writing tools, paper, alphabet, books, story writing and documenting.

Science: Exploration, natural science, water/sand experimentation; "How?" "What?" "Why?" "Where?" "How much?"

Music: Experimenting with music, singing, listening, creating, performing, movement exploration, rhythms, playing instruments and exposure to many types of music.

Large muscle activity: A large muscle room and outdoor play area offer many opportunities for running, climbing, jumping, sliding, riding and balancing.

Math: Hands-on activities provide concrete experiences with counting, matching, sequencing, weight, size, volume, and one-on-one correspondence; children also experiment with shapes and manipulatives to learn classifying, sorting and predicting.

Acknowledgement Form

I have received a copy of the 2024-25 Launching Pad Preschool Parent Handbook.

Student Printed Name

Parent/Guardian Printed Name

Parent/Guardian Signature

Date



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

Subject: Board Policy Review 1st Read

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 13, 2024

Information Briefing Action Enclosure Item(s)

The following policies have been reviewed by the policy committee and are up for a 1st read.

| Policy Number | Policy Name | Changes |
|----------------------|--|----------------------------|
| 207 | Public Hearings | None |
| 208 | Development, Adoption and Implementation of Policy | None |
| 210 | Conflict of Interest - School Board Members | None |
| 211 | Criminal or Civic Action Against School District, School Board Member, Employee or Student | None |
| 212 | School Board Member Development | None |
| 213 | School Board Committees | shall to may R policy |
| 214 | Out-of-State Travel by School Board Members | NSBA to COSSBA |
| 601 | School District Curriculum and Instruction Goals | R Policy Add disclaimer |
| 504 | Student Dress and Appearance | Updated |



Adopted: 3/20/00

Reviewed: 2009, 2022, 2024

Revised: 08/22/2011

Orig. 1995

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board during a public hearing. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

For the school board to efficiently receive public input on matters properly before the school board, the school board establishes the procedures set forth in this policy.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the school board's discretion.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name and address of the person or group seeking to address the school board. It shall also



contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.
3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. If the school board requires designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as the school board otherwise determines.
4. Privilege to Speak: A school board member should direct remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary to provide an orderly, efficient and fair opportunity to be heard.

Legal References: Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.15 (Establishing Education Districts)
Minn. Stat. § 123B.51 (School Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)



Adopted: 09/18/00

Reviewed: 2015, 2022, 2024

Revised: 07/18/16

Orig. 1995

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.
- C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need



for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: ~~410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults;~~ 506 Student Discipline; ~~514 Bullying Prohibition; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability;~~ 722 Public Data Requests; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)



Adopted: 9/18/00

Reviewed: 2008, 2022, 2024

Revised: 2/09/09, 9/19/22

Orig. 1995

210 CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
 - 1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;
 - 2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
 - 3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;



4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:
 - a. The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
 - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
 - c. Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:
 - (1) The name of the school board member and the office held;
 - (2) An itemization of the goods or services furnished;
 - (3) The contract price;
 - (4) The reasonable value;
 - (5) The interest of the school board member in the contract; and
 - (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.
 5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract. *(Note: This section applies only when the school district has a population of 1,000 or less according to the last federal census.)*
 6. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.
- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in



employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.

[Note: The \$8,000 figure increased to \$20,000 effective July 1, 2022]

- D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.

IV. LIMITATIONS ON RELATED EMPLOYEES

- A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

V. CONFLICTS PRIOR TO TAKING OFFICE

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

Legal References: Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)Minn. Stat. § 123B.195 (Board Member’s Right to Employment)



Rockford Area School District #883 -- Policy 210

Minn. Stat. § 471.87 (Public Officers, Interest in Contract; Penalty)
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)
Minn. Stat. § 471.89 (Contract, When Void)
Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen. 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School Board)
MSBA/MASA Model Policy 209 (Code of Ethics)



Adopted: 9/18/00

Reviewed: 2006, 2022, 2024

Revised: 7/23/18

Orig. 1995

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee or student.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreement and school district policies may also apply.

III. CIVIL ACTIONS

- A. Pursuant to Minnesota Statutes Section 466.07, subd. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minnesota Statutes Section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices



Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and to the Family Educational Rights and Privacy Act, 20 United States Code § 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, to the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official designated as the responsible authority for the collection, use and dissemination of data.

D. Service of Subpoenas

School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature, by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes and provisions of applicable collective bargaining agreements.
3. Pursuant to Minnesota Statutes section 123B.02, Subd. 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision whether to reimburse shall be made in the school board's discretion. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students



The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.
2. If questioning at school is unavoidable, the school district will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section 1232g (FERPA).

V. **STATEMENTS WHEN LITIGATION IS PENDING**

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel, Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Op. Atty. Gen. 169 (Minn, Mar. 7, 1963)
Op. Atty. Gen. 169 (Minn, Nov. 3, 1943)



Dyppress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308 (1975)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



Adopted: 9/18/00
Reviewed: 2005, 2024
Revised: 2/09/09

Orig. 1995

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for continuing inservice training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.
- B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state and national school boards associations, as well as in the activities of other educational groups.
- C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.
- D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)



Adopted: 9/18/00

Reviewed: 2007

Revised: 06/16/08, 11/21/2022, 12/18/2023

Orig. 1996

213R SCHOOL BOARD COMMITTEES

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution, which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes, as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

- A. The school board hereby appoints the following standing committees:
 - 1. Finance
 - 2. Policy
 - 3. District Operations

4. Negotiations Committee(s) for various employee groups
- B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.
- C. The school board chair ~~shall~~ may appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

- A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
- B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.
- C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.
- D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.
- E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.
- F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: MSBA Model Policy 201 (Legal Status of the School Board)
MSBA Model Policy 203 (Operation of the School Board - Governing Rules)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)



Adopted: 12/19/05

Reviewed: 2009

Revised: 08/22/11, 6/17/24

Orig. 2005

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the ~~National School Boards Association~~ Consortium of State School Board Associations is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.



- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References: MSBA/MASA Model Policy 212 (School Board Member Development)
MSBA/MASA Model Policy 412 (Expense Reimbursement)



Adopted: 06/19/06

Orig. 1995

Reviewed: 2019

Revised: 04/20/20, 11/21/2022, 08/21/23, 06/17/2024

601R SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: **Minnesota Statutes section 120B.11** requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

For the purposes of this policy the following terms have been defined in accordance with MN Statute 120B.11

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.



- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2).
[Note: Policy 601, Section IV.B. and Policy 616 address this requirement.]
 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section



120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

[Note: Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;

[Note: Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement; including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.



- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)



Adopted: 06/18/01
Reviewed: 2017, 2022
Revised: 09/17/18

Orig. 1995

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of ~~school attire dress and grooming~~ that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

~~A. A.~~ The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

~~B.~~ Student's are permitted to express themselves in keeping with their first amendment rights with the understanding that student attire may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. In addition, student attire or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of any students, staff, or others within our school facilities or activity venues.

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~~B-C.~~ Appropriate clothing includes, but is not limited to, the following:

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

~~C-D.~~ Inappropriate clothing includes, but is not limited to, the following:

- ~~1.~~ "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- ~~2-1.~~ Clothing bearing a message that is lewd, vulgar, or obscene.
- ~~3-2.~~ Apparel promoting products or activities that are illegal for use by minors.
- ~~4-3.~~ Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in

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MSBA/MASA Model Policy 413.

~~5-4.~~ Any apparel or footwear that would damage school property. Or present a safety hazard

~~D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (e.g., student undergoing chemotherapy, medical situations, student religious practice or belief).~~

E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

F. "Gang," as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

~~A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.~~

~~B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).~~

~~C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.~~

In 2023, the Minnesota legislature enacted the second sentence in Paragraph C above.

~~D. Likewise, an organized student group may recommend a form of clothing for students~~

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~~considered appropriate for a specific event and bring such recommendation to the administration for approval.~~

- ~~A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.~~
- ~~B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.~~
- ~~C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.~~

Legal References:

~~U. S. Const., amend. I
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed. Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)
U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
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Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)~~

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- Cross References:**
- MSBA/MASA Model Policy 413 (Harassment and Violence)
 - MSBA/MASA Model Policy 506 (Student Discipline)
 - MSBA/MASA Model Policy 525 (Violence Prevention)

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

Subject: MSBA Policy Updates 1st Read

Meeting Date: May 20, 2024

Prepared by: Superintendent's Office

Date Prepared: May 13, 2024

Information
 Briefing
 Action
 Enclosure Item(s)

Below is a summary of the changes to a list of policies provided by MSBA. This is a **first read** of the following policy:

| Policy Number | Policy Name | Changes |
|----------------------|-----------------------------|--|
| 506 | Student Discipline | Revisions reflect 2024 statutory changes re: reasonable force |
| 507 | Corporal Punishment | Revisions reflect 2024 statutory changes re: reasonable force |
| 507.5 New Policy | School Resource Officers | New - School Resource Officers |
| 514 | Bullying Prohibition Policy | Revised Article V.A; clarified posting requirements and updated other sections |
| | | |
| | | |



Adopted: 12/19/05

Orig. 1995

Reviewed: 2019, 2022

Revised: 02/19/20, 9/20/2021, 11/21/2022, 1/22/24, 3/18/24, 6/17/24

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS



- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section [120B.02](#) and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district



website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising ~~his or her~~ the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent ~~imminent~~ bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the teacher's person's lawful authority, ~~a teacher~~ may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent ~~imminent~~ bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising ~~his or her~~ the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or



another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

- 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent ~~imminent~~ bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
- 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent ~~imminent~~ bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
- 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:



- A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school



premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment, Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;



12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles;



- Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous or pornographic materials;
 29. Violation of the school district's Bullying Prohibition Policy;
 30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
 31. Criminal activity;
 32. Falsification of any records, documents, notes or signatures;
 33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
 34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
 35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
 36. Violation of the school district's Harassment and Violence Policy;
 37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
 38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
 39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
 40. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that is discriminatory, abusive, obscene, threatening, intimidating, degrading to other people or threatening to school property;



41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a



parent or guardian within 24 hours of using recess detention.

- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;



- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student’s parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student’s conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. “Removal from class” and “removal” mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures,



including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. Responsibility for and custody of a student removed from class. *Student is to go to a designated area as determined by the building principal or designee when removed from the classroom. Students may arrive to the designated room on their own or with staff escort. The student is to work on assigned work while in in-school suspension. Teachers are expected to send work for the student while in in-school suspension. After removal from class, the supervising staff member at that assigned time has control and responsibility for student.*
- D. Procedures for return of a student to a specific class from which the student was removed. *To return to a class from which a student was removed, student must have at a minimum a meeting with the principal or designee, but may also include a meeting with parent, teacher and student, and principal or designee. A student must have a written referral, phone call home and a meeting with the principal and/or designee to return to class. A contract for readmission may also be required.*
- E. Procedures for Notification. *To notify students and parents/guardians of violations of the rules of conduct and resulting disciplinary action, the teacher and/or principal or designee will contact home.*

Actions or approvals required, such as notes, conferences, readmission plans, will be determined by teacher and principal and/or designee.

- F. Students with a Disability; Special Provisions.
 1. *If there is a need for further assessment, interventions with parents, teachers, counselors, administrators, student concern's meeting will be documented;*
 2. *Depending on length of removal from class, Individual Education Plan (IEP) review may be initiated by student's case manager. IEP review is required if removal exceeds five (5) consecutive days or ten (10) days cumulative.*



3. *If there is a need for a student referral for further special education services, interventions with parents, teachers, counselors, administrators, student concern's meeting will be documented;*
- G. Procedures for detecting and addressing chemical abuse problems of students while on School Premises. *Student will be referred to principal or designee, school liaison officer or student concerns team and possibly to a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26; and Teacher reporting procedures to the chemical abuse preassessment team will follow Minn. Stat. § 121A.29.*
- H. Procedures for immediate and appropriate interventions *tied to violations of the Code of Student Conduct will follow current discipline policy.*
- I. Procedures determined appropriate for encouraging early involvement of parents or guardians in attempts to improve a student's behavior. *For improvement of student behavior, parents may be contacted via email, phone calls, or conference, which can be initiated either by teachers, the counselor, administrator or the parent when appropriate.*
- J. Procedures determined appropriate for encouraging Early Detection of Behavioral Problems. *To encourage early detection of behavior problems, referrals should be made to the dean of students, counselor, principal, or Student Concerns Team.*

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
 1. Willful violation of any reasonable school board regulation, including those found in this policy;



2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has



been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the



Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a



representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the



right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve



the student's behavior, including completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline—up to and including expulsion—as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.



XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student’s case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and



parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
 - Minn. Stat. § 120B.232 (Character Development Education)
 - Minn. Stat. § 121A.26 (School Preassessment Teams)
 - Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
 - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 - Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
 - [Minn. Stat. § 121A.58 \(Corporal Punishment; Prone Restraint; And Certain Physical Holds\)](#)
 - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 - Minn. Stat. § 121A.60(Definitions)
 - Minn. Stat. § 121A.61 (Discipline and Removal of Students From Class)
 - [Minn. Stat. § 121A.611 \(Recess and Other Breaks\)](#)
 - Minn. Stat. § 122A.42 (General Control of Schools)
 - Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
 - Minn. Stat. § 124D.03 (Enrollment Options Program)
 - Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
 - Minn. Stat. Ch. 125A (Special Education and Special Program)
 - Minn. Stat. § 152.22, Subd. 6 (Definitions)
 - Minn. Stat. § 152.23 (Limitations)
 - Minn. Stat. Ch. 260A (Truancy)
 - Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
 - 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
 - 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
 - 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

- Cross References:**
- MSBA/MASA Model Policy 413 (Harassment and Violence)
 - MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
 - MSBA/MASA Model Policy 501 (School Weapons)
 - MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
 - MSBA/MASA Model Policy 503 (Student Attendance)
 - MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored



Materials on School Premises by Students and Employees)
[MSBA/MASA Model Policy 507.5 \(School Resource Officers\)](#)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles;
Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Adopted: 09/17/01

Reviewed: 2001

Revised: 04/30/07, 2022, 08/21/23, 1/22/24, 6/17/24

Orig. 1995

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student except as provided below.

III. DEFINITIONS

1. "Corporal punishment" means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Employee or agent of the district" does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).
- ~~2.3.~~ "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of the school district shall not use prone restraint.
~~An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone or compressive restraint except that the restrictions on prone and compressive restraints do not apply under the circumstances enumerated in Minnesota Statutes, section 609.06, subdivision 1(1). All peace officers, including those who are school resource officers or otherwise agents of a school district, may use force as reasonably necessary to carry out official duties, including, but not limited to, making arrests and enforcing orders of the court.~~



3. An employee or agent of a district, ~~including a school resource officer, security personnel, or police officer contracted with a district,~~ shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582. The use of reasonable force as set forth in Section V does not authorize conduct prohibited pursuant to Minnesota Statutes, section 125A.0942.

V. EXCEPTIONS REASONABLE FORCE

1. Reasonable force may be used upon or toward the person of another without the other's consent when used by a teacher, school principal, school employee, school bus driver, or other agent of the school in the exercise of lawful authority, to restrain a child or pupil to prevent bodily harm or death to the child, pupil, or another.
2. Reasonable force may be used upon or toward the person of a child without the child's consent when used by a teacher, school principal, school employee, school bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff upon or toward a child or pupil when necessary to restrain the child or pupil to prevent bodily harm or death to the child, pupil, or another pursuant to Minnesota Statutes, section 609.379. Nothing in section 609.379 limits any other authorization to use reasonable force including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.
3. A teacher, school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

VI. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0941 (Definitions)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 609.06 ~~Subd. 1 (6)(7)~~ (Authorized Use of Force)



[Minn. Stat. § 609.379 \(Permitted Actions\)](#)
[Minn. Stat. § 626.8482 \(School Resource Officers; Duties; Training; Model Policy\)](#)
[Minn. Stat. § 645.241 \(Punishment for Prohibited Acts\)](#)
[Op. Atty. Gen. 169f \(August 22, 2023\) \(School Pupils: Discipline\)](#)
[Op. Atty. Gen. 169f Supp. \(September 20, 2023\) \(School Pupils: Discipline\)](#)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
[MSBA/MASA Model Policy 507.5 \(School Resource Officers\)](#)



Adopted: 6/17/24

Reviewed:

Revised:

507.5 School Resource Officers

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

- A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

- A. A school resource officer's contractual duties with the school district shall include:
 - 1. fostering a positive school climate through relationship building and open communication;
 - 2. protecting students, staff, and visitors to the school grounds from criminal activity;
 - 3. serving as a liaison from law enforcement to school officials;
 - 4. providing advice on safety drills;
 - 5. identifying vulnerabilities in school facilities and safety protocols;
 - 6. educating and advising students and staff on law enforcement topics; and,



7. enforcement of criminal laws.

- B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in paragraph IV.A.
- C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

- A. Except as provided for in paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.
- B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.
- D. An officer who is serving as a substitute school resource officer for fewer than 60 student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.



E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

Legal References: Minn. Stat. § 120A.05, subs. 9, 11, and 13 (Definitions)
Minn. Stat. § 120B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)



Adopted: 12/19/05

Orig. 2003

Reviewed: 2014, 2021, 2022

Revised: 04/18/16, 3/18/24, 6/17/24

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on school premises, on school district property, at school functions or activities, or on school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the



use of school district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and/or sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.



Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 - 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying, malicious and sadistic conduct , and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or



3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
 - F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
 - G. "Prohibited conduct" means bullying, cyberbullying malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
 - H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
 - I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.



- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant’s or reporter’s future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district’s obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.



- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors



specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. Consistent with its applicable policies and practices, the school district ~~shall~~must discuss this policy with students, school personnel and volunteers and provide appropriate training ~~to for all~~ school district personnel to prevent, identify, and respond to prohibited conduct. regarding this policy.—The school district ~~shall~~must establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes, section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to



help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.



- B. ~~Article II, paragraph D, regarding malicious and sadistic conduct~~ This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
 - C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.
 - ~~CD.~~ This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.~~hiring or contracting.~~
 - ~~DE.~~ Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See Policy 506) distributed to parents at the beginning of each school year.
 - ~~EE.~~ This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.
- ~~Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.~~
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

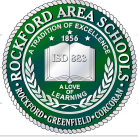
- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
 - Minn. Stat. § 120B.232 (Character Development Education)
 - Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
 - Minn. Stat. § 121A.031 (School Student Bullying Policy)
 - ~~Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)~~
 - Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
 - Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
 - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 - Minn. Stat. § 121A.69 (Hazing Policy)
 - Minn. Stat. Ch. 124E (Charter School)
 - Minn. Stat. Ch. 363A (Minnesota Human Rights Act)



20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- MSBA/MASA Model Policy 413 (Harassment and Violence)
- MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
- MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
- MSBA/MASA Model Policy 423 (Employee-Student Relationships)
- MSBA/MASA Model Policy 501 (School Weapons Policy)
- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 507 (Corporal Punishment)
- MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
- MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
- MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
- MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
- MSBA/MASA Model Policy 525 (Violence Prevention)
- MSBA/MASA Model Policy 526 (Hazing Prohibition)
- MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
- MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
- MSBA/MASA Model Policy 711 (Video Recording on School Buses)
- MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: May 20, 2024

Prepared by: Business Office

Date Prepared: May 14, 2024

| | | | |
|--------------------------------------|-----------------------------------|--|--|
| <input type="checkbox"/> Information | <input type="checkbox"/> Briefing | <input checked="" type="checkbox"/> Action | <input type="checkbox"/> Enclosure Item(s) |
|--------------------------------------|-----------------------------------|--|--|

RESOLUTION

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

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

| <i>Donor</i> | <i>Amount</i> | <i>Fund</i> |
|--|-----------------------------|--|
| Rocket Boosters | \$840.00 | Track Activity Fund |
| Rocket Boosters | \$3,000.00 | DECA Activity Fund |
| Rockford Lions | \$2,500.00 | DECA Activity Fund |
| Rockford Education Foundation | \$2,000.00 | DECA Activity Fund |
| Rockford Education Foundation | \$150.00 | General Fund (REAMS 2nd grade Lake Rebecca fieldtrip) |
| Rockford Education Foundation | \$798.50 | General Fund (Succulent Plants for RMS STEM Showcase) |
| Rockford Education Foundation | \$850.00 | General Fund (REAMS 3rd grade Stages Theatre fieldtrip) |
| Rockford Education Foundation | \$744.00 | General Fund (REAMS 2nd grade MN Zoo fieldtrip) |
| Rockford Education Foundation | \$2,520.00 | General Fund (RMS Stork House fieldtrips and REAMS 4th grade Ordway fieldtrip) |
| Box Tops | \$54.80 | RMS Gift Fund |
| Amanda & Christopher Wotrang | \$750.00 | RMS Gift Fund (Trout in the Classroom) |
| Sheila & Dale Engebretson | \$200.00 | Band/Choir Trip Fund |
| Ken & Kathy Lunderby | \$200.00 | Robotics Activity Fund |
| Star Lodge No. 62 AF & AM | \$500.00 | DECA Activity Fund |
| Rockford Girl Scouts | \$93.03 | RMS Gift Fund (for RMS Composting program) |
| Culvers | \$413.93 | RMS FFA Fund |
| Wright Hennepin | \$1,500.00 | RHS FFA Fund |
| Heidi Heiland, Sundeen Family, Jane Ramstad, Steve Knowlton, Kartak Family, Wandersee Family, Binsfeld Family, Fuchs Family, Amy Smith, Schmidt Family, Poppler Family, Buttke Family, Joe Ranstad, Monica Pinkerman, Marvin Johnson, Harley Braun, Walters Family, Frank Family, Lynch Family, Jorgenson Family, Luckett Family | \$800.00 | RHS FFA Fund (Banquet Donations) |
| Anonymous Donation | REAMS Supplies: Lincoln Log | General Fund Donation |

| | | | |
|--|---|---|--|
| Hunter/Sand Family | REAMS Supplies: Stamps, ink pads, snacks, Chlorox Wipes and Crayola Crayons | General Fund Donation | |
| Anderson Family | REAMS Supplies: Classroom Game- Shut the Box | General Fund Donation | |
| Langemak Family | REAMS Supplies: Uno Card Games, Crayola Markers and Family Charades game | General Fund Donation | |
| Drummond Family | REAMS Supplies: Glue Sticks | General Fund Donation | |
| McEachern Family | REAMS Supplies: Books: The Watcher and Dinosaur Lady | General Fund Donation | |
| Pawelk Family | REAMS Supplies: Ink pads- multiple colors & stickers | General Fund Donation | |
| Arvold Family | REAMS Supplies: Window Chalk Markers, self-inking stamps & book of stickers | General Fund Donation | |
| Pohl Family | REAMS Supplies: Painters Tape; RMS Supplies: Card Game - Taco Cat Goat Cheese Pizza | General Fund Donation | |
| Kalk Family | REAMS Supplies: Kleenex & snacks | General Fund Donation | |
| Lexi & Trevor Anderson | Cardboard Building Blocks for preschool | Preschool Program | |
| Koshiol Family | REAMS Supplies: Books: Alma, Merry & Hark, Connect 4 Board Game | General Fund Donation | |
| Gregory Family | Preschool Supplies: Pom Pom Beads and Book - We Don't Eat Our Classmates | Preschool Program | |
| Linna Family | RHS Supplies: Simply Fit Board | General Fund Donation | |
| Schoepke Family | RHS Supplies: Visual Timer and Mints | General Fund Donation | |
| Blasiak Family, Voss Family, Schindler Family, Walton Family, Madsen Family, Koch Family, Dumont Family, Crandall Family, Barthel Family, Jochim Family, Halstengard Family, Wendel Family | REAMS Supplies: Classroom Snacks | General Fund Donation | |
| Robran family | RHS Supplies: Tissues, whiteboard markers and souvenirs from Peru | General Fund Donation | |
| Heidgerken Family | RMS Supplies: Four calculators | General Fund Donation | |
| Cihlar Family | REAMS Supplies: Classroom Timer, Velcro dots, class set of whiteboards & smelly stickers | General Fund Donation | |
| Dumont Family | Preschool Supplies: Amazon Gift Card; REAMS Supplies: Picasso Magnatiles, LED puck lights, kinetic sand machines, dough/clay body parts | Preschool Program & General Fund Donation | |
| Lacy Massman family | RMS Supplies: Handheld pencil sharpeners | General Fund Donation | |
| Brady & Addie White & family | RMS Supplies: Gluesticks & Reading Art Print | General Fund Donation | |
| Livia Vainikka Family | REAMS Supplies: Magnetic Tiles | General Fund Donation | |
| Jackson McFarland & family | RHS Supplies: Mints | General Fund Donation | |
| Kynlee Enloe & family | REAMS Supplies: Felt, Buttons & the book Tar Beach | General Fund Donation | |
| Kroyer Family | REAMS Supplies: Figit Tools | General Fund Donation | |
| Brandon & Allison Stewart | REAMS Supplies: Headbanz Game | General Fund Donation | |
| Ben & Julie Lindaman | REAMS Supplies: Classroom Set of Red Pens | General Fund Donation | |