



# ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

*A Tradition of Excellence, One Student at a Time*

Agenda for November 24, 2025

6:30 PM

District Board Room

6051 Ash Street

Rockford, MN 55373

1. **CALL MEETING TO ORDER**
  - A. Pledge of Allegiance
  - B. Board Roll Call
2. **APPROVAL OF AGENDA**
3. **PUBLIC COMMENTS**
4. **CONSENT ITEMS**
  - A. Consent--Approval of Minutes 3
  - B. Consent--Personnel 12
  - C. Consent -- 284 Seniority List 13
  - D. Consent--Approval of Bills and Wire Transfers 17
  - E. Consent--Approval of Open Enrollments 38
5. **SUPERINTENDENT REPORT**
  - A. Superintendent Report 39
  - B. Community Ed Rocket Spotlight 40
6. **STUDENT ACHIEVEMENT AND GROWTH**
  - A. Fall Activities Celebration 41
  - B. RHS Principal Report 42
7. **HEALTHY AND SUPPORTIVE ENVIRONMENT**
8. **STEWARDSHIP OF RESOURCES**
  - A. Quarterly Budget Report and Approval 68
  - B. EMR Contract Approval 73
  - C. Superintendent Contract Approval 126
9. **CULTURE OF COLLECTIVE PURPOSE**
  - A. CACR / A&I Report 127
  - B. Learning & Innovation Report 181
  - C. MSBA Policy Updates - Final Reading 216
10. **COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP**
  - A. Resolution of Acknowledgment of Contributions/Donations 400
  - B. Policy Committee Meeting: Monday, December 1, 2025 at 4:00pm in the District Office Conference Room.  
Regular Meeting of the Board of Education: Monday, December 15, 2025 at 5:30pm in the



# ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

District Office Board Room.

C. Board Committee Updates

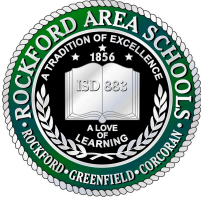
## 11. ADJOURNMENT

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

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

### Rockford Board of Education

Eric Gordee	Jessica Johnson
Jamie Hillstrom	Chris Morgan
Dr. Beth Praska	Kevin Sjodin
Superintendent Dr. Jeff Ridlehoover	



**ROCKFORD AREA SCHOOLS**  
**Independent School District 883**  
**School Board Work Session Minutes**  
**Monday, October 6, 2025**

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, October 6, 2025 in the District Board Room. Vice Chair Johnson called the work session to order at 5:30 pm. Members Gordee, Johnson, Morgan, Hillstrom, Praska, and Sjodin were present. Also present were Superintendent Jeff Ridlehoover, and Administrative Assistant Courtney Neibert.

- Levy Conversation - Update and Discussion on what is coming up.
- Calendar Committee Update - Update on Calendar discussion for 26-27 and 27-28 schools years.
- Job Sharing Policy - Discussion on a new Job sharing policy.
- Recess taken
  - Entered: 6:43
  - Returned: 6:46
- ***Closed Session–Negotiations:***

*Motion by Gordee seconded by Morgan to enter into closed session to discuss negotiations pursuant to Minnesota Statute section 13D.03. Motion passed unanimously. The Board entered into closed session to discuss negotiations at 6:47 p.m.*

*Gordee motioned to return to open session. Sjodin seconded. Motion passed unanimously. Returned to open session at 7:54 p.m.*

Adjourned 7:54 pm

Courtney Neibert  
Recorder

Jamie Hillstrom  
Clerk



## Independent School District #883

### Regular School Board Meeting

Monday, October 20, 2025

Pursuant to due call and notice, the Rockford Board of Education met in a Regular School Board Meeting on Monday, October 20, 2025 in the District Board Room. Chair Gordee called the meeting to order at 5:30 pm. Members Gordee, Johnson, and Hillstrom were present. Also present was Superintendent Jeff Ridlehoover, Director of Business Operations Mike McNulty, Principal Brenda Nyhus, and Administrative Assistant Courtney Neibert. Member Praska joined virtually. Member Sjodin arrived at 5:36 pm.

#### **Pledge of Allegiance**

The meeting opened with the Pledge of Allegiance.

#### **APPROVAL OF AGENDA**

*Superintendent Ridlehoover noted a change to the Jazz band field trip dates from February 7-8 to February 21-22.*

*Chair Gordee noted to combine the 2 closed sessions into 1 Negotiations closed session.*

*Motion by Johnson seconded by Hillstrom to approve the agenda. Motion passed unanimously.*

#### **PUBLIC COMMENTS**

There were no public comments.

#### **CONSENT ITEMS**

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

- **Minutes:**  
September 15, 2025 Regular Meeting

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
Status Change	Krissa	Baillargeon	Custodian Sub to RMS Lead Custodian	September 16, 2025
Status Change	Trevor	Schroeder	REAMS Custodian to REAMS Lead Custodian	September 1, 2025
Rehire	Mary	Spangler	RHS Para On staff Sub	September 8, 2025
New Hire	Parker	Nikko	RMS LTS Band	September 29, 2025-June 4, 2026
New Hire	Emily	Ansley	REAMS - EBD Teacher	2025-2026
New Hire	Taria	Cameron	RMS/RHS SLP	2025-2026
Resignation	Danny	Reemts	Custodian	October 17, 2025

- **24-25 Approval of Tenure**

The following licensed staff are eligible for tenure:

Ellie Engstrom  
 Allison Leistico  
 Katherine Reynolds  
 Alyson Reeves  
 Kelly Miller  
 Lindsey Seabright  
 Stephen Nelson  
 LeAnn Marudas

- **Bills and Wire Transfers:**

September 2025 Disbursements Paid (listings attached):

Fund 01 General Fund	\$403,287.24
Fund 01 Payroll	\$203,900.81
Fund 01 BankWest	\$130,054.95
Fund 02 Food Service	\$ 30,702.65
Fund 04 Community Services	\$ 8,863.36
Fund 04 CEEd-BWest/KSBank	\$ 4,109.62
Fund 06 Building Construction	\$ 70,421.57
Fund 07 Debt Redemption	\$
Fund 21 Student Activities	\$ 4,296.94
Fund 45 OPEB Trust	\$ 0
<b>Total All Funds</b>	<b>\$ 855,637.14</b>

● **Open Enrollments:**

**Resident Students Attending Other Schools**

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
11	Watertown-Mayer	111	9/2/2025	family move, wants to stay enrolled @ W-M
2	Orono	278	9/4/2025	family move, wants to stay @ Orono
7	Buffalo-Hanover-Montrose	877	9/3/2025	looking for more IEP support
3	Buffalo-Hanover-Montrose	877	9/2/2025	looking for a better fit for student
6	Buffalo-Hanover-Montrose	877	9/2/2025	not happy with current district
2	Buffalo-Hanover-Montrose	877	9/2/2025	family move, want to stay enrolled @ Buffalo

**Non-Resident Students Attending Rockford**

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
8	Anoka-Hennepin	11	10/2/2025	NEW ENROLLMENT--family move
EC	Buffalo-Hanover-Montrose	877	10/1/2025	NEW ENROLLMENT--prefer smaller school & live closer to Rockford
1	Wayzata	284	9/2/2025	family situation; want to keep child enrolled @ Rockford
7	Osseo	279	9/2/2025	NEW ENROLLMENT--Rockford is a better fit for my child
1	Osseo	279	9/2/2025	NEW ENROLLMENT
K	Brooklyn Center	286	9/2/2025	NEW ENROLLMENT; older sibling attends Rockford

- **Jazz Band Field Trip:** The board was presented the Jazz Band Field Trip for approval.
- **FFA Field Trip:** The board was presented the FFA Field Trip for approval.

**SUPERINTENDENT’S REPORT**

- **October 2025 Superintendent’s Report:** Dr. Jeff Riddlehoover presented an update on the schools.

- **Assurance of Compliance with State and Federal Law Prohibiting Discrimination:** Dr. Jeff Ridlehoover presented his Assurance of Compliance.

*Motion by Sjodin seconded by Gordee to approve the Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented. Motion passed unanimously.*

### **STUDENT ACHIEVEMENT AND GROWTH**

- **REAMS Celebration:** The board Celebrated Students that participated in the Summer production of Little Mermaid.
- **REAMS Principals Report:** Principal Brenda Nyhus presented an update on the start of the school year at REAMS including SIP Goals, Fall data, and general updates.

### **STEWARDSHIP OF RESOURCES**

- **Levy Update:** Director Jeff Ridlehoover presented an update on Levy and election day progress.
- **Negotiations Update:** Director McNulty presented an update on EMR Negotiations

### **CULTURE OF COLLECTIVE PURPOSE**

- **SY 26-27 Calendar Approval:** Superintendent Ridlehoover presented the SY 26-27 Calendar for approval.

*Motion by Johnson seconded by Sjodin to approve the SY 26-27 Calendar as presented. Motion passed unanimously.*

- **MSBA Policy Updates - 1st Reading:** The board was presented with the following MSBA policy updates that were reviewed by the Policy Committee for a first reading. Policies 102, 104, 207, 208, 418, 419, 501, 503R, 507.5, 513, 515, 516, 519, 521, 532, 601, 603, 604, 606, 606.5, 608, 614, 617, 621, 624, 701, 704, 707R, 802, 906, 509, 512, 534, and 620R.

### **COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP**

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

*Sjodin motioned, seconded by Hillstom, to approve the following resolution as presented:*

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>
Rockford Lions	\$400.00	DECA Activity Fund
Stacey Larson	Clarinet and Music Stand	RHS Band Program
Rockford Education Foundation	\$2,476.60	General Fund Donation (RMS Student Planners)
Rockford Education Foundation	\$1,334.74	General Fund Donation (REAMS Student Planners)
Rockford Education Foundation	\$459.64	General Fund Donation (RHS Activities for Rocket Block Responsive Sessions)
Rockford Education Foundation	REAMS Donation: Cinch Sacks for Art Classes \$841.42	General Fund Donation (REAMS)
Garrett Haida	RMS Donation: 5 Chess Sets	General Fund Donation (RMS)
Trisha Burroughs	REAMS Donation: Individual Electric Pencil Sharpeners, Posters, Key Chains	General Fund Donation (REAMS)
Bryan Franklin	RHS Donation: Pallet of Paper for Drawing, Painting, and Art 1 Classes	General Fund Donation (RHS)
US Bank Foundation	\$50.00	General Fund Donation (REAMS)
Haas Family	Baseball Field Improvement Donations (see details below) totaling \$28,029.00	Baseball Program
<b>Baseball Field Improvement Donations</b>		
\$250.00	Three sprinkler valve boxes raised and backfilled	
\$6,377.50	Mound/infield/warning track/homeplate grading and overseeding	
\$1,800.00	Deep tine aerating and rolling	
\$1,400.00	Pruning of trees behind left field and center field; deciduous tree removal from center field pines	
\$125.00	Left field sprinkler valve box raised and backfilled	
\$3,295.00	J-bar installation and fencepost work	
\$500.00	Warning track weed spraying	
\$14,281.50	Grading rehab, repair and reseeding down third base line, deep tine aerating and rolling, overseeding, on-deck circles removed and sodded, over-runs installed down the baselines near first and third bases	
<b>\$28,029.00</b>		

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

Whereupon said resolution was declared duly passed and adopted.

● **Upcoming Meetings:**

- Negotiations Meeting: Monday, October 27, 2025 at 3:00 pm in the District Office Board Room.
- Negotiations Meeting: Thursday , October 30, 2025 at 3:00 pm in the District Office Board Room.

- Special Meeting - Election Canvassing: Wednesday, November 12, 2025 at 7:00 am in the District Office Board Room.
- MREA Conference: Sunday, November 16 to Tuesday, November 18, 2025
- Board of Education Work Session: Monday, November 24, 2025 at 5:30 pm in the District Office Board Room.
- Regular Meeting of the Board of Education: Monday, November 24, 2025 at 6:30 pm in the District Office Board Room.

- **Closed Session—EMR and Superintendent Contract Negotiations:**

*Motion by Johnson seconded by Sjodin to enter into closed session to discuss negotiations pursuant to Minnesota Statute section 13D.03. Motion passed unanimously. The Board entered into closed session to discuss negotiations at 6:41 p.m.*

*Johnson motioned to return to open session. Sjodin seconded. Motion passed unanimously. Returned to open session at 7:09 p.m.*

- **Board Committee Updates:**

- Gordee - Finance Committee, 2 Board Prep Meetings.
- Johnson - 2 Board Prep Meetings, 2 Calendar Committee Meetings, Policy Meetings, Retirement Committee Meetings, Negotiations Committee Meetings, MAWSECO Meetings.
- Hillstrom - Negotiations Committee Meetings, Calendar Committee, Policy meetings, Retirement meetings.
- Praska - Policy Committee Meeting.
- Sjodin - Negotiations committee Meetings, Finance Committee Meeting.

*Gordee motioned to adjourn the meeting at 7:15 p.m. Johnson seconded. Motion carried unanimously.*

*Courtney Neibert  
Recorder*

*Jamie Hillstrom  
Clerk*



**ROCKFORD AREA SCHOOLS**  
**Independent School District 883**  
**School Board Special Meeting Minutes**  
**Wednesday, November 12, 2025**

Pursuant to due call and notice, the Rockford Board of Education met in a special meeting on Wednesday, November 12, 2025 in the District Office Board Room. Chair Gordee called the meeting to order at 7:08 am. Members Gordee, Johnson, and Hillstrom were present. Member Sjodin was virtual. Also present was Superintendent Jeff Ridlehoover and Executive Assistant Courtney Neibert. Members Praska, and Morgan were absent. Chair Gordee noted that the purpose of the meeting is to canvass the November 4, 2025 General Election.

*Motion by Johnson seconded by Gordee to approve the agenda as presented. Motion passed unanimously.*

*Member Johnson moved the adoption of the Resolution Canvassing Returns of Votes of School District General Election, Member Gordee seconded, to approve the following resolution as presented:*

**RESOLUTION CANVASSING RETURNS  
OF VOTES OF SCHOOL DISTRICT SPECIAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 883, State of Minnesota, as follows:

1. It is hereby found, determined and declared that the special election of the voters of this School District held on November 4, 2025, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 2347 voters of the School District voted on the question of increasing the referendum revenue authorization of the school district for taxes payable in 2026 and thereafter (SCHOOL DISTRICT QUESTION 1), of which 1383 voted in favor, 964 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

3. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 2346 voters of the School District voted on the question of approving capital project levy to fund technology of the School District for taxes payable in 2026 and thereafter (SCHOOL DISTRICT QUESTION 2), of which 1369 voted in favor, 977 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried. The passage of School District Question 2 is contingent upon the passage of School District Question 1. Question 1 having carried and Question 2 having received the approval of at least a majority of such votes, Question 2 is hereby declared to have carried.

4. The Clerk is hereby directed to certify the results of the election to the County Auditor of each county in which the School District is located in whole or in part. The Clerk is further directed to notify the Commissioner of Education of the results of the special election within fifteen (15) days following the adoption of this resolution.

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

*Whereupon said resolution was declared duly passed and adopted.*

MREA Summit: November 16-18, 2025 at Cragun's Resort

Board of Education Work Session: Monday, November 24, 2025 at 5:30pm in the District Office Board Room.

Regular Meeting of the Board of Education: Monday, November 24, 2025 at 6:30pm in the District Office Board Room.

*Gordee motioned to adjourn the meeting at 7:13 a.m. Johnson seconded. Motion carried Unanimously*

Courtney Neibert  
Recorder

Jamie Hillstrom  
Clerk



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

**Subject: Consent Personnel**

Meeting Date: November 24, 2025

Prepared By: Human Resources Office

Date Prepared: November 20, 2025

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

Status	First Name	Last Name	Position	Date(s)
New Hire	Joy	Johnson	REAMS EC Teacher/Enrichment Coordinator	October 14, 2025
New Hire	Annaxery	Ortega	Rockford Community Center	October 22, 2025
New Hire	Hazel	Trigg	REAMS Playground/RCC	October 27, 2025
New Hire	Michelle	Tormanen	REAMS 3rd/4th Grade	2025-2026
Leave	Calli	Zastoupil	RHS Spanish	March 30, 2026-June 5, 2026
Leave	Mike	Tauber	RHS	November 4, 2025-December 1, 2025
Resignation	Lydia	Gorman	Gymnastics Coach	September 8, 2025
Resignation	Lydia	Schmatz	Gymnastics Coach	September 8, 2025
Resignation	Lindsey	Thompson	Gymnastics Coach	September 8, 2025
Resignation	Faith	Lusk	REAMS Paraprofessional	October 7, 2025



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

**Subject: Consent – Approval of 284 Seniority**

Meeting Date: November 24, 2025

Prepared by: Superintendent's Office

Date Prepared: November 14, 2025

Information     Briefing     Action     Enclosure Item(s)

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The Support Staff (284) seniority list is attached for approval. It was posted and reviewed for accuracy in October 2025.

Seniority Listing

As of Date:10/01/2025

Name	Union	Seniority Date	Yrs	Service Months	Days	Adjusted Hire Date	Original Hire Date	Seniority Code	Optional Date	Location	Folder Number
Scott B Larson	02	08/29/1988	37	1	2	08/29/1988	08/29/1988	CUST		120	
Chad M Solomonsen	02	04/13/2015	10	5	18	04/13/2015	04/13/2015	CUST		300	
Trevor J Schroeder	02	08/22/2016	9	1	9	08/22/2016	04/21/2010	CUST		110	
John C Jorgensen	02	10/18/2018	6	11	13	10/18/2018	10/18/2018	CUST		300	
Kris Dale Larson	02	02/14/2019	6	7	17	02/14/2019	02/14/2019	CUST		005	
Robert W Bourdon	02	12/20/2021	3	9	11	12/20/2021	12/20/2021	CUST		120	
Andrew Kottke	02	11/30/2023	1	10	1	11/30/2023	11/30/2023	CUST		300	
Gavin Lenzen	02	11/06/2024		10	25	11/06/2024	11/06/2024	CUST		110	
Ryan Pellaton	02	05/12/2025		4	19	05/12/2025	05/12/2025	CUST	10/29/2025	110	
Krissa Baillargeon	02	09/16/2025			15	06/02/2025	07/08/2024	CUST	03/11/2026	005	
Lynn F Freeman	20	12/01/2023	1	10		12/04/2017	12/04/2017	CUST-PT		005	
Danny Reemts	20	08/27/2024	1	1	4	08/27/2024	08/27/2024	CUST-PT		005	
Courtney Noel Thorson	11	09/20/2021	4		11	09/20/2021	01/22/2015	EC-SR		110	
Cathleen Elizabeth Egbert	11	08/31/2022	3	1		08/31/2022	09/08/2016	EC-SR		110	
Katelin Anne Schroeder	11	09/01/2023	2	1		10/10/2017	10/10/2017	EC-SR		110	
Kristy N Qualle	11	09/16/2024	1		15	09/16/2024	08/22/2022	EC-SR		110	
Alyssa Gabrelcik	11	08/21/2025		1	10	08/21/2025	08/21/2025	EC-SR	03/16/2026	110	
Brenda Limon-Peterson	11	08/25/2025		1	6	08/25/2025	08/25/2025	EC-SR	03/24/2026	110	
Shea Diane Roskowiak	05	09/26/2011	14		5	09/26/2011	09/26/2011	MEDIA PARA		110	
Diane S Lehmberg	05	09/03/2019	6		28	09/23/2002	09/23/2002	MEDIA PARA		300	
Kaari Binsfeld	05	08/17/2021	4	1	14	08/17/2021	08/17/2021	MEDIA PARA		120	
Judy L Stretter	29	01/13/2003	22	8	18	01/13/2003	01/13/2003	SACC		110	
Nayeli Schroeder	29	10/01/2013	12			06/10/2013	06/10/2013	SACC		110	
Sydney Elizabeth Swanson	29	08/28/2017	8	1	3	08/28/2017	08/28/2017	SACC		110	

Seniority Listing

As of Date:10/01/2025

Name	Union	Seniority Date	Yrs	Service Months	Days	Adjusted Hire Date	Original Hire Date	Seniority Code	Optional Date	Location	Folder Number
Elizabeth Holland	29	08/30/2021	4	1	1	08/30/2021	08/30/2021	SACC		110	
Angelica Swanson	04	03/02/2015	10	6	29	12/06/2006	12/06/2006	SEC		300	
Stacey Lee Robertson	04	07/13/2016	9	2	18	07/13/2016	07/13/2016	SEC		120	
Monica Sue Palmer	04	08/05/2020	5	1	26	08/05/2020	03/24/2017	SEC		120	
Aimee Roehl	04	03/17/2021	4	6	14	03/17/2021	03/17/2021	SEC		300	
Stephanie T Reichert	04	01/25/2022	3	8	6	01/25/2022	01/25/2022	SEC		110	
Michelle M Herou	04	01/26/2022	3	8	5	01/26/2022	01/26/2022	SEC		110	
Olivia Koskela	04	08/31/2023	2	1		08/31/2023	08/31/2023	SEC		300	
Grace McCoy	04	09/02/2025			29	09/02/2025	09/02/2025	SEC	03/10/2026	110	
Merry L Lanars	34	01/17/1995	30	8	14	01/17/1995	01/17/1995	SPED PARA		110	
Rita Diane Smock	34	11/02/2007	17	10	29	11/02/2007	11/02/2007	SPED PARA		110	
Katherine Ann Sieg	34	08/29/2012	13	1	2	08/29/2012	01/18/2012	SPED PARA		300	
Shari Ann Coons	34	11/06/2015	9	10	25	11/06/2015	11/06/2015	SPED PARA		120	
Amy Jean Jacobson	34	09/13/2016	9		18	09/13/2016	09/13/2016	SPED PARA		110	
Pang V Lee	34	11/27/2017	7	10	4	11/27/2017	11/27/2017	SPED PARA		300	
Joyce Marie Nixon	34	02/12/2018	7	7	19	02/12/2018	02/12/2018	SPED PARA		110	
Loryssa Jean Stefanich	34	08/22/2018	7	1	9	08/22/2018	08/22/2018	SPED PARA		120	
Kellie Margaret Leuer	34	08/22/2018	7	1	9	08/22/2018	08/22/2018	SPED PARA		110	
Valerie Kay Lockwood	34	09/16/2019	6		15	09/16/2019	09/16/2019	SPED PARA		120	
Karen Marie Bombard	34	10/04/2019	5	11	27	10/04/2019	10/04/2019	SPED PARA		120	
Katherine A Kelly	34	08/17/2021	4	1	14	08/17/2021	08/17/2021	SPED PARA		300	
Brieana M Blackhawk	34	09/08/2022	3		23	09/08/2022	09/08/2022	SPED PARA		110	
Kendra Weiland	34	02/23/2023	2	7	8	02/23/2023	02/23/2023	SPED PARA		120	
Nicole A Miller	34	03/06/2023	2	6	25	03/06/2023	03/06/2023	SPED PARA		300	

Seniority Listing

As of Date:10/01/2025

Name	Union	Seniority Date	Yrs	Service Months	Days	Adjusted Hire Date	Original Hire Date	Seniority Code	Optional Date	Location	Folder Number
Jessica R Quenemoen	34	03/06/2023	2	6	25	03/06/2023	03/06/2023	SPED PARA		110	
Patrick L Kasheimer	34	08/15/2023	2	1	16	11/03/1986	11/03/1986	SPED PARA		120	
Kristen Renee Angell	34	08/17/2023	2	1	14	09/06/2018	09/06/2018	SPED PARA		110	
Terrie Chastain	34	08/17/2023	2	1	14	08/17/2023	08/17/2023	SPED PARA		110	
Kayla Linkert	34	08/17/2023	2	1	14	08/17/2023	08/17/2023	SPED PARA		110	
Stephanie Millen Luckett	34	08/24/2023	2	1	7	08/24/2023	08/24/2023	SPED PARA		300	
Danielle Michlitsch	34	10/02/2023	1	11	29	10/02/2023	10/02/2023	SPED PARA		110	
Andrew Kelly	34	10/02/2023	1	11	29	10/02/2023	10/02/2023	SPED PARA		300	
Faith Lusk	34	04/19/2024	1	5	12	04/19/2024	01/05/2022	SPED PARA		110	
Denim Rynkiewicz	34	08/22/2024	1	1	9	07/25/2021	07/25/2021	SPED PARA		110	
Elizabeth A Borders	34	08/22/2024	1	1	9	09/06/2022	09/06/2022	SPED PARA		120	
Christine Hauge	34	08/22/2024	1	1	9	08/22/2024	08/22/2024	SPED PARA		110	
Jersey Marth	34	01/13/2025		8	18	01/13/2025	01/13/2025	SPED PARA		120	
Jamalyn Weege-Soland	34	01/31/2025		8		01/31/2025	01/31/2025	SPED PARA	11/07/2025	120	
Kory Bender	34	03/04/2025		6	27	03/04/2025	03/04/2025	SPED PARA	11/25/2025	120	
Emily Lewis	34	03/17/2025		6	14	03/17/2025	03/17/2025	SPED PARA	12/17/2025	110	
Christina Cook	34	08/20/2025		1	11	08/20/2025	08/20/2025	SPED PARA	03/13/2026	110	

Employee Count 65



ROCKFORD AREA SCHOOLS  
INDEPENDENT SCHOOL DISTRICT 883  
BOARD OF EDUCATION

**Subject:** *Consent Bills Paid and Wires in October 2025*

Meeting Date: November 24, 2025

Prepared by: Mike McNulty

Date Prepared: November 17, 2025

Information       Briefing       Action       Enclosure Item(s)

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October 2025 Disbursements Paid (listings attached):

Fund 01 General Fund	\$1,165,434.19
Fund 01 Payroll	\$ 775,723.10
Fund 01 BankWest	\$ 200,629.72
Fund 02 Food Service	\$ 2,891.47
Fund 04 Community Services	\$ 26,132.16
Fund 04 CEEd-BWest/KSBank	\$ 4,154.94
Fund 06 Building Construction	\$ 7,516.40
Fund 07 Debt Redemption	\$
Fund 21 Student Activities	\$ 22,498.91
Fund 45 OPEB Trust	\$ 0
Total All Funds	\$ 2,204,980.91

## 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		64707		Wire	1	4718		MN TRUST		No	Yes	No	10/30/2025	174.19
AS2		64708		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	Yes	No	10/01/2025	35,994.42
AS2		64169	109284	Check	1	8412		PERFORMANCE FOODSERVICE		Yes	Yes	Yes	10/21/2025	(4,671.35)
AS2		64312	109381	Check	1	8989		CANALES DELGADO, RICHARD		Yes	Yes	Yes	10/20/2025	(97.00)
AS2		64487	109513	Check	1	9010		ADELMAN, AMANDA		Yes	Yes	No	10/03/2025	100.00
AS2		64443	109514	Check	1	1826		ANDERSON, BRIAN		Yes	Yes	No	10/03/2025	125.00
AS2		64481	109515	Check	1	8988		BENNETT, GRANT		Yes	Yes	No	10/03/2025	184.00
AS2		64438	109516	Check	1	1059	remit	BLICK ART MATERIALS		Yes	Yes	No	10/03/2025	295.36
AS2		64462	109517	Check	1	7311		BROWN, JAMES		Yes	Yes	No	10/03/2025	184.00
AS2		64474	109518	Check	1	8621		CESO TRANSPORTATION, LLC		Yes	Yes	Yes	10/03/2025	114,198.16
AS2		64474	109518	Check	1	8621		CESO TRANSPORTATION, LLC		Yes	Yes	Yes	10/14/2025	(114,198.16)
AS2		64485	109519	Check	1	9008		CLANCY, FRANK		Yes	Yes	Yes	10/03/2025	97.00
AS2		64485	109519	Check	1	9008		CLANCY, FRANK		Yes	Yes	Yes	10/14/2025	(97.00)
AS2		64473	109520	Check	1	8439		COMMON THREAD CUSTOM APPAREL		Yes	Yes	No	10/03/2025	868.72
AS2		64463	109521	Check	1	7480		CORPORATE MECHANICAL, INC.		Yes	Yes	No	10/03/2025	1,515.00
AS2		64440	109522	Check	1	1200		CUB FOODS - BUFFALO		Yes	Yes	No	10/03/2025	3,116.61
AS2		64442	109523	Check	1	1666		DISCOUNT SCHOOL SUPPLY		Yes	Yes	No	10/03/2025	61.33
AS2		64459	109524	Check	1	6829		DRUSCH, MERLYN		Yes	Yes	No	10/03/2025	180.00
AS2		64489	109525	Check	1	9012		ELLING, KELLY		Yes	Yes	Yes	10/03/2025	170.00
AS2		64489	109525	Check	1	9012		ELLING, KELLY		Yes	Yes	Yes	10/21/2025	(170.00)
AS2		64465	109526	Check	1	7720		FABER, TODD		Yes	Yes	No	10/03/2025	55.00
AS2		64436	109527	Check	1	1053		FLINN SCIENTIFIC		Yes	Yes	No	10/03/2025	39.84
AS2		64486	109528	Check	1	9009		FREED, COLBY		Yes	No	No	10/03/2025	100.00
AS2		64461	109529	Check	1	7196		GERTEN GREENHOUSES & GARDEN CEN		Yes	Yes	No	10/03/2025	1,914.00
AS2		64488	109530	Check	1	9011		HEIMERL, CRAIG		Yes	No	No	10/03/2025	170.00
AS2		64437	109531	Check	1	1057		HILLYARD		Yes	Yes	No	10/03/2025	638.99
AS2		64479	109532	Check	1	8832	REMIT	HOBART SERVICE		Yes	Yes	No	10/03/2025	703.27
AS2		64466	109533	Check	1	7756		HONNOLD, MARK		Yes	No	No	10/03/2025	184.00
AS2		64484	109534	Check	1	9007		HUFFMAN, TIMOTHY		Yes	No	No	10/03/2025	130.00
AS2		64449	109535	Check	1	4673		INTEGRIPRINT		Yes	Yes	No	10/03/2025	52.49
AS2		64439	109536	Check	1	1102		JW PEPPER		Yes	Yes	No	10/03/2025	153.00
AS2		64441	109537	Check	1	1578		KELLY SERVICES		Yes	Yes	No	10/03/2025	2,423.52
AS2		64471	109538	Check	1	8321		MANCINI, DOMINICK		Yes	Yes	No	10/03/2025	130.00
AS2		64453	109539	Check	1	5585		MANDILE, RICHARD		Yes	Yes	No	10/03/2025	97.00
AS2		64464	109540	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	Yes	No	10/03/2025	135.00
AS2		64467	109541	Check	1	7857		MCLEOD COMMUNITY SOLAR ONE LLC		Yes	Yes	No	10/03/2025	1,541.39
AS2		64454	109542	Check	1	5795	remit 2	MEDCO SURGICAL SUPPLY SERVICE		Yes	Yes	No	10/03/2025	1,840.23

## Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
													Date		
AS2		64468	109543	Check	1	7858		MEEKER COMMUNITY SOLAR ONE LLC		Yes	Yes	No	10/03/2025		2,305.25
AS2		64482	109544	Check	1	9005		MELVIN, MIKE		Yes	Yes	No	10/03/2025		72.00
AS2		64455	109545	Check	1	6187		MN FFA		Yes	Yes	No	10/03/2025		13.00
AS2		64452	109546	Check	1	5558		MOUND -WESTONKA HIGH SCHOOL		Yes	Yes	No	10/03/2025		525.00
AS2		64458	109547	Check	1	6517		MYLES, JOHN		Yes	Yes	No	10/03/2025		55.00
AS2		64469	109548	Check	1	7873		ON SITE COMPANIES, INC.		Yes	Yes	Yes	10/03/2025		1,052.25
AS2		64469	109548	Check	1	7873		ON SITE COMPANIES, INC.		Yes	Yes	Yes	10/15/2025		(1,052.25)
AS2		64451	109549	Check	1	5330		OVERHEAD DOOR CO. OF THE NORTHL		Yes	Yes	No	10/03/2025		507.45
AS2		64446	109550	Check	1	2398		PERFORMANCE TOURS		Yes	Yes	No	10/03/2025		1,400.00
AS2		64460	109551	Check	1	7193		POGATCHNIK, DEAN		Yes	Yes	No	10/03/2025		130.00
AS2		64475	109552	Check	1	8715		PRATT, ELIZABETH		Yes	Yes	No	10/03/2025		55.00
AS2		64450	109553	Check	1	5226		REDEPENNING, JORDAN		Yes	Yes	No	10/03/2025		305.00
AS2		64445	109554	Check	1	2086	REMIT2	RIVERSIDE INSIGHTS		Yes	Yes	No	10/03/2025		608.23
AS2		64448	109555	Check	1	2895		ROCKET BOOSTERS		Yes	Yes	No	10/03/2025		4,413.00
AS2		64483	109556	Check	1	9006		ROMAKER, DAVID		Yes	Yes	Yes	10/03/2025		130.00
AS2		64483	109556	Check	1	9006		ROMAKER, DAVID		Yes	Yes	Yes	10/13/2025		(130.00)
AS2		64435	109557	Check	1	1012		SCHOOL SPECIALTY INC		Yes	Yes	No	10/03/2025		135.85
AS2		64490	109558	Check	1	9013		SCHULER, LISA		Yes	Yes	No	10/03/2025		130.00
AS2		64477	109559	Check	1	8787		TACOS LA CHULE		Yes	Yes	No	10/03/2025		476.99
AS2		64457	109560	Check	1	6437		TASC		Yes	Yes	Yes	10/03/2025		34.50
AS2		64457	109560	Check	1	6437		TASC		Yes	Yes	Yes	10/15/2025		(34.50)
AS2		64476	109561	Check	1	8717		THALMANN, ERIC		Yes	Yes	No	10/03/2025		97.00
AS2		64447	109562	Check	1	2425		TRAEN, LARAE		Yes	Yes	No	10/03/2025		100.00
AS2		64444	109563	Check	1	1828		TRAEN, TODD		Yes	No	No	10/03/2025		305.00
AS2		64480	109564	Check	1	8980	remit	TRAFFIC CONTROL CORPORATION		Yes	Yes	No	10/03/2025		1,670.00
AS2		64456	109565	Check	1	6276		TURFWERKS		Yes	Yes	No	10/03/2025		4,980.15
AS2		64470	109566	Check	1	8170	remit	US BANCORP GOVN'T LEASING & FINAN		Yes	Yes	No	10/03/2025		7,569.12
AS2		64472	109567	Check	1	8391		US OMNI & TSACG COMPLIANCE SERVIC		Yes	Yes	No	10/03/2025		271.56
AS2		64478	109568	Check	1	8830		ZIMMERMAN, JOHN		Yes	Yes	No	10/03/2025		55.00
AS2		64492	109569	Check	1	2051		INTERMEDIATE DISTRICT 287		Yes	Yes	No	10/03/2025		10,196.22
AS2		64491	109570	Check	1	1044		MAWSECO #938		Yes	Yes	No	10/03/2025		97,665.99
AS2		64515	109571	Check	1	1369		ABC LETTERING		Yes	Yes	No	10/10/2025		535.50
AS2		64528	109572	Check	1	3343	REMIT	ACCO BRANDS USA LLC		Yes	Yes	No	10/10/2025		2,426.30
AS2		64521	109573	Check	1	1492		ADAM'S PEST CONTROL INC		Yes	Yes	No	10/10/2025		257.24
AS2		64562	109574	Check	1	9010		ADELMAN, AMANDA		Yes	Yes	No	10/10/2025		250.00
AS2		64540	109575	Check	1	6623		ADVANCED IMAGING SOLUTIONS		Yes	Yes	No	10/10/2025		5,954.59
AS2		64551	109576	Check	1	8399		AMPION PBC		Yes	Yes	No	10/10/2025		200.60

## 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		64547	109577	Check	1	7981		AT&T MOBILITY		Yes	Yes	No	10/10/2025	38.23
AS2		64526	109578	Check	1	2729		BAND SHOPPE		Yes	Yes	No	10/10/2025	764.25
AS2		64510	109579	Check	1	1059	remit	BLICK ART MATERIALS		Yes	Yes	No	10/10/2025	746.78
AS2		64550	109580	Check	1	8390		BLUUM OF MINNESOTA, LLC		Yes	Yes	No	10/10/2025	9,384.60
AS2		64532	109581	Check	1	4692		BRAUN INTERTEC CORP		Yes	Yes	No	10/10/2025	1,516.40
AS2		64549	109582	Check	1	8279		CADY BUSINESS TECHNOLOGIES, INC.		Yes	Yes	No	10/10/2025	2,718.60
AS2		64512	109583	Check	1	1180		CENTERPOINT ENERGY		Yes	Yes	No	10/10/2025	1,253.63
AS2		64524	109584	Check	1	2211		CROWN COLLEGE		Yes	Yes	No	10/10/2025	1,483.26
AS2		64558	109585	Check	1	8852		CYBER ADVISORS LLC		Yes	Yes	No	10/10/2025	906.25
AS2		64542	109586	Check	1	7571		DAVID BANK STUDIOS LLC		Yes	Yes	No	10/10/2025	150.00
AS2		64538	109587	Check	1	6377		DISH		Yes	Yes	No	10/10/2025	138.11
AS2		64555	109588	Check	1	8678	remit	EDFINMN LLC		Yes	Yes	No	10/10/2025	9,225.00
AS2		64564	109589	Check	1	9015		GILL III, ANDREW		Yes	Yes	No	10/10/2025	150.00
AS2		64563	109590	Check	1	9014		GILL, MIRANDA		Yes	Yes	No	10/10/2025	150.00
AS2		64554	109591	Check	1	8576		GOPHER ACE		Yes	Yes	No	10/10/2025	699.99
AS2		64544	109592	Check	1	7738	REMIT	GRANITE TELECOMMUNICATIONS, LLC		Yes	Yes	No	10/10/2025	1,021.89
AS2		64533	109593	Check	1	4955	remit	HENNEPIN CO ACCOUNTS RECEIV		Yes	Yes	No	10/10/2025	12,500.00
AS2		64546	109594	Check	1	7878		HERITAGE EMBROIDERY & DESIGN		Yes	Yes	No	10/10/2025	1,505.00
AS2		64535	109595	Check	1	5165	remit	ICS CONSULTING, LLC - 138006		Yes	Yes	No	10/10/2025	2,900.00
AS2		64529	109596	Check	1	3679	remit	INNOVATIVE OFFICE SOLUTIONS		Yes	Yes	No	10/10/2025	142.01
AS2		64531	109597	Check	1	4673		INTEGRIPRINT		Yes	Yes	No	10/10/2025	91.46
AS2		64511	109598	Check	1	1102		JW PEPPER		Yes	Yes	No	10/10/2025	408.19
AS2		64530	109599	Check	1	4638		K LOG INC		Yes	Yes	No	10/10/2025	815.10
AS2		64522	109600	Check	1	1578		KELLY SERVICES		Yes	Yes	No	10/10/2025	2,203.20
AS2		64541	109601	Check	1	7306		LABEAU, CLINTON		Yes	Yes	No	10/10/2025	184.00
AS2		64548	109602	Check	1	8010		LANGUAGE LINE SERVICES		Yes	Yes	No	10/10/2025	119.22
AS2		64543	109603	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	Yes	No	10/10/2025	110.00
AS2		64516	109604	Check	1	1394		MBNA/BUSINESS CARD		Yes	Yes	No	10/10/2025	9,356.75
AS2		64517	109605	Check	1	1394		MBNA/BUSINESS CARD		Yes	Yes	No	10/10/2025	1,011.67
AS2		64518	109606	Check	1	1394		MBNA/BUSINESS CARD		Yes	Yes	No	10/10/2025	38.94
AS2		64537	109607	Check	1	5795	remit 2	MEDCO SURGICAL SUPPLY SERVICE		Yes	Yes	No	10/10/2025	7.35
AS2		64561	109608	Check	1	9005		MELVIN, MIKE		Yes	Yes	No	10/10/2025	134.00
AS2		64525	109609	Check	1	2216		MENARDS INC		Yes	Yes	No	10/10/2025	381.39
AS2		64509	109610	Check	1	1039		MINNESOTA ELEVATOR, INC		Yes	Yes	No	10/10/2025	543.42
AS2		64514	109611	Check	1	1311		MN DEPT OF LABOR AND INDUSTRY		Yes	Yes	No	10/10/2025	670.00
AS2		64545	109612	Check	1	7771	remit	MRI SOFTWARE, LLC		Yes	Yes	No	10/10/2025	294.00
AS2		64539	109613	Check	1	6448		NEW DOMINION SCHOOL		Yes	Yes	No	10/10/2025	8,461.24

## 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		64560	109614	Check	1	8976		OLSON, JUDE		Yes	Yes	No	10/10/2025	184.00
AS2		64559	109615	Check	1	8916		ORNELL LAWN SERVICES, LLC		Yes	Yes	No	10/10/2025	1,940.00
AS2		64557	109616	Check	1	8822		OSTOLIC, DRAGAN		Yes	No	No	10/10/2025	184.00
AS2		64536	109617	Check	1	5330		OVERHEAD DOOR CO. OF THE NORTH		Yes	Yes	No	10/10/2025	298.50
AS2		64553	109618	Check	1	8412		PERFORMANCE FOODSERVICE		Yes	Yes	No	10/10/2025	1,094.15
AS2		64552	109619	Check	1	8402		REPUBLIC SERVICES, INC.		Yes	Yes	No	10/10/2025	5,728.22
AS2		64527	109620	Check	1	2895		ROCKET BOOSTERS		Yes	Yes	No	10/10/2025	3,654.00
AS2		64508	109621	Check	1	1012		SCHOOL SPECIALTY INC		Yes	Yes	No	10/10/2025	59.57
AS2		64519	109622	Check	1	1406		SCHULZE, JOEL		Yes	No	No	10/10/2025	100.00
AS2		64534	109623	Check	1	5149		TOLL COMPANY		Yes	Yes	No	10/10/2025	1,673.16
AS2		64523	109624	Check	1	1828		TRAEN, TODD		Yes	Yes	No	10/10/2025	100.00
AS2		64520	109625	Check	1	1416		WRIGHT COUNTY JOURNAL PRESS		Yes	Yes	No	10/10/2025	52.31
AS2		64513	109626	Check	1	1215		XCEL ENERGY		Yes	Yes	No	10/10/2025	31,730.78
AS2		64556	109627	Check	1	8684		YALE MECHANICAL, LLC		Yes	Yes	No	10/10/2025	1,092.00
AS2		64577	109628	Check	1	4335		4 POINT 0 SCHOOL SERVICES		Yes	Yes	No	10/17/2025	87,142.78
AS2		64607	109629	Check	1	9017		BECK, MACKENZIE		Yes	Yes	No	10/17/2025	180.00
AS2		64581	109630	Check	1	5672		BISSONETTE, ROBERT		Yes	Yes	No	10/17/2025	130.00
AS2		64599	109631	Check	1	8621		CESO TRANSPORTATION, LLC		Yes	Yes	No	10/17/2025	114,198.16
AS2		64585	109632	Check	1	6797		CHILDREN'S THEATRE COMPANY		Yes	Yes	No	10/17/2025	375.00
AS2		64606	109633	Check	1	9008		CLANCY, FRANK		Yes	Yes	No	10/17/2025	97.00
AS2		64609	109634	Check	1	9019		DAVIS, KIRK		Yes	Yes	No	10/17/2025	180.00
AS2		64586	109635	Check	1	6828		DENNY, ROGER		Yes	Yes	No	10/17/2025	130.00
AS2		64594	109636	Check	1	8265		DOMINO'S PIZZA		Yes	Yes	No	10/17/2025	87.30
AS2		64587	109637	Check	1	6829		DRUSCH, MERLYN		Yes	Yes	No	10/17/2025	90.00
AS2		64575	109638	Check	1	2285		EHLERS & ASSOCIATES		Yes	Yes	No	10/17/2025	6,900.00
AS2		64590	109639	Check	1	7720		FABER, TODD		Yes	Yes	No	10/17/2025	55.00
AS2		64613	109640	Check	1	9024		GENERATIONNOW ENTERTAINMENT		Yes	Yes	No	10/17/2025	3,000.00
AS2		64598	109641	Check	1	8595	remit	GILBERT MECHANICAL CONTRACTORS,		Yes	Yes	No	10/17/2025	5,382.10
AS2		64597	109642	Check	1	8566		H2I GROUP, INC.		Yes	Yes	No	10/17/2025	3,100.00
AS2		64565	109643	Check	1	1057		HILLYARD		Yes	Yes	No	10/17/2025	3,313.16
AS2		64611	109644	Check	1	9022		HURD, CHARLES		Yes	Yes	No	10/17/2025	130.00
AS2		64567	109645	Check	1	1290		ISD 466 DASSEL-COKATO		Yes	No	No	10/17/2025	425.00
AS2		64573	109646	Check	1	1886		ISD 726-BECKER		Yes	No	No	10/17/2025	200.00
AS2		64571	109647	Check	1	1578		KELLY SERVICES		Yes	Yes	No	10/17/2025	3,342.61
AS2		64570	109648	Check	1	1437		KOIVISTO ELECTRICAL		Yes	Yes	No	10/17/2025	5,450.00
AS2		64578	109649	Check	1	4811		KUPHAL BRENT		Yes	Yes	No	10/17/2025	90.00
AS2		64603	109650	Check	1	8986		LASER ETCH TECHNOLOGIES LLC		Yes	Yes	No	10/17/2025	137.50

## 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		64591	109651	Check	1	7864		LITCHFIELD PUBLIC SCHOOLS		Yes	No	No	10/17/2025	200.00
AS2		64589	109652	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	Yes	No	10/17/2025	50.00
AS2		64584	109653	Check	1	6517		MYLES, JOHN		Yes	Yes	No	10/17/2025	55.00
AS2		64574	109654	Check	1	2173		NEW LONDON-SPICER HIGH SCHOOL		Yes	Yes	No	10/17/2025	250.00
AS2		64580	109655	Check	1	5202		NLS COMMUNITY EDUCATION		Yes	Yes	No	10/17/2025	280.00
AS2		64592	109656	Check	1	7873		ON SITE COMPANIES, INC.		Yes	Yes	No	10/17/2025	3,858.25
AS2		64582	109657	Check	1	5987		POHLMEIER, RICH		Yes	Yes	No	10/17/2025	170.00
AS2		64601	109658	Check	1	8715		PRATT, ELIZABETH		Yes	Yes	No	10/17/2025	55.00
AS2		64600	109659	Check	1	8642		PRINCETON HIGH SCHOOL		Yes	No	No	10/17/2025	200.00
AS2		64604	109660	Check	1	8997		RETHINK AUTISM, INC.		Yes	Yes	No	10/17/2025	1,900.00
AS2		64595	109661	Check	1	8314		RETTMAN, PAUL		Yes	No	No	10/17/2025	170.00
AS2		64608	109662	Check	1	9018		RIOS, ROSALBA		Yes	No	No	10/17/2025	45.00
AS2		64612	109663	Check	1	9023		ROCKFORD ROCKETTES GYMNASSTICS I		Yes	Yes	No	10/17/2025	2,340.00
AS2		64593	109664	Check	1	7975		ROGGENKAMP, JUSTIN		Yes	No	No	10/17/2025	55.00
AS2		64605	109665	Check	1	9006		ROMAKER, DAVID		Yes	Yes	No	10/17/2025	130.00
AS2		64579	109666	Check	1	4937		RUSSELL SECURITY RESOURCE INC		Yes	Yes	No	10/17/2025	970.00
AS2		64566	109667	Check	1	1062	remit	SCHOLASTIC INC		Yes	Yes	No	10/17/2025	206.14
AS2		64568	109668	Check	1	1406		SCHULZE, JOEL		Yes	No	No	10/17/2025	100.00
AS2		64610	109669	Check	1	9021		SEVICK, CRAIG		Yes	Yes	No	10/17/2025	130.00
AS2		64596	109670	Check	1	8479		STMA VB BOOSTERS		Yes	No	No	10/17/2025	450.00
AS2		64583	109671	Check	1	6437		TASC		Yes	Yes	No	10/17/2025	34.50
AS2		64576	109672	Check	1	2425		TRAEN, LARAE		Yes	Yes	No	10/17/2025	100.00
AS2		64572	109673	Check	1	1828		TRAEN, TODD		Yes	Yes	No	10/17/2025	190.00
AS2		64588	109674	Check	1	7021		WEIS, SCOTT		Yes	Yes	No	10/17/2025	130.00
AS2		64569	109675	Check	1	1424		WEST MUSIC		Yes	Yes	No	10/17/2025	350.50
AS2		64602	109676	Check	1	8830		ZIMMERMAN, JOHN		Yes	Yes	No	10/17/2025	55.00
AS2		64628	109677	Check	1	4335		4 POINT 0 SCHOOL SERVICES		Yes	Yes	No	10/20/2025	117,971.87
AS2		64618	109678	Check	1	1132		APPLE COMPUTER INC		Yes	Yes	No	10/20/2025	429.00
AS2		64646	109679	Check	1	8966		ARBITERSPORTS LLC		Yes	No	No	10/20/2025	684.25
AS2		64640	109680	Check	1	8390		BLUUM OF MINNESOTA, LLC		Yes	Yes	No	10/20/2025	3,500.00
AS2		64637	109681	Check	1	7544		CAPTIVATE MEDIA + CONSULTING		Yes	Yes	No	10/20/2025	5,000.00
AS2		64643	109682	Check	1	8621		CESO TRANSPORTATION, LLC		Yes	Yes	No	10/20/2025	114,231.77
AS2		64634	109683	Check	1	6727	remit	DAIKIN APPLIED		Yes	Yes	No	10/20/2025	1,732.00
AS2		64639	109684	Check	1	8265		DOMINO'S PIZZA		Yes	Yes	No	10/20/2025	46.13
AS2		64647	109685	Check	1	9016		FLOWLAB, INC.		Yes	Yes	No	10/20/2025	249.00
AS2		64625	109686	Check	1	2150		GOPHER STAGE LIGHTING		Yes	No	No	10/20/2025	403.70
AS2		64615	109687	Check	1	1057		HILLYARD		Yes	Yes	No	10/20/2025	358.19

## 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		64629	109688	Check	1	4673		INTEGRIPRINT		Yes	Yes	No	10/20/2025	3,923.59
AS2		64624	109689	Check	1	2051		INTERMEDIATE DISTRICT 287		Yes	Yes	No	10/20/2025	4,544.83
AS2		64622	109690	Check	1	1578		KELLY SERVICES		Yes	Yes	No	10/20/2025	5,316.74
AS2		64633	109691	Check	1	6029		KIDZART		Yes	Yes	No	10/20/2025	540.00
AS2		64632	109692	Check	1	5795	remit 2	MEDCO SURGICAL SUPPLY SERVICE		Yes	Yes	No	10/20/2025	42.79
AS2		64645	109693	Check	1	8788		MURPHY CREATIVE DESIGN, LLC		Yes	Yes	No	10/20/2025	1,237.50
AS2		64635	109694	Check	1	6913		NEE INVESTMENT 9, LLC		Yes	No	No	10/20/2025	440.81
AS2		64614	109695	Check	1	1006		NORTHWEST SUBURBAN INTEGRATION		Yes	No	No	10/20/2025	4,340.50
AS2		64616	109696	Check	1	1079		OFFICE DEPOT		Yes	Yes	No	10/20/2025	147.79
AS2		64641	109697	Check	1	8412		PERFORMANCE FOODSERVICE		Yes	Yes	No	10/20/2025	1,643.95
AS2		64642	109698	Check	1	8567		PLANK ROAD PUBLISHING, INC.		Yes	Yes	No	10/20/2025	80.84
AS2		64638	109699	Check	1	8086	remit	RECDESK LLC		Yes	Yes	No	10/20/2025	4,830.00
AS2		64626	109700	Check	1	2537		REGION V		Yes	Yes	No	10/20/2025	8,561.00
AS2		64619	109701	Check	1	1152		RESOURCE TRAINING & SOLUTIONS		Yes	Yes	No	10/20/2025	405.00
AS2		64627	109702	Check	1	2895		ROCKET BOOSTERS		Yes	Yes	No	10/20/2025	660.00
AS2		64630	109703	Check	1	4937		RUSSELL SECURITY RESOURCE INC		Yes	Yes	No	10/20/2025	9,694.00
AS2		64620	109704	Check	1	1266		SAFE COMMUNITIES OF WRIGHT CTY		Yes	Yes	No	10/20/2025	20.00
AS2		64617	109705	Check	1	1091		SCHMITT MUSIC CENTER		Yes	Yes	No	10/20/2025	21.00
AS2		64636	109706	Check	1	7262		SCR		Yes	Yes	No	10/20/2025	1,208.60
AS2		64644	109707	Check	1	8755		THE ACCIDENTAL ADULT, LLC		Yes	Yes	No	10/20/2025	1,462.50
AS2		64631	109708	Check	1	5149		TOLL COMPANY		Yes	Yes	No	10/20/2025	133.15
AS2		64621	109709	Check	1	1416		WRIGHT COUNTY JOURNAL PRESS		Yes	Yes	No	10/20/2025	34.88
AS2		64623	109710	Check	1	1945		YOUTH FRONTIERS, INC.		Yes	Yes	No	10/20/2025	2,745.00
AS2		64654	109711	Check	1	3187	remit	ACME TOOLS		Yes	Yes	No	10/24/2025	198.98
AS2		64662	109712	Check	1	8279		CADY BUSINESS TECHNOLOGIES, INC.		Yes	Yes	No	10/24/2025	605.08
AS2		64664	109713	Check	1	8989		CANALES DELGADO, RICHARD		Yes	Yes	No	10/24/2025	97.00
AS2		64650	109714	Check	1	1180		CENTERPOINT ENERGY		Yes	Yes	No	10/24/2025	160.00
AS2		64655	109715	Check	1	5507		CITY OF GREENFIELD WATER & SEWER I		Yes	Yes	No	10/24/2025	1,318.54
AS2		64651	109716	Check	1	1181		CITY OF ROCKFORD		Yes	Yes	No	10/24/2025	2,069.21
AS2		64652	109717	Check	1	1666		DISCOUNT SCHOOL SUPPLY		Yes	Yes	No	10/24/2025	188.98
AS2		64656	109718	Check	1	5887		DOUGHERTY, JENNIFER		Yes	Yes	No	10/24/2025	60.00
AS2		64665	109719	Check	1	9012		ELLING, KELLY		Yes	Yes	No	10/24/2025	170.00
AS2		64648	109720	Check	1	1057		HILLYARD		Yes	Yes	No	10/24/2025	889.35
AS2		64660	109721	Check	1	7779		M & D SPORTS SERVICES		Yes	Yes	No	10/24/2025	480.00
AS2		64659	109722	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	Yes	No	10/24/2025	135.00
AS2		64661	109723	Check	1	7858		MEEKER COMMUNITY SOLAR ONE LLC		Yes	No	No	10/24/2025	2,080.91
AS2		64653	109724	Check	1	2216		MENARDS INC		Yes	Yes	No	10/24/2025	31.98

## Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
AS2		64657	109725	Check	1	6067	remit	MREA		Yes	Yes	No	10/24/2025	975.00
AS2		64663	109726	Check	1	8412		PERFORMANCE FOODSERVICE		Yes	Yes	No	10/24/2025	4,671.35
AS2		64649	109727	Check	1	1152		RESOURCE TRAINING & SOLUTIONS		Yes	Yes	No	10/24/2025	130.00
AS2		64666	109728	Check	1	9026		SCCM		Yes	No	No	10/24/2025	50.00
AS2		64658	109729	Check	1	6437		TASC		Yes	Yes	No	10/24/2025	125.00
AS2		64694	109730	Check	1	8939	remit	AMPLIFY EDUCATION, INC.		Yes	No	No	10/31/2025	481.60
AS2		64676	109731	Check	1	1059	remit	BLICK ART MATERIALS		Yes	No	No	10/31/2025	87.22
AS2		64679	109732	Check	1	1551		DEEP PORTAGE		Yes	No	No	10/31/2025	11,676.00
AS2		64691	109733	Check	1	8265		DOMINO'S PIZZA		Yes	No	No	10/31/2025	268.10
AS2		64680	109734	Check	1	1578		KELLY SERVICES		Yes	No	No	10/31/2025	821.76
AS2		64677	109735	Check	1	1098		MACGILL & CO		Yes	No	No	10/31/2025	339.00
AS2		64688	109736	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	No	No	10/31/2025	130.00
AS2		64695	109737	Check	1	9020		MATH STACKERS, INC.		Yes	No	No	10/31/2025	718.00
AS2		64689	109738	Check	1	7857		MCLEOD COMMUNITY SOLAR ONE LLC		Yes	No	No	10/31/2025	1,519.22
AS2		64681	109739	Check	1	2216		MENARDS INC		Yes	No	No	10/31/2025	449.47
AS2		64686	109740	Check	1	6106	remit	NATIONAL FFA ORGANIZATION		Yes	No	No	10/31/2025	450.00
AS2		64684	109741	Check	1	4341		NORTH STAR AWARDS & TROPHIES		Yes	No	No	10/31/2025	55.00
AS2		64683	109742	Check	1	2895		ROCKET BOOSTERS		Yes	No	No	10/31/2025	2,525.00
AS2		64693	109743	Check	1	8861		ROCKFORD ROBOTICS MN BOOSTER, IN		Yes	No	No	10/31/2025	225.00
AS2		64685	109744	Check	1	4535		ROCKFORD/GREENFIELD CHAMBER OF		Yes	No	No	10/31/2025	20.00
AS2		64687	109745	Check	1	6437		TASC		Yes	No	No	10/31/2025	34.50
AS2		64682	109746	Check	1	2338		THE MINNESOTA CHEMICAL COMPANY		Yes	No	No	10/31/2025	340.00
AS2		64690	109747	Check	1	8170	remit	US BANCORP GOVN'T LEASING & FINAN		Yes	No	No	10/31/2025	7,569.12
AS2		64692	109748	Check	1	8391		US OMNI & TSACG COMPLIANCE SERVIC		Yes	No	No	10/31/2025	294.92
AS2		64678	109749	Check	1	1192		VERIZON WIRELESS		Yes	No	No	10/31/2025	419.47
													Bank Total:	\$898,228.81
OPEB		64758		Wire	1	4718		MN TRUST		No	Yes	No	10/02/2025	20.83
													Bank Total:	\$20.83
PAY		64696		Wire	1	4050		AFLAC		No	Yes	No	10/03/2025	295.00
PAY		64697		Wire	1	5459		LEGAL SHIELD		No	Yes	No	10/02/2025	111.60
PAY		64698		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	Yes	No	10/16/2025	24,240.67
PAY		64699		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	No	No	10/31/2025	22,976.76
PAY		64700		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	Yes	No	10/17/2025	20,230.04
PAY		64701		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	10/31/2025	19,320.97
PAY		64702		Wire	1	1938		TRA	24	No	Yes	No	10/16/2025	69,076.46
PAY		64703		Wire	1	1938		TRA		No	No	No	10/31/2025	67,713.72
PAY		64704		Wire	1	2006		US GOVERNMENT		No	Yes	No	10/16/2025	121,164.19

## 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	
PAY		64705		Wire	1	2006		US GOVERNMENT		No	No	No	10/31/2025	117,228.14
PAY		64765		Wire	1	3431		MEDICA		No	Yes	No	10/31/2025	154,309.31
PAY		64766		Wire	1	8119		GIS BENEFITS, INC.		No	Yes	No	10/31/2025	19,702.86
PAY		64767		Wire	1	8696		MN UI Fund Unemployment		No	Yes	No	10/31/2025	98,776.91
PAY		64768		Wire	1	6498		STATE OF MN TAX GARNISH		No	Yes	No	10/17/2025	220.31
PAY		64769		Wire	1	8741		Medsurety		No	Yes	No	10/31/2025	21,673.22
PAY		64770		Wire	1	2470		MSRS		No	Yes	No	10/31/2025	18,682.94
													Bank Total:	\$775,723.10
WES		64706		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	10/10/2025	200,000.00
WES		64759		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	10/31/2025	3,354.14
WES		64760		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	10/31/2025	0.65
WES		64761		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	10/31/2025	67.30
WES		64762		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	10/31/2025	25.00
WES		64763		Wire	1	8480		Kansas State Bank		No	Yes	No	10/31/2025	733.50
WES		64764		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	10/31/2025	604.07
													Bank Total:	\$204,784.66
													Report Total:	\$1,878,757.40

Payment Distributions

Period: 202604-202604 JE Code: 0-99999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64169	AS2	1	8412		PERFORMANCE FOODS	202604	10102	4,671.35	0.00
B	01	101	000				F			64312	AS2	1	8989		CANALES DELGADO, RI	202604	10102	97.00	0.00
B	01	101	000				F			64436	AS2	1	1053		FLINN SCIENTIFIC	202604	10102	0.00	39.84
B	01	101	000				F			64437	AS2	1	1057		HILLYARD	202604	10102	0.00	638.99
B	01	101	000				F			64438	AS2	1	1059	remit	BLICK ART MATERIALS	202604	10102	0.00	40.48
B	01	101	000				F			64438	AS2	1	1059	remit	BLICK ART MATERIALS	202604	10102	0.00	254.88
B	01	101	000				F			64439	AS2	1	1102		JW PEPPER	202604	10102	0.00	55.00
B	01	101	000				F			64439	AS2	1	1102		JW PEPPER	202604	10102	0.00	98.00
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	499.86
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	125.33
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	410.56
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	8.28
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	94.79
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	122.86
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	88.06
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	105.91
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	383.19
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	111.84
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	487.36
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	141.12
B	01	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	434.39
B	01	101	000				F			64441	AS2	1	1578		KELLY SERVICES	202604	10102	0.00	2,423.52
B	01	101	000				F			64443	AS2	1	1826		ANDERSON, BRIAN	202604	10102	0.00	125.00
B	01	101	000				F			64444	AS2	1	1828		TRAEN, TODD	202604	10102	0.00	305.00
B	01	101	000				F			64445	AS2	1	2086	REMI	RIVERSIDE INSIGHTS	202604	10102	0.00	608.23
B	01	101	000				F			64447	AS2	1	2425		TRAEN, LARAE	202604	10102	0.00	100.00
B	01	101	000				F			64449	AS2	1	4673		INTEGRIPRINT	202604	10102	0.00	52.49
B	01	101	000				F			64450	AS2	1	5226		REDEPENNING, JORDAN	202604	10102	0.00	305.00
B	01	101	000				F			64451	AS2	1	5330		OVERHEAD DOOR CO. (	202604	10102	0.00	507.45
B	01	101	000				F			64452	AS2	1	5558		MOUND -WESTONKA HI	202604	10102	0.00	525.00
B	01	101	000				F			64453	AS2	1	5585		MANDILE, RICHARD	202604	10102	0.00	97.00
B	01	101	000				F			64454	AS2	1	5795	remit	MEDCO SURGICAL SUP	202604	10102	0.00	162.06
B	01	101	000				F			64454	AS2	1	5795	remit	MEDCO SURGICAL SUP	202604	10102	0.00	8.06
B	01	101	000				F			64454	AS2	1	5795	remit	MEDCO SURGICAL SUP	202604	10102	0.00	1,670.11
B	01	101	000				F			64456	AS2	1	6276		TURFWERKS	202604	10102	0.00	1,198.25
B	01	101	000				F			64456	AS2	1	6276		TURFWERKS	202604	10102	0.00	3,781.90
B	01	101	000				F			64457	AS2	1	6437		TASC	202604	10102	0.00	34.50

Payment Distributions

Period: 202604-202604 JE Code: 0-99999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64457	AS2	1	6437		TASC	202604	10102	34.50	0.00
B	01	101	000				F			64458	AS2	1	6517		MYLES, JOHN	202604	10102	0.00	55.00
B	01	101	000				F			64459	AS2	1	6829		DRUSCH, MERLYN	202604	10102	0.00	180.00
B	01	101	000				F			64460	AS2	1	7193		POGATCHNIK, DEAN	202604	10102	0.00	130.00
B	01	101	000				F			64462	AS2	1	7311		BROWN, JAMES	202604	10102	0.00	184.00
B	01	101	000				F			64464	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	35.00
B	01	101	000				F			64465	AS2	1	7720		FABER, TODD	202604	10102	0.00	55.00
B	01	101	000				F			64466	AS2	1	7756		HONNOLD, MARK	202604	10102	0.00	184.00
B	01	101	000				F			64467	AS2	1	7857		MCLEOD COMMUNITY S	202604	10102	0.00	1,541.39
B	01	101	000				F			64468	AS2	1	7858		MEEKER COMMUNITY S	202604	10102	0.00	2,305.25
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	186.75	0.00
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	61.50	0.00
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	123.00	0.00
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	432.75	0.00
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	123.00
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	61.50
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	248.25
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	432.75
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	186.75
B	01	101	000				F			64469	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	248.25	0.00
B	01	101	000				F			64470	AS2	1	8170	remit	US BANCORP GOV'N'T L	202604	10102	0.00	7,569.12
B	01	101	000				F			64471	AS2	1	8321		MANCINI, DOMINICK	202604	10102	0.00	130.00
B	01	101	000				F			64472	AS2	1	8391		US OMNI & TSACG COM	202604	10102	0.00	271.56
B	01	101	000				F			64474	AS2	1	8621		CESO TRANSPORTATIO	202604	10102	114,198.16	0.00
B	01	101	000				F			64474	AS2	1	8621		CESO TRANSPORTATIO	202604	10102	0.00	114,198.16
B	01	101	000				F			64475	AS2	1	8715		PRATT, ELIZABETH	202604	10102	0.00	55.00
B	01	101	000				F			64476	AS2	1	8717		THALMANN, ERIC	202604	10102	0.00	97.00
B	01	101	000				F			64477	AS2	1	8787		TACOS LA CHULE	202604	10102	0.00	476.99
B	01	101	000				F			64478	AS2	1	8830		ZIMMERMAN, JOHN	202604	10102	0.00	55.00
B	01	101	000				F			64480	AS2	1	8980	remit	TRAFFIC CONTROL COF	202604	10102	0.00	1,670.00
B	01	101	000				F			64481	AS2	1	8988		BENNETT, GRANT	202604	10102	0.00	184.00
B	01	101	000				F			64482	AS2	1	9005		MELVIN, MIKE	202604	10102	0.00	72.00
B	01	101	000				F			64483	AS2	1	9006		ROMAKER, DAVID	202604	10102	130.00	0.00
B	01	101	000				F			64483	AS2	1	9006		ROMAKER, DAVID	202604	10102	0.00	130.00
B	01	101	000				F			64484	AS2	1	9007		HUFFMAN, TIMOTHY	202604	10102	0.00	130.00
B	01	101	000				F			64485	AS2	1	9008		CLANCY, FRANK	202604	10102	0.00	97.00
B	01	101	000				F			64485	AS2	1	9008		CLANCY, FRANK	202604	10102	97.00	0.00

Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64486	AS2	1	9009		FREED, COLBY	202604	10102	0.00	100.00
B	01	101	000				F			64487	AS2	1	9010		ADELMAN, AMANDA	202604	10102	0.00	100.00
B	01	101	000				F			64488	AS2	1	9011		HEIMERL, CRAIG	202604	10102	0.00	170.00
B	01	101	000				F			64489	AS2	1	9012		ELLING, KELLY	202604	10102	0.00	170.00
B	01	101	000				F			64489	AS2	1	9012		ELLING, KELLY	202604	10102	170.00	0.00
B	01	101	000				F			64490	AS2	1	9013		SCHULER, LISA	202604	10102	0.00	130.00
B	01	101	000				F			64491	AS2	1	1044		MAWSECO #938	202604	10102	0.00	301,304.83
B	01	101	000				F			64491	AS2	1	1044		MAWSECO #938	202604	10102	203,638.84	0.00
B	01	101	000				F			64492	AS2	1	2051		INTERMEDIATE DISTRICT	202604	10102	0.00	10,196.22
B	01	101	000				F			64508	AS2	1	1012		SCHOOL SPECIALTY INC	202604	10102	0.00	59.57
B	01	101	000				F			64509	AS2	1	1039		MINNESOTA ELEVATOR	202604	10102	0.00	543.42
B	01	101	000				F			64510	AS2	1	1059	remit	BLICK ART MATERIALS	202604	10102	0.00	746.78
B	01	101	000				F			64511	AS2	1	1102		JW PEPPER	202604	10102	0.00	408.19
B	01	101	000				F			64512	AS2	1	1180		CENTERPOINT ENERGY	202604	10102	0.00	28.00
B	01	101	000				F			64512	AS2	1	1180		CENTERPOINT ENERGY	202604	10102	0.00	260.50
B	01	101	000				F			64512	AS2	1	1180		CENTERPOINT ENERGY	202604	10102	0.00	30.06
B	01	101	000				F			64512	AS2	1	1180		CENTERPOINT ENERGY	202604	10102	0.00	612.76
B	01	101	000				F			64512	AS2	1	1180		CENTERPOINT ENERGY	202604	10102	0.00	322.31
B	01	101	000				F			64513	AS2	1	1215		XCEL ENERGY	202604	10102	0.00	31,730.78
B	01	101	000				F			64514	AS2	1	1311		MN DEPT OF LABOR AN	202604	10102	0.00	145.00
B	01	101	000				F			64514	AS2	1	1311		MN DEPT OF LABOR AN	202604	10102	0.00	125.00
B	01	101	000				F			64514	AS2	1	1311		MN DEPT OF LABOR AN	202604	10102	0.00	200.00
B	01	101	000				F			64514	AS2	1	1311		MN DEPT OF LABOR AN	202604	10102	0.00	25.00
B	01	101	000				F			64514	AS2	1	1311		MN DEPT OF LABOR AN	202604	10102	0.00	175.00
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	571.80
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	731.69
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	158.96
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	46.99
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	111.47
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	75.58
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	470.68
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	83.59
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	174.15
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	79.95
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	32.69
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	132.73
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	46.97

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	53.46
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	319.63
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	862.60
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	1,091.03
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	119.07
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	99.40
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	202.98
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	129.00
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	271.01
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	173.04
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	16.18
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	143.00
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	184.57
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	213.50
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	74.75
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	459.64
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	123.72
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	925.60
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	1,115.59	0.00
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	71.98
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	66.81
B	01	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	61.95
B	01	101	000				F			64517	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	285.00
B	01	101	000				F			64518	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	38.94
B	01	101	000				F			64519	AS2	1	1406		SCHULZE, JOEL	202604	10102	0.00	100.00
B	01	101	000				F			64520	AS2	1	1416		WRIGHT COUNTY JOUR	202604	10102	0.00	52.31
B	01	101	000				F			64521	AS2	1	1492		ADAM'S PEST CONTROL	202604	10102	0.00	63.60
B	01	101	000				F			64521	AS2	1	1492		ADAM'S PEST CONTROL	202604	10102	0.00	96.82
B	01	101	000				F			64521	AS2	1	1492		ADAM'S PEST CONTROL	202604	10102	0.00	96.82
B	01	101	000				F			64522	AS2	1	1578		KELLY SERVICES	202604	10102	0.00	2,203.20
B	01	101	000				F			64523	AS2	1	1828		TRAEN, TODD	202604	10102	0.00	100.00
B	01	101	000				F			64524	AS2	1	2211		CROWN COLLEGE	202604	10102	0.00	1,483.26
B	01	101	000				F			64525	AS2	1	2216		MENARDS INC	202604	10102	0.00	330.46
B	01	101	000				F			64525	AS2	1	2216		MENARDS INC	202604	10102	0.00	50.93
B	01	101	000				F			64528	AS2	1	3343		REMI' ACCO BRANDS USA LL'	202604	10102	0.00	2,426.30
B	01	101	000				F			64530	AS2	1	4638		K LOG INC	202604	10102	0.00	815.10
B	01	101	000				F			64533	AS2	1	4955		remit HENNEPIN CO ACCOUNT	202604	10102	0.00	12,500.00

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64534	AS2	1	5149		TOLL COMPANY	202604	10102	0.00	148.22
B	01	101	000				F			64534	AS2	1	5149		TOLL COMPANY	202604	10102	0.00	10.81
B	01	101	000				F			64534	AS2	1	5149		TOLL COMPANY	202604	10102	0.00	69.74
B	01	101	000				F			64534	AS2	1	5149		TOLL COMPANY	202604	10102	0.00	1,114.70
B	01	101	000				F			64534	AS2	1	5149		TOLL COMPANY	202604	10102	0.00	26.75
B	01	101	000				F			64534	AS2	1	5149		TOLL COMPANY	202604	10102	0.00	302.94
B	01	101	000				F			64536	AS2	1	5330		OVERHEAD DOOR CO. (	202604	10102	0.00	298.50
B	01	101	000				F			64537	AS2	1	5795	remit	MEDCO SURGICAL SUP	202604	10102	0.00	7.35
B	01	101	000				F			64539	AS2	1	6448		NEW DOMINION SCHOOL	202604	10102	0.00	7,357.60
B	01	101	000				F			64539	AS2	1	6448		NEW DOMINION SCHOOL	202604	10102	0.00	1,103.64
B	01	101	000				F			64540	AS2	1	6623		ADVANCED IMAGING SC	202604	10102	0.00	5,954.59
B	01	101	000				F			64541	AS2	1	7306		LABEAU, CLINTON	202604	10102	0.00	184.00
B	01	101	000				F			64543	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	30.00
B	01	101	000				F			64543	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	50.00
B	01	101	000				F			64543	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	30.00
B	01	101	000				F			64544	AS2	1	7738	REMI'	GRANITE TELECOMMUN	202604	10102	0.00	1,021.89
B	01	101	000				F			64545	AS2	1	7771	remit	MRI SOFTWARE, LLC	202604	10102	0.00	266.00
B	01	101	000				F			64546	AS2	1	7878		HERITAGE EMBROIDERY	202604	10102	0.00	1,505.00
B	01	101	000				F			64547	AS2	1	7981		AT&T MOBILITY	202604	10102	0.00	38.23
B	01	101	000				F			64548	AS2	1	8010		LANGUAGE LINE SERVIK	202604	10102	0.00	109.77
B	01	101	000				F			64549	AS2	1	8279		CADY BUSINESS TECHN	202604	10102	0.00	2,718.60
B	01	101	000				F			64550	AS2	1	8390		BLUUM OF MINNESOTA,	202604	10102	0.00	9,384.60
B	01	101	000				F			64551	AS2	1	8399		AMPION PBC	202604	10102	0.00	200.60
B	01	101	000				F			64552	AS2	1	8402		REPUBLIC SERVICES, IN	202604	10102	0.00	5,728.22
B	01	101	000				F			64553	AS2	1	8412		PERFORMANCE FOODSI	202604	10102	0.00	1,094.15
B	01	101	000				F			64554	AS2	1	8576		GOPHER ACE	202604	10102	0.00	699.99
B	01	101	000				F			64555	AS2	1	8678	remit	EDFINMN LLC	202604	10102	0.00	9,225.00
B	01	101	000				F			64556	AS2	1	8684		YALE MECHANICAL, LL'	202604	10102	0.00	1,092.00
B	01	101	000				F			64557	AS2	1	8822		OSTOLIC, DRAGAN	202604	10102	0.00	184.00
B	01	101	000				F			64558	AS2	1	8852		CYBER ADVISORS LLC	202604	10102	0.00	906.25
B	01	101	000				F			64560	AS2	1	8976		OLSON, JUDE	202604	10102	0.00	184.00
B	01	101	000				F			64561	AS2	1	9005		MELVIN, MIKE	202604	10102	0.00	134.00
B	01	101	000				F			64562	AS2	1	9010		ADELMAN, AMANDA	202604	10102	0.00	250.00
B	01	101	000				F			64563	AS2	1	9014		GILL, MIRANDA	202604	10102	0.00	150.00
B	01	101	000				F			64564	AS2	1	9015		GILL III, ANDREW	202604	10102	0.00	150.00
B	01	101	000				F			64565	AS2	1	1057		HILLYARD	202604	10102	0.00	414.54
B	01	101	000				F			64565	AS2	1	1057		HILLYARD	202604	10102	0.00	1,383.80

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64565	AS2	1	1057		HILLYARD	202604	10102	0.00	1,514.82
B	01	101	000				F			64566	AS2	1	1062	remit	SCHOLASTIC INC	202604	10102	0.00	206.14
B	01	101	000				F			64567	AS2	1	1290		ISD 466 DASSEL-COKA	202604	10102	0.00	425.00
B	01	101	000				F			64568	AS2	1	1406		SCHULZE, JOEL	202604	10102	0.00	100.00
B	01	101	000				F			64569	AS2	1	1424		WEST MUSIC	202604	10102	0.00	350.50
B	01	101	000				F			64570	AS2	1	1437		KOIVISTO ELECTRICAL	202604	10102	0.00	5,450.00
B	01	101	000				F			64571	AS2	1	1578		KELLY SERVICES	202604	10102	0.00	3,342.61
B	01	101	000				F			64572	AS2	1	1828		TRAEN, TODD	202604	10102	0.00	190.00
B	01	101	000				F			64573	AS2	1	1886		ISD 726-BECKER	202604	10102	0.00	200.00
B	01	101	000				F			64574	AS2	1	2173		NEW LONDON-SPICER F	202604	10102	0.00	250.00
B	01	101	000				F			64575	AS2	1	2285		EHLERS & ASSOCIATES	202604	10102	0.00	2,900.00
B	01	101	000				F			64575	AS2	1	2285		EHLERS & ASSOCIATES	202604	10102	0.00	2,900.00
B	01	101	000				F			64575	AS2	1	2285		EHLERS & ASSOCIATES	202604	10102	0.00	1,100.00
B	01	101	000				F			64576	AS2	1	2425		TRAEN, LARAE	202604	10102	0.00	100.00
B	01	101	000				F			64577	AS2	1	4335		4 POINT 0 SCHOOL SER	202604	10102	0.00	85,780.48
B	01	101	000				F			64578	AS2	1	4811		KUPHAL BRENT	202604	10102	0.00	90.00
B	01	101	000				F			64579	AS2	1	4937		RUSSELL SECURITY RE	202604	10102	0.00	170.00
B	01	101	000				F			64579	AS2	1	4937		RUSSELL SECURITY RE	202604	10102	0.00	800.00
B	01	101	000				F			64581	AS2	1	5672		BISSONETTE, ROBERT	202604	10102	0.00	130.00
B	01	101	000				F			64582	AS2	1	5987		POHLMEIER, RICH	202604	10102	0.00	170.00
B	01	101	000				F			64583	AS2	1	6437		TASC	202604	10102	0.00	34.50
B	01	101	000				F			64584	AS2	1	6517		MYLES, JOHN	202604	10102	0.00	55.00
B	01	101	000				F			64585	AS2	1	6797		CHILDREN'S THEATRE C	202604	10102	0.00	375.00
B	01	101	000				F			64586	AS2	1	6828		DENNY, ROGER	202604	10102	0.00	130.00
B	01	101	000				F			64587	AS2	1	6829		DRUSCH, MERLYN	202604	10102	0.00	90.00
B	01	101	000				F			64588	AS2	1	7021		WEIS, SCOTT	202604	10102	0.00	130.00
B	01	101	000				F			64589	AS2	1	7697		MARISELA V NELSON IN	202604	10102	0.00	50.00
B	01	101	000				F			64590	AS2	1	7720		FABER, TODD	202604	10102	0.00	55.00
B	01	101	000				F			64591	AS2	1	7864		LITCHFIELD PUBLIC SC	202604	10102	0.00	200.00
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	164.00
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	61.50
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	432.75
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	123.00
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	662.00
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	498.00
B	01	101	000				F			64592	3AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	1,154.00
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	186.75

Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	328.00
B	01	101	000				F			64592	AS2	1	7873		ON SITE COMPANIES, IN	202604	10102	0.00	248.25
B	01	101	000				F			64593	AS2	1	7975		ROGGENKAMP, JUSTIN	202604	10102	0.00	55.00
B	01	101	000				F			64595	AS2	1	8314		RETTMAN, PAUL	202604	10102	0.00	170.00
B	01	101	000				F			64596	AS2	1	8479		STMA VB BOOSTERS	202604	10102	0.00	450.00
B	01	101	000				F			64598	AS2	1	8595	remit	GILBERT MECHANICAL (	202604	10102	0.00	3,689.20
B	01	101	000				F			64598	AS2	1	8595	remit	GILBERT MECHANICAL (	202604	10102	0.00	1,692.90
B	01	101	000				F			64599	AS2	1	8621		CESO TRANSPORTATIO	202604	10102	0.00	114,198.16
B	01	101	000				F			64600	AS2	1	8642		PRINCETON HIGH SCHO	202604	10102	0.00	200.00
B	01	101	000				F			64601	AS2	1	8715		PRATT, ELIZABETH	202604	10102	0.00	55.00
B	01	101	000				F			64602	AS2	1	8830		ZIMMERMAN, JOHN	202604	10102	0.00	55.00
B	01	101	000				F			64603	AS2	1	8986		LASER ETCH TECHNOL(	202604	10102	0.00	137.50
B	01	101	000				F			64604	AS2	1	8997		RETHINK AUTISM, INC.	202604	10102	0.00	1,900.00
B	01	101	000				F			64605	AS2	1	9006		ROMAKER, DAVID	202604	10102	0.00	130.00
B	01	101	000				F			64606	AS2	1	9008		CLANCY, FRANK	202604	10102	0.00	97.00
B	01	101	000				F			64610	AS2	1	9021		SEVICK, CRAIG	202604	10102	0.00	130.00
B	01	101	000				F			64611	AS2	1	9022		HURD, CHARLES	202604	10102	0.00	130.00
B	01	101	000				F			64614	AS2	1	1006		NORTHWEST SUBURBA	202604	10102	0.00	4,340.50
B	01	101	000				F			64615	AS2	1	1057		HILLYARD	202604	10102	0.00	358.19
B	01	101	000				F			64616	AS2	1	1079		OFFICE DEPOT	202604	10102	0.00	147.79
B	01	101	000				F			64617	AS2	1	1091		SCHMITT MUSIC CENTE	202604	10102	0.00	21.00
B	01	101	000				F			64618	AS2	1	1132		APPLE COMPUTER INC	202604	10102	0.00	429.00
B	01	101	000				F			64619	AS2	1	1152		RESOURCE TRAINING &	202604	10102	0.00	85.00
B	01	101	000				F			64619	AS2	1	1152		RESOURCE TRAINING &	202604	10102	0.00	372.00
B	01	101	000				F			64619	AS2	1	1152		RESOURCE TRAINING &	202604	10102	52.00	0.00
B	01	101	000				F			64621	AS2	1	1416		WRIGHT COUNTY JOUR	202604	10102	0.00	34.88
B	01	101	000				F			64622	AS2	1	1578		KELLY SERVICES	202604	10102	0.00	5,316.74
B	01	101	000				F			64623	AS2	1	1945		YOUTH FRONTIERS, INC	202604	10102	0.00	2,745.00
B	01	101	000				F			64624	AS2	1	2051		INTERMEDIATE DISTRIC	202604	10102	0.00	4,544.83
B	01	101	000				F			64625	AS2	1	2150		GOPHER STAGE LIGHTII	202604	10102	0.00	403.70
B	01	101	000				F			64626	AS2	1	2537		REGION V	202604	10102	0.00	8,561.00
B	01	101	000				F			64628	AS2	1	4335		4 POINT 0 SCHOOL SER	202604	10102	0.00	98,228.80
B	01	101	000				F			64628	AS2	1	4335		4 POINT 0 SCHOOL SER	202604	10102	0.00	17,245.52
B	01	101	000				F			64629	AS2	1	4673		INTEGRIPRINT	202604	10102	0.00	132.06
B	01	101	000				F			64629	AS2	1	4673		INTEGRIPRINT	202604	10102	0.00	2,205.24
B	01	101	000				F			64629	AS2	1	4673		INTEGRIPRINT	202604	10102	0.00	801.68
B	01	101	000				F			64629	AS2	1	4673		INTEGRIPRINT	202604	10102	0.00	238.08

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Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64629	AS2	1	4673		INTEGRIPRINT	202604	10102	0.00	546.53
B	01	101	000				F			64630	AS2	1	4937		RUSSELL SECURITY RE	202604	10102	0.00	9,694.00
B	01	101	000				F			64631	AS2	1	5149		TOLL COMPANY	202604	10102	0.00	133.15
B	01	101	000				F			64632	AS2	1	5795	remit	MEDCO SURGICAL SUPI	202604	10102	0.00	36.75
B	01	101	000				F			64632	AS2	1	5795	remit	MEDCO SURGICAL SUPI	202604	10102	0.00	6.04
B	01	101	000				F			64634	AS2	1	6727	remit	DAIKIN APPLIED	202604	10102	0.00	1,732.00
B	01	101	000				F			64635	AS2	1	6913		NEE INVESTMENT 9, LLC	202604	10102	0.00	422.15
B	01	101	000				F			64635	AS2	1	6913		NEE INVESTMENT 9, LLC	202604	10102	0.00	18.66
B	01	101	000				F			64636	AS2	1	7262		SCR	202604	10102	0.00	535.40
B	01	101	000				F			64637	AS2	1	7544		CAPTIVATE MEDIA + CO	202604	10102	0.00	5,000.00
B	01	101	000				F			64640	AS2	1	8390		BLUUM OF MINNESOTA,	202604	10102	0.00	3,500.00
B	01	101	000				F			64641	AS2	1	8412		PERFORMANCE FOODS	202604	10102	0.00	1,030.46
B	01	101	000				F			64641	AS2	1	8412		PERFORMANCE FOODS	202604	10102	0.00	613.49
B	01	101	000				F			64642	AS2	1	8567		PLANK ROAD PUBLISHIN	202604	10102	0.00	80.84
B	01	101	000				F			64643	AS2	1	8621		CESO TRANSPORTATIO	202604	10102	0.00	114,231.77
B	01	101	000				F			64644	AS2	1	8755		THE ACCIDENTAL ADUL	202604	10102	0.00	1,462.50
B	01	101	000				F			64645	AS2	1	8788		MURPHY CREATIVE DES	202604	10102	0.00	1,237.50
B	01	101	000				F			64646	AS2	1	8966		ARBITERSPORTS LLC	202604	10102	0.00	684.25
B	01	101	000				F			64647	AS2	1	9016		FLOWLAB, INC.	202604	10102	0.00	249.00
B	01	101	000				F			64648	AS2	1	1057		HILLYARD	202604	10102	0.00	889.35
B	01	101	000				F			64649	AS2	1	1152		RESOURCE TRAINING &	202604	10102	0.00	130.00
B	01	101	000				F			64650	AS2	1	1180		CENTERPOINT ENERGY	202604	10102	0.00	80.00
B	01	101	000				F			64650	AS2	1	1180		CENTERPOINT ENERGY	202604	10102	0.00	80.00
B	01	101	000				F			64651	AS2	1	1181		CITY OF ROCKFORD	202604	10102	0.00	21.81
B	01	101	000				F			64651	AS2	1	1181		CITY OF ROCKFORD	202604	10102	0.00	263.52
B	01	101	000				F			64651	AS2	1	1181		CITY OF ROCKFORD	202604	10102	0.00	566.70
B	01	101	000				F			64651	AS2	1	1181		CITY OF ROCKFORD	202604	10102	0.00	110.17
B	01	101	000				F			64651	AS2	1	1181		CITY OF ROCKFORD	202604	10102	0.00	1,107.01
B	01	101	000				F			64652	AS2	1	1666		DISCOUNT SCHOOL SUI	202604	10102	0.00	188.98
B	01	101	000				F			64653	AS2	1	2216		MENARDS INC	202604	10102	0.00	31.98
B	01	101	000				F			64654	AS2	1	3187	remit	ACME TOOLS	202604	10102	0.00	169.00
B	01	101	000				F			64654	AS2	1	3187	remit	ACME TOOLS	202604	10102	0.00	29.98
B	01	101	000				F			64655	AS2	1	5507		CITY OF GREENFIELD W	202604	10102	0.00	1,282.24
B	01	101	000				F			64655	AS2	1	5507		CITY OF GREENFIELD W	202604	10102	0.00	36.30
B	01	101	000				F			64656	AS2	1	5887		DOUGHERTY, JENNIFER	202604	10102	0.00	60.00
B	01	101	000				F			64657	AS2	1	6067	remit	MREA	202604	10102	0.00	975.00
B	01	101	000				F			64658	AS2	1	6437		TASC	202604	10102	0.00	125.00

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64659	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	100.00
B	01	101	000				F			64659	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	35.00
B	01	101	000				F			64660	AS2	1	7779		M & D SPORTS SERVICE	202604	10102	0.00	480.00
B	01	101	000				F			64661	AS2	1	7858		MEEKER COMMUNITY S	202604	10102	0.00	2,080.91
B	01	101	000				F			64662	AS2	1	8279		CADY BUSINESS TECHN	202604	10102	0.00	605.08
B	01	101	000				F			64663	AS2	1	8412		PERFORMANCE FOODSI	202604	10102	0.00	4,671.35
B	01	101	000				F			64664	AS2	1	8989		CANALES DELGADO, RI	202604	10102	0.00	97.00
B	01	101	000				F			64665	AS2	1	9012		ELLING, KELLY	202604	10102	0.00	170.00
B	01	101	000				F			64666	AS2	1	9026		SCCM	202604	10102	0.00	50.00
B	01	101	000				F			64676	AS2	1	1059	remit	BLICK ART MATERIALS	202604	10102	0.00	87.22
B	01	101	000				F			64677	AS2	1	1098		MACGILL & CO	202604	10102	0.00	339.00
B	01	101	000				F			64678	AS2	1	1192		VERIZON WIRELESS	202604	10102	0.00	318.99
B	01	101	000				F			64680	AS2	1	1578		KELLY SERVICES	202604	10102	0.00	821.76
B	01	101	000				F			64681	AS2	1	2216		MENARDS INC	202604	10102	0.00	69.64
B	01	101	000				F			64681	AS2	1	2216		MENARDS INC	202604	10102	0.00	109.98
B	01	101	000				F			64681	AS2	1	2216		MENARDS INC	202604	10102	0.00	41.90
B	01	101	000				F			64681	AS2	1	2216		MENARDS INC	202604	10102	0.00	208.50
B	01	101	000				F			64681	AS2	1	2216		MENARDS INC	202604	10102	0.00	19.45
B	01	101	000				F			64682	AS2	1	2338		THE MINNESOTA CHEMI	202604	10102	0.00	340.00
B	01	101	000				F			64683	AS2	1	2895		ROCKET BOOSTERS	202604	10102	0.00	2,525.00
B	01	101	000				F			64684	AS2	1	4341		NORTH STAR AWARDS	202604	10102	0.00	55.00
B	01	101	000				F			64685	AS2	1	4535		ROCKFORD/GREENFIEL	202604	10102	0.00	20.00
B	01	101	000				F			64687	AS2	1	6437		TASC	202604	10102	0.00	34.50
B	01	101	000				F			64688	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	100.00
B	01	101	000				F			64689	AS2	1	7857		MCLEOD COMMUNITY S	202604	10102	0.00	1,519.22
B	01	101	000				F			64690	AS2	1	8170	remit	US BANCORP GOVN'T L	202604	10102	0.00	7,569.12
B	01	101	000				F			64692	AS2	1	8391		US OMNI & TSACG COM	202604	10102	0.00	294.92
B	01	101	000				F			64693	AS2	1	8861		ROCKFORD ROBOTICS I	202604	10102	0.00	225.00
B	01	101	000				F			64694	AS2	1	8939	remit	AMPLIFY EDUCATION, I	202604	10102	0.00	481.60
B	01	101	000				F			64695	AS2	1	9020		MATH STACKERS, INC.	202604	10102	0.00	718.00
B	01	101	000				F			64707	AS2	1	4718		MN TRUST	202604	10102	0.00	174.19
B	01	101	000				F			64708	AS2	1	7649		TSA CONSULTING GRO	202604	10102	0.00	8,667.71
B	01	101	000				F			64708	AS2	1	7649		TSA CONSULTING GRO	202604	10102	0.00	5,578.98
B	01	101	000				F			64708	AS2	1	7649		TSA CONSULTING GRO	202604	10102	0.00	7,356.55
B	01	101	000				F			64708	AS2	1	7649		TSA CONSULTING GRO	202604	10102	0.00	5,593.86
B	01	101	000				F			64708	34AS2	1	7649		TSA CONSULTING GRO	202604	10102	0.00	4,540.74
B	01	101	000				F			64708	AS2	1	7649		TSA CONSULTING GRO	202604	10102	0.00	4,486.58

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		64708	AS2	1	7649		TSA CONSULTING GRO	202604	10102	230.00	0.00
Account Total:																		\$325,486.69	\$1,165,434.19
B	01	101	003				F	Cash & Cash Equiv -		64696	PAY	1	4050		AFLAC	202604	10102	0.00	147.50
B	01	101	003				F			64696	PAY	1	4050		AFLAC	202604	10102	0.00	147.50
B	01	101	003				F			64697	PAY	1	5459		LEGAL SHIELD	202604	10102	0.00	55.80
B	01	101	003				F			64697	PAY	1	5459		LEGAL SHIELD	202604	10102	0.00	55.80
B	01	101	003				F			64698	PAY	1	1937		PUBLIC EMPLOYEES RE	202604	10102	0.00	24,240.67
B	01	101	003				F			64699	PAY	1	1937		PUBLIC EMPLOYEES RE	202604	10102	0.00	22,976.76
B	01	101	003				F			64700	PAY	1	1962		MINNESOTA DEPT OF RE	202604	10102	0.00	20,230.04
B	01	101	003				F			64701	PAY	1	1962		MINNESOTA DEPT OF RE	202604	10102	0.00	19,320.97
B	01	101	003				F			64702	PAY	1	1938		TRA	202604	10102	0.00	69,076.46
B	01	101	003				F			64703	PAY	1	1938		TRA	202604	10102	0.00	67,713.72
B	01	101	003				F			64704	PAY	1	2006		US GOVERNMENT	202604	10102	0.00	121,164.19
B	01	101	003				F			64705	PAY	1	2006		US GOVERNMENT	202604	10102	0.00	117,228.14
B	01	101	003				F			64765	PAY	1	3431		MEDICA	202604	10107	0.00	154,309.31
B	01	101	003				F			64766	PAY	1	8119		GIS BENEFITS, INC.	202604	10107	0.00	19,702.86
B	01	101	003				F			64767	PAY	1	8696		MN UI Fund Unemployme	202604	10107	0.00	98,776.91
B	01	101	003				F			64768	PAY	1	6498		STATE OF MN TAX GAR	202604	10107	0.00	220.31
B	01	101	003				F			64769	PAY	1	8741		Medsurety	202604	10107	0.00	21,673.22
B	01	101	003				F			64770	PAY	1	2470		MSRS	202604	10110	0.00	9,616.47
B	01	101	003				F			64770	PAY	1	2470		MSRS	202604	10110	0.00	9,066.47
Account Total:																		\$0.00	\$775,723.10
B	01	101	004				F	Cash & Cash Equiv -		64706	WES	1	1968		BANKWEST ROCKFORD	202604	10102	0.00	200,000.00
B	01	101	004				F			64760	WES	1	1968		BANKWEST ROCKFORD	202604	10102	0.00	0.65
B	01	101	004				F			64762	WES	1	1968		BANKWEST ROCKFORD	202604	10102	0.00	25.00
B	01	101	004				F			64764	WES	1	1968		BANKWEST ROCKFORD	202604	10105	0.00	604.07
Account Total:																		\$0.00	\$200,629.72
B	02	101	000				F	Cash & Cash Equiv		64463	AS2	1	7480		CORPORATE MECHANIC	202604	10102	0.00	1,515.00
B	02	101	000				F			64479	AS2	1	8832		REMI HOBART SERVICE	202604	10102	0.00	703.27
B	02	101	000				F			64636	AS2	1	7262		SCR	202604	10102	0.00	673.20
Account Total:																		\$0.00	\$2,891.47
B	04	101	000				F	Cash & Cash Equiv		64435	AS2	1	1012		SCHOOL SPECIALTY INC	202604	10102	0.00	102.73
B	04	101	000				F			64435	AS2	1	1012		SCHOOL SPECIALTY INC	202604	10102	0.00	33.12
B	04	101	000				F			64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	78.30
B	04	101	000				F			64442	AS2	1	1666		DISCOUNT SCHOOL SUI	202604	10102	0.00	61.33

Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	04	101	000				F	Cash & Cash Equiv		64448	AS2	1	2895		ROCKET BOOSTERS	202604	10102	0.00	1,983.00
B	04	101	000				F			64448	AS2	1	2895		ROCKET BOOSTERS	202604	10102	0.00	2,430.00
B	04	101	000				F			64464	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	100.00
B	04	101	000				F			64515	AS2	1	1369		ABC LETTERING	202604	10102	0.00	535.50
B	04	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	206.50
B	04	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	266.23
B	04	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	757.65	0.00
B	04	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	287.93
B	04	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	189.98
B	04	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	1,134.88
B	04	101	000				F			64527	AS2	1	2895		ROCKET BOOSTERS	202604	10102	0.00	3,654.00
B	04	101	000				F			64529	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202604	10102	0.00	67.34
B	04	101	000				F			64529	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202604	10102	0.00	74.67
B	04	101	000				F			64531	AS2	1	4673		INTEGRIPRINT	202604	10102	0.00	91.46
B	04	101	000				F			64538	AS2	1	6377		DISH	202604	10102	0.00	138.11
B	04	101	000				F			64548	AS2	1	8010		LANGUAGE LINE SERVI	202604	10102	0.00	9.45
B	04	101	000				F			64559	AS2	1	8916		ORNELL LAWN SERVIC	202604	10102	0.00	1,940.00
B	04	101	000				F			64577	AS2	1	4335		4 POINT 0 SCHOOL SER'	202604	10102	0.00	1,362.30
B	04	101	000				F			64580	AS2	1	5202		NLS COMMUNITY EDUC,	202604	10102	0.00	280.00
B	04	101	000				F			64594	AS2	1	8265		DOMINO'S PIZZA	202604	10102	0.00	87.30
B	04	101	000				F			64612	AS2	1	9023		ROCKFORD ROCKETTE	202604	10102	0.00	2,340.00
B	04	101	000				F			64620	AS2	1	1266		SAFE COMMUNITIES OF	202604	10102	0.00	20.00
B	04	101	000				F			64627	AS2	1	2895		ROCKET BOOSTERS	202604	10102	0.00	660.00
B	04	101	000				F			64628	AS2	1	4335		4 POINT 0 SCHOOL SER'	202604	10102	0.00	2,497.55
B	04	101	000				F			64633	AS2	1	6029		KIDZART	202604	10102	0.00	540.00
B	04	101	000				F			64638	AS2	1	8086	remit	RECDESK LLC	202604	10102	0.00	4,830.00
B	04	101	000				F			64678	AS2	1	1192		VERIZON WIRELESS	202604	10102	0.00	100.48
B	04	101	000				F			64688	AS2	1	7697		MARISELA V NELSON IN'	202604	10102	0.00	30.00
Account Total:																			
\$757.65 \$26,132.16																			
B	04	101	004				F	Cash & Cash Equiv -		64759	WES	1	1968		BANKWEST ROCKFORD	202604	10102	0.00	3,354.14
B	04	101	004				F			64761	WES	1	1968		BANKWEST ROCKFORD	202604	10102	0.00	67.30
B	04	101	004				F			64763	WES	1	8480		Kansas State Bank	202604	10102	0.00	480.00
B	04	101	004				F			64763	WES	1	8480		Kansas State Bank	202604	10102	0.00	253.50
Account Total:																			
\$0.00 \$4,154.94																			
B	06	101	000				F	Cash & Cash Equiv		64532	AS2	1	4692		BRAUN INTERTEC CORP	202604	10102	0.00	1,516.40
B	06	101	000				F			64535	AS2	1	5165	remit	ICS CONSULTING, LLC -	202604	10102	0.00	2,900.00

Payment Distributions

Period: 202604-202604 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	06	101	000				F	Cash & Cash Equiv		64597	AS2	1	8566		H2I GROUP, INC.	202604	10102	0.00	3,100.00
Account Total:																		\$0.00	\$7,516.40
B	21	101	000				F	Cash & Cash Equiv		64440	AS2	1	1200		CUB FOODS - BUFFALO	202604	10102	0.00	24.76
B	21	101	000				F			64446	AS2	1	2398		PERFORMANCE TOURS	202604	10102	0.00	1,400.00
B	21	101	000				F			64455	AS2	1	6187		MN FFA	202604	10102	0.00	13.00
B	21	101	000				F			64461	AS2	1	7196		GERTEN GREENHOUSE	202604	10102	0.00	1,914.00
B	21	101	000				F			64473	AS2	1	8439		COMMON THREAD CUS	202604	10102	0.00	868.72
B	21	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	19.76
B	21	101	000				F			64516	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	744.54
B	21	101	000				F			64517	AS2	1	1394		MBNA/BUSINESS CARD	202604	10102	0.00	726.67
B	21	101	000				F			64526	AS2	1	2729		BAND SHOPPE	202604	10102	0.00	764.25
B	21	101	000				F			64542	AS2	1	7571		DAVID BANK STUDIOS I	202604	10102	0.00	150.00
B	21	101	000				F			64545	AS2	1	7771	remit	MRI SOFTWARE, LLC	202604	10102	0.00	28.00
B	21	101	000				F			64607	AS2	1	9017		BECK, MACKENZIE	202604	10102	0.00	180.00
B	21	101	000				F			64608	AS2	1	9018		RIOS, ROSALBA	202604	10102	0.00	45.00
B	21	101	000				F			64609	AS2	1	9019		DAVIS, KIRK	202604	10102	0.00	180.00
B	21	101	000				F			64613	AS2	1	9024		GENERATIONNOW ENTE	202604	10102	0.00	3,000.00
B	21	101	000				F			64639	AS2	1	8265		DOMINO'S PIZZA	202604	10102	0.00	46.13
B	21	101	000				F			64679	AS2	1	1551		DEEP PORTAGE	202604	10102	0.00	11,676.00
B	21	101	000				F			64686	AS2	1	6106	remit	NATIONAL FFA ORGANI	202604	10102	0.00	450.00
B	21	101	000				F			64691	AS2	1	8265		DOMINO'S PIZZA	202604	10102	0.00	268.10
Account Total:																		\$0.00	\$22,498.93
Report Total:																		\$326,244.34	\$2,204,980.91



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

**Subject: Open Enrollments**

Meeting Date: November 24, 2025

Prepared by: Business Office

Date Prepared: November 18, 2025

Information    
  Briefing    
  Action    
  Enclosure Item(s)

**Resident Students Attending Other Schools**

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
EC	Delano	879	9/3/2025	moving to Delano
12	Anoka-Hennepin	11	9/2/2025	family move, wants to stay enrolled at Anoka-Hennepin for senior year
EC	Delano	879	9/3/2025	daycare is in Delano

**Non-Resident Students Attending Rockford**

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
6	Buffalo-Hanover-Montrose	877	9/2/2025	family move, wants to stay @ Rockford
10	Buffalo-Hanover-Montrose	877	10/3/2025	family situation, wants to stay @ Rockford
11	Wayzata	284	11/14/2025	Family move; wants to stay enrolled @ Rockford

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: November 2025 Superintendent's Report**

Meeting Date: November 24, 2025

Prepared by: Superintendent's Office

Date Prepared: November 13, 2025

Information     Briefing     Action     Enclosure Item(s)

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Dr. Jeff Ridlehoover to give updates on the district.



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

**Subject:** \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Prepared by: \_\_\_\_\_

Date Prepared: \_\_\_\_\_

Information

Briefing

Action

Enclosure Item(s)

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

**Subject: Fall Activities Celebration**

Meeting Date: November 24, 2025

Prepared by: Activities Director Dan Pratt

Date Prepared: November 19, 2025

Information     Briefing     Action     Enclosure Item(s)

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Students from Fall Activities will present a season recap.



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

**Subject: High School Principal's Report**

Meeting Date: Nov 24, 2025

Prepared by: [Paul Menard](#)

Date Prepared: Nov 17, 2025

Information       Briefing       Action       Enclosure Item(s)

- 
- **RHS Principal Report**
    - **LINK:  Board Report 11.24.25**



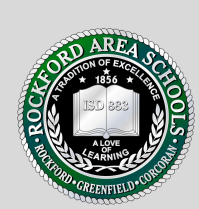
# Rockford Area Schools

*presented by,  
Paul Menard, Rockford High School Principal*

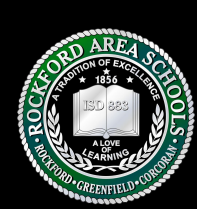
*November 24, 2025*

**#ROCKETS883**





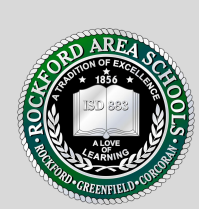
# Rockford High School General Updates



# General Updates

- 90 day plans
  - Q1: Relational Capacity
  - Q2: Metacognition
  - Q3: Rigor and Inquiry
  - Q4: Leadership Development
- Note-Taking for formative feedback
- Engagement Reflections, Student Connectedness Questionnaire
- Intervention work at Tier 1 & 2 (push in/pull out), AVID work
- Events
  - Over 60 students attended “Ignite Your Future” conference
  - 4th annual Career Fair - over 60 vendors
  - Student Council placed 1st at Eastern MN Conference
  - Fall Musical: Matilda ran 11/21-11/23

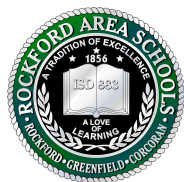




# Rockford High School

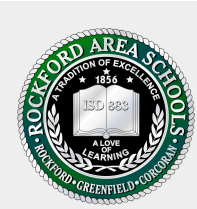
## 2025-2026

### Goal Setting



Instructional Design	Classroom Engagement
<p>Teachers will have formative and summative tools for each unit they teach which demonstrate instructional alignment, comply with our assessment policy, and are reflected accurately and consistently in teacher gradebooks at six week checks throughout the year.</p>	<p>Teachers will integrate the engagement continuum to inform instruction, assessment, student progress and ultimately positively impact student achievement. All teachers will progress from Implementation Level 0 to at least a Level 2.</p>
Data-Backed Student Support	
<p>Continue to utilize the structures (Student Achievement Plans, Observation to Intervention Guidance) for data review implemented in 2024-25; identify and make relevant improvements for effectiveness and efficiency.</p>	

<p><b>Student Achievement &amp; Growth</b></p>	<p><i>Rockford Area Schools</i> STRATEGIC DIRECTIONS</p> <ul style="list-style-type: none"> <li>Student Achievement &amp; Growth</li> <li>Healthy &amp; Supportive Environment</li> <li>Community, School &amp; Family Partnerships</li> <li>Culture of Collective Purpose</li> <li>Stewardship of Resources</li> </ul>	<p><b>Healthy &amp; Supportive Environment</b></p>
<p>In an effort to create common language and standards regarding quality instruction, the principal team will develop K-12 'look fors' under domain three of the teacher evaluation tool (instruction).</p>		<p>In an effort to sustain high staff morale, we will implement strategies to recognize staff, and offer support for instructional alignment through our guiding document, "AVID Critical Thinking and Engagement: A Schoolwide Approach."</p>
<p><b>Community, School, &amp; Family Partnerships</b></p>	<p><b>Culture of Collective Purpose</b></p>	<p><b>Stewardship of Resources</b></p>
<p>To amplify the work within our classrooms to the broader community, we will celebrate innovation via social media and streamline newsletter articles to highlight each department.</p>	<p>School leaders will develop materials and promote our new sch47 tagline (Engage in Learning, Ignite Curiosity, Launch Your Future) and package our early college and career options as we brand and market "Launch Your Future."</p>	<p>School budget lines will be reviewed monthly, front office meetings will be held weekly, staffing with intentionality will take place after student registration, and BOLT will advise on systems and structures to optimize operations monthly.</p>



# Student Achievement & Growth

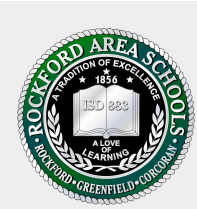
- **RAS Principals will develop common language surrounding Domain 3 of the teacher evaluation tool, complete with ‘look fors’ as they relate to quality instruction**
- **25% of students testing in Some or High Risk FAST Reading and Math will move up one risk category or meet or beat their predicted score by one or more points by the end of the school year**

## Progress:

- Read+ and Math+ rosters adjusted
- Teachers partnering during RB
- Student reflections on FAST, interventions, and successful plans (or adjustments and creation of summer plan)
- [Comprehensive interventions as Tier 1 student support](#)
- Classroom, Building, and Targeted Engagement Checks (more on this later)
- Student Achievement Plans implemented
- Achievement checks (more on this later)

## Up Next:

- Targeted goal setting for students
- Reinforce importance of FAST (incentive for on-track)
- Winter Testing late January
- Quarterly meetings with principals to discuss language, look fors



# Healthy & Supportive Environment

- **In an effort to sustain high staff morale, we will implement strategies to recognize staff, and offer support for instructional alignment through our guiding document, “AVID Critical Thinking and Engagement: A Schoolwide Approach.”**

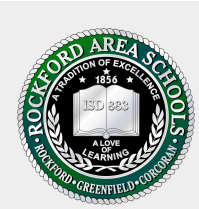
Current Data (from September): see next slides

## Progress:

- Quarterly Focus aligned to SIP and AVID CCR Framework
  - 4 stages of relational capacity
    - Safe Shaping
    - Controlled Chaos
    - Scope and Sovereignty
    - Group Actualization

## Up Next

- Metacognition
- Rigor through Inquiry
- Leadership Development



# Relational Capacity Pre-Assessment

1. Create a welcoming classroom environment full of energy and excitement

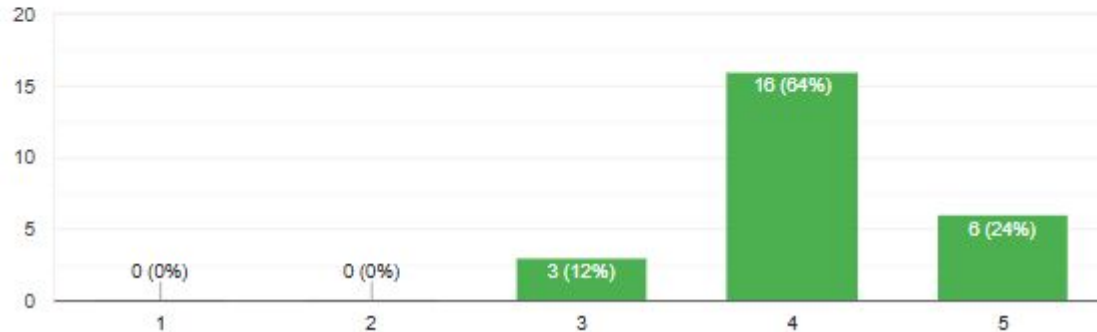
[Copy chart](#)

Consider:

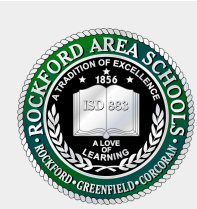
-What adjectives would students use to describe your classroom environment?

-How have you intentionally developed a safe environment?

25 responses



50



# Relational Capacity Pre-Assessment

2. Build a culture of safety, honesty, and mutual trust

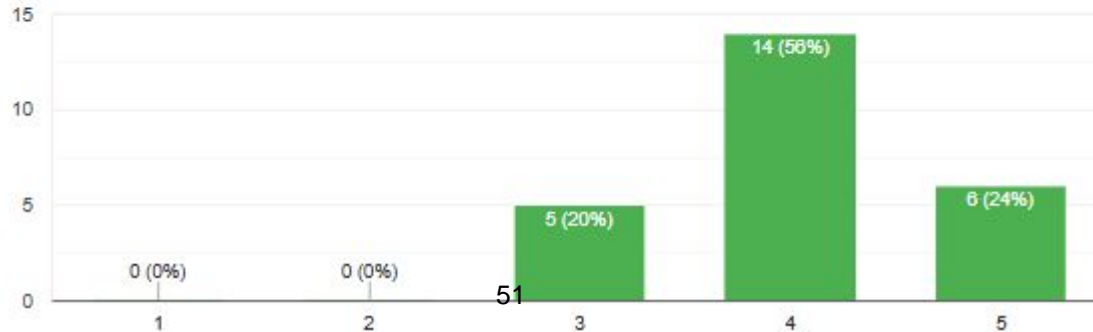
 Copy chart

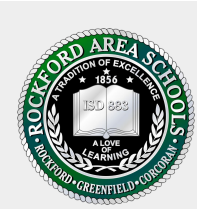
Consider:

-How are student differences recognized in your classroom?

-Do students view their differences as being a liability or an asset in your classroom?

25 responses





# Relational Capacity Pre-Assessment

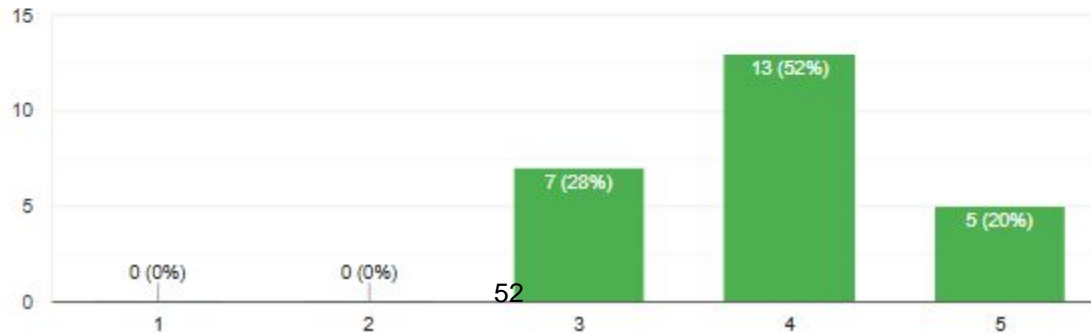
3. Engage students in creating and monitoring high expectations and norms for the classroom

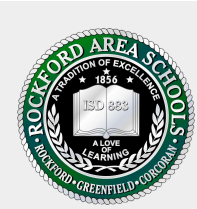
[Copy chart](#)

Consider:

- Do students safely and positively manage conflict that arises during class activities?
- Do students feel safe to volunteer novel ideas and solutions?

25 responses





# Relational Capacity Pre-Assessment

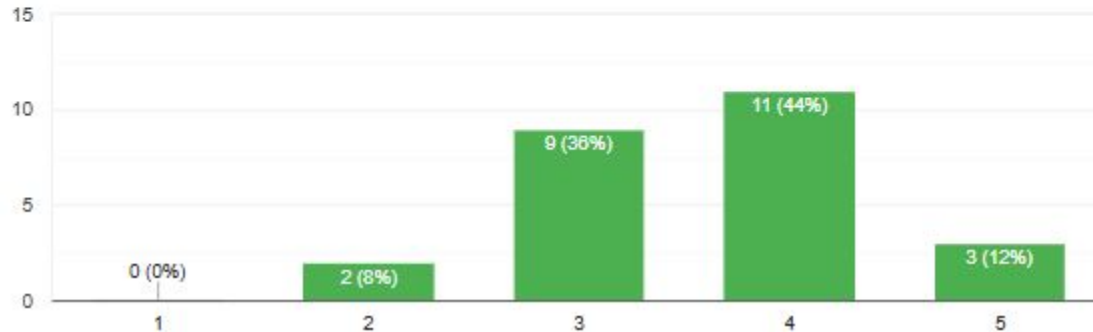
4. Explain how student differences benefit the classroom community

 Copy chart

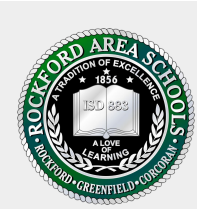
Consider:

- What roles and responsibilities do students have in your class structure?
- What steps have been taken to foster student ownership of the classroom?

25 responses



53



# Community, School, & Family Partnerships

- **To amplify the work within our classrooms to the broader community, we will celebrate innovation via social media and streamline newsletter articles to highlight each department.**

## Current Data:

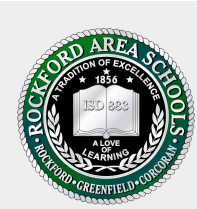
- Weekly posts on social media (Facebook, Instagram)
- New 'formula' for Newsletter articles (department rotation, everybody writes 1)
- New tour packets, Launch Your Future materials
- Website updates, announcements synced with monthly Newsletter

## Progress:

- Hundreds of views, likes, comments
- Better connection with surrounding community
- Highlighting stories helps to educate about IB DP and CP

## Up Next:

- More pictures
- Attempting more athletic exposure
- Feature teachers/departments who have not yet been highlighted (showcasing variety of experiences)



# Culture of Collective Purpose

- **School leaders will develop materials and promote our new school tagline (Engage in Learning, Ignite Curiosity, Launch Your Future) and package our early college and career options as we brand and market “Launch Your Future.”**

## Current Data:

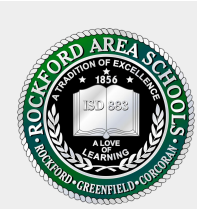
- 2023-2024: 4 pathways
- 2024-2025: 6 pathways (MN STEM Grant)
- 2025-2026: 15 pathways
- 2026-beyond: 21 pathways

## Progress:

- Clusters defined
- Materials Created
- Narratives are being strengthened
- IB Coordinator and 9th grade counselor met with every 9th grader prior to registration to discuss pathways

## Up Next:

- Cluster supervisors
- Explore additional certifications
- Applying for MN State STEM Grant again (renewable every 3 years, \$75k total)



# Stewardship of Resources

- **School budget lines will be reviewed monthly, front office meetings will be held weekly, staffing with intentionality will take place after student registration, and BOLT will advise on systems and structures to optimize operations monthly.**

## Current Data:

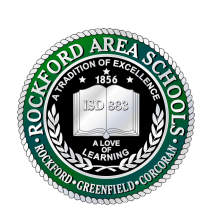
- Budget reports run monthly
- Spending down grants, gifts first
- Monitoring supply line budgets

## Progress:

- BOLT confirms ordering process
- Budgets communicated with department leads
- Additional funding requests must be approved by Principal

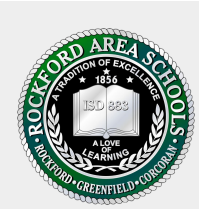
## Up Next:

- Monitor budget lines with balances lower than last year at this time
- Question purchases as needed—curricular need, classroom need, needs vs. wants
- Registration, Staffing formula, begin drafting FY27



# **RHS SIP PLAN 2025-2026**

Presented on behalf of the RHS  
BILT Team



# RHS School Improvement Plan (SIP)

## ● Instructional Design

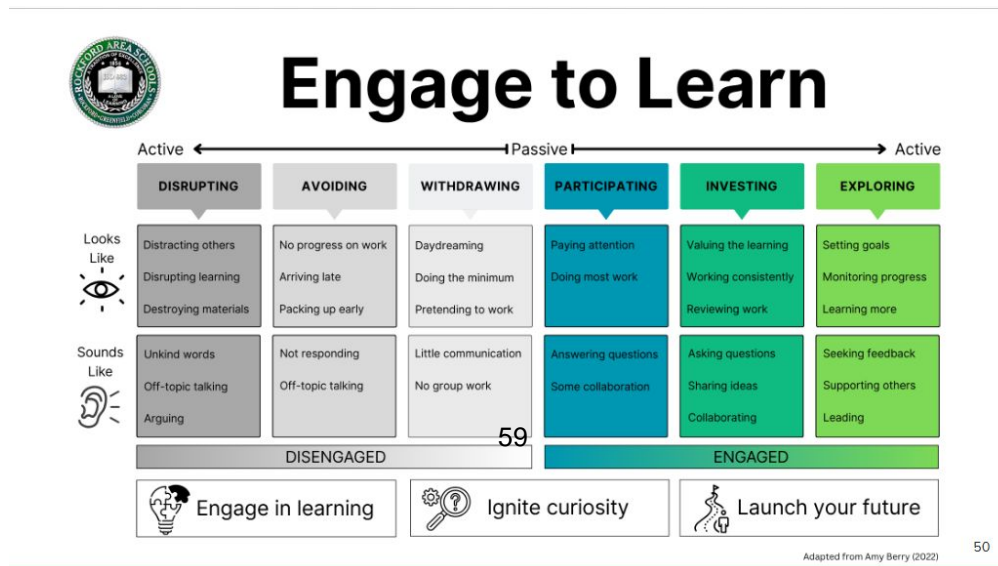
- Teachers will have formative and summative tools for each unit they teach which demonstrate instructional alignment, comply with our assessment policy, and are reflected accurately and consistently in teacher gradebooks at six week checks throughout the year.
  - IB self study documentation
  - Review IB policies, AI
  - MYP Unit Plans, DP course outlines
  - CP Pathway articulation

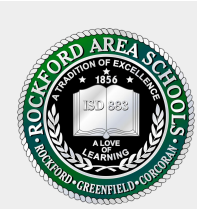


# RHS School Improvement Plan (SIP)

## ● Classroom Engagement

- Teachers will integrate the engagement continuum to inform instruction, assessment, student progress and ultimately positively impact student achievement. All teachers will discuss and survey student achievement at the end of each unit. General engagement data will be gathered monthly across the entire building.



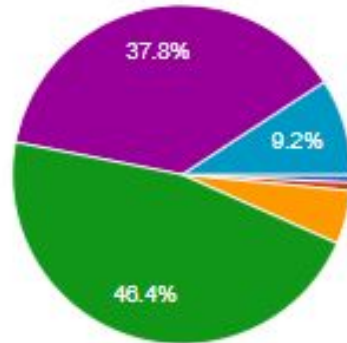


# Current Engagement Data

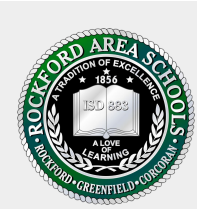
Over the last month, where do you think you spend most of your time in *all* of your **required classes**?

 [Copy chart](#)

392 responses



- Disrupting: distracting others, disrupting learning
- Avoiding: no progress on my work, arriving late, packing up early, not res...
- Withdrawing: daydreaming, doing the minimum, pretending to work
- Participating: paying attention, doing most work, answering questions, som...
- Investing: valuing the learning, workin...
- Exploring: setting goals, monitoring m...

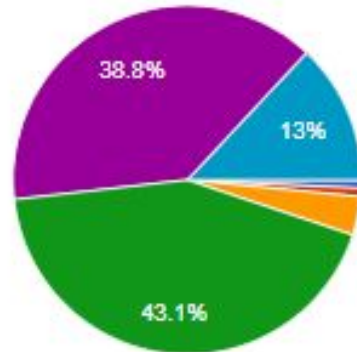








# Current Engagement Data

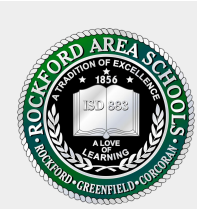
Over the last month, where do you think you spend most of your time in *all* of your **elective classes**?

 [Copy chart](#)

392 responses



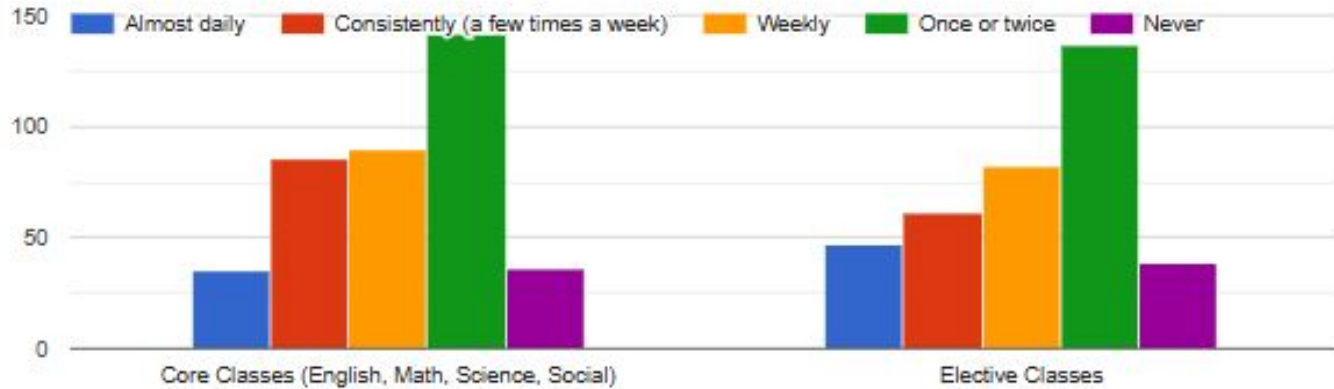
-  Disrupting: distracting others, disrupting learning
-  Avoiding: no progress on my work, arriving late, packing up early, not res...
-  Withdrawing: daydreaming, doing the minimum, pretending to work
-  Participating: paying attention, doing most work, answering questions, som...
-  Investing: valuing the learning, workin...
-  Exploring: setting goals, monitoring m...



# Current Engagement Data

My teachers have talked about engagement in my classes

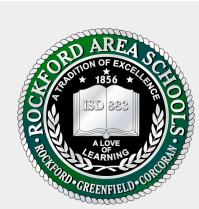
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# Increase Engagement through Intervention

#	Root Cause	Engagement Level (majority)	Level of Teacher Control	Teacher Comments	Student Meeting Notes	Academic Plan Needed?
Paul	Struggling with con...	Disengaged: Avoiding		Shows almost zero effort to engage	10/14 I'm not doing that much work or paying attention that much; in the past, has chosen not to go to testing center, last time he went and it helped; he will continue to do that: I'm not asking questions about notes or test, shy guy, would ask questions 1:1 after class but he continues to forget to do that; will try to set an alarm/notification to ask questions OR during work time	No
Ellie	Assignment compl...	Disengaged: Avoiding	Influence		10/9/25 Thinks that he is "participating" in science while admits to being a follower/assisting when his friend group gets off track. Says that tests are his biggest obstacle right now and needs dedicate time to studying	
Ellie	Attendance	Disengaged: Withdr...	No Control	Gone waaaaaaay too much. Content is above his ability level. He tries his best to make up for this gap with his	10/14/25 Has to retake a math test, however, just found out that his grandma has cancer and it very nervous about the	
Paul	Other	Disengaged: Avoiding	No Control	Attendace is bad, and you can tell the content is well beyond what his ability level is. It's tough to tell engagement w/him. He oscillates from withdrawing to participating... wildly lol. He does lock in sometimes, but he slides back to the "gray" zone a little too often.	Labels himself as 'participating', just doesn't talk a lot; I'm listening to what he's saying and trying to write notes; the notes help me trace my steps; tough to understand math steps sometimes; PLAN: complete more homework, learn better 1:1 (ask for help), ask Vasseei for 10-15 minutes every week	Yes



# RHS School Improvement Plan (SIP)

- **Data-Backed Student Support**

- Continue to utilize the structures (Student Achievement Plans, Early Warning System, 3/6/9 week grade checks, intervention brainstorming and tracking) for data review implemented in 2024-25; identify and make relevant improvements for effectiveness and efficiency to ensure every student has every opportunity to earn 60% or more in every class.



### Student Achievement, Engagement Evidence

FAST Testing		Class Grades			
<b>aMath</b>	<b>aReading</b>	<b>S1 Final</b>	<b>S2 In Progress</b>		
Fall - 220! Some Risk	Fall - 530! Some Risk	English C+	English	F	
Winter - 220! Some Risk	Winter - 518!! High Risk	World Hist F	World Hist	F	
Spring	Spring -	Geometry D-	Geometry	A	
		Chem Conc. C-	Chem Conc.	F	
		Intro to Bus F	Phy Ed	F	
		Read+/Math+ P	Read+/Math+		
		AVID B+	AVID		
<b>Concern Context</b> <input type="checkbox"/> Assessment Results		<b>Concern Context</b> <input checked="" type="checkbox"/> Class Grades			
<b>Identify the Barrier</b> <input checked="" type="checkbox"/> Academic skills <input checked="" type="checkbox"/> Behavior (engagement, effort, motivation)		<b>Identify the Barrier</b> <input checked="" type="checkbox"/> Academic skills <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior (engagement, effort, motivation)			

### Responsive Action (Systems Level)—completed by Counseling Office

Context	Evidence	Responsive Action
Test Scores	FAST	Math & Reading ADSIS Supports via Math+/Read+
Counselor	N/A	Weekly check-ins to discuss missing work and understanding of what he needs to do.

### Responsive Action (Classroom Level)—completed by Classroom Teachers

Using the information from the student data landing page as a starting point, begin a responsive action plan to support the student in achievement/growth.

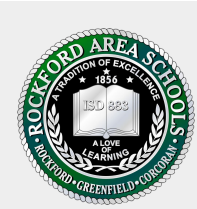
Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class? <a href="#">Tier 1 Guidance</a>
Teacher A	Assignments turned in but needs to take the test.	Check in and see if he knows how to get started, any questions, and in the right spot to achieve success? Have him pull up the note packet key to make sure he sees.
Teacher B	8% Missing a LOT	How are you going to get started, what questions do you have, are you in a good space for achieving Skeleton notes
Teacher C	Often off task and disengaged	Check his skeleton notes and all notes in general for completion,
Teacher D	Getting caught up after absences	How are you going to get started, what questions do you have, are you in a good space for achieving Skeleton notes
Teacher E	Missing a lot, often off-task (socializing)	Skeleton notes, video resources for reteaching (absence), preview assessment (practice quiz)

### Formative/Summative Work Specifics

Classroom work time	Struggles to complete coursework	Desk touch check ins for pretty much everything - BUT be careful of overwhelm, give space
Assignments and projects	Struggles to complete assignments	Benefits from intentional and deliberate scaffolds - sentence starters and slide skeletons
exams	Overwhelmed by unit assessments	Chunk, extended time

### Team Collaboration in Implementation

- Communication
  - Student
  - Counselors
  - Family
- Progress Monitoring
- Plan Adjustments



# RHS School Improvement Plan (SIP)

- **Q-Comp Site Goal**

- 25% of students testing in Some or High Risk FAST Reading and Math will move up one risk category or meet or beat their predicted score by the end of the school year

High Risk
Some Risk
Low Risk
On Track

Reading	9	10	11	12	Totals
Tested	126	109	128		363
S/H	32	18	37		87
Goal	8	4.5	9.25		21.75

Math	9	10	11	12	Totals
Tested	112	108			220
S/H	47	31			78
Goal	11.75	7.75	66		19.5



**Thank You.**



ROCKFORD AREA SCHOOLS  
INDEPENDENT SCHOOL DISTRICT 883  
BOARD OF EDUCATION

**Subject:** *Quarterly Budget Review – Quarter Ended September 30, 2025*

Meeting Date: November 24, 2025

Prepared by: Bridget Peterson, CFO

Date Prepared: November 13, 2025

Information       Briefing       Action       Enclosure Item(s)

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The attached quarterly budget review for the quarter ending September 30, 2025 will be discussed further at the board meeting.

**ROCKFORD AREA PUBLIC SCHOOLS**  
**QUARTERLY BUDGET UPDATE AS OF September 30, 2025**  
**REVENUE AND EXPENDITURES BY FUND**

<b>PROGRAM NAME</b>	<b>2024-25 Revised Budget</b>	<b>2024-25 FYTD Activity</b>	<b>2024-25 FYTD %</b>	<b>2025-26 Revised Budget</b>	<b>2025-26 FYTD Activity</b>	<b>2025-26 FYTD %</b>
GENERAL	22,880,789	3,418,422	14.9	22,770,507	3,060,425	13.4
NUTRITION SERVICES	1,220,473	45,370	3.7	1,292,399	20,882	1.6
COMMUNITY SERVICES	1,472,446	379,786	25.8	1,533,542	441,397	28.8
CONSTRUCTION FUND	-	43,615	N/A	5,000	16,480	329.6
DEBT REDEMPTION	5,187,248	125,664	2.4	5,061,210	105,251	2.1
<b>TOTAL REVENUES</b>	<b>30,760,956</b>	<b>4,012,857</b>	<b>13.1</b>	<b>30,662,658</b>	<b>3,644,435</b>	<b>11.9</b>
GENERAL	22,125,063	3,500,739	15.8	23,353,031	3,311,562	14.2
NUTRITION SERVICES	1,075,930	17,473	1.6	1,210,066	49,930	4.1
COMMUNITY SERVICES	1,481,895	320,385	21.6	1,527,576	346,805	22.7
CONSTRUCTION FUND	-	195,012	N/A	2,286,107	270,426	11.8
DEBT REDEMPTION	4,915,541	369,770	7.5	4,839,125	325,137	6.7
<b>TOTAL EXPENDITURES</b>	<b>29,598,429</b>	<b>4,403,379</b>	<b>14.9</b>	<b>33,215,905</b>	<b>4,303,860</b>	<b>13.0</b>

**ROCKFORD AREA PUBLIC SCHOOLS**  
**QUARTERLY BUDGET UPDATE AS OF September 30, 2025**  
**REVENUES BY SOURCE TYPE**

SOURCE TYPE	2024-25 Revised Budget	2024-25 FYTD Activity	2024-25 FYTD %	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %
TAX REVENUE	2,909,946	80,488	2.8	3,317,084	95,610	2.9
STATE REVENUE	18,031,711	2,993,012	16.6	18,521,225	2,724,001	14.7
FEDERAL REVENUE	369,084	3,824	1.0	352,819	-	-
LOCAL REVENUE	1,570,048	341,098	21.7	579,379	240,814	41.6
<b>TOTAL GENERAL FUND</b>	<b>22,880,789</b>	<b>3,418,422</b>	<b>14.9</b>	<b>22,770,507</b>	<b>3,060,425</b>	<b>13.4</b>
STATE REVENUE	571,506	(17,762)	(3.1)	650,100	-	-
FEDERAL REVENUE	494,693	79,234	16.0	490,299	-	-
LOCAL REVENUE	154,274	(16,102)	(10.4)	152,000	20,882	13.7
<b>TOTAL NUTRITION SERVICE FUND</b>	<b>1,220,473</b>	<b>45,370</b>	<b>3.7</b>	<b>1,292,399</b>	<b>20,882</b>	<b>1.6</b>
TAX REVENUE	124,354	233	0.2	137,152	-	-
STATE REVENUE	162,257	47,624	29.4	186,732	55,244	29.6
LOCAL REVENUE	1,185,835	331,929	28.0	1,209,658	386,153	31.9
<b>TOTAL COMMUNITY SERVICE FUND</b>	<b>1,472,446</b>	<b>379,786</b>	<b>25.8</b>	<b>1,533,542</b>	<b>441,397</b>	<b>28.8</b>
LOCAL REVENUE	-	43,615	-	5,000	16,480	-
<b>TOTAL CONSTRUCTION FUND</b>	<b>-</b>	<b>43,615</b>	<b>N/A</b>	<b>5,000</b>	<b>16,480</b>	<b>329.6</b>
TAX REVENUE	5,028,448	-	-	4,982,508	-	-
STATE REVENUE	158,800	125,664	79.1	78,702	105,251	133.7
<b>TOTAL DEBT SERVICE FUND</b>	<b>5,187,248</b>	<b>125,664</b>	<b>2.4</b>	<b>5,061,210</b>	<b>105,251</b>	<b>2.1</b>

**ROCKFORD AREA PUBLIC SCHOOLS**  
**QUARTERLY BUDGET UPDATE AS OF September 30, 2025**  
**EXPENDITURES BY OBJECT TYPE**

OBJECT TYPE	2024-25 Revised Budget	2024-25 FYTD Activity	2024-25 FYTD %	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %
SALARIES AND WAGES	11,571,465	1,326,002	11.5	12,154,012	1,468,907	12.1
EMPLOYEE BENEFITS	3,982,110	441,660	11.1	4,181,239	479,996	11.5
PURCHASED SERVICES	5,533,410	1,208,859	21.9	5,825,118	949,111	16.3
SUPPLIES AND MATERIALS	685,163	447,342	65.3	890,546	308,847	34.7
CAPITAL EXPENDITURES	313,828	11,438	3.6	266,853	40,401	15.1
OTHER EXPENDITURES	39,087	65,438	167.4	35,263	64,300	182.3
<b>TOTAL GENERAL FUND</b>	<b>22,125,063</b>	<b>3,500,739</b>	<b>15.8</b>	<b>23,353,031</b>	<b>3,311,562</b>	<b>14.2</b>
PURCHASED SERVICES	486,756	13,998	2.9	582,353	40,368	6.9
SUPPLIES AND MATERIALS	589,174	3,475	0.6	627,713	9,562	1.5
<b>TOTAL NUTRITION SERVICE FUND</b>	<b>1,075,930</b>	<b>17,473</b>	<b>1.6</b>	<b>1,210,066</b>	<b>49,930</b>	<b>4.1</b>
SALARIES AND WAGES	974,360	198,611	20.4	993,100	222,490	22.4
EMPLOYEE BENEFITS	269,235	59,695	22.2	297,976	62,041	20.8
PURCHASED SERVICES	184,000	49,171	26.7	188,200	49,987	26.6
SUPPLIES AND MATERIALS	43,000	12,908	30.0	40,000	12,287	30.7
CAPITAL EXPENDITURES	10,000	-	-	7,000	-	-
OTHER EXPENDITURES	1,300	-	-	1,300	-	-
<b>TOTAL COMMUNITY SERVICE FUND</b>	<b>1,481,895</b>	<b>320,385</b>	<b>21.6</b>	<b>1,527,576</b>	<b>346,805</b>	<b>22.7</b>
OTHER EXPENDITURES	-	195,012	N/A	2,286,107	270,426	11.8
<b>TOTAL CONSTRUCTION FUND</b>	<b>-</b>	<b>195,012</b>	<b>N/A</b>	<b>2,286,107</b>	<b>270,426</b>	<b>11.8</b>
OTHER EXPENDITURES	4,915,541	369,770	7.5	4,839,125	325,137	6.7
<b>TOTAL DEBT SERVICE FUND</b>	<b>4,915,541</b>	<b>369,770</b>	<b>7.5</b>	<b>4,839,125</b>	<b>325,137</b>	<b>6.7</b>

**ROCKFORD AREA PUBLIC SCHOOLS**  
**QUARTERLY BUDGET UPDATE AS OF September 30, 2025**  
**GENERAL FUND BY PROGRAM**

OBJECT TYPE	2024-25 FYTD Activity	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %
<b>DISTRICT &amp; SCHOOL ADMINISTRATION</b>				
SALARIES & WAGES	174,254	694,828	186,367	26.8
EMPLOYEE BENEFITS	66,341	287,315	74,389	25.9
PURCHASED SERVICES	2,466	52,856	1,900	3.6
SUPPLIES AND MATERIALS	978	7,418	1,644	22.2
OTHER EXPENDITURES	27,177	24,456	27,509	112.5
TOTAL DISTRICT & SCHOOL ADMINISTRATION	<u>271,216</u>	<u>1,066,873</u>	<u>291,809</u>	<u>27.4</u>
<b>DISTRICT SUPPORT SERVICES</b>				
SALARIES & WAGES	153,530	769,698	172,546	22.4
EMPLOYEE BENEFITS	70,466	415,148	61,461	14.8
PURCHASED SERVICES	55,222	324,360	59,743	18.4
SUPPLIES AND MATERIALS	156,305	220,358	116,020	52.7
CAPITAL EXPENDITURES	-	-	(1,784)	N/A
OTHER EXPENDITURES	4,341	-	9,009	N/A
TOTAL DISTRICT SUPPORT SERVICES	<u>439,864</u>	<u>1,729,564</u>	<u>416,995</u>	<u>24.1</u>
<b>ELEMENTARY &amp; SECONDARY REGULAR INSTRUCTION</b>				
SALARIES & WAGES	549,313	6,016,918	552,397	9.2
EMPLOYEE BENEFITS	170,505	2,010,176	180,299	9.0
PURCHASED SERVICES	101,851	534,455	42,242	7.9
SUPPLIES AND MATERIALS	227,912	386,989	134,984	34.9
CAPITAL EXPENDITURES	11,438	-	11,909	N/A
OTHER EXPENDITURES	23,887	4,747	25,354	534.1
TOTAL ELEM & SECONDARY REGULAR INSTRUCTION	<u>1,084,906</u>	<u>8,953,285</u>	<u>947,185</u>	<u>10.6</u>
<b>VOCATIONAL EDUCATION INSTRUCTION</b>				
SALARIES & WAGES	13,911	197,059	19,987	10.1
EMPLOYEE BENEFITS	3,730	50,940	6,174	12.1
PURCHASED SERVICES	3,334	-	292	N/A
SUPPLIES AND MATERIALS	-	9,199	125	1.4
TOTAL VOCATIONAL EDUCATION INSTRUCTION	<u>20,975</u>	<u>257,198</u>	<u>26,578</u>	<u>10.3</u>
<b>SPECIAL EDUCATION INSTRUCTION</b>				
SALARIES & WAGES	189,680	2,512,014	230,560	9.2
EMPLOYEE BENEFITS	56,806	783,189	71,046	9.1
PURCHASED SERVICES	204,107	355,868	233,762	65.7
SUPPLIES AND MATERIALS	5,394	9,900	11,717	118.4
TOTAL SPECIAL EDUCATION INSTRUCTIONAL	<u>455,987</u>	<u>3,660,971</u>	<u>547,085</u>	<u>14.9</u>
<b>INSTRUCTIONAL SUPPORT SERVICES</b>				
SALARIES & WAGES	54,547	741,961	82,389	11.1
EMPLOYEE BENEFITS	14,648	208,364	18,662	9.0
PURCHASED SERVICES	37,191	75,459	18,549	24.6
SUPPLIES AND MATERIALS	17,244	22,295	16,729	75.0
OTHER EXPENDITURES	10,034	6,060	-	-
TOTAL INSTRUCTIONAL SUPPORT SERVICES	<u>133,664</u>	<u>1,054,139</u>	<u>136,329</u>	<u>12.9</u>
<b>PUPIL SUPPORT SERVICES</b>				
SALARIES & WAGES	40,057	489,426	47,340	9.7
EMPLOYEE BENEFITS	9,276	116,260	11,342	9.8
PURCHASED SERVICES	345,826	3,040,938	122,768	4.0
SUPPLIES AND MATERIALS	4,285	11,177	2,882	25.8
OTHER EXPENDITURES	-	-	385	N/A
TOTAL PUPIL SUPPORT SERVICES	<u>399,444</u>	<u>3,657,801</u>	<u>184,717</u>	<u>5.1</u>
<b>SITES &amp; BUILDINGS</b>				
SALARIES & WAGES	150,708	732,108	177,321	24.2
EMPLOYEE BENEFITS	49,888	309,847	56,623	18.3
PURCHASED SERVICES	226,549	1,197,750	211,804	17.7
SUPPLIES AND MATERIALS	35,224	223,210	24,746	11.1
CAPITAL EXPENDITURES	-	266,853	30,276	11.4
OTHER EXPENDITURES	-	-	2,043	N/A
TOTAL SITES & BUILDINGS	<u>462,369</u>	<u>2,729,768</u>	<u>502,813</u>	<u>18.4</u>
<b>DEBT SERVICE</b>				
	232,314	243,432	258,051	106.0
<b>TOTAL GENERAL FUND</b>	<u>72</u> <u>3,500,739</u>	<u>23,353,031</u>	<u>3,311,562</u>	<u>14.2</u>



ROCKFORD AREA SCHOOLS  
INDEPENDENT SCHOOL DISTRICT 883  
BOARD OF EDUCATION

**Subject:** *Approval of Teacher (EMR) Master Agreement 2025-2027*

Meeting Date: November 24, 2025

Prepared by: Bridget Peterson

Date Prepared: November 17, 2024

Information       Briefing       Action       Enclosure Item(s)

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The District and School Board Negotiations Committee for the Teacher (EMR) negotiations team reached a tentative agreement for a two-year agreement for the contract period July 1, 2025 through June 30, 2027. Rockford teachers voted in favor of the proposed contract on Monday, November 10, 2025 .

Key Points of the contract will be discussed at the meeting.

**Recommendation :** Approve the agreement for the two year contract period from July 1, 2025- June 30, 2027 with the Education Minnesota - Rockford (EMR) teachers.

Master Agreement enclosed

**MASTER AGREEMENT**

**BETWEEN**



**INDEPENDENT SCHOOL DISTRICT NO. 883 ROCKFORD, MINNESOTA**

**AND**

**EDUCATION MINNESOTA – ROCKFORD**

**Local # 4739**

**JULY 1, 2025 THROUGH JUNE 30, 2027**



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## **ARTICLE I**

### **PURPOSE**

**Parties:** This agreement is entered into between Independent School District No. 883, Rockford, Minnesota (hereinafter referred to as the District), and Education Minnesota - Rockford hereinafter referred to as the Exclusive Representative or EMR), pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended (hereinafter referred to as the P.E.L.R.A.), to provide the terms and conditions of employment for Teachers during the duration of this Agreement.

## **ARTICLE II**

### **RECOGNITION OF EXCLUSIVE REPRESENTATIVE**

**Section 1. Recognition:** In accordance with the P.E.L.R.A., the District recognizes EMR as the Exclusive Representative for all Teachers as defined under the P.E.L.R.A. The Exclusive Representative shall have those rights and duties as prescribed by the P.E.L.R.A. and as described in the provisions of this Agreement.

**Section 2. Appropriate Unit:** The Exclusive Representative shall represent all the Teachers of the District as defined in this Agreement and in the P.E.L.R.A.

## **ARTICLE III**

### **DEFINITIONS**

**Section 1. Terms and Conditions of Employment:** The term, "terms and conditions of employment," means the hours of employment, the compensation therefore including fringe benefits, except retirement contributions or benefits, and the District's personnel policies affecting the working conditions of the teachers. In the case of teachers, the term does not mean educational policies of the District. The terms in both cases are subject to the provisions of the P.E.L.R.A.

**Section 2. School District:** For purposes of administering this Agreement, the term, "District," shall mean the School Board or its designated representative.

**Section 3. Teacher:** The term, "Teacher," shall mean all persons employed by the District in a position for which the person must be licensed by the State of Minnesota and meets the requirements under Minnesota Statute 179A.03, Subd. 18, but shall not include superintendents, assistant superintendents, principals, and assistant principals who devote more than 50% of their time to administrative or supervisory duties, confidential employees, supervisory employees, essential employees, and such other employees excluded by law.

**Section 4. Long-Term Substitute Teacher:** The term, "long term substitute Teacher," will mean any person who is employed by the District to replace an absent Teacher for a period of at least thirty (30) contract days.

**Section 5. Working Days:** The term "working days" shall be defined as Monday – Friday excluding days when District offices are closed.

**Section 6. Other Terms:** Terms not defined in this Agreement shall have those meaning as defined by the P.E.L.R.A.

## ARTICLE IV

### DISTRICT RIGHTS

**Section 1. Inherent Managerial Rights.** The Exclusive Representative recognizes that the District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the District; its overall budget; utilization of technology; the organizational structure; and selection, direction, and number of personnel.

**Section 2. Management Responsibility.** The Exclusive Representative recognizes the right and obligation of the School Board 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.

**Section 3. Effect of Laws, Rules and Regulations.** The Exclusive Representative recognizes that all Teachers covered by this Agreement shall perform the teaching and non-teaching services prescribed by the District and shall be governed by the laws of the State of Minnesota, and by District rules, regulations, directives, and orders, issued by properly designated officials of the District. The Exclusive Representative also recognizes the right, obligation, and duty of the District and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the District insofar as such rules, regulations, directives, and orders are not inconsistent with the terms of this Agreement and recognizes that the District, all Teachers covered by this Agreement, and all provisions of this Agreement are subject to the laws of the State of Minnesota, Federal Laws, and the rules and regulations of State and Federal governmental agencies. Any provision of this Agreement found to be in violation of any such laws, rules, regulations, directives, or orders shall be null and void and without force and effect. Unless specifically included in this Agreement, alleged violations of state and federal laws, rules and regulations are not arbitral under the grievance procedure.

**Section 4. Reservation of Managerial Rights.** The foregoing enumeration of District rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this Agreement are reserved to the District.

## ARTICLE V

### TEACHING RIGHTS

**Section 1. Right to Views.** Nothing contained in this Agreement shall be construed to limit, impair, or affect the right of any Teacher or his/her representative 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 Exclusive Representative; nor shall it be construed to require any Teacher to perform labor or services against his/her will.

**Section 2. Right to Join.** Teachers shall have the right to form and join labor or employee organizations and shall have the right not to form and join such organizations. Teachers in an appropriate unit shall have the right by secret ballot to designate an Exclusive Representative for the purpose of negotiating grievance procedures and the terms and conditions of employment.

**Section 3. Request for Dues Check Off.** The District shall forward each month such dues deducted the previous month, along with a list of the names of the Teachers from whom deductions were made, to the treasurer of the Exclusive Representative.

Individual written requests for membership dues check off must be provided to the District Office. The District will deduct dues consistent with the terms and duration of the written consent provided. When a bargaining unit member has authorized a dues deduction, such authorization shall continue in effect for that year and from year to year, and cannot be canceled except by written notice from the Union President. A member seeking cancellation must provide written notice to the Union President.

Any bargaining unit member, or new hire who has applied for membership in the bargaining unit, authorizes the school district to deduct one-eighteenth (1/18) of such dues from the regular pay check of the bargaining unit member for each pay period for eighteen (18) consecutive pay periods. Such authorization must be provided in writing to the School District. For employees who have authorized the dues deduction, the deductions will begin the first pay period on or after October 15. For bargaining unit members employed after the commencement of each school year, deductions of dues shall be made by the School District upon receipt of written authorization. The dues will be deducted equally between existing pay periods between the date of the bargaining unit members first pay date and first pay period in July.

The exclusive representative hereby warrants and covenants that it will defend, indemnify, and save the School District harmless from any and all actions, suits, claims, damages, judgments, and executions or other forms of liability, liquidated or unliquidated, that any person may have or claim to have, now or in the future, arising out of or by reason of the due's deduction specified by the exclusive representative as provided in this Agreement.

**Section 4. Personnel Files:** All evaluations and files relating to each individual Teacher shall be available during regular District business hours to each individual Teacher upon his or her written notice to the Superintendent. The Teacher shall have the right to reproduce any of the contents of the files and to submit for inclusion in the file written information in response to any material contained therein, provided, however, the District may destroy such files as provided by law. Each inspection of personnel files shall be recorded. Each Teacher shall be promptly furnished with a copy of all evaluations and disciplinary matters placed in his/her file.

**Section 5. Investigation:** When a teacher is alleged to have engaged in conduct that may result in discipline, the District will conduct an investigation that satisfies the requirements of due process.

**Section 6. Discipline:** Disciplinary Action. The School District shall not take any disciplinary action (including adverse evaluation) with respect to any teacher without just cause. Due process must be provided. Administrators will promptly notify teachers of concerns and/or complaints from parents, students and/or staff. All forms of discipline shall have correction and improvement as a goal, except in cases of termination. Teachers will be informed of their right to union representation at meetings that

could lead to discipline, and the District will comply with all other legal rights under *NLRB v. J. Weingarten, Inc.*, 420 U.S. 251 (1975) and PELRA.

- **ORAL WARNING.** Documentation of an oral warning is intended to indicate an oral warning has been administered. The District will notify the teacher. If the teacher requests in writing, the District will notify EMR of the oral warning in writing.
- **AREA OF CONCERN.** If there are subsequent concerns regarding the matter, the appropriate supervisor shall confer with the teacher to create a mutually agreed upon improvement plan. If the teacher requests in writing, the District will notify EMR of the oral warning in writing.
- **WRITTEN REPRIMAND.** Prior to the issuance of a written reprimand to an individual teacher, the appropriate supervisor shall confer with the teacher. The district will notify the teacher if a written reprimand has been issued. If the teacher requests in writing, the District will notify EMR of the written reprimand in writing.
- **SUSPENSION.** The School District may suspend a teacher without pay. No teacher shall be suspended unless there is just cause. Due process must be provided. If the School District acts to suspend a teacher, it shall promptly notify the teacher. If the teacher requests in writing, the District will notify EMR of the suspension in writing.

## **ARTICLE VI**

### **BASIC SCHEDULES AND RATES OF PAY**

**Section 1. 2025-26 Salary Schedule:** The wages and salaries reflected in Schedule A, attached hereto, shall be a part of the Agreement for the 2025-26 school year.

**Section 2. 2026-27 Salary Schedule:** The wages and salaries reflected in Schedule A, attached hereto, shall be a part of the Agreement for the 2026-27 school year.

**Section 3. Status of Salary Schedule:** The salary schedule is not to be construed as a part of a Teacher's continuing contract and the District will not withhold increment, advancement, lane changes, or any other salary increase from the teacher without just cause.

In the event a Teacher's advancement on the salary schedule is withheld, the teacher shall have the right to grieve in accordance with the provisions of this Agreement.

The District may compensate Teachers above the salary schedule at its sole discretion. The District shall inform the Exclusive Representative in writing immediately. Any compensation so distributed will not be considered as a cost item when figuring the total package costs during negotiations.

**Section 4. Placement on Salary Schedule:** The following rules shall be applicable in determining placement of a Teacher on the appropriate salary schedule:

#### **Subd. 1. Definitions:**

- a. **Credit:** Throughout this Agreement, the term, "credit," shall be defined as a semester credit. A semester credit equals one and one-half (1.5) quarter credits.

- b. **Germane:** Credits to be considered for application on any lane of the salary schedule must be germane to the teaching assignment as determined by the School District or Superintendent. At the discretion of the Superintendent, credit for application on the salary schedule may be given for a course germane to the areas of licensure of the teacher/assigned position and for courses required for coaching certification.

**Subd. 2. Workshop Credit:** Workshop or clinic attendance may be substituted for undergraduate college credit as provided below:

- a. The Teacher shall receive one (1) semester credit for each twenty-three (23) hours of time spent at approved workshops or clinics. Proof of time spent will be required for final approval.
- b. The maximum credit allowed shall be two (2) semester credits for every lane change.

**Subd. 3. Grade and Credits:** To apply on the salary schedule, credits beyond the bachelor's degree must fall in one of the following categories and carry an average grade equivalent of B or higher and/or meet the following.

- a. Graduate credits beyond the bachelor's degree.
- b. *Rockford Credits*- are credits which are obtained by satisfactorily completing district developed in-service courses and may be earned at the rate of one (1) credit per twelve (12) hours of instruction. Criteria and guidelines for the courses will be developed, monitored and subject to periodic review by the District K-12 staff development committee and the administration. For courses with fewer than twelve (12) hours, a fraction of a Rockford credit will be given.

Example: three-hour (3) course = 1/4 Rockford credit.

**Subd. 4. Prior Approval:** All credits, in order to be considered for application on the salary schedule, must be approved in writing prior to the taking of the course by the Superintendent. Such prior approval requirements shall not apply to courses necessary to achieve the minimum requirements established by the Department of Education as a prerequisite for the individual to possess the proper licensure required to fulfill the individual's teaching and coaching assignments.

**Subd. 5. Salary Adjustment:** Individual contracts will be modified to reflect qualified credit lane changes three times per year. The effective dates of lane changes shall be September 15, January 15, and May 15, provided an official transcript and/or official letter from the university/college of the credits is received. Lane changes submitted by September 15 will increase the teacher's salary for the entire school year, January 15 for 6/12 of the school year, and May 15 for 3/12 of the school year. Credit lane advancement will not be made on any other date.

**Subd. 6. Advanced Degree Program:** A Teacher shall be paid on the master's degree lane or higher degree lane only if the degree program is germane to the teaching assignment as approved by the District and the degree program is approved in writing by the Superintendent in advance.

**Subd. 7. Payment of Present Salary:** The rules contained herein relating to the application of credits on the salary schedule shall not deprive any Teacher of any salary schedule placement already recognized and actually being paid for the current school year(s).

**Subd. 8. Step Advancement:** Except for Teachers who are on a child care leave of a semester or less or Teachers on workers' compensation leave, a Teacher must be employed a minimum of one hundred ten (110) actual duty days of a school year to qualify for a salary step advancement.

**Subd. 9. Application:** Credits to apply to lanes beyond a master degree must be earned after the earning of the degree and must be taken through an accredited college or university.

**Section 5. Pay Deduction:** Whenever pay deduction is made for a Teacher's absence, the annual salary divided by the number of Teacher duty days shall be deducted for each day's absence.

**Section 6. Step Placement:** A new Teacher shall be placed on such step of the salary schedule as agreed between the District and the teacher.

**Section 7. Mileage:** Teachers who use their own vehicles to transfer between buildings as required by their teaching assignment within the regular pupil contact day shall be paid upon submission of a claim form at the IRS mileage rate established by District policy. The signed/approved mileage sheet needs to be turned in within thirty (30) days of the incurred driving to receive non-taxable reimbursement.

**Section 8. Maintaining Licenses:** Teachers wishing to drop a teaching license must submit a written request to do so with the Superintendent of Schools. Unless their request is approved or the teacher has not been placed in that area of licensure for ten (10) consecutive school years, teachers are required to maintain all areas of licensure held at the time of their hiring by the District.

Teachers must also maintain all licenses for which they earned and received lane change credit while working in the District except if the teacher has not been placed in that area of licensure for ten (10) consecutive school years.

If a teacher initiates the dropping of the license which qualified the teacher for the teacher's current assignment, the School District may place the teacher on ULA, and the teacher shall have no bumping rights or realignment rights in another licensure area except if the teacher has not been placed in that area of licensure for ten (10) consecutive school years. Failure to maintain licenses that resulted in a lane change will result in loss of lane placement received through credits earned for that license except if the teacher has not been placed in that area of licensure for ten (10) consecutive school years.

A teacher not placed in an area of licensure for ten (10) consecutive school years may drop the corresponding license without penalty.

A teacher shall not be permitted to exercise seniority to displace another teacher in a different licensure area by initiating the dropping of the license in the subject matter in which the teacher is currently assigned by the School District in order to acquire a different assignment.

A teacher requesting a transfer to an open position in the District, for which he/she is licensed, may drop that licensure without penalty if the District rejects the reassignment.

**Section 9. Teacher Overloads:** Overloads are defined as classes taught above and beyond full-time, 1.0 FTE. Overloads will be offered at the sole discretion of district and site-based administration and will be offered to teachers based on the criteria below:

- Appropriate licensure

- Experience and expertise with the content

Teachers teaching an overload are expected to prepare for each class, record grades, conduct conferences when needed, grade assignments, communicate with parents/guardians, and all other responsibilities associated with teaching a course. Teachers who voluntarily teach an overload forgo their daily preparation time in lieu of compensation.

Licensed staff members who voluntarily agree to teach an overage, at their hourly rate of pay, shall be compensated for the overage, based on their current step and lane. If, however, the licensed teacher's hourly wage is less than District/EMR negotiated substitute hourly rate of pay, the teachers will be compensated at the greater hourly rate.

Examples:

Annual Salary \$70,000

Annual Salary \$50,000

$\$70,000/183 \text{ days} = \$382.51/\text{day}$

$\$50,000/183 \text{ days} = \$273.22/\text{day}$

$\$382.51/8 \text{ hours/day} = \$47.81/\text{hour}$

$\$273.22/8 \text{ hours/day} = \$34.15/\text{hour}$

**Section 10. Additional Days/Pay:** Teachers with extended hours/days compensation. All these days are paid at the employee's hourly rate of pay, and must follow the approval guidelines.

HS/MS Counselors – up to 10 days each

Magnet Coordinators (IB/CIC) – up to 5 days each

Ag (not FFA) Teachers – up to 15 total days

**ARTICLE VII**

**EXTRA COMPENSATION**

**Section 1. Extra-curricular Schedule:** The salaries reflected in Schedule C attached hereto shall be considered part of this master agreement.

**Section 2. Q Comp/Alternative Teacher Professional Pay System (ATPPS):** The District and EMR will collaborate annually to develop and approve a Q Comp/ATPPS plan. Q Comp provides a framework for teachers to improve their practice leading to improved instruction thereby improving student achievement. The plan is available for reference and on file with both the District and EMR. In the event the state eliminates, reduces, or otherwise modifies the Q Comp/Alternative Teacher Professional Pay System (ATPPS), or if the district and EMR cannot find an agreement on an annual plan, all financial obligations related to Q Comp/Alternative Teacher Professional Pay System (ATPPS) will be subject to modification or cancellation.

**ARTICLE VIII**

**GROUP INSURANCE**

**Section 1. Selection:** The selection of the insurance carrier and policy shall be made by the District, as provided by law.

**Section 2. Health and Hospitalization Insurance:** The District will pay \$869.40, beginning January 1, 2026, per month toward the premium for single coverage for each full-time Teacher employed by the District who qualifies for and is enrolled in single coverage in the district group health and hospitalization plan. The District shall contribute \$1,620.00 beginning January 1, 2026, per month towards the premium for family coverage for each full-time Teacher employed by the District who qualifies for and is enrolled in family coverage in the district group health and hospitalization plan. Beginning January 1, 2027, District contribution for health and hospitalization insurance will increase to \$938.95 for single coverage and \$1,749.60 for family coverage. Any additional costs of the premium shall be borne by the Teacher and paid by payroll deduction.

Year	Single coverage - district contribution	Family coverage - district contribution
FY26	\$869.40 beginning January 1, 2026	\$1,620.00 beginning January 1, 2026
FY27	\$938.95 beginning January 1, 20257	\$1,749.60 beginning January 1, 2027

**Section 3. Health Savings Account:** The District shall contribute \$1,000.00 to the teacher’s health care savings account each January, for any teacher enrolled in the district’s qualified high deductible health insurance plan.

**Section 4. Long-Term Disability Insurance:** The District shall contribute one-hundred (100) percent of the premium for long-term disability insurance for each full-time Teacher employed by the District who qualifies for and is enrolled in the District long-term disability insurance program. It is agreed and understood that said long-term disability insurance shall provide combined monetary benefits to each Teacher eligible to receive such benefits of at least, but not limited to, sixty-six (66) percent of the Teacher's normal salary.

**Section 5. Term Life Insurance:** The District will pay one-hundred (100) percent of the premium for a term life insurance policy in the amount of \$60,000.00 for each full-time teacher employed by the District who qualifies for and is enrolled in the District life insurance program.

**Section 6. Dental Insurance:** The District shall contribute: a sum not to exceed \$53.08, beginning January 1, 2026, per month toward the premium for dental insurance for each full-time Teacher employed by the District who qualifies for and is enrolled in the District group dental plan. Any additional cost of the program shall be borne by the teacher and paid by payroll deduction. Beginning January 1, 2027, the District contribution shall increase to but not exceed \$56.80 per month.

Year	Single coverage - district contribution
FY26	\$53.08 beginning January 1, 2026
FY27	\$56.80 beginning January 1, 2027

**Section 7. Claims against the District:** It is understood that the District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein, and no claim shall be made against the District as a result of a denial of insurance benefits by an insurance carrier.

**Section 8. Eligibility:**

**Subd. 1. Part-Time Teachers:** The District shall make pro-rata premium contributions for part-time Teachers under contract on at least a half-time basis for the following coverage: health and hospitalization, long term disability, dental, and term life insurance.

**Subd. 2. Long-Term Substitute Teachers:** Long-term substitute teachers who are employed for less than a semester will not be eligible for insurance benefits until the first of the month following the completion of sixty (60) consecutive actual duty days.

**Section 9. District Contributions to a Post-Retirement Health Care Savings Account.**

**Subd. 1. Annual District Contributions to a Post-Retirement Health Care Savings Account:** The District will make annual contributions in the following amounts to an eligible Teacher's post-retirement health care savings account:

<i>Years of service in Rockford</i>	<i>Matching District Contribution</i>
1st - Continuing contract rights granted (when probationary period ends for ECFE/SR)	No contribution
Continuing contract rights granted (probationary period completed for ECFE/SR) - 10th completed	\$500
Beginning of 11th-15th completed	\$750
Beginning of 16th +	\$1500

- a. **Years of Service:** All references to years of service in this agreement include time actually worked and do not include time spent on an uncompensated leave except that a child

care leave of less than one year and which includes the use of paid sick leave shall count as time of service. Partial years worked will not count as increments in determining years of service.

- b. **Eligibility:** All full-time teachers granted continuing contract rights in the District are eligible for a District contribution to their post-retirement health care savings account. Teacher and District contributions will follow the above schedules. These contributions will start at the beginning of the school year when the teacher is granted continuing contract rights, increases start at the beginning of the 11<sup>th</sup> full year in the district, and increases to the final amount starting at the beginning of the 16<sup>th</sup> full year in the district. Eligible teachers are required to participate. Upon the death of a teacher, any amounts owed but not yet paid cannot go to the post-retirement health care savings account. Those funds will be paid out to the beneficiaries or estate of the Employee.
- c. **Part-Time Teachers.** Part-time teachers who work at least half time shall be entitled to a pro-rata contribution.
- d. **Effect of an Unpaid Leave on Eligibility.** Eligible teachers will not receive a District contribution to their post- retirement health care savings account during a year in which they are on unpaid leave. In the case of teachers who begin unpaid leave during the school year, eligibility for participation shall cease as of the last day of paid leave or employment prior to the commencement of the unpaid leave.
- e. **Payment Schedule:** This benefit shall be paid by the District to the teacher's post-retirement health care savings account monthly during the school year. Teacher contributions will be deducted from the first twenty (20) pay periods of the school year and submitted with the district contribution monthly.

**Subd. 2. Insurance Continuation.** Retired Teachers who fulfill the conditions set forth in Minn. Stat. § 471.61, Subd. 2b, as amended, shall be eligible to remain, at their own expense, in the District's group health and hospitalization insurance plans. The District shall notify teachers of this right prior to retirement.

## ARTICLE IX

### UNCOMPENSATED LEAVE

**Section 1. Professional Development Leave:** A leave of absence of up to two years may be granted to any Teacher upon written application for the purpose of engaging in study at an accredited college or university reasonably related to his/her professional responsibilities; foreign teaching programs; or a cultural or work program related to his/her professional position. Upon return from such leave, the Teacher shall be restored to the next step on the salary schedule above that at which he/she left and shall maintain the same fringe benefits to which he/she was entitled before taking said leave.

**Section 2. Child Care Leave:**

**Subd. 1. Use:** The District shall grant a child care leave of absence of up to twelve (12) months duration to any Teacher who makes a written application for such leave. Child care leave shall be granted because of the need to provide parental care for a child of the teacher for an extended period of time, including cases of adoption. Such benefit shall apply to all Teachers.

**Subd. 2. Request:** A teacher making an application for child care leave shall inform the District, in writing, of the request to take the leave at least three (3) calendar months before commencement of the intended leave. In the case of a child care leave of less than a three-month duration, the reference to a three-month prior notification is waived, but the teacher shall provide reasonable advance notice to the extent possible.

**Subd. 3. Medical Statement:** A teacher will provide, at the time of the leave application, a statement from the attending medical provider indicating the expected date of delivery when appropriate.

**Subd. 4. Commencement:** The beginning and ending dates of a child care leave shall be scheduled so as to coincide as closely as possible with some natural break in the school year, such as winter vacation, the end of a quarter, the end of a grading period, or the like.

**Subd. 5. Duration:** In making a or the determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:

- a. grant any leave more than twelve (12) months in duration.
- b. permit the teacher to return to employment prior to the date designated in the request for child care leave.

**Subd. 6. Reinstatement:** A teacher returning from child care leave shall be reinstated in a position the teacher is licensed and qualified unless placed on unrequested leave of absence. A teacher will be allowed to return to his/her position prior to the previously agreed upon expiration date in the event of the death of a child.

**Subd. 7. Return from leave Notification:** A teacher, who has been granted a leave of absence for a period of twelve (12) months or more, shall provide written notification to the District of their intent to return to work or to request an extension of the leave as follows:

- a. No later than February 1 of the school year in which the leave is set to expire, if the intended return is at the start of the following school year; or
- b. No later than five (5) months prior to the expiration of the leave, if the return is not scheduled for the first day of the school year.

If there has been no notification received by the deadline stated in the contract, the district will send a written request to the individual on the status of the leave. Failure to respond within two weeks of this request may be deemed a voluntary resignation. Exceptions to these deadlines may be made for unforeseen circumstances upon approval by the Superintendent.

**Subd. 8. Failure to Return:** Failure of the teacher to return by the date determined under this section shall constitute grounds for termination unless the School Board and the teacher mutually agree, in writing, to an extension in the leave

**Subd. 9. Salary and Fringe Benefits:** Leave under this section shall be without pay or fringe benefits, except as provided in Article IX, Section 1, Subd. 3.

**Section 3. Education Minnesota-Rockford Activities Leave:** The District agrees to provide reasonable time off to elected officers or appointed representatives of EMR for the purposes of conducting the duties of EMR. EMR agrees to notify the Superintendent in writing at least forty-eight (48) hours prior to the date for the intended use of such leave. It is understood and agreed that unless otherwise approved by the superintendent, no more than two Teachers shall be eligible to take such leave at the same time.

**Section 4. Eligibility for Group Insurance Programs:** A Teacher on an uncompensated leave of absence is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the Teacher wishes to retain, commencing with the beginning of the uncompensated leave. However, for a full-time Teacher whose uncompensated leave as provided for in this Agreement commences after the beginning of the school year, the District shall make additional contributions toward the premium for the health and hospitalization coverage previously chosen by the Teacher. The additional contributions shall be calculated as follows:

$(\text{Duty days worked}/\# \text{ of duty days}) * (\text{district contribution}) - (\text{teacher contribution paid}) = \text{additional contribution}$

Additional contributions towards the health and hospitalization insurance premium will first be used to continue the District's normal monthly contribution. If the District's additional contribution is less than a full month's insurance premium, the Teacher must pay the additional cost of the premium prior to the first of the month, or coverage will be terminated.

**Section 5. Health Leave:** A Teacher, who is unable to teach because of personal illness or disability will be granted an additional leave of absence without pay for the duration of such illness or disability, up to one year and the leave may be renewed each year, upon written request by the Teacher and acceptance by the School Board.

## **ARTICLE X**

### **COMPENSATED LEAVE**

#### **Section 1. Sick Leave:**

**Subd. 1. Allowance:** At the beginning of each school year, Teachers shall be credited with twelve (12) days of sick leave allowance and shall be furnished with a written statement setting forth their total accumulated sick leave.

**Subd. 2. Accumulation:** Unused sick leave days may accumulate from year to year up to a maximum of one-hundred and forty-four (144) days.

Teachers having forty (40) or more unused accumulated sick leave days on the last staff day of school (ex: June 5<sup>th</sup>) may elect to convert sick leave days at the rate of \$200/day according to the following table. The teacher must turn in a voucher by the last staff day of school of the school year to the District Office so the converted amount can be processed by June 30<sup>th</sup>.

This converted amount will be made to an approved tax deferred compensation plan within sixty (60) days after the last staff day of school on the following basis:

Accumulated Sick Leave	Day(s) Payout
40-60 days accumulated sick leave	1 day
60+ - 80 days accumulated sick leave	2 days
80+ - 100 days accumulated sick leave	3 days
100+ - 120 days accumulated sick leave	4 days
120+ days accumulated sick leave	5 days

**Subd. 3. Eligible Use:** Sick leave with pay shall be allowed whenever a Teacher's absence is found to have been due to the teacher's illness and/or disability which prevented his/her attendance at school and performance of duties on that day or days. At the time a Teacher becomes eligible to receive long-term disability compensation as provided in the Agreement, such Teacher shall no longer be eligible for any sick leave pay pursuant to this section as long as the Teacher receives long-term disability benefits. A teacher may use accrued paid sick leave for up to twelve (12) weeks following the birth or adoption of a child, to run concurrently with leave entitlement under the FMLA, if eligible, and Minn. Stat. § 181.941. Teachers may use personal sick leave benefits provided by the employer for absences due to an illness of or injury to the teacher's child, adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent, for reasonable periods of time as the teacher's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury. Sick leave eligibility that surpasses contract language above will be provided as applicable under the 2023 revised Minn Stat. § 181.940. If state law is modified, clarified, or changed by an act of legislature, the use, eligibility, and definitions will align with any statutory changes unless previously defined and explicitly stated in contract language.

**Subd. 4. Medical or Legal Certification:** If the District believes that a Teacher is abusing sick leave, it may require a Teacher to furnish a medical certificate from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. The District may require a Teacher to get a second medical certificate at District expense. In the event that a medical certificate or a second medical opinion will be required, the Teacher will be so advised. In addition, reasonable documentation may be required for non-medical sick leave requests, which may include court documents and/or signatures from persons involved such as lawyers/legal counsel or licensed/certified anti-violence counselors.

**Subd. 5. Deduction of Used Days:** Sick leave allowed shall be deducted from the accrued sick leave days earned by the Teacher.

**Subd. 6. Off the Job Injury:** Sick leave benefits described in the above Subdivisions shall not be payable in instances where the Teacher, while performing services for an employer other than the District, sustains an injury for which he/she is entitled to participate in the workers' compensation coverage maintained by such other employer.

**Subd. 7. Workers' Compensation:** Pursuant to M.S. Chapter 176, a teacher injured on the job in the service of the School District and collecting workers' compensation insurance may draw sick leave 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 accrued sick leave. To fill the workers' compensation waiting period under Minn. Stat. § 176.121, a teacher who is unable to perform work duties and responsibilities due to an injury which occurs during the duty day as a result of a work-related incident will be entitled to compensation without use of sick leave for absences occurring within the first three (3) calendar days after the disability commenced.

**Subd. 8. Paid Family Medical Leave (PFML):** Employees are required to participate in Paid Family Medical Leave (PFML) pursuant to MN Statutes 268B et seq., Family and Medical Benefits.

- a. **Costs of PFML:** The employer shall pay the minimum employer contribution rate for Paid Family Medical Leave set by MN Statute 268B and the Minnesota Department of Employment and Economic Development (DEED). The employee will pay the remainder of the premium, not to exceed state maximum.
- b. Paid Family Medical Leave will run concurrently with leave taken for the same qualifying purpose under the federal Family and Medical Leave Act or the Minnesota Parenting and Pregnancy Leave law, provided that the leave is eligible.
- c. An employee on Paid Family Medical Leave may draw sick leave and to 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 accrued sick leave.
- d. In the event that an employee is approved for Paid Family Medical Leave for a period of time that was initially covered by ESST/sick leave, the employer shall provide the employee with the opportunity to pay back the value of some or all ESST/sick leave. The employer shall re-credit the leave back to the employee's individual leave account provided funds are repaid to the District according to IRS regulations.

**Subd.9. Approval:** Sick leave pay shall be approved upon submission of a signed request, or other means as designated by the district.

*Effective July 1, 2025, the parties agree and acknowledge that the sick leave accrual and rollover provisions, as provided under the terms of this Agreement, meet or exceed the requirements for Earned*

*sick and safe time (ESST) as outlined in Minnesota Statutes sections 181.032 and 181.9445 to 181.9448 as amended.*

**Section 2. Emergency Leave:** A Teacher may use up to three days of sick leave for each individual emergency which requires the Teacher's attention and cannot be attended to during non-duty time, even if the emergency occurs more than once in the school year.

**Section 3. Bereavement Leave:** A Teacher may use up to three (3) days of sick leave for bereavement, if more than three (3) days of absence from the job is required due to a death in the immediate family, the Teacher may request use of additional leave days. The Superintendent, or designated representative, shall have sole discretion as to granting or denying the request for more than three days of compensated absence. In the event additional leave days are not approved, the Teacher shall have 1/183 (total days) of his/her yearly salary deducted for each day of additional absence. The immediate family shall include: teacher's child, adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, stepparent and those persons living in the same household.

One (1) day per year may be used to attend a funeral of a relative or friend not stated herein provided that no more than three (3) teachers will be excused to attend such a funeral. Additional day(s) may be granted with approval of the superintendent.

**Section 4. Professional Leave:**

**Subd. 1. Eligible Use:** The District agrees to provide upon written application by the Teachers and acceptance by the District the necessary funds for teachers who desire to attend selected professional conferences or for visitations of other schools. The final decision shall be at the discretion of the District. Travel, within Minnesota, meals, and registration fees shall be deemed appropriate expenses of the District as well as the cost of the substitute Teacher needed to relieve the participant. The Teacher will submit a written report regarding such a conference. This provision is limited to two (2) days per year per teacher.

**Subd. 2. School District's Request:** The District also agrees to provide the necessary funds for Teachers to attend selected professional conferences or visitations to other schools if done at the request of the District.

**Section 5. Jury Duty Pay:** A Teacher called for jury duty shall be compensated for the difference between the Teaching pay and the pay received for the performance of such obligation except the teacher shall retain any mileage or meal allowance paid by the court. If an employee is released from jury duty for a full or half day, the employee shall report back to work for the remainder of the day while on paid status.

**Section 6. Personal Leave:** Personal leave refers to time off from work that an employee takes for personal reasons, which are not covered by other specific types of leave such as sick leave, bereavement leave or emergency leave.

At the beginning of each school year, each Teacher will be granted personal leave with pay using the following guidelines:

<i>Years of Service in Rockford</i>	<i>Personal Leave days granted</i>
Year 1 through Year 7	Two (2) days
Year 8 through Year 15	Three (3) days
Year 16+	Four (4) days

Teachers hired prior to January 1, 2024, will retain rights to personal leave granted via placement on Salary Schedule A. For clarity, no Teacher will revert to a lesser number of personal leave days with the change from salary schedule placement to years of service in Rockford Area Schools. While no Teacher hired prior to January 1, 2024 will lose personal days granted via placement on Salary Schedule A, additional accumulation of personal leave under subdivision 1 will henceforth only be granted via longevity for teachers hired after January 1, 2024. Longevity is defined as years of service as a Teacher in Rockford Area Schools, regardless of placement on the salary schedule.

A personal day may be used for any reasonable purpose at the discretion of the Teacher. A Teacher planning to use a personal leave day shall notify the building principal in writing as early as possible but in any event at least twenty-four (24) hours in advance, except in cases of emergency as determined by the District at its sole discretion. In case of an emergency for which twenty-four (24) hours' notice cannot be given, the Teacher must give the reason for the absence. Personal leave must be taken in half day or full day increments. If a Teacher finds an internal substitute, then personal time may be used in one (1) hour (60 minute) increments. The Teacher bears the responsibility of arranging internal substitute coverage if they choose to utilize personal leave of less than a half day.

**Subd. 1. Accumulation:** If a teacher does not use his/her personal leave days during the school year, the unused personal leave day(s) will be distributed as follows:

- Up to three days will automatically be carried over to the following school year. Teachers shall be allowed to accumulate personal leave to be carried over from year to year up to a maximum of three (3) days. ECFE/SR Teachers shall be allowed to carry-over personal leave from year to year up to a maximum of two (2) days prorated based on current assignment.
- At the end of the school year, Teachers with more than three (3) days accumulated will be compensated at a rate of \$200/day for each unused personal leave day over three (3) days. This payment will be automatically processed by the District and paid out by June 30th. Upon retirement or cessation of employment, Teachers will be paid out automatically for all remaining personal days for pay under this provision. If resignation or retirement date is prior to the last day of school, all payments will be prorated.

**Subd. 2. Sick Leave Trade for Personal Leave:** Teachers who have a minimum of one hundred (100) sick days by the start of each school year may elect to use six (6) unused sick days in trade for one (1) additional personal day for that school year. Qualifying teachers may make this trade

each school year for one (1) and only one (1) additional personal day for that year. Teachers who qualify must make this election by September 15 of each school year.

**Subd. 3. Restrictions:**

- a. Teachers will not be granted the option of taking additional personal days without pay (dock days) without advanced written permission from the Superintendent. If a teacher has no remaining personal days and if a day(s) without pay is approved by the Superintendent, there will be an amount equal to the annual salary divided by the number of Teacher duty days that shall be deducted for each day's absence. That Teacher will also only receive two personal days the following year, forfeiting the additional days for longevity and also the ability to trade sick leave for personal leave in Article S, Section 6 Subd. 2 for the following year. After that year, the Teacher will regain the right to both of these benefits for subsequent years.
- b. Personal days may not be taken the first day of the school year for students and/or the last day of the school year for students, unless approved in advance by the Superintendent.
- c. A Teacher may not use more than five (5) consecutive personal days. Exceptions to any of the provisions in this subdivision may be granted by the Superintendent.
- d. Personal days may be used by no more than six (6) Teachers district wide and by no more than three (3) Teachers per building at any one time on any given day. Written requests for personal days for any given day shall be granted according to the order in which such requests are received.

**Section 7. Part-Time Teachers.** Part-time teachers who work at least half-time shall be entitled to a pro-rata contribution for all leaves granted under Article X.

**ARTICLE XI**

**HOURS OF SERVICE**

**Section 1. Basic Day:** The basic Teacher's day shall be eight (8) consecutive hours including a 25-minute duty free lunch period.

**Section 2. Building Hours:** The specific hours at any individual building may vary according to the needs of the educational program of the District. The specific hours for each building will be designated by the District.

**ARTICLE XII**

**WORK DAY**

**Section 1. Preparation Time:** All teachers will have a minimum of three-hundred (300) minutes of preparation time per week within the student contact day. Preparation time shall be scheduled in one (1) or two (2) blocks of time. Any assignment of an extra class must be mutually accepted by the Teacher for the assignment to be in effect.

## **ARTICLE XIII**

### **LENGTH OF SCHOOL YEAR**

**Section 1. Teacher Duty Days:** The teacher contract year shall consist of one hundred eighty-three (183) days of which a maximum of one hundred seventy-two (172) days shall be student contact days (a school day that requires student attendance as indicated in the annual school calendar). A minimum of four (4) (or 32 hours) days will be used for staff development purposes. The District shall solely decide the use of these four (4) staff development days or they may be divided as partial days to total thirty-two (32) hours annually in two (2) hours increments. At least one of the fall workshop days will be free of district meetings.

Teachers shall perform services on those days as determined by the District, including those legal holidays on which the District is authorized to conduct school. The District will consult with the calendar committee when determining these dates.

Teachers are expected to be present for all contracted days and/or hours, including all contracted evening events and/or flexible working hours designated by the District, program, or school site unless prior approval of time off is granted. Failure to attend without prior approval will follow Disciplinary Action steps listed in Article V, Section 6.

### **Section 2. Emergency Closings:**

**Subd. 1. Non-Weather Closings.** In the event of non-weather emergency school closings, Teachers will report to the building under the direction of the building principal. The Superintendent has the discretion to have teachers work remotely. If the number of non-weather closures affect the minimum required necessary student contact hours, EMR shall be consulted as to when such days will be made up, but the final decision shall be that of the District or its designated representative.

**Subd. 2. E-Learning Day Plan (Weather Related).** "E-Learning days" means a school day where a school offers full access to online instruction provided by student's individual teachers due to inclement weather. For weather-related school closings, see Rockford Area School District #883 -- Policy 602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY. If the number of weather-related closures exceeds the annual numbers allowed by Minnesota Statute § 120A.414, EMR shall be consulted as to when such days will be made up, but the final decision shall be that of the District or its designated representative.

**Subd. 3. Emergency Closings During the School Day.** If students are assembled for the beginning of a school day and school is subsequently closed for emergency reasons, the Teachers shall remain in their building under the direction of their building principal until dismissed by the Superintendent. In such a case, the Teacher shall receive a full day's salary regardless of the number of hours on duty.

**Section 3. Four-Day Work Week:** The District will have the right to establish a four (4) -day work week provided that the total number of hours per week of Teacher duty time will not be increased, and

Teachers' preparation time shall not be decreased from the current practice. The District will meet and confer with EMR before implementing a four (4) -day work week.

**Section 4. Summer Extended Contract Pay:** Teachers who perform teaching and other student support activities related to their contracted assignment in excess of the regular school calendar will be compensated on a pro-rata basis of the regular school year pay. The daily pro-rata basis shall be determined by dividing the individual regular school salary by the number of Teacher duty days. The hourly pro-rata basis shall be determined by dividing the daily pro-rata pay by the number of hours in the duty day.

**Section 5. Hourly Contracted Pay:** Teachers who work hourly in excess of the regular school day or year for the purpose of curriculum development and writing, preschool screening, technology, tutoring, homebound instruction, standards alignment, assistance with interviews, and other related educational assignments, will be compensated at the rate of \$32.50 per hour.

#### **ARTICLE XIV**

##### **STAFF REDUCTION AND ANNEXATION, CONSOLIDATION OR OTHER REORGANIZATION OF THE DISTRICT**

**Section 1. Unrequested Leave Of Absence:** Both parties acknowledge that this Article constitutes the required plan under Minnesota Statutes 122A.40, Subd. 10 for unrequested leave of absence. The board may place on unrequested leave of absence, without pay or fringe benefits, as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. The unrequested leave is effective at the close of the school year. In placing teachers on unrequested leave, the board is governed by the following provisions:

**Section 2 Definitions:** The following definitions shall apply to this Article:

**Subd 1. Teacher:** "Teacher" shall mean those members of the unit as defined by the Public Employee Labor Relations Act ("PELRA") and this Agreement. For purposes of this section, "teacher" does not include Tier 1 and 2 licensed teachers, or ECFE/School Readiness teachers.

**Subd 2. Qualified:** "Qualified" shall mean a teacher who, in addition to the state license, has been assigned by the School District to teach in the subject matter or field within the past ten (10) years.

**Section 3. Seniority:** Seniority for purposes related to ULA, for teachers hired prior to January 1, 2024, means date of board approval with the school district in a position requiring a license. For teachers hired after January 1, 2024, seniority will be defined by the date and time the employee's contract was signed with the school district in a position requiring a license. Tier 1 and Tier 2 teachers who maintain continuous employment for the District who then obtain a Tier 3 license will be placed on the seniority list based on their original date of board approval. In the event that a teacher resigns, retires, or otherwise ends employment with the School District, but is later rehired, the teacher's seniority will reset to the date of board approval of the rehire. For seniority purposes, teachers employed as teachers on special assignment ("TOSA"), district-wide coordinators, or other positions outside of the field or subject matter classifications will be considered as part of the subject matter area most recently assigned prior to the special assignment, even if the special assignment was longer than the past ten (10) years.

#### **Section 4. Filing Licenses and Preparation of Seniority Lists**

**Subd. 1. Filing of Licenses:** In any year in which the School District is placing teachers on unrequested leave of absence, only those teaching licenses actually received by the Superintendent's office as of January 1 of that year are considered for purposes of determining layoff within areas of licensure. A license filed after January 1 will be considered for purposes of recall, but not for layoff.

#### **Section 5. Establishment of Seniority List:**

1. The District shall cause a seniority list (by name, date of employment, areas of licensure, and current assignment) to be prepared from its records. It shall thereupon post such list in an official place in each school building of the District no later than January 15 of each year.
2. Any person whose name appears on such list and who may disagree with the findings of the District and the order of seniority in said list shall have ten (10) working days from the date of posting to supply written documentation, proof, and request for seniority change to the District.
3. Within ten (10) working days thereafter, the District shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes the District deems warranted. A final seniority list shall thereupon be prepared by the District, which list as revised shall be binding on the District and any Teacher subject to the grievance procedure.

Each year thereafter, the District shall cause such seniority list to be updated.

#### **Section 6. Unrequested Leave of Absence ("ULA"):**

**Subd. 1. Terms:** The School Board may place on ULA, without pay or fringe benefits, such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of school districts. Such leave of absence shall continue for a period of five (5) years, after which the right to reinstatement shall terminate. Also, a teacher's right to reinstatement shall terminate if a teacher fails to file with the Superintendent of Schools, by April 1 of each year, a written statement requesting reinstatement. Placement on ULA shall be effective at the close of the school year or at such earlier time as mutually agreed upon by the teacher, EMR, and the School Board.

**Subd. 2. Placement:** Teachers shall be placed on ULA in inverse order of seniority, in the field and subject matter(s) for which they are qualified as defined in Section 2, subdivision 2.

**Subd. 3. Continuing Contract Teachers:** A teacher who has acquired continuing contract rights must not be placed on unrequested leave of absence (ULA) while Tier 1-licensed, Tier 2- licensed, or probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is licensed and qualified.

**Subd.4. Tie Breaker:** In the event of a staff reduction affecting Teachers who have a tie in seniority, for teachers hired after January 1, 2024, seniority will be defined by the date and time the employee's contract was signed with the school district.

**Section 7. Notice to Teachers:** Following school board action on discontinued positions and school board action proposing placement of teachers on unrequested leave of absence, each individual teacher proposed for placement on unrequested leave of absence shall receive notice of the proposed placement on ULA by May 1 that:

- a. states the applicable grounds for the proposed placement;
- b. provides notice to the teacher of their right to request a hearing on the proposed placement within 14 days from the receipt of the notice; and
- c. provides notice to the teacher that failure to request a hearing will be deemed acquiescence to the school board's proposed placement action.

**Section 8. Realignment and Bumping:** Nothing in this Article shall require the School District to reassign or transfer a more senior teacher to a different assignment in order to accommodate the seniority claims of a junior teacher proposed for ULA. Nor shall the School District be required to split existing assignments into separate part-time positions for the purpose of affecting the order in which teachers are placed on or recalled from unrequested leave of absence.

**Subd. 1. Dropping of License:** A teacher shall not be permitted to exercise seniority to displace another teacher by dropping a license in the subject matter in which the teacher is currently assigned by the School District in order to acquire a different assignment through realignment or bumping. If a teacher drops the license which qualified the teacher for the teacher's current assignment, the School District may place the teacher on ULA, and the teacher shall have no bumping or realignment rights to another licensure area.

**Section 9. Right to a Hearing and Decision:** If the teacher requests a hearing, teachers proposed for placement on unrequested leave of absence pursuant to school board action shall be entitled to a hearing only to determine that the appropriate teacher has been placed on unrequested leave of absence in accordance with Article XIV.

**Subd. 1. Hearing:** If a teacher requests a hearing regarding his/her proposed placement on ULA, such hearing shall be before a hearing officer selected by the School District from a list of arbitrators maintained by the Bureau of Mediation Services (BMS), and the hearing officer shall, after a hearing, make a recommendation regarding the proposed ULA to the School Board. Proposed placement on ULA shall not be subject to the grievance procedure under the Master Agreement.

**Section 10. Benefits While on Leave.** Teachers placed on unrequested leave of absence shall remain eligible for participation in the school district's group insurance programs at their own expense for the duration of their reinstatement period.

**Section 11. Employment Rights during Leave:** A teacher placed on unrequested leave of absence may engage in teaching or any other occupation during the period of this leave.

**Section 12. Continuing Contract Rights and Service Credits:** The unrequested leave of absence must not impair the continuing contract rights of a teacher or result in a loss of credit for previous years of service. A teacher's continuing contract must remain in full force and effect, except as modified by mutual consent of the board and the teacher. Any agreement to mutually modify continuing contract rights must be in writing and can only occur after the teacher is provided with an explanation of their rights under the continuing contract statute and an opportunity to consult with the exclusive representative. The School District agrees to provide notice to the exclusive representative of all mutual modifications of continuing contracts prior to the modifications being finalized.

**Section 13. Unemployment Benefits while on ULA:** Nothing in this subdivision shall be construed to impair the rights of teachers placed on unrequested leave of absence to receive unemployment benefits if otherwise eligible.

**Section 14. Reinstatement:** A teacher placed on unrequested leave of absence shall have rights to reinstatement for a period of five years or until the teacher is fully reinstated, after which the right to reinstatement shall terminate. Teachers placed on unrequested leave of absence must be reinstated to the positions from which they have been given leaves of absence or, if not available, to other available positions in the school district in fields in which they are licensed and qualified (as defined in Section 2, Subd. 2). Reinstatement must be in the inverse order of placement on leave of absence. A teacher on unrequested leave does not forfeit the right to reinstatement when accepting a position for less than the full position they were placed on leave from, or when they refuse an offered position.

**Section 15. Vacancies and Notification:** No teacher shall be hired by the School District while any qualified teacher is on unrequested leave of absence in that field of licensure unless the teacher fails to advise the school board of their desire to accept the position within 30 days of the date of notification that a position is available to that teacher on unrequested leave. The district will not apply for a Tier 1 or Tier 2 teaching license for any individual while a teacher who has acquired continuing contract rights is on unrequested leave of absence unless the position has been offered to and rejected by the teacher on ULA.

**Subd. 1. Notices:** When placed on ULA, a teacher must file his/her name, address, and e-mail address to which any notice of reinstatement or availability of position shall be mailed, with the School District's Superintendent. The School District's notification obligation is limited to the address filed with the Superintendent; the teacher on ULA is responsible to provide the School District with any address changes. Failure of a notice to reach a teacher shall not be the responsibility of the School District if any notice has been mailed as provided in this article.

**Section 16. Vacancies and posting process:** Whenever a teaching or extra-curricular position becomes available for assignment, the District shall post, for a minimum of ten (10) days, notice of that available position. All postings shall be made to the District website and sent via e-mail to all licensed staff's district e-mail on the day the position is posted. The available position shall not be filled during that time, except in the case of an emergency or immediate need. In such cases, no opening that must be filled immediately shall be filled until it has been posted for at least three (3) working days.

**Subd. 1. Application:** Teachers may apply for transfer, assignment, or reassignment to an available position provided they:

- a. make written application prior to the expiration date of the notice, and;
- b. possess a valid license to teach in the subject area or grade level that requires such licensure.

**Subd. 2. Exceptions:** Posting requirements shall not apply in cases where teachers on unrequested leave of absence have a right to positions that become vacant.

**Subd. 3. Acceptance of Reinstatement:** A teacher on ULA shall have fifteen (15) working days from the date of mailing or emailing of the notice in Subd. 2 to accept reinstatement. Failure to accept, in writing, within such fifteen (15) working days period shall constitute a waiver on the part of the teacher to any and all reinstatement or employment rights.

**Subd. 4. Expiration of Reinstatement Rights:** Reinstatement rights shall automatically cease five (5) years from the date ULA was commenced, and no further rights to reinstatement shall exist unless extended by written mutual consent of EMR, the School District and a qualified teacher.

**Section 17. Effect:** This Article shall be effective on the ratification date of this Master Agreement and shall be governed by its duration clause. This Article shall govern all teachers, as defined in Section 2, Subd. 2 and shall not be construed to limit the rights of any other licensed employee not covered by the Master Agreement.

## ARTICLE XV

### SUBSTITUTES

**Substitute Duties:** In an emergency or when a substitute Teacher cannot be obtained, building Principals will follow the steps outlined below.

Step One: The District will make an effort to secure a licensed substitute teacher before a full-time, licensed teacher is asked to serve as a substitute during their preparation period.

Step Two: District administration will ask teachers to volunteer to cover during their preparation time in the event of emergency or when a regular substitute teacher is not available.

Step Three: In the event of extreme need, if no volunteers are available, a teacher may be assigned by District administration to teach during their preparation time. Teachers may be assigned up to eight (8) hours in a given semester during the school year. These assignments will only be made when a regular substitute teacher is not available.

Step Four: (Applies to grades K-4) If a substitute cannot be found and a teacher is asked by administration to take on four or more additional students during their regularly assigned teaching time to cover the absence of a teacher for the day, the assigned teachers will receive compensation at the daily sub rate divided equally among all participating teachers.

Teachers will be paid for substitute duty at the rate of \$42.50 per clock hour (60 minutes), or may accumulate compensatory time in half-hour (30 minutes) increments. Upon request of the Teacher and pre-approval by the Supervisor, the Teacher may use compensatory time in one (1) hour (60 minute)

increments up to a full day (480 minutes). There will be no limit to the number of days a teacher may accumulate under this provision, however, the use of compensatory time, accumulated by substituting under this article, may not be used during the last five (5) days of the school year unless approved by the superintendent. No compensatory time may be accumulated after April 30 of each school year. Exceptions must be approved by the Superintendent or designated representative, for any accumulation after this date.

**ARTICLE XVI**

**RETIREMENT**

**Section 1. Rehiring:** Teachers, who resign upon retirement but are subsequently rehired, shall be appropriately placed on the salary schedule. They shall maintain sick leave and other fringe benefits which have accrued previous to the time at which they resign upon retirement.

**Section 2 Retirement Notification:** Teachers who provide written notification to the District Office of their intent to retire will receive a \$500 stipend if one of the following deadlines is met:

- a. No later than February 1 of the school year if the intended retirement is at the end of the present school year.
- b. No later than five (5) months prior if the retirement is not scheduled for the last day of the school year.

The stipend will be issued on the employees last paycheck.

**ARTICLE XVII**

**DEFERRED COMPENSATION**

**Section 1. Deferred Compensation:** The District will make matching contributions for an eligible Teacher to an approved deferred compensation plan in an amount not to exceed the following:

<i>Years of service in Rockford</i>	<i>Matching District Contribution</i>
1st-Continuing contract rights granted (when probationary period ends for ECFE/SR)	No match
Continuing contract rights granted (when probationary period ends for ECFE/SR)-10th completed	\$500
Beginning of 11th-15th completed	\$900
Beginning of 16th +	\$2250

**Section 2. Participation:** Participation in the Deferred Compensation Plan (DCP) is voluntary. No staff member will be required to participate in the DCP.

**Section 3. Years of Service:** All references to years of service in this agreement include time actually worked and do not include time spent on an uncompensated leave except that a child care leave of less than one year and which includes the use of paid sick leave shall count as time of service. Partial years worked will not count as increments in determining years of service.

**Section 4. Eligibility:**

**Subd. 1. Years of Service.** All full-time teachers granted continuing contract rights in the District are eligible to participate in the DCP. The DCP shall be operated as a Section 403(b) Plan and a Section 457 Plan. Matching starts at the beginning of the school year for teachers granted continuing contract rights, increases at the beginning of the 11<sup>th</sup> full year in the district and increases to the final matching amount at the beginning of the 16<sup>h</sup> full year in the district.

**Subd. 2. Part-Time Teachers.** Part-time teachers who work at least half-time shall be entitled to a pro-rata contribution.

**Subd. 3. Effect of an Unpaid Leave on Eligibility.** Otherwise eligible teachers will not be allowed to participate in the DCP during a year in which they are on unpaid leave. In the case of teachers who began unpaid leave during the school year, eligibility for participation shall cease as of the last day of paid leave or employment prior to the commencement of the unpaid leave.

**Subd. 4. Notice.** The District will notify teachers when they become eligible to participate in the DCP. The District will not be responsible for matching funds for teachers ineligible through resignation, termination or the granting of a leave.

**Subd. 5. Changes in the Amount of a Teacher's Annual Contribution.** Changes in individual contributions matched by District funds will be allowed in accordance with plan documents.

**Subd. 6. Teacher's Responsibility.** It shall be each teacher's responsibility to ensure that his/her DCP is in compliance with all provisions of state and federal laws and regulations. Maximum contributions established in law or regulations shall not be exceeded.

**Section 5. District Obligation:** The District's only obligation under this agreement is to contribute the appropriate amount to the teacher's deferred compensation plan. The District has no additional responsibility regarding the security of or financial loss resulting from these or subsequent investments. EMR and its members shall hold the 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 teacher and the service provider.

## ARTICLE XVIII

### EDUCATION MINNESOTA-ROCKFORD SECURITY

**Section 1. Meetings:** Meetings of EMR shall be held at the discretion of EMR with permission from the District.

**Section 2. Reports:** The School District agrees to furnish to EMR, in response to reasonable requests, all available information concerning the financial resources of the District, including but not limited to: annual financial reports and audits, register of certificated personnel, tentative budgetary requirements and allocations, agendas and minutes of all board meetings, the treasurer's reports, census and membership data, names and addresses of all teachers and salaries paid thereto. Mechanical or photo process copies of such information may be made by EMR at the expense of EMR.

## ARTICLE XIX

### GRIEVANCE PROCEDURE

"Grievance" means a dispute or disagreement, between the School District and EMR, as to the interpretation or application of any term or terms of any contract required under the P.E.L.R.A.

**STEP 1.** In the event that EMR believes there is a basis for a grievance EMR shall meet on an informal basis with the administrator in an attempt to resolve the grievance within thirty (30) working days after the occurrence that gave rise to the grievance.

The term "working days" shall be defined as Monday-Friday excluding days when District offices are closed.

**STEP 2.** Following informal discussion with the administrator, if EMR believes a grievance still exists, EMR may invoke the formal grievance procedure using the form set forth in annexed Appendix A (or a facsimile of the form) signed by the EMR President or designee. A copy of the grievance form shall be given to the administrator within fifteen (15) working days of the first informal hearing. If the grievance involved more than one school building, it may be filed with the Superintendent or a representative designated by him/her.

Within seven (7) working days of receipt of the grievance, the administrator shall meet with the EMR in an effort to resolve the grievance. The administrator shall indicate his/her disposition of the grievance in writing within seven (7) working days of such meeting, and shall furnish a copy thereof to EMR.

**STEP 3.** If EMR is not satisfied with the disposition of the grievance, or if no disposition has been made within seven (7) working days of such meeting, the grievance may be transmitted to the Superintendent by the EMR President or designee. Within seven (7) working days the Superintendent or his/her designee shall meet with EMR on the grievance and shall indicate his/her disposition of the grievance in writing within seven (7) working days of such meeting, and shall furnish a copy thereof to EMR.

**STEP 4.** If EMR is not satisfied with the disposition of the grievance by the superintendent or his/her designee, or if no disposition has been made within seven (7) working days of such a meeting, the grievance shall be transmitted to the District by filing a written copy thereof with the School Board by the

EMR President or designee. The Board (or its designee), no later than its next regular meeting, shall meet with EMR. Disposition of the grievance in writing by the Board shall be made no later than seven (7) working days thereafter. A copy of such disposition shall be furnished to EMR.

STEP 5. If EMR is not satisfied with the disposition of the grievance by the District, or if no disposition has been made within the period above provided, the grievance may be submitted before an impartial arbitrator by the EMR President or designee. Either party may request a list of arbitrators from the Bureau of Mediation Services, providing such request is made within twenty (20) working days after the board's disposition of the grievance. The arbitrator shall have not power to alter, add to or subtract from the terms of this contract.

Both parties agree to be bound by the award of the arbitrator and agree that judgment thereon may be entered in any court of competent jurisdiction. The decision shall be issued to the parties by the arbitrator and a copy shall be filed with the Bureau of Mediation Services, State of Minnesota.

The fees and expenses of the arbitrator shall be shared equally by the parties. Processing of all grievances shall be during the normal work day whenever possible, and Teachers shall not lose wages due to their necessary participation. For purposes of this paragraph, Teachers entitled to wages during their necessary participation in a grievance proceeding are as follows:

1. The number of Teachers equal to the number of persons participating in the grievance proceeding on behalf of the District; or
2. If the number of persons participating on behalf of the District is less than three, three teachers may still participate in the proceedings without loss of wages.

The parties by mutual written agreement, may waive any step, and extend any time limits in the grievance procedure. However, failure to adhere to the most recently agreed upon time limits will result in a forfeit of the grievance by either party. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party the District shall use its best efforts to process such a grievance prior to the end of the school term or as soon thereafter as possible.

Any claim or grievance arising prior to the expiration date of this contract may be processed through the grievance procedure until resolution.

No reprisals of any kind will be taken by the District or the school administration against any Teacher because of his/her participation in this grievance procedure.

## **ARTICLE XX**

### **MEET AND CONFER**

EMR shall select representatives to meet and confer with the representative or committee of the District on items not included in the definition and terms and conditions of employment. The District representative or committee shall meet with the EMR representatives at least every four months, if requested by the EMR representatives.

## **ARTICLE XXI**

### **PUBLIC OBLIGATION**

**Section 1. Job Action:** If other District employees engage in a strike, Teachers will not participate in a slowdown, work stoppage or sympathy strike, even if permitted by law.

**Section 2. Work Requirement:** Teachers will not be required to do any work that Teachers do not regularly perform for the duration of a strike by another bargaining unit.

## **ARTICLE XXII**

### **RETROACTIVITY**

**Section 1. Duration:** This Agreement shall remain in full force and effect from July 1, 2025 through June 30, 2027 and thereafter until modifications are made pursuant to the

P.E.L.R.A. If either party desires to modify or amend this Agreement commencing on July 1, 2027, it shall give written notice to such intent no later than May 1, 2027. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

**Section 2. Effect:** This Agreement constitutes the full and complete agreement between the District and the Exclusive Representative. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

**Section 3. Finality:** Any matter relating to the current Agreement term, whether or not referred to in this Agreement, shall not be open for negotiation during the terms of this Agreement.

**Section 4. Severability:** The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provision of this Agreement or the application of any provision thereof.

**Section 5. Publication:** Within twenty-one (21) days after this Agreement is reached by the parties, the District shall prepare and print five (5) official copies and provide an electronic copy to EMR for distribution to the Teachers.

## **ARTICLE XXIII**

### **EARLY CHILDHOOD FAMILY EDUCATION TEACHERS/SCHOOL READINESS TEACHERS**

**Section 1.** The terms and conditions for ECFE and School Readiness teachers will be the same as those agreed upon in the Teacher's Master Contract unless specified in this article.

**Section 2. Statutory Considerations:** For this Agreement, Early Childhood Family Education (ECFE) and School Readiness (SR) teachers are teachers who are in positions which require a Minnesota teaching license or who meet the definition of teacher under Minn. Stat. § 179A.03 Subd. 18.

**Section 3: Hours of Service, Duty Day, Duty Week, and Duty Year:** Recognizing the unique, changing, variable and market driven nature of the ECFE and SR programs, the hours of service, duty day, duty week, and duty year for ECFE/SR teachers shall be as assigned by the School District and may be modified from time to time based upon the needs and fiscal limitations of the ECFE/SR programs using the following provisions:

**Subd. 1 Calendar Year:** The calendar year for ECFE and School Readiness teachers may be conducted over the period of the fiscal year on a calendar that may differ from that of the K-12 programs. The calendar year for ECFE/SR teachers typically runs from Workshop Week in August into June of the following calendar year. Written notification from the District/Building-site will be provided to employees indicating tentative assignment, and hours according to the schedule, on or before August 15<sup>th</sup> prior to the start of the succeeding school year. Additional class offerings will be internally posted and filled.

**Section 4: Compensation:** ECFE/SR teachers shall be compensated pursuant to the rates identified in Schedule E.

**Subd 1. Level Advancement:** ECFE/SR teachers will advance one level provided that the ECFE/SR teacher has rendered a minimum of four hundred (400) hours of paid service in the previous school year. Teachers who work less than four hundred (400) hours per year will advance a level on the subsequent July 1 when paid service equals four hundred (400) hours since last advancement.

**Section 5. Leaves:**

**Subd. 1. Sick Leave:** ECFE/SR teachers working eighteen (18) or more hours per week will be granted sick leave on a prorated basis per the Master agreement. Leave will be calculated on a prorated basis. Unused sick leave days may accumulate from year to year up to a maximum of 100 days. (ECFE/SR teachers who previously qualified for twelve (12) sick days prior to this Agreement will continue to be granted twelve (12) sick days per year. These teachers shall not lose any already-accrued sick days.) Sick leave with pay shall be allowed under the conditions set forth in Article X Section 1 Subd. 3.

**Subd. 2. Personal Leave:** ECFE/SR teachers working eighteen (18) or more hours per week will be granted personal business leave on a prorated basis per the Master agreement. Leave will be calculated by: number of hours of ECFE/SR teacher's assignment divided by the number of hours for a full-time teacher (1.0 FTE), multiplied by the number of hours of leave for a full-time teacher (1.0 FTE). At the beginning of each school year, each Teacher with 1 to 7 years of experience in the district shall be allowed two (2) days of personal leave with pay. Teachers with 8 to 15 years of experience in the district will receive three (3) days of personal leave with pay. Teachers with 16 or higher years of experience in the district will receive four (4) days of personal leave with pay. If a Teacher does not use his/her personal leave days during the school year, the unused personal leave day will accumulate as sick leave unless the Teacher submits in writing, on or before May 10<sup>th</sup>, a request to be compensated an additional salary equal to a substitute Teacher's daily rate of pay. An adjustment to this request will be made for any personal days used after May 10<sup>th</sup>.

A personal day may be used for any reasonable purpose at the discretion of the Teacher. A Teacher planning to use a personal leave day shall notify the Early Childhood Coordinator in writing as early as possible but in any event at least 24 hours in advance, except in cases of emergency as determined by the District at its sole discretion. In case of an emergency for which twenty-four (24) hours' notice cannot be given, the Teacher must give the reason for the absence.

Personal days may be used by no more than one (1) Teacher at any one time on any given day. Written requests for personal days for any given days shall be granted according to the order in which such requests are received.

Personal days may not be taken the first week of the school year for students and the last week of the school year for students, unless approved by the Community Education Director.

**Subd. 3. Workers' Compensation:** ECFE/SR teachers will have access to workers' compensation benefits on a prorated basis pursuant to the terms of Article X, Section 1, Subd. 7. Prorated leave will be calculated using the same formula for sick leave in subdivision 1.

**Subd. 4. Emergency Leave:** ECFE/SR teachers working thirty (30) or more hours per week will have access to Emergency Leave on a prorated basis pursuant to the terms of Article X, Section 2. Prorated benefits will be calculated using the same formula for sick leave in subdivision 1.

**Subd. 5. Bereavement Leave:** ECFE/SR teachers working thirty (30) or more hours per week will have access to Bereavement Leave on a prorated basis pursuant to the terms of Article X, Section 3. Prorated benefits will be calculated using the same formula for sick leave in subdivision 1.

**Subd. 6. Jury Duty Pay:** A Teacher called for jury duty shall be compensated for the difference between the Teaching pay and the pay received for the performance of such obligation except the teacher shall retain any mileage or meal allowance paid by the court. If an employee is released from jury duty for a full or half day, the employee shall report back to work for the remainder of the day while on paid status.

**Section 6: Group Insurance:** ECFE/SR teachers working thirty (30) or more hours per week will be granted group insurances, health and hospitalization, health savings account, long term disability, dental, and term life insurance on a prorated basis per the Master agreement. The prorated percentage of premiums paid by the District will be calculated by: number of hours of ECFE/SR teacher's letter of assignment divided by the number of hours for a full-time teacher (1.0 FTE).

**Section 7. Probationary Period:** The probationary period for ECFE/SR teachers shall be three (3) consecutive school years of service with each year consisting of a minimum of ninety (90) days of actual teaching service. During the probationary period, the School District shall have the unqualified right to suspend, discharge, or otherwise discipline an ECFE/SR teacher, and the ECFE/SR teacher shall have no recourse to the grievance procedure. Upon completion of the probationary period, an ECFE/SR teacher may be disciplined, suspended or discharged only for just cause, subject to ARTICLE XIX, Grievance Procedure and ARTICLE V, Section 5 and 6, Investigation and Discipline.

**Section 8. Seniority:**

1. Seniority commences on the date of board approval as an ECFE and/or SR teacher. Teachers hired in the ECFE and/or SR programs shall accumulate no seniority on the K-12

teachers' seniority list. No K-12 teacher will be allowed to accumulate seniority to replace an ECFE and/or SR teacher. The District will create separate seniority lists for ECFE teachers and SR teachers. Teachers hired in the ECFE program shall accumulate no seniority on the SR teacher's seniority list, and vice versa.

2. In the event that a teacher resigns, retires, or otherwise ends employment with the School District, but is later rehired, the teacher's seniority will reset to the date of Board approval of the rehire.
3. The ECFE/SR seniority lists will be posted within the worksite on or before January 15 of each year. Any teacher who feels that an error has been made on the seniority list shall have ten (10) working days from the date of posting to supply written documentation, proof, and request for seniority change to the District.
4. Within ten (10) working days thereafter, the District shall evaluate any and all written communications regarding the order of seniority and may make such changes the District deems warranted. A final seniority list shall thereupon be prepared by the District, which list as revised shall be binding on the District and any Teacher subject to the grievance procedure.

**Section 9. Reduction and Recall:**

1. A minimum of one (1) week notice will be provided of possible lay off and/or reduction in hours.
2. In the event that it is necessary to lay off an ECFE and/or SR teacher, the reduction shall be in reverse seniority with the least senior teacher being reduced first in accordance with their respective seniority list (ECFE or SR). Seniority for purposes related to reduction and recall, for ECFE and/or SR teacher hired prior to January 1, 2024, means date of Board approval with the school district in a position requiring a license. For teachers hired after January 1, 2024, seniority will be defined by the date and time the employee's contract was signed with the school district in a position requiring a license.
3. Recall to available positions shall be in seniority order and according to licensure, with the most senior teacher being recalled first.
4. In the event that a senior ECFE and/or SR teacher is reduced in hours, they may assume some of the hours from a less senior teacher to compensate for their reduced hours, if available and based on appropriate license. Senior teachers shall have the right of first refusal.
5. In the event of a class reduction or addition after the school year commences a senior teacher may not assume a position that will disrupt current classes already in progress. This schedule will remain in effect until the next appropriate break at which point the senior teacher will regain additional hours, if available.
6. ECFE and/or SR teachers with the appropriate licensure, who have been laid off or reduced in hours, shall have right of first refusal before any new ECFE and/or SR teachers shall be hired.

**Section 10. Applicable Sections of the Master Agreement:** ECFE/SR teachers shall be covered by the following articles of the Master Agreement unless otherwise noted within the contract:

ARTICLE I, PURPOSE,

ARTICLE II, RECOGNITION OF EXCLUSIVE REPRESENTATIVE,

ARTICLE III, DEFINITIONS,

ARTICLE IV, SCHOOL DISTRICT RIGHTS,

ARTICLE V, TEACHER RIGHTS,

ARTICLE VII, EXTRA COMPENSATION, (Schedule C)

ARTICLE IX, UNCOMPENSATED LEAVE,

ARTICLE XVII, DEFERRED COMPENSATION,

ARTICLE XVIII, EDUCATION MINNESOTA-ROCKFORD SECURITY

ARTICLE XX, MEET AND CONFER

ARTICLE XXI, PUBLIC OBLIGATION,

ARTICLE XXII, RETROACTIVITY

**Section 11. Sections of the Master Agreement Not Applicable:** ECFE/SR teachers shall not be eligible for the following articles of the Master Agreement, which apply only to regularly licensed K-12 teachers unless otherwise noted within the contract:

ARTICLE VI, BASIC SCHEDULES AND RATES OF PAY,

ARTICLE VII, EXTRA COMPENSATION, (QComp)

ARTICLE VIII, GROUP INSURANCE,

ARTICLE X, COMPENSATED LEAVE,

ARTICLE XI, HOURS OF SERVICE,

ARTICLE XII, WORK DAY,

ARTICLE XIII, LENGTH OF THE SCHOOL YEAR,

ARTICLE XIV, STAFF REDUCTION AND ANNEXATION, CONSOLIDATION OR OTHER REORGANIZATION OF THE DISTRICT

ARTICLE XV, SUBSTITUTES,

ARTICLE XVI, RETIREMENT

ARTICLE XIX, GRIEVANCE PROCEDURE (only inapplicable to probationary ECFE/SR teachers, consistent with Section 7)

**IN WITNESS WHEREOF, the parties have executed this Agreement as follows:**

EDUCATION MINNESOTA- ROCKFORD

INDEPENDENT SCHOOL DISTRICT NO. 883

\_\_\_\_\_  
Co-President, EMR

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Co-President, EMR

\_\_\_\_\_  
Board Clerk

\_\_\_\_\_  
Negotiations Chair, EMR

\_\_\_\_\_  
Superintendent

Dated this \_\_\_\_ day of \_\_\_\_\_, 2025

Dated this \_\_\_\_ day of \_\_\_\_\_, 2025

**APPENDIX A**  
**GRIEVANCE REPORT FORM**

Name \_\_\_\_\_ Building \_\_\_\_\_

Assignment

Date Grievance Filed

Grievance Filed at What Step?

Date Grievance Occurred:

Statement of Facts:

Specific Provisions of Agreement Allegedly Violated:

Particular Relief Sought:

Dated \_\_\_\_\_

Signature of EMR \_\_\_\_\_

**SCHEDULE A**

<b>SALARY SCHEDULE 2025-2026</b>
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<b>STEP</b>	<b>BA</b>	<b>BA+10</b>	<b>BA+20</b>	<b>BA+30</b>	<b>MA</b>	<b>MA+10</b>	<b>MA+20</b>	<b>MA+30</b>	<b>PhD/EdD</b>
1	46,175	47,260	48,344	49,309	51,118	52,443	53,768	55,516	58,832
2	47,880	48,965	50,050	51,425	53,234	54,560	55,944	57,987	61,184
3	49,586	50,670	51,755	53,543	55,351	56,676	58,120	60,456	63,536
4	51,291	52,376	53,460	55,660	57,467	58,794	60,296	62,926	65,888
5	52,996	54,081	55,166	57,776	59,585	60,911	62,473	65,395	68,239
6	54,700	55,785	56,871	59,894	61,701	63,027	64,647	67,866	70,591
7	56,406	57,490	58,576	62,009	63,818	65,144	66,822	70,334	72,944
8	58,111	59,196	60,282	64,127	65,934	67,261	68,998	72,803	75,296
9	59,816	60,901	61,987	66,244	68,052	69,377	71,173	75,273	77,648
10	61,522	62,606	63,692	68,360	70,168	71,495	73,349	77,743	80,000
11	63,227	64,312	65,397	70,477	72,285	73,610	75,525	80,213	82,351
12	63,227	66,017	67,103	72,594	74,402	75,728	77,701	82,682	84,703
13	63,227	66,017	68,807	74,710	76,518	77,844	79,877	85,153	87,055
14	63,227	66,017	68,807	76,828	78,636	79,961	82,051	87,622	89,407
15	63,227	66,017	68,807	76,828	78,636	82,078	84,227	90,092	91,760
16	63,227	66,017	68,807	76,828	78,636	82,078	84,227	90,092	91,760
17		66,017	68,807	76,828	78,636	82,078	84,227	90,092	91,760
18			68,807	76,828	78,636	82,078	84,227	90,092	91,760
19			71,689	79,710	81,518	82,078	84,227	90,092	91,760
20						84,960	87,110	92,973	94,641

**SCHEDULE A**

<b>SALARY SCHEDULE 2026-2027</b>
----------------------------------

<b>STEP</b>	<b>BA</b>	<b>BA+10</b>	<b>BA+20</b>	<b>BA+30</b>	<b>MA</b>	<b>MA+10</b>	<b>MA+20</b>	<b>MA+30</b>	<b>PhD/EdD</b>
1	47,399	48,512	49,625	50,616	52,473	53,833	55,193	56,987	60,391
2	49,149	50,263	51,376	52,788	54,645	56,006	57,427	59,524	62,805
3	50,900	52,013	53,127	54,962	56,818	58,178	59,660	62,058	65,220
4	52,650	53,764	54,877	57,135	58,990	60,352	61,894	64,594	67,634
5	54,400	55,514	56,628	59,307	61,164	62,525	64,129	67,128	70,047
6	56,150	57,263	58,378	61,481	63,336	64,697	66,360	69,664	72,462
7	57,901	59,013	60,128	63,652	65,509	66,870	68,593	72,198	74,877
8	59,651	60,765	61,879	65,826	67,681	69,043	70,826	74,732	77,291
9	61,401	62,515	63,630	67,999	69,855	71,215	73,059	77,268	79,706
10	63,152	64,265	65,380	70,172	72,027	73,390	75,293	79,803	82,120
11	64,903	66,016	67,130	72,345	74,201	75,561	77,526	82,339	84,533
12	64,903	67,766	68,881	74,518	76,374	77,735	79,760	84,873	86,948
13	64,903	67,766	70,630	76,690	78,546	79,907	81,994	87,410	89,362
14	64,903	67,766	70,630	78,864	80,720	82,080	84,225	89,944	91,776
15	64,903	67,766	70,630	78,864	80,720	84,253	86,459	92,479	94,192
16	64,903	67,766	70,630	78,864	80,720	84,253	86,459	92,479	94,192
17		67,766	70,630	78,864	80,720	84,253	86,459	92,479	94,192
18			70,630	78,864	80,720	84,253	86,459	92,479	94,192
19			70,630	81,822	83,678	84,253	86,459	92,479	94,192
20						87,211	89,418	95,437	97,149

**SCHEDULE C: 2025-2026**

Position	1-3 years	4-7 years	8+ years		Position	1-3 years	4-7 years	8+ years
Football V	6186.52	6636.45	7086.37		Baseball V	5556.62	5736.59	6130.28
Football Asst/JV	4555.53	4949.21	5342.90		Baseball Asst/JV	3880.63	4218.08	4555.53
Football C/9th	3880.63	4161.84	4443.04		Baseball C/9th	3543.19	3768.15	3993.12
Football 7&8	2643.33	2868.29	3093.26		Baseball 7&8	2362.12	2587.09	2812.05
Volleyball V	6186.52	6636.45	7086.37		Softball V	5342.90	5736.59	6130.28
Volleyball Asst/JV	4555.53	4949.21	5342.90		Softball Asst/JV	3880.63	4218.08	4555.53
Volleyball C/9th	3880.63	4161.84	4443.04		Softball C/9th	3543.19	3768.15	3993.12
Volleyball 7&8	2643.33	2868.29	3093.26		Softball 7&8	2362.12	2587.09	2812.05
Soccer V	5342.90	5736.59	6130.28		Track V	5342.90	5736.59	6130.28
Soccer Asst/JV	3880.63	4218.08	4555.53		Track Asst/JV	3880.63	4218.08	4555.53
Soccer C/9th	3543.19	3768.15	3993.12		Track C/9th	3543.19	3768.15	3993.12
Soccer 7&8	2362.12	2587.09	2812.05		Track 7&8	2362.12	2587.09	2812.05
Cross C V	5342.90	5736.59	6130.28		Golf V	5342.90	5736.59	6130.28
Cross C Asst/JV	3880.63	4218.08	4555.53		Golf Asst/JV	3880.63	4218.08	4555.53
Cross C C/9th	3543.19	3768.15	3993.12		Golf C/9th	3543.19	3768.15	3993.12
Cross C 7&8	2362.12	2587.09	2812.05		Golf 7&8	2362.12	2587.09	2812.05
Tennis V	5342.90	5736.59	6130.28		Cheer Adv	4274.32	4499.29	4724.25
Tennis Asst/JV	3880.63	4218.08	4555.53		Danceline	4274.32	4499.29	4724.25

Tennis C/9th	3543.19	3768.15	3993.12		Danceline Asst/JV	3037.02	3261.98	3486.95
Tennis 7&8	2362.12	2587.09	2812.05		Musical Director	4049.36	4274.32	4499.29
Basketball V	6186.52	6636.45	7086.37		Musical- Music Dir	4049.36	4274.32	4499.29
Basketball Asst/JV	4555.53	4949.21	5342.90		Musical Accomp/A sst Dir	1181.06	1293.54	1406.03
Basketball C/9th	3880.63	4161.84	4443.04		Productio ns Dir.	2474.61	2587.09	2699.57
Basketball 7&8	2643.33	2868.29	3093.26		Musical MS	4049.36	4274.32	4499.29
Wrestling V	6186.52	6636.45	7086.37		Pit Orchestra	1799.71	2024.68	2249.64
Wrestling Asst/JV	4555.53	4949.21	5342.90		3-Act	4049.36	4274.32	4499.29
Wrestling C/9th	3880.63	4161.84	4443.04		1-Act	2587.09	2812.05	3037.02
Wrestling 7&8	2643.33	2868.29	3093.26		Speech H	3768.15	4049.36	4443.04
Gymnastics V	6186.52	6636.45	7086.37		Speech Assist	2868.29	3205.74	3543.19
Gymnastics Asst/JV	4555.53	4949.21	5342.90		Mock Trial	2137.16	2362.12	2587.09
Gymn. C/9th	3880.63	4161.84	4443.04		Robotics	3037.02	3261.98	3486.95
Gymn. 7&8	2643.33	2868.29	3093.26					

<b>Post-season Pay Schedule</b>	<b>Assistant</b>	<b>Head</b>
Teams advancement per week (6+ participants)	\$331	\$551
Individual Advancement per week (<6 participants)	\$220	\$331
Pep Band		\$55 per event

Post-season pay is considered as a team and/or individual advancement beyond all

<b>Stipend Only Positions</b>	<b>Stipend</b>
Chamber Choir	\$ 2,463.36
Jazz Band	\$ 2,463.36
Choir Contest	\$ 1,642.24
Band Contest	\$ 1,642.24
MS Jazz	\$ 618.65
Pep Band	\$ 1,237.30
Summer March Head	\$ 1,462.27
Summer March Asst.	\$ 956.10
Yearbook HS	\$ 4,611.77
Yearbook MS	\$ 2,024.68
Yearbook ES	\$ 787.37
Student Council HS	\$ 2,137.16
Student Council MS	\$ 1,349.79
Student Council ES	\$ 1,068.58
Class ADV. 9-12	\$ 674.89
NHS	\$ 1,462.27
FFA (2)	\$ 3,880.63
HS Link (4)	\$ 674.89
MS Link (4)	\$ 674.89
DECA	\$ 1,855.96
STRIVE	\$ 618.65

2026-2027

Position	1-3 years	4-7 years	8+ years		Position	1-3 years	4-7 years	8+ years
Football V	6350.46	6812.31	7274.16		Baseball V	5703.87	5888.61	6292.73
Football Asst/JV	4676.25	5080.37	5484.49		Baseball Asst/JV	3983.47	4329.86	4676.25
Football C/9th	3983.47	4272.13	4560.79		Baseball C/9th	3637.08	3868.01	4098.93
Football 7&8	2713.38	2944.30	3175.23		Baseball 7&8	2424.72	2655.65	2886.57
Volleyball V	6350.46	6812.31	7274.16		Softball V	5484.49	5888.61	6292.73
Volleyball Asst/JV	4676.25	5080.37	5484.49		Softball Asst/JV	3983.47	4329.86	4676.25
Volleyball C/9th	3983.47	4272.13	4560.79		Softball C/9th	3637.08	3868.01	4098.93
Volleyball 7&8	2713.38	2944.30	3175.23		Softball 7&8	2424.72	2655.65	2886.57
Soccer V	5484.49	5888.61	6292.73		Track V	5484.49	5888.61	6292.73
Soccer Asst/JV	3983.47	4329.86	4676.25		Track Asst/JV	3983.47	4329.86	4676.25
Soccer C/9th	3637.08	3868.01	4098.93		Track C/9th	3637.08	3868.01	4098.93
Soccer 7&8	2424.72	2655.65	2886.57		Track 7&8	2424.72	2655.65	2886.57
Cross C V	5484.49	5888.61	6292.73		Golf V	5484.49	5888.61	6292.73
Cross C Asst/JV	3983.47	4329.86	4676.25		Golf Asst/JV	3983.47	4329.86	4676.25
Cross C C/9th	3637.08	3868.01	4098.93		Golf C/9th	3637.08	3868.01	4098.93
Cross C 7&8	2424.72	2655.65	2886.57		Golf 7&8	2424.72	2655.65	2886.57
Tennis V	5484.49	5888.61	6292.73		Cheer Adv	4387.59	4618.52	4849.44
Tennis Asst/JV	3983.47	4329.86	4676.25		Danceline	4387.59	4618.52	4849.44

Tennis C/9th	3637.08	3868.01	4098.93		Danceline Asst/JV	3117.50	3348.42	3579.35
Tennis 7&8	2424.72	2655.65	2886.57		Musical Director	4156.67	4387.59	4618.52
Basketball V	6350.46	6812.31	7274.16		Musical-Mu sic Dir	4156.67	4387.59	4618.52
Basketball Asst/JV	4676.25	5080.37	5484.49		Musical Accomp/As st Dir	1212.36	1327.82	1443.29
Basketball C/9th	3983.47	4272.13	4560.79		Productions Dir.	2540.18	2655.65	2771.11
Basketball 7&8	2713.38	2944.30	3175.23		Musical MS	4156.67	4387.59	4618.52
Wrestling V	6350.46	6812.31	7274.16		Pit Orchestra	1847.41	2078.33	2309.26
Wrestling Asst/JV	4676.25	5080.37	5484.49		3-Act	4156.67	4387.59	4618.52
Wrestling C/9th	3983.47	4272.13	4560.79		1-Act	2655.65	2886.57	3117.50
Wrestling 7&8	2713.38	2944.30	3175.23		Speech H	3868.01	4156.67	4560.79
Gymnastics V	6350.46	6812.31	7274.16		Speech Assist	2944.30	3290.69	3637.08
Gymnastics Asst/JV	4676.25	5080.37	5484.49		Mock Trial	2193.80	2424.72	2655.65
Gymn. C/9th	3983.47	4272.13	4560.79		Robotics	3117.50	3348.42	3579.35
Gymn. 7&8	2713.38	2944.30	3175.23					

**Post-season Pay Schedule** **Assistant** **Head**

Teams advancement per week (6+ participants)	\$340	\$566
Individual Advancement per week (<6 participants)	\$226	\$340
Pep Band		\$56 per event

Post-season pay is considered as a team and/or individual advancement beyond all

Stipend Only Positions	Stipend
Chamber Choir	\$ 2,528.64
Jazz Band	\$ 2,528.64
Choir Contest	\$ 1,685.76
Band Contest	\$ 1,685.76
MS Jazz	\$ 635.05
Pep Band	\$ 1,270.09
Summer March Head	\$ 1,501.02
Summer March Asst.	\$ 981.43
Yearbook HS	\$ 4,733.98
Yearbook MS	\$ 2,078.33
Yearbook ES	\$ 808.24
Student Council HS	\$ 2,193.80
Student Council MS	\$ 1,385.56
Student Council ES	\$ 1,096.90
Class ADV. 9-12	\$ 692.78
NHS	\$ 1,501.02
FFA (2)	\$ 3,983.47
HS Link (4)	\$ 692.78
MS Link (4)	\$ 692.78
DECA	\$ 1,905.14
STRIVE	\$ 635.05

**SCHEDULE E: 2025-2027**

**Early Childhood Family Education / School Readiness Teacher's Rate Schedule**

2025-2026	2026-2027
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Levels	Rate		Levels	Rate
1	\$ 30.35		1	\$ 31.15
2	\$ 30.75		2	\$ 31.56
3	\$ 31.14		3	\$ 31.97
4	\$ 31.54		4	\$ 32.38
5	\$ 31.94		5	\$ 32.79
6	\$ 32.34		6	\$ 33.20
7	\$ 32.74		7	\$ 33.61
8	\$ 33.14		8	\$ 34.02
9	\$ 33.54		9	\$ 34.43
10	\$ 33.99		10	\$ 34.89
11	\$ 34.45		11	\$ 35.36
12	\$ 34.90		12	\$ 35.82
13	\$ 35.37		13	\$ 36.31
14	\$ 35.82		14	\$ 36.77
15	\$ 36.27		15	\$ 37.23
16	\$ 36.70		16	\$ 37.67
17	\$ 37.18		17	\$ 38.17
18	\$ 37.64		18	\$ 38.64

**Section 1. Career Increments:**

<b>RAS District Years of Service</b>	<b>Additional Per Hour</b>
Beginning 7th-11th Completed	\$ 0.30
Beginning 12th-16th Completed	\$ 0.50
Beginning 17th-21st Completed	\$ 0.70
Beginning 22nd-26th Completed	\$ 0.90
Beginning 27th-34th Completed	\$ 1.15
35+	\$ 1.40

**Section 2. Level Advancement:** ECFE/SR teachers will advance one level provided that the ECFE/SR teacher has rendered a minimum of four hundred (400) hours of paid service in the previous school year. Teachers who work less than four hundred (400) hours per year will advance a level on the subsequent July 1 when paid service equals four hundred (400) hours since last advancement, Section 4, Subd. 1 ECFE/SR Teachers Article XXIII.



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

**Subject: Superintendent Contract Approval**

Meeting Date: November 24, 2025

Prepared by: Board Chair Eric Gordee

Date Prepared: November 17, 2025

Information     Briefing     Action     Enclosure Item(s)

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The board has reached agreement with the current superintendent to extend his contract for three more years concluding in the 28–29 school year.

**Recommendation:** Approve the agreement for the three year contract period from July 1, 2026 to June 30, 2029 with current superintendent Jeff Ridlehoover.



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

**Subject: CACR / A&I Report**

Meeting Date: November 24, 2025

Prepared by: Dr. Jeff Ridlehoover

Date Prepared: November 18, 2025

Information     Briefing     Action     Enclosure Item(s)

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Dr. Ridlehoover will present CACR and A&I

Rockford Area Schools #883

# Curriculum, Instruction and Assessment

MN Statute 120B.11 Comprehensive Achievement & Civic Readiness

2025

2026



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## Supporting Teaching and Learning

### MN Statute 120B.11: Comprehensive Achievement & Civic Readiness

#### Subd. 1. Performance Measures

Rockford Area Schools will use national, state and local assessment results to determine school site progress in the following ways:

- (1) the size of the academic achievement gap by identified student groups
- (2) student performance on the Minnesota All Accountability Assessments and local assessments
- (3) Rockford High School graduation rates; and
- (4) ACT Assessments, SLEDS and/or other career and college readiness assessment results available to us

#### Subd. 2. Adopting Plans and Budgets

##### Student Achievement Plans

A variety of supports are in place to assist staff in designing curriculum, instruction, intervention and extension to meet the academic and social-emotional learning needs of our students. Through our District Multi-Tiered System of Support (MTSS), ADSIS intervention work, Title 1, Student Advisory, Gifted & Talented Programming, Teacher Evaluation, Principal Evaluation and the development of continuous School Improvement Plans, our students academic and social-emotional needs are the core of our work.

District and site-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement based on the Comprehensive Achievement & Civic Readiness plan.

- All children are ready for school.
  - All achievement gaps between student groups are closed.
  - All students are ready for career and college.
  - All students graduate from high school.
  - Prepare students to be lifelong learners
1. Each school will assess and evaluate each student's progress toward meeting academic standards.
  2. The district has a process for identifying students who need more academic or social-emotional tiered support of remediation or extension including acceleration and early-admission procedures.
  3. District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce.
  4. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes. Processes for ensuring quality include ensuring equitable student access to effective teachers, principal evaluation and teacher evaluation.
  5. District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement for all student groups including our English learners and our students identified as having Indigenous ancestry.
  6. The district has a process for maintaining an equitable distribution of teachers and strategies to ensure low-income and minority children have equal access to effective, experienced and in-field experience.
  7. District teaching practice will integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that supports teacher quality, performance and effectiveness.
  8. In consultation with the Superintendent, the School Board will adopt an annual budget for the implementation of the district plan.

### **Subd. 3. District Advisory Committee**

The Rockford Area Schools Curriculum, Instruction and Assessment Committee composed of teachers, parents, support staff, students, and other community residents is established to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee shall recommend to the school board rigorous academic standards, student achievement goals, district assessments, processes for improving student access to effective and diverse teachers and other program evaluations.

### **Subd. 4. Site Teams**

School site teams are in place to develop and implement strategies and practices to improve instruction, curriculum including cultural awareness and cross-cultural communication and student achievement. Site teams include Building Leadership Teams, New Teacher Induction/Mentorship, Instructional Coaching teams and curriculum content specialist teams.

### **Subd. 5. Report**

A report will be published on the Rockford Area Schools website that outlines the strategic plan for developing our Comprehensive Achievement & Civic Readiness plan. The school board will hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction and cultural competency, and effort to equitable distribute diverse, effective, experienced and in-field teachers, and to review district success in meeting the goals of the prior year's Comprehensive Achievement & Civic Readiness plan. The School Board, enlisting the Superintendent as its chosen designee, will submit an electronic summary of the report to the commissioner.

### **Subd. 7. Periodic Report**

Rockford Area Schools will periodically survey the community in regard to their connection and satisfaction with school. If required, the results of this survey will be included in the summary report submitted to the commissioner.

The following pages outline the District Strategic Plan to meet the requirements of MN Statute 120.11, Subd.1a.-9

## District and School Goals - School Year 2025-2026

***District and site-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.***

### **All students will be ready for School.**

Our 4 and 5 year-olds, enrolled in the Launching Pad preschool program, will meet or exceed the program's five-year average on the literacy proficiency benchmark as measured by the Teaching Strategies Gold Assessment.  
(2024-25 five-year average = 92.80%)

### **All racial and economic achievement gaps between students are closed.**

Reduce the achievement gap for students in identified subgroups as measured by the Minnesota All Accountability Assessments.

#### **Reading:**

The performance of REAMS Grades 3 & 4 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average.  
(2024-25 three-year average = 27.6%)

The performance of Rockford Middle School for Environmental Studies (RMS) Grades 5-8 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average.  
(2024-25 three-year average = 36.6%)

The performance of Rockford High School IB World School (RHS) Grade 10 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group's three-year average.  
(2024-25 three-year average = 29.4%)

### **All students are ready for career and college.**

The percentage of RHS graduates who have acquired college credit, college articulation credit, and/or industry certification prior to graduation will meet or exceed the school's three-year average.  
(2024-25 three-year average = 52.43%)

### **All students graduate from high school.**

The graduation rate at RHS will meet or exceed the school's three-year average.  
(2024-25 three-year average = 94.11%)

### **Students are prepared to be lifelong learners.**

Students at REAMS, RMS-CES, and RHS Ib World School will be surveyed at the conclusion of grades 4, 8, and 12. The intent of the surveys will be to identify progress on key characteristics associated with lifelong learners. These characteristics were selected based on feedback from the RAS Curriculum, Instruction, & Assessment (CI&A) Committee and all members of the REAMS, RMS-CES, and RHS Ib World School Building Instructional Leadership Teams (BILT). The characteristics selected are Collaborative, Curious, Open Minded, Reflective, Resourceful, Self-Directed, and the ability to think for oneself. Baseline data will be collected in the spring of 2025 and used for future CA & CR goal setting.

## District and School Goals - School Year 2024-2025 - Goals, Findings & Impact

Rockford Area Schools - 2024-2025 CA & CR Goals, Findings, & Impact
Early Childhood - Area 1
<b>Academic Goal: Reading – Aligns to the District Goal of Kindergarten Readiness</b>
Our 4 and 5 year-olds, enrolled in the Launching Pad preschool program, will meet or exceed the program’s five-year average on the literacy proficiency benchmark as measured by the Teaching Strategies Gold Assessment. (2023-45 five-year average = 92.2%)
<b>Findings:</b> In the spring of 2025, 95% of our 4 and 5 year-olds, enrolled in the Launching Pad preschool program, met or exceeded the program’s five-year average on the literacy proficiency benchmark as measured by the Teaching Strategies Gold Assessment. <b>Goal Met.</b>
<b>Impact on Student Learning:</b> These results demonstrate that a significant number of students were successful as it pertains to our literacy benchmark assessment. The instruction provided by our educators was clearly effective. Being able to better identify the specific components of the instruction should aid in even stronger learner outcomes.
<b>Impact on Teacher Practice:</b> Current data indicates sound instructional practices in the areas of literacy. With the changing landscape of literacy instruction, additional professional learning will be in place to support instruction and teacher collaboration. Overall, the data is promising and toward the upper echelon of the goal setting spectrum. Exceeding current benchmarks will be challenging and we may look to additional or different goals in the future. While we are inspired by the results, increasing our instructional pedagogy remains a continuous work in progress. Part of this work includes early childhood LETRS training, which is a data driven instructional methodology, aligned to the READ Act and the Science of Reading, OLA (CORE) training, and our continued use of Orton-Gillingham instructional strategies. In addition, Rockford Area School began the implementation of our new literacy curriculum, Amplify CLKA in the fall of 2025.

## District and School Goals - School Year 2024-2025 - Goals, Findings & Impact

Rockford Area Schools - 2024-2025 CA & CR Goals, Findings, & Impact
All Racial and Economic Achievement Gaps Between Students Are Closed - Area 2
<b>Academic Goal: Reading – Aligns to the District Goal of <i>closing achievement gaps between student populations.</i></b>
<b>Goal:</b> The performance of Rockford Elementary Arts Magnet School (REAMS) Grade 3 & 4 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group’s five-year average. (2023-24 five-year average = 32.20%)
<b>Findings:</b> In the spring of 2025, 24.1% of our Rockford Elementary Arts Magnet School (REAMS) Grade 3 & 4 students identified as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading met or exceeded the five-year District average of 32.20%. <b>Goal Not Met.</b>
<b>Impact on Student Learning:</b> These results demonstrate that we have work to do in the areas of early primary literacy as a whole and we must pay particular attention to the progress and potential intervention systems as it pertains to our BIPOC population.
<b>Impact on Teacher Practice:</b> Engaging in high-leverage literacy professional development will be used to elevate our instructional practices for all students. In addition, our work in the areas of Multi-Tiered Systems of Support (MTSS) will be designed to assist and intervene with students who are in need of academic acceleration. In addition, aligned with our work for all learners, Rockford Area Schools has developed a stronger data driven instructional methodology that will better assist our teachers in early identification of growth opportunities as it pertains to struggling readers. FAST will be utilized as well as engagement data as a means to identify students who are most in need of interventions and to assist these students on a more frequent basis. In addition, increased staffing in the ADSIS realm has been instituted for SY 2025-26 and Rockford Area Schools is continuing with our partnership with IXL to provide increased access to standards based assessment practice.

# District and School Goals - School Year 2024-2025 - Goals, Findings & Impact

<b>Rockford Area Schools - 2024-2025 CA &amp; CR Goals, Findings, &amp; Impact</b>
<b>All Racial and Economic Achievement Gaps Between Students Are Closed - Area 2</b>
<b>Academic Goal: Reading – Aligns to the District Goal of <i>closing achievement gaps between student populations.</i></b>
<p><b>Goal:</b>                  The performance of Rockford Middle School for Environmental Studies (RMS) Grades 5-8 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group’s five-year average. (2023-24 three-year average = 38.60%)</p>
<p><b>Findings:</b>                  In the spring of 2025, 32.6% of Rockford Middle School for Environmental Studies (RMS) Grades 5-8 students identified as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading met or exceeded the three-year District average of 38.60%. <b>Goal Not Met.</b></p>
<p><b>Impact on Student Learning:</b>                  These results demonstrate that we have work to do in the areas of literacy as a whole and we must pay particular attention to the progress and potential intervention systems as it pertains to our BIPOC population.</p>
<p><b>Impact on Teacher Practice:</b> Engaging in high-leverage literacy professional development will be used to elevate our instructional practices for all students. In addition, our work in the areas of Multi-Tiered Systems of Support (MTSS) will be designed to assist and intervene with students who are in need of academic acceleration. In addition, aligned with our work for all learners, Rockford Area Schools has developed a stronger data driven instructional methodology that will better assist our teachers in early identification of growth opportunities as it pertains to struggling readers. FAST will be utilized as well as engagement data as a means to identify students who are most in need of interventions and to assist these students on a more frequent basis. In addition, increased staffing in the ADSIS realm has been instituted for SY 2025-26 and Rockford Area Schools is continuing with our partnership with IXL to provide increased access to standards based assessment practice.</p>

## District and School Goals - School Year 2024-2025 - Goals, Findings & Impact

Rockford Area Schools - 2024-2025 CA & CR Goals, Findings, & Impact
<b>All Racial And Economic Achievement Gaps Between Students Are Closed - Area 2</b>
<b>Academic Goal: Reading – Aligns to the District Goal of <i>closing achievement gaps between student populations.</i></b>
<b>Goal:</b> The performance of Rockford High School IB World School (RHS) Grade 10 students who identify as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading will meet or exceed that group’s five-year average. (2023-24 three-year average = 30.20%)
<b>Findings:</b> In the spring of 2025, 27.8% of Rockford High School IB World School (RHS) Grade 10 students identified as BIPOC on the Minnesota Comprehensive Assessment (MCA) for Reading met or exceeded the three-year District average of 30.20%. <b>Goal Not Met.</b>
<b>Impact on Student Learning:</b> These results demonstrate that we have significant work to do in the areas of literacy instruction at the high school level. While there are likely many potential reasons for the results, a strong and continuous focus on all learners, in particular those who identify as BIPOC, must occur in the area of literacy instruction.
<b>Impact on Teacher Practice:</b> Engaging in high-leverage literacy professional development will be used to elevate our instructional practices for all students. In addition, our work in the areas of Multi-Tiered Systems of Support (MTSS) will be designed to assist and intervene with students who are in need of academic acceleration. In addition, aligned with our work for all learners, Rockford Area Schools has developed a stronger data driven instructional methodology that will better assist our teachers in early identification of growth opportunities as it pertains to struggling readers. FAST will be utilized as well as engagement data as a means to identify students who are most in need of interventions and to assist these students on a more frequent basis. In addition, increased staffing in the ADSIS realm has been instituted for SY 2025-26 and Rockford Area Schools is continuing with our partnership with IXL to provide increased access to standards based assessment practice.

## District and School Goals - School Year 2024-2025 - Goals, Findings & Impact

Rockford Area Schools - 2022-2023 CA & CR Goals, Findings, & Impact
All Students Are Ready For College and Career - Area 3
<b>Academic Goal: Reading – Aligns to the District Goal ensuring all students are college and career ready.</b>
<b>Goal:</b> The percentage of Rockford High School IB World School (RHS) graduates who have acquired college credit, college articulation credit, and/or industry certification prior to graduation will meet or exceed the school's three-year average. (Years 1, 2, and 3 Baseline Goal was 30%). <ul style="list-style-type: none"><li>Note: The 2025-26 Baseline Goal will be set at 52.43% now that we have 3 years of data.</li></ul>
<b>Findings:</b> In the spring of 2025, the 3-year baseline average demonstrated that 48.0% of Rockford High School IB World School (RHS) graduates acquired college credit, college articulation credit, and/or industry certification prior to graduation. <b>Goal Met.</b>
<b>Impact on Student Learning:</b> These results demonstrate that Rockford High School IB World School (RHS) graduates place value in engaging in rigorous coursework and/or higher-education certifications. The percentages also demonstrate that the curriculum offered at Rockford High School IB World School (RHS) is aligned to the WBWF goal of preparing RHS graduates for their post-secondary endeavors.
<b>Impact on Teacher Practice:</b> Faculty and staff at Rockford High School IB World School (RHS) will continue to share all available options with students and families regarding post-secondary options. School faculty will also assist students in aligning coursework to their individual, post-secondary, aspirations.

## District and School Goals - School Year 2024-2025 - Goals, Findings & Impact

Rockford Area Schools - 2024-2025 CA & CR Goals, Findings, & Impact
All Students Graduate From High School - Area 4
<b>Academic Goal: Reading – Aligns to the District Goal ensuring all students graduate from high school.</b>
<b>Goal:</b> The graduation rate at RHS will meet or exceed the school's three-year average. (2023-24 three-year average = 93.7%)
<b>Findings:</b> In the spring of 2025, 94.92%* of Rockford High School IB World School (RHS) students graduated on time. <b>Goal Met.</b> <ul style="list-style-type: none"><li><b>Note:</b> : The RHS graduation rate was 100%, but with 6 students entering SPED transition programs, the data reflects those students as non-graduates.*</li></ul>
<b>Impact on Student Learning:</b> These results demonstrate that Rockford High School IB World School (RHS) places value on ensuring our students graduate on time. While the goal was not met, by a small fraction of a percentage, some students completed their requirements during the summer or are engaging in a special education transitional program.
<b>Impact on Teacher Practice:</b> Faculty and staff at Rockford High School IB World School (RHS) will continue to share the importance and impact of graduating on time and will identify and partner with students and families to ensure the Rockford High School IB World School (RHS) graduation rate remains high.

## District and School Goals - School Year 2024-2025 - Goals, Findings & Impact

Rockford Area Schools - 2024-2025 CA & CR Goals, Findings, & Impact																							
All Students Graduate From High School - Area																							
<b>Academic Goal: Reading – Aligns to the District Goal of Preparing All Students to be Lifelong Learners.</b>																							
<p><b>Goal:</b>                      The 2024-25 goal was to create baseline data as it pertains to the seven characteristics (Collaborative, Curious, Open Minded, Reflective, Resourceful, Self-Directed, and the Ability to think/Independent Thinker for oneself) as determined by our Curriculum, Instruction, and Assessment Committee. The data will be tallied over a three-year period and ongoing goals will be set to meet or exceed the three-year average.</p>																							
<p><b>Findings:</b>                      In the spring of 2025, the metrics provided via our student lifelong learner survey were as follows (all on a scale of 1-5):</p> <table border="0"> <tr> <td>REAMS: Collaborative Skills: 3.84</td> <td>RMS: Collaborative Skills: 3.68</td> <td>RHS: Collaborative:</td> </tr> <tr> <td>Curiosity: 3.88</td> <td>Curiosity: 3.49</td> <td>Curiosity:</td> </tr> <tr> <td>Open-Minded: 3.89</td> <td>Open-Minded: 3.72</td> <td>Open-Minded:</td> </tr> <tr> <td>Reflective: 3.91</td> <td>Reflective: 3.55</td> <td>Reflective:</td> </tr> <tr> <td>Resourceful: 4.09</td> <td>Resourceful: 3.84</td> <td>Resourceful:</td> </tr> <tr> <td>Self-Directed: 3.87</td> <td>Self-Directed: 3.46</td> <td>Self-Directed:</td> </tr> <tr> <td>Independent Thinker: 4.06</td> <td>Independent Thinker: 3.53</td> <td>Independent Thinker:</td> </tr> </table>			REAMS: Collaborative Skills: 3.84	RMS: Collaborative Skills: 3.68	RHS: Collaborative:	Curiosity: 3.88	Curiosity: 3.49	Curiosity:	Open-Minded: 3.89	Open-Minded: 3.72	Open-Minded:	Reflective: 3.91	Reflective: 3.55	Reflective:	Resourceful: 4.09	Resourceful: 3.84	Resourceful:	Self-Directed: 3.87	Self-Directed: 3.46	Self-Directed:	Independent Thinker: 4.06	Independent Thinker: 3.53	Independent Thinker:
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<p><b>Goal In Progress</b></p> <ul style="list-style-type: none"> <li><b>Note:</b> : Due to one-time testing logistical conflicts, grade 12 at RHS was not surveyed in 2025.</li> </ul>																							
<p><b>Impact on Student Learning:</b>                      These results demonstrate a baseline for our continued efforts to ensure that all Rockford Area Schools students have developed the requisite skills to thrive as a learner in an ever-changing global society.</p>																							
<p><b>Impact on Teacher Practice:</b> Teachers and support staff will review the data regularly and tailor our instruction and continuous improvement processes to support the overall goal.</p>																							

## Assessing and Evaluating Student Progress

*Each school will assess and evaluate each student's progress toward meeting academic standards.*

The Rockford Area Schools Assessment Plan is designed to ensure accountability. It uses multiple measurements to assess student achievement.

### OBJECTIVES:

- Measure the effectiveness of district curriculum in meeting MN academic standards
- To inform curriculum and instruction decisions based on student achievement results

### USE OF TEST RESULTS:

- Assist in instructional planning and progress monitoring
- Develop focused interventions for increased student achievement
- Inform and assist in placement of students for participation in programs
- Provide data for evaluation and development of building level and District Continuous Improvement Goals
- Adhere to state and federal regulations and requirements
- Accountability measurement for the School District and State of Minnesota

### WHAT ARE THE TESTS AND WHAT DO THEY MEASURE?

- **ACCESS for ELLs**

This is an English language proficiency assessment given to students identified as English Language Learners in Kindergarten through 12<sup>th</sup> grade. Assesses students in Reading, Listening, Speaking, Writing and overall comprehension.

- **ALT ACCESS for ELLs**

Assessments administered to English language learners (ELL) in order to measure progress toward meeting Minnesota standards for English language development for Special Education students.

- **ACT with Writing**

The American College Test is a standardized test that measures a student's skills in five core areas: English, math, reading, science, and writing. Students in grades 11 and 12 take the ACT so that they can submit their scores to colleges as part of the college application process.

- **ASVAB**

**ASVAB** (Armed Services Vocational Aptitude Battery): Multiple aptitude battery test that measures developed abilities and helps predict future academic and occupational success in the military.

- **FastBridge Learning Assessments**

This is a comprehensive assessment system used for screening and progress monitoring. Students in grades K-12 are assessed using the earlyReading, earlyMath, aReading, aMath, CBMReading, SAEBRS and mySAEBRS that assess student reading and math fluency, social emotional behaviors and allows for multiple data points to identify students' reading and math skill development.

- **IB**

**IB** (International Baccalaureate Assessment): The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

- **MCA**s

The Minnesota Comprehensive Assessments are required Reading, Math and Science tests for all students that attend Minnesota Public Schools. Students in grades 3-8 and 10 take the Reading MCA. Students in Grades 3-8 and 11 take the Math MCA. Students in Grades 5, 8 and 10 take the Science MCA. These assessments are based on state standards. There are some adaptations for students on IEPs that may qualify for a more academically-appropriate version called the MTAS (Minnesota Test of Academic Skills).

- **MCIS**

Minnesota Career Information System (MCIS) is an online tool that helps students answer the college and career planning questions, “What do I want to do? MCIS delivers inventories of interest, abilities and values used together to provide relevant occupations and majors. Students in Grade 8 take this inventory to support MN Statute 120.125 which requires that all students create a Personal Learning Plan for post-secondary transition.

- **MTAS**

(Minnesota Test of Academic Skills): State alternate assessment (series of tasks) given to students with the most significant cognitive disabilities that measures performance on alternate achievement standards.

- **NAEP (if selected to participate)**

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what students know and can do in various subjects. It is a congressionally mandated project. NAEP results are designed to provide group level data on student achievement in various subjects (math, reading, science, and writing). Other subjects such as art, civics, economics, geography, technology, and U.S. History are assessed periodically.

- **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides first-hand practice for the SAT and gains access to college and career planning tools. It measures critical reading skills, math problem-solving skills, and writing skills. This is an optional assessment for students in grade 11.

- **Teaching Strategies Gold**

Teaching Strategies Gold is an assessment system that measures the social and academic growth of children participating in district early childhood classes. The system aligns directly with district-approved curriculum and national and state standards providing authentic, ongoing assessment and resulting in a comprehensive portfolio of student growth data.

## Gifted and Talented Programming (EXCEL)

### **Identification Criteria for Students Qualifying for Level 4 EXCEL Services**

In identifying students who need Level 4 EXCEL services, General Education teachers and the EXCEL GT teacher and coordinator utilize historic and current assessment and ability data. Generally, students who receive Level 3 services fall between the 85th and 94th percentile locally on their aReading or aMath FastBridge benchmark assessments, CogAT ability screeners using the Verbal and Quantitative batteries, and data collected on extension and enrichment opportunities in grades K-2. Students who receive Level 4 services fall at or above the 95th percentile locally on their aReading or aMath FastBridge benchmark assessments, CogAT ability test using the full Verbal and Quantitative batteries, and data collected on extension and enrichment opportunities in grades K-3. Services are targeted based on student need. Progress is monitored and verified through student performance data. Data will determine the programming necessary for Pull-Out instruction during 4-8th grade boost and 6-8 EXCEL Mathematics. This occurs during WIN (What I Need) at the elementary and Boost at the middle school. Other extension learning opportunities in various content areas are offered for both Levels 1 and 2, which are appropriate to the specific learning strengths of the student(s).

### **Early Entrance to Kindergarten Procedure – School District Policy 550R**

Parents/guardians whose children are born after September 1, and before September 30, may submit a written request for early entrance for their child, to the elementary school principal, no later than May 1 of the year for which early entrance is requested.

- A. The parent/guardian will begin the process by consulting with the REAMS Principal. If, upon the conclusion of this conversion, the parents/guardians wish to move forward with their early entrance request, the district will coordinate an evaluation. The evaluation will include an intellectual aptitude assessment as well as social and emotional readiness benchmarks. The evaluation will include an assessment by a licensed school psychologist and an early childhood or elementary licensed educator assigned by the district. There is a cost to conduct the evaluation and the full cost of the evaluation will be the responsibility of the parents/guardians.
- B. Children must meet the following early entrance criteria as measured by a third-party psychologist:
  - a) Intellectual and academic development: The child's score, as determined by the psychologist, must be within the very superior range (95%), using a standardized instrument, e.g., Stanford-Binet Intelligence Scale or Wechsler Preschool Primary Scales of Intelligence (latest norms.)
  - b) Physical, Social, and Emotional development - The child's physical, social, and emotional maturity shall be determined through:
    - a) the clinical observations of a third-party psychologist;
    - b) a favorable score on the Ages and Stages Questionnaires: Social-Emotional(ASQ:SE) as determined by the psychologist;
    - c) the successful completion of School District Early Childhood Screening;
    - d) the recommendation from the child's preschool teacher if the child has been in a program, and;
    - e) the successful completion of a kindergarten literacy assessment by a kindergarten teacher.
- C. A team, consisting of a school psychologist, building principal, and primary grade classroom teacher of the building at which the child would be enrolled, shall review the information reflecting the child's level of development. The team shall determine whether or not the child should be recommended for early entrance.
- D. Parents/Guardians who disagree with the recommendation of the team may appeal the decision in writing to the Superintendent. The final decision shall rest with the Superintendent of Schools.

## **Decision-Making Process**

The process for considering a student for acceleration may be initiated by the student, his/her parent(s)/guardian(s), or a staff member through consultation with the student's current principal.

1. When a principal receives a request for acceleration, he/she shall convene an ad hoc committee composed of the principal, teachers, Superintendent (and/or designee), School Counselor, and the child's parent(s)/guardian(s).
2. The acceleration committee shall meet to gather information about the student. Information should be comprised of multiple data points including social skills assessment, standardized achievement test results, and academic performance records. The data could also include an assessment of student aptitude from an alternate assessment. Aptitude tests are designed to measure problem solving ability for material that has not yet been formally presented to the learner.
3. Parents may also choose to submit assessment scores from an outside psychologist at their own expense. Assessments may include the Wechsler Intelligence Scale for Children (WISC) or the Stanford Binet individual measure of intellectual ability.
4. The committee shall make a decision for one of the following:
  - a. Single subject acceleration
  - b. Whole grade acceleration
  - c. Acceleration not recommended

## **Parameters**

1. In all cases of whole grade acceleration in grades K-8, a student shall only advance one grade at a time.
2. The process shall be initiated no later than the first day of the fourth quarter for the following fall grade acceleration.
3. If a student who is potentially eligible for acceleration enters the school system after the aforementioned timeline, the timeline may be waived as deemed necessary.
4. The district reserves the right to make any educational changes at a natural break in the school calendar.

## **Follow-up**

1. Acceleration shall be done on a preliminary basis for the first quarter after the decision to accelerate is made.
2. Within two months following the beginning of acceleration, vested staff will meet to monitor the student's emotional, social, and intellectual progress in the new environment and make a recommendation for continuance or abandonment of the acceleration.

## **Appeal**

Parents/Guardians who disagree with the recommendation of the team may appeal the decision in writing to the Superintendent. The final decision shall rest with the Superintendent of Schools.

## Effectiveness of Instruction and Curriculum: Review Process

*District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college readiness leading to the world's best workforce. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum, and student achievement will be identified and implemented.*

## LEARNING AND TEACHING

### Shaping Learning and Teaching Through Curriculum and Instruction, Assessment, Technology, and Professional Development

The foundation for learning and teaching within Rockford Area Schools is rooted in our mission, which states, "In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens."

Best practice in a rigorous and comprehensive curriculum involves Planning, Teaching, Assessment, and Data Analysis. Rockford Area Schools prides itself on utilizing curriculum that is developed and refined on a continuous cycle. Instructional teams, under the leadership of building Principals and the Superintendent of Schools, guide staff in an ongoing process of aligning curriculum, instruction, and assessment to Minnesota State and National Standards. Curricular teams identify and implement strategies for improving instruction, curriculum, and student achievement.

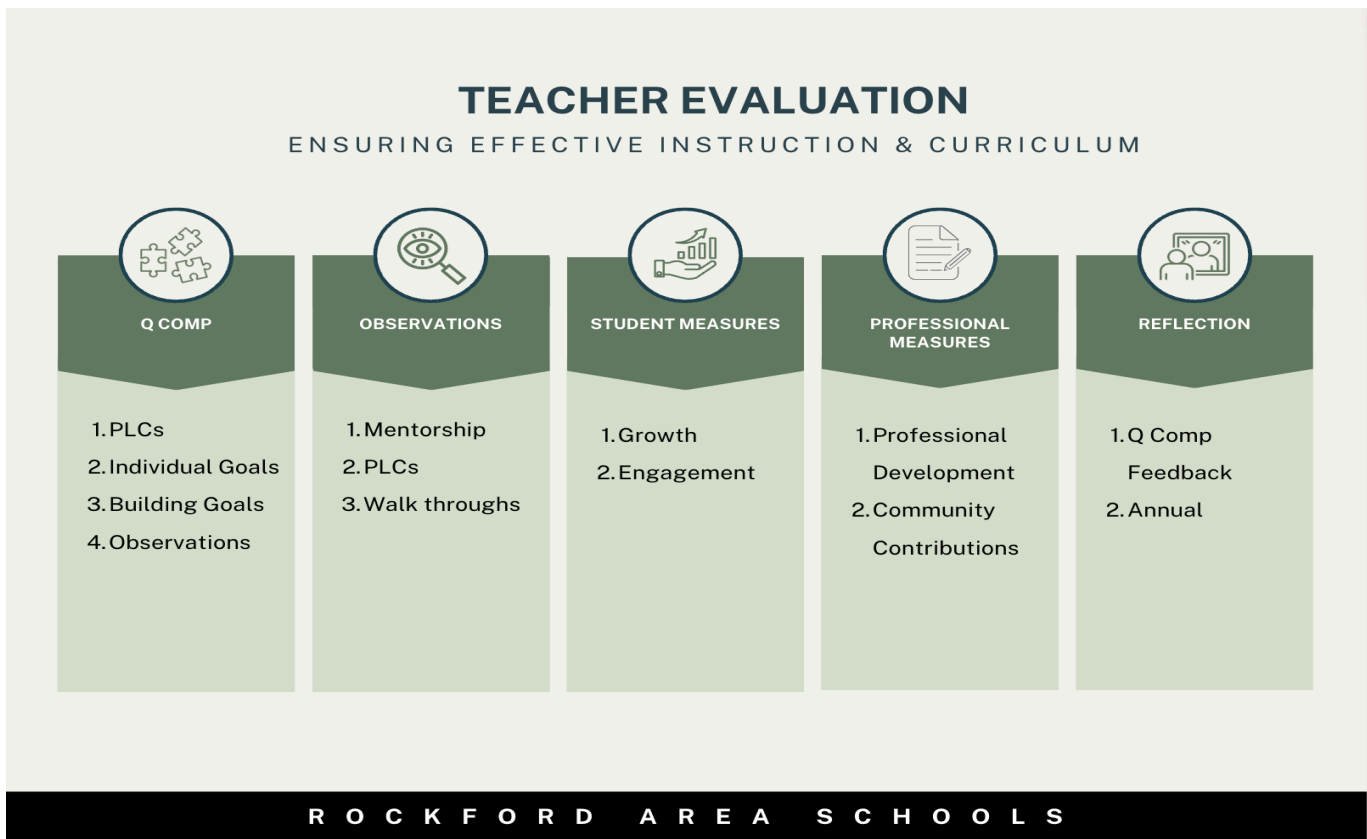
Preparing students for the future means providing them with a 21<sup>st</sup> Century skills integrated across all learning areas:

- Critical Thinking and Problem-Solving
- Collaboration
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Written and Oral Communication
- Accessing and Analyzing Information
- Creativity and Imagination

We believe this is accomplished by focusing on differentiating instruction, personalizing education for students, utilizing technology to maximize student achievement, and ensuring best practices in instruction and assessment in every classroom.

## Effectiveness of Instruction and Curriculum: Teacher Evaluation

*District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations.*



**The Rockford Area Schools Teacher Evaluation Plan encompasses all requirements of  
MN Statute 122A.40**

**District Administration is responsible for:**

- Coordinating professional development activities to engage teachers in understanding and implementing all parts of the statute.
- Implementing all components outlined in the Framework for Teacher Evaluation.
- Providing a vehicle for staff in communicating Individual Growth and Development Plans.
- Connecting the peer review process to building-level goals, providing training for staff in peer-coaching and guiding staff in implementing peer learning walks.
- Providing time during staff meetings for processing and reflection of Peer Review experiences.
- Coordinating the Teacher Mentorship Program.
- Providing staff the opportunity to participate in a professional learning community.

**Teachers are responsible for:**

- Understanding and implementing the requirements of MN State Statute 122A.40.
- Measuring and documenting student academic growth.
- Measuring and documenting student engagement explicitly aligned with elements of the curriculum responsible for teaching.
- Participation and documentation of the peer review process.
- Participation and documentation of the Individual Growth and Development Plan that includes:
  - Annual goal setting based on site-level goals
  - Administrative Learning Walk reflection
  - Peer Learning Walk documentation and reflection
  - Student Engagement measures reflection

## Effectiveness of Instruction and Curriculum: Principal Evaluation

*Rockford Area Schools has adopted a plan of Principal evaluation that is uniquely designed to build capacity and leadership skills for the purpose of increasing student achievement and staff effectiveness.*

### Rockford Area Schools Principal Growth and Evaluation Process

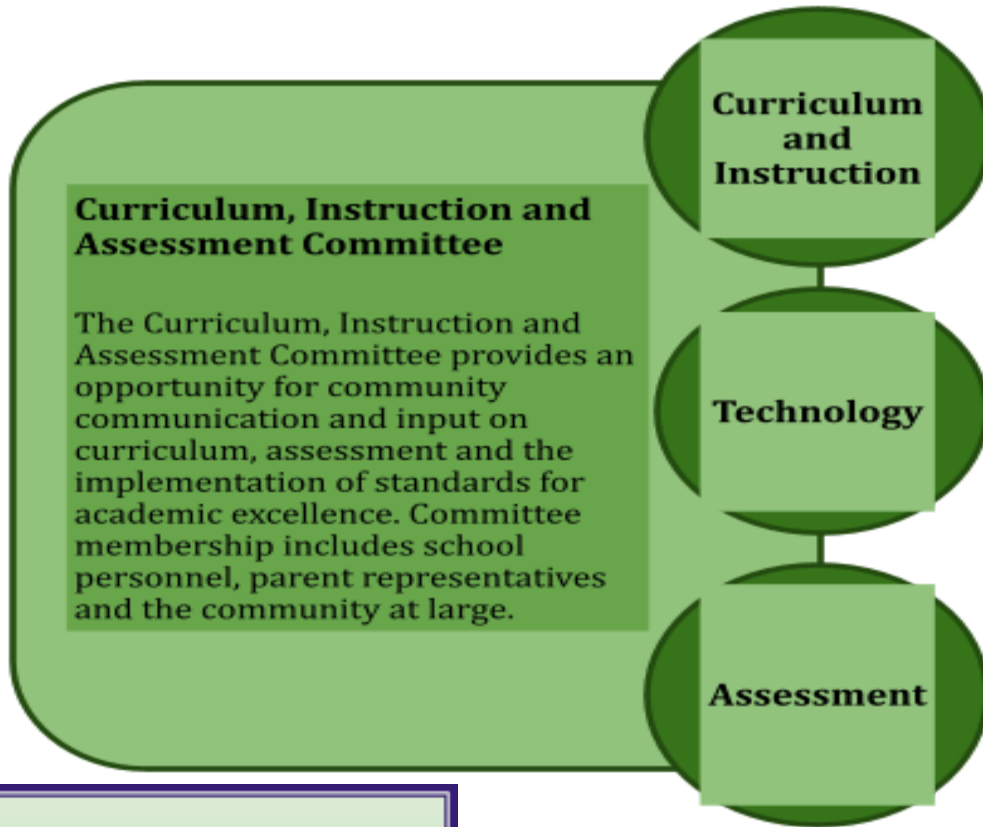
**Rockford Area school principals will establish goals from the following core competencies:**

- Strategic Leadership
- Instructional Leadership
- Managerial Leadership
- Cultural Leadership
- Communications Leadership
- School Community Leadership
- Ethical and Professional Leadership

**Goals** will be collaboratively set and approved by both the principal and Superintendent with at least one goal based on student data or student learning measures. (Instructional Leadership)

**Measures** will be collaboratively set and approved by the principal and Superintendent.

## District Advisory Committee (CI&A)



### 2025-2026 Curriculum, Instruction and Assessment Committee Members

*Kari Binsfeld (Parent/Staff)*  
*Jason Bodey (Parent)*  
*Laurie Cancino (Parent)*  
*Darren Eliason (Staff)*  
*Denise Engebretson (Parent/Staff)*  
*Kevin Engebretson (Parent)*  
*Jill Gordee (Staff)*  
*Jamie Hillstrom (Parent/School Board)*  
*Jessica Lappe (Parent)*  
*Kathy Mattson (Staff)*  
*Paul Menard (Parent/Administrator)*  
*Jamie Madson (Staff)*  
*Kevin Neff (Staff)*  
*Courtney Neibert (Parent/Staff)*  
*Brenda Nyhus (Administrator)*  
*Elyse Phillips (Parent)*  
*Dr. Beth Praska (School Board)*  
*James Redinger (Parent)*  
*Dr. Jeff Riddlehoover (Administrator)*  
*Amy Smith (Parent)*  
*Kerry Toso Carlson (Parent/Staff)*  
*Paul Warzecha (Administrator)*  
*Micah Vainikka (Parent)*  
*Michael Weber (Parent)*

## District Advisory Committee (CI&A)

***The Rockford Area Schools Curriculum, Instruction and Advisory (CI&A) Committee, comprised of teachers, parents, support staff, students, and other community residents, is established to ensure active community participation in planning and improving district instruction and curriculum. This committee shall provide feedback to the school board on rigorous academic standards, student achievement goals, district assessments and program evaluations.***

## District-Site Level Leadership Teams

*Each school will develop teams to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, and student achievement. These teams advise the School Board and Curriculum, Instruction and Assessment Advisory Committee on budgetary, instruction and curriculum improvement matters that align in meeting state and district academic standards and instruction.*

<b>DISTRICT and SITE LEVEL LEADERSHIP TEAMS</b>			
<b>Building Instructional Leadership Teams (BILT)</b>	<b>Building Operational Leadership Teams (BOLT)</b>	<b>Teacher Mentors</b>	<b>Site Multi-Tiered System of Support (MTSS) Team</b>
Building and District Administration Certified Teaching Staff	Building and District Administration Certified Teaching Staff	Volunteer Mentors, selected by building principals	Building and District Administration, Building Counselors, BILTs
<p><b><u>Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>● Assist in Designing Professional Development Goals related to:               <ul style="list-style-type: none"> <li>○ Cultural Awareness and Cross-Cultural Communication</li> <li>○ Data Analysis</li> <li>○ Building Goals and Initiatives</li> <li>○ Communication with peers</li> <li>○ Procedures and Practices</li> <li>○ Scheduling</li> <li>○ Problem-Solving site level issues</li> </ul> </li> <li>● Facilitate Professional Development</li> <li>● Teacher Evaluation Plan Implementation and Support</li> <li>● Facilitating Professional Learning Communities (PLCs)</li> <li>● Guide instructional work district-wide</li> </ul>	<p><b><u>Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>● Serve as a communication link between grade level or departments and administration</li> <li>● Provide written documentation of meetings to the building staff (electronic)</li> <li>● Provide site-based input and leadership in the areas of academic/teacher scheduling, handbook creation, conference scheduling, school protocols, etc.</li> <li>● Bring concerns to the team and administration in a timely manner with the intent of finding solutions to the concerns prior to them becoming larger in scope.</li> <li>● Serve as members of the school and district safety committee.</li> </ul>	<p><b><u>Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>● Lead new hires in               <ul style="list-style-type: none"> <li>○ Navigating their first three years</li> <li>○ Non-Evaluative Coaching</li> <li>○ Guide Data-driven and Reflective Practice</li> <li>○ Supportive Collaboration</li> </ul> </li> </ul>	<p><b><u>Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>● Facilitate implementation efforts by ensuring that resources are allocated and used effectively</li> <li>● Meet monthly to review instructional practices and student data to support MTSS implementation efforts and ensure optimal student outcome</li> <li>● Implement Problem Solving Model (PSM) protocols to support students and assist staff in identifying and programming appropriate academic and social-emotional supports</li> </ul>

## **Professional Development**

*Professional Development opportunities will be designed to help teachers develop teaching practices that integrate high-quality instruction, curriculum, assessment, and technology. Professional development will embrace a collaborative professional culture that supports teacher quality, performance, and effectiveness.*

### **PROFESSIONAL LEARNING IS A CONTINUOUS IMPROVEMENT PROCESS**

The fundamental goal of professional development in Rockford Area Schools is to improve student learning by:

- refining the quality of classroom instruction
- enabling individuals to grow professionally
- introducing practitioners to practical applications of research-based strategies
- assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota and National Academic Standards

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. Just as knowledge and skill requirements are changing for students, so, too, are those for educators. The globalization of business and industry and the explosive growth of technology and subject area knowledge demand that teachers continually acquire new knowledge and skills. Rockford Area Schools strives to provide staff with experiences that incorporate reflective dialogue and offers individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs. Our focus is on continual improvement related to student achievement, improving curriculum and instruction, and cultural competency.

## Access to Excellent and Diverse Teachers

World's Best Workforce legislation requires school districts to have a process in place to ensure students from low-income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

### Equitable Teacher Distribution (Definitions from the MN Every Student Succeeds Act (ESSA) plan)

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems. Rockford Area Schools does not have any teachers on performance plans due to not meeting professional teaching standards as defined in the Rockford Area Schools Teacher Evaluation and Growth Plan.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years. 17/110 teachers in our school district have taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed. The school district is utilizing eight teachers who are providing instruction outside of their licensure field.

Rockford Area Schools recognizes the importance of hiring the most qualified teachers and support staff to meet the needs of students. We also recognize the importance of identifying and actively recruiting candidates who represent and reflect students served throughout the District. Consequently, providing access to quality and diverse staff remains a priority for and focus of the Rockford Area Schools. District administration annually analyzes the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. It is the District's policy and practice to provide equal educational opportunity for all students, as evidenced through School Board Policy, as well as the School District's vision and mission statements.

Careful consideration is given to classroom placements for grades K-12. In K-5 classrooms, the Total School Cluster model is used to guarantee balanced distribution for all student groups. The cluster model takes student achievement, gender, and individual social-emotional and academic needs into account. In grades 6-12, students are placed into teams, student advisory groups and courses based on their individual needs. In addition, students self-select courses based on interest. Secondary teachers are assigned based on licensure and expertise. The District is proud of its robust Teacher Evaluation model that holds all professionals to a high standard and embeds fidelity of implementation for all school sites. These processes provide a systemic framework for the District to examine and ensure, to the best of its ability, equitable teacher distribution and student success.

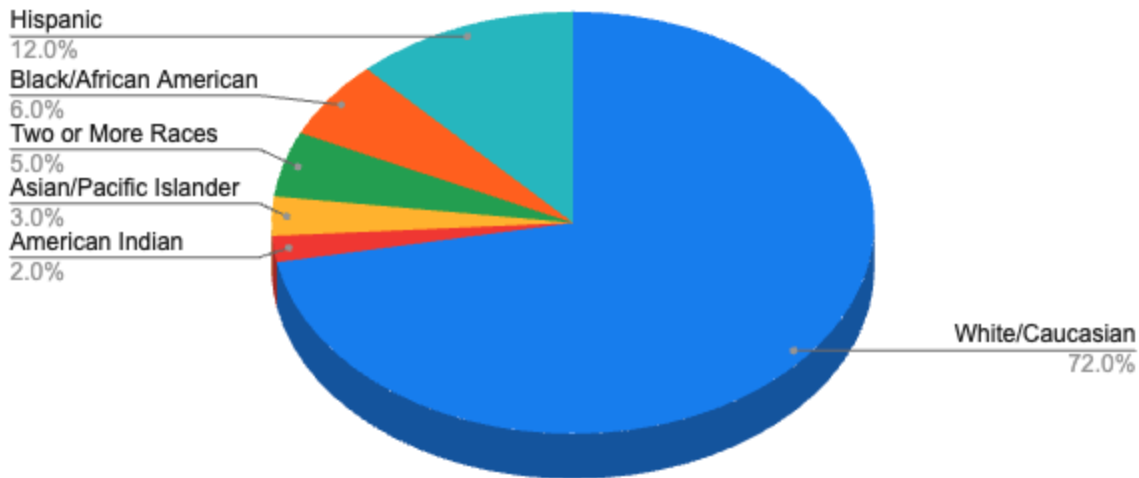
## Access to Diverse Teachers

Rockford Area Schools makes a concerted effort to recruit and hire teaching candidates of diverse backgrounds to ensure students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students. All teaching positions are posted throughout the state and on a variety of platforms.

In addition, the school district will begin partnering with university systems to support teacher preparation giving us the opportunity to recruit well-qualified teachers of diverse backgrounds.

A statistical representation of our current student demographics are represented in the graph below:

### RAS Student Demographics



Our certified teaching and support staff is predominantly Caucasian, routinely ranging between 94-97%.

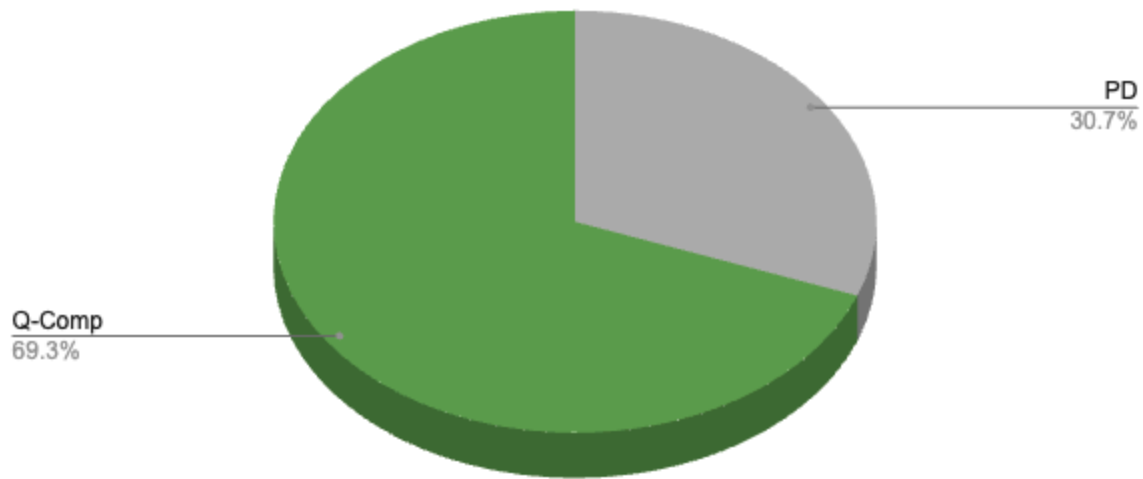
## Annual Budget

**In consultation with the Superintendent, the School Board will adopt an annual budget for the implementation of the District plan.**

Rockford Area Schools allocates 2% of the general education revenue to support the implementation of this World's Best Workforce Strategic Plan for improving teaching and learning.

100% of Rockford Area Schools teachers and paraprofessionals engaged in effective staff development activities as required by MN Statute 120B.11.

### Annual Professional Development Budget



## **Annual Reporting**

This report shall be published on the Rockford Area Schools website. It will be presented in a public setting to review, revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review District success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. An electronic summary of this report will be submitted to the commissioner of education by the Superintendent.

## **Periodic Reporting**

Community members will be invited to complete a survey to gather input and gauge community satisfaction.

## **Satisfaction Categories – School Site Level**

- Overall quality of education
- Appropriate class size
- Transition between school sites
- Preparation for career and college readiness
- Variety of course offerings
- Level of rigor offered in courses
- Variety of post-secondary offerings
- Variety of extra-curricular offerings
- Effectiveness of social and emotional programming
- Provision of safe learning environment
- Provision of welcoming learning environment
- Accessibility of administration
- Magnet Program
- Home Language
- Student/Family Demographics
- Content Area curriculum satisfaction
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies
  - World Language
  - Visual Arts
  - Music
  - Physical Education and Health
  - Career and Technical Education- Agriculture, Business, etc.

## Satisfaction Categories – District Level

- Overall quality of education over time
- Awareness of opportunities for community/parent input
- Accessibility of District Office Administration
- Accessibility of School Board members
- Trust level of School Board and Administration to do what is right for students
- Value of education received from community investment

## Performance Measures

***Rockford Area Schools recognizes the importance and embeds the practice of data-driven instruction. To determine school site progress in striving to create the world's best workforce, the following performance measures will be analyzed to determine areas of curricular strength and growth.***

1. Student performance on the National Association of Education Progress (NAEP)\*. Commonly called the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL)

\* If given in a particular year.

2. The size of the student academic achievement gap, by student group as reported by the MN Department of Education.
3. Student performance on the Minnesota All Accountability Assessments for Reading, Math, and Science.
4. Rockford Area Schools graduation rates.
5. Career and College Readiness Measures as defined under MN Statute 120B.30, subdivision.

*For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:*

- (1) an opportunity to participate on a nationally normed college entrance exam, in grade 11 or grade 12;
- (2) achievement and career and college readiness tests in mathematics, reading, and writing, consistent with paragraph (e) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
- (3) consistent with this paragraph and section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally

relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.



# Rockford Area Schools Annual Comprehensive Achievement & Civic Readiness (CACR) Report



157

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

# Rockford Area Schools Comprehensive Achievement & Civic Readiness

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Presented to the RAS Curriculum, Instruction and  
Assessment Committee on  
November 20, 2025



## MN Statute 120B.11

*Review and advise on the District Plan for submission to the  
Rockford Area Schools Board of Education*



## Comprehensive Achievement & Civic Readiness (CACR)



- Similar goals as the World's Best Workforce
  - All Children are ready for school
  - All racial & economic achievement gaps between students are closed
  - All students are ready for career & college
  - All students graduate from high school
  - Prepare students to be lifelong learners **(new)**



# Reporting Requirements



- District/School Goals
- Assessing and Evaluating Student Progress
- Gifted and Talented Programming
- Curriculum Review Process
- Teacher and Principal Evaluation
- Professional Development
- Leadership Teams
- Access to Excellent and Diverse Teachers
- Annual Budget
- Periodic Reporting



**Rockford Elementary  
Arts Magnet School**  
**Grades K-4**

**ARTS MAGNET**



**Rockford Middle School  
Center for Environmental Studies**  
**Grades 5-8**

**STEM MAGNET**



**Rockford High School  
IB World School**  
**Grades 9-12**

**IB MAGNET**

**GOALS**

162

**SCHOOL SPECIFIC**

## Why?

- Measure the effectiveness of district curriculum in meeting MN academic standards
- To inform curriculum and instruction decisions based on student achievement results

## How Used

- Instructional Planning
- Intervention, Progress Monitoring, Placement
- State and Federal Requirements
- Accountability

# Gifted and Talented Programming

→ Multi-Tiered System of Supports  
(MTSS) ADVANCED DIFFERENTIATION

- ◆ Pull-Out Programming
- ◆ Push-In Programming
- ◆ Special Programs
- ◆ Advanced Coursework

→ School District Policies #513 & #550R:  
Student Promotion, Retention and Program Design,  
Acceleration and Early Entrance to Kindergarten



A guaranteed and viable curriculum that is aligned to state standards and implemented with best practice.



**EVALUATION SYSTEMS  
FOCUSED ON  
GOALS AND GROWTH  
TEACHERS & ADMINISTRATORS**





# Principal Evaluation

## Goal Setting



- Strategic Leadership
- Instructional Leadership
- Managerial Leadership
- Cultural Leadership
- Communications Leadership
- School Community Leadership
- Ethical and Professional Leadership

## Mid-Year



Conference with  
Superintendent

## Year-End Eval



Conference with  
Superintendent

# Learning & Innovation

## Curriculum, Instruction, Assessment, Technology

### Curriculum Advisory Committee

### Teacher Leadership

- Building Instructional Leadership Teams (BILT)
- A Team (Q-Comp)
- PLC Leads
- CIC's (Magnet)
- New Teacher Induction
- Mentor/Mentee Program
- Instructional Technology
- MTSS

### Professional Development

# District Curriculum, Instruction and Assessment Committee

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- ✘ **Comprised of teachers, parents, support staff, students, school board reps, and community members**
- ✘ **Ensure active participation in planning and improving District instruction and curriculum**
  - Opportunity for community communication
  - Opportunity for input on programming, curriculum, assessment & implementation of standards

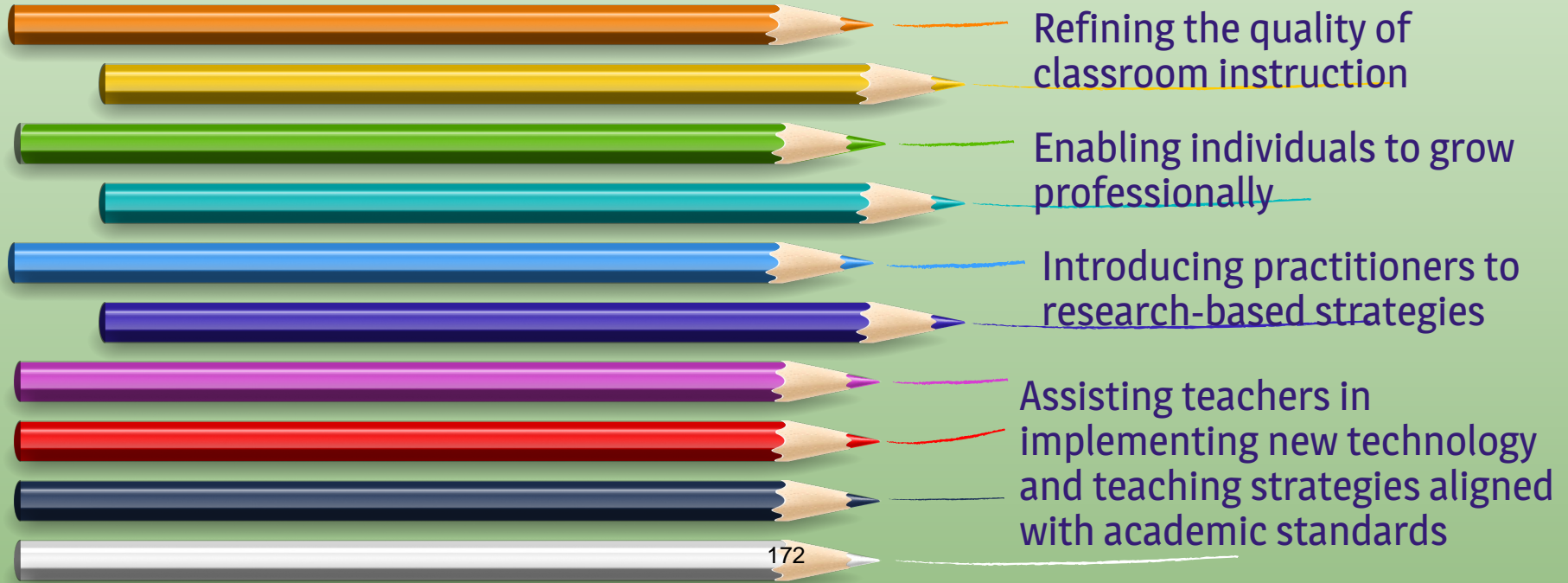


# Teacher Leadership

- ★ Building Instructional Leadership Teams (BILT)
- ★ Core Team
- ★ CIC's (Magnet)
- ★ PLC Leads
- ★ Teacher Mentors



# Professional Learning is a Continuous Improvement Process



# Ensuring Student Access to Excellent and Diverse Teachers

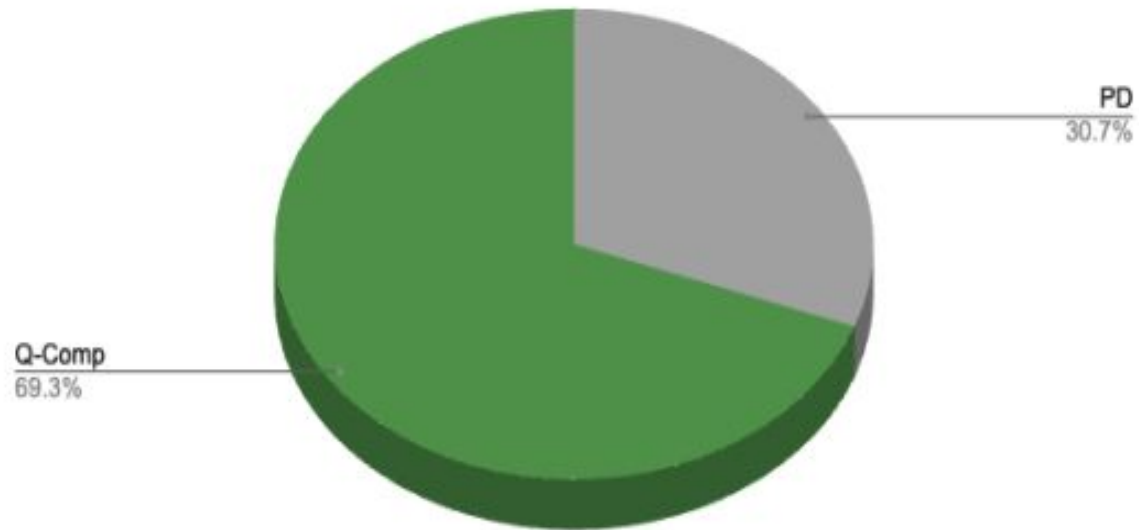
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## Every Student Succeeds Act (ESSA) Definitions:

- ✘ An **ineffective teacher** does not meet professional teaching standards as defined in local teacher evaluation (TDE) system.
- ✘ An **inexperienced teacher** is a licensed teacher who has taught for three or fewer years.
- ✘ An **out-of-field teacher** is a licensed teacher who is providing instruction in an area which he or she is not licensed.



## Annual Professional Development Budget



## Other Odds and Ends

- ✓ **Annual Reporting** - School District Website
- ✓ **Periodic Reporting** - Community Survey
- ✓ **Performance Measures** - Data informed practices



- SY 2024-25 Report
  - Review of SY 2024-25 Goals (met or not met)
  - Goals for SY 2025-26
- Monitor the SY 2025-26 Goals
  - Survey(s) for grades 4, 8, and 12 “lifelong learning” goal - Administered in Spring 2025
- Continue with our periodic community feedback survey (every two years - baseline data 2024)

Rockford Area Schools #883

# Curriculum, Instruction and Assessment

MN Statute 120B.11 Comprehensive Achievement & Civic Readiness

2025

2026



[RAS CA&CR Report SY 2025-26](#)

# Profile of a Graduate



# Profile of a Graduate

- Collaborative Skills
- Curiosity
- Open-Minded
- Reflective
- Resourceful
- Self-Directed
- Independent Thinker

THANK YOU



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

**Subject: Learning & Innovation Report**

Meeting Date: November 24, 2025

Prepared by: Learning & Innovation Specialist Kathy Mattson

Date Prepared: November 19, 2025

Information     Briefing     Action     Enclosure Item(s)

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Learning & Innovation Specialist Kathy Mattson will present a Learning & Innovation update.



# Department of Learning & Innovation

## Updates: November 2025

# Roadmap Updates

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# INSTRUCTIONAL ROADMAP SY 25-26



## STRATEGIC DIRECTION

Support student achievement & growth, literacy

## STRUCTURED SUPPORT

Provided by Building Instructional Leadership Teams (BILT)

## One Word that Drives our Work

Students



# RAS BILT



## SEPTEMBER

ISSUE 1

### ALL BILTS

- Reflected on August PD (Floating day, Workshop Week)
- Previewed September and October PLC meetings
- Began plans for 10/15 and 11/3 PD day

### INSTRUCTIONAL INSPIRATION

“When learners are given meaningful choices about how they engage with content, process information, and demonstrate understanding, they develop both confidence and competence.”

– Dr. Catlin Tucker

Questions?

Contact a BILT member, [Kathy Mattson](#) or [Jeff Ridlehoover](#).

### MEETING SNAPSHOTS

## REAMS

- Reflected on Rocket Ready Days
- Clarified fall testing structure along with CBMr expectations
- Discussed remaining School Improvement Plan (SIP) goals
- CKLA check in & PD scheduling
- Next meeting: 10/7

## RMS

- Considered structure for data retreats
- Discussed approach for snapshot of curricular maps
- Reviewed plan for ensuring consistent communication about core beliefs, grading practices
- Next meeting: 10/7

## RHS

- Welcomed Ellie as new member
- Reviewed SIP and one-pager format
- Reflected on 5-12 continuity based on RMS-CES student presentation on core beliefs, grading practices
- Shared MN Report Card perspective
- Discussed laude system
- Next meeting: 10/14

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# RAS BILT



## OCTOBER

ISSUE 2

### ALL BILTS

- Discussed building goals
- Reflected on or planned October PD
- Previewed October, November PLC meetings
- Reviewed IXL Implementation expectations and usage checks

### INSTRUCTIONAL INSPIRATION

Great teaching isn't about flashy tricks or the latest artificial intelligence app. It's about being human, social, meaning-centered, and relevant.

AJ Juliani

Questions?

Contact a BILT member, [Kathy Mattson](#) or [Jeff Ridlehoover](#).

### MEETING SNAPSHOTS

## REAMS

- Discussed engagement continuum checks for the elementary setting
- Reflected on CKLA implementation reflection
- Reviewed process of implementing student achievement plans
- Considered additional work needs for this year
- Next meeting: 10/28

## RMS

- Discussed testing messaging
- Calendared a time to review individual goals
- Offered input on revised PLC structure
- Reviewed engagement data collection methods and system process
- Next meeting: 11/3

## RHS

- Reviewed teacher questions
- Discussed grading practices and continuity between RMS and RHS
- Considered process for classroom measurement of engagement and system measurement of engagement
- Established individual goal review process
- Next meeting: 11/18

3Ps

# Instructional Roadmap

Foundational Concepts



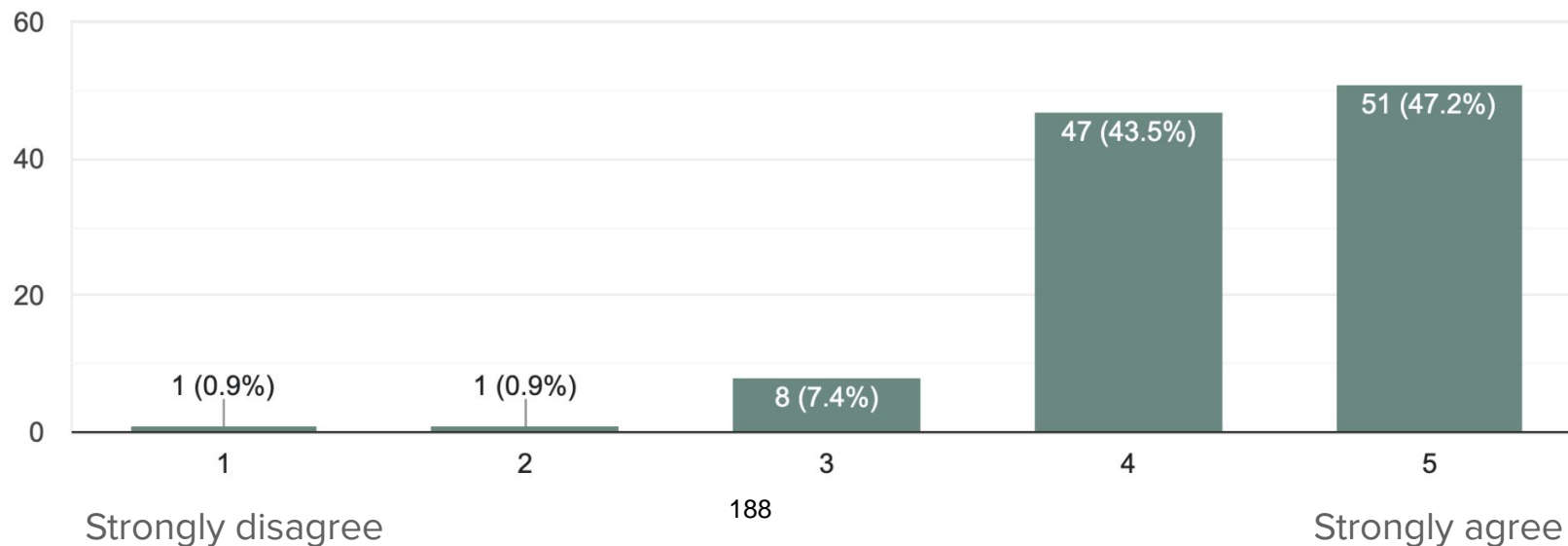
## STRATEGIC DIRECTIONS

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

# PD: Workshop Week

Rate the degree to which you agree with the following statement: Workshop week provided me with information I needed, time with my teams, and time to work on what I needed to work on.

108 responses



## Teacher Voice

- The structure of workshop week is improving each year!
- The video approach with the observation material was well done.
- I think the time was structured very well and purposeful. I thought the time to reflect was well thought out and intentional. We had a good amount of work time throughout the week, which was also nice.

10/15 & 11/3 PD



Individualized plans in alignment with roadmap

Clear purpose, process, product

All PD activities rated over 4.0 / 5.0

Grateful for the PD to come, including the additional days!

# Instructional Design






Core Subjects/Grade Level Classroom Teachers					
	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Instructional Design (K-4)	The teacher <b>does not</b> reach a standard described by any of the descriptors.	Implementation is <b>minimal</b> . Teachers are aware of the instructional goals and objectives along with <b>some</b> of the materials associated with implementing the unit.	Implementation is <b>satisfactory</b> . Teachers are <b>using most of the unit materials</b> to support students in achieving the instructional goals and objectives.	Implementation is strong. Teachers are <b>fully, effectively implementing all unit materials</b> , including assessments. All instruction supports the instructional goals and objectives.	Implementation is <b>exceptional</b> . Teachers are fully, effectively implementing all unit materials. Student data from formative and summative work relative to the instructional goals and objectives is regularly monitored to continuously adjust instruction.
Instructional Design (5-12)	Instruction is not aligned to the standards nor are assessments varied or communicating key info about student achievement and growth.	Instruction is <b>minimally</b> aligned. Assessments are not varied and only communicate <b>some key info</b> about student achievement and growth.	Instruction is <b>adequately</b> aligned. Assessment format varies occasionally and communicates <b>some key info</b> about student achievement and growth.	Instruction is <b>fully</b> aligned. Assessments are thoughtfully and <b>consistently</b> varied, integrate <b>choice</b> , and communicate <b>substantial key info</b> about student achievement and growth.	Instruction is <b>highly</b> aligned throughout the learning process; student achievement is monitored continuously and <b>instruction is adjusted</b> accordingly. Students have <b>meaningful and varied opportunities to show their learning</b> on formative and summative work. Gradebook entries communicate effectively about student achievement and growth.

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# Instructional Design Progress

## REAMS


### How to Teach

-  How to Teach: Integrated
-  Integrated: Reading
-  Integrated: Writing
-  Integrated: Language
-  Integrated: Speaking and Listening












### How to Assess

-  How to Assess

### How to Support

-  How to Support

### Units

-  Unit 1: Timeless Tales: Classic Stories
-  Unit 2: Fur, Fins, and Feathers: Animal Classification
-  Unit 3: Rhythm and Rhyme: Poetry
-  Unit 4: Rise and Fall: Ancient Rome
-  Unit 5: Our Solar System and Beyond: Astronomy
-  Unit 6: Regions and Cultures: Native Americans
-  Unit 7: Novel Study: Charlotte's Web
-  Unit 7: Novel Study: Stella Diaz Has Something to Say
-  Unit 8: Systems and Senses: The Human Body
-  Unit 8: From Glow to Echo: Light and Sound
-  Unit 9: From Blues to Bebop: All That Jazz

## RMS-CES & RHS

### Purpose

The purpose of this proposal is to align grading practices 5-12 in alignment with standards of effective instructional practice. This will provide clarity for teachers and consistency for students.

### Process

This process is largely built on existing practices 9-12. It will be expanded 5-12 and then reviewed over the course of 25-26 in order to make revisions. Revisions may include adjusting what's outlined here and/or may expand to include other grade-related topics.

The work will be guided by BILTs.

### Product

A set of guidelines supported by core beliefs about grading.

### Core Beliefs

1. **All** students can learn and grow.
2. Formative and summative assessments are an essential part of the learning process.
  - a. Thoughtful assessment design is
    - i. transparent, aligned, standards-based.
    - ii. flexible, varied.
    - iii. ongoing, consistent.
  - b. Assessments
    - i. communicate about achievement and growth (learning).
    - ii. inform and improve the instructional process.
    - iii. promote reflection.
  - c. Formative assessments are the foundation for effective learning.
  - d. Summative assessments can be a part of formative practice.
3. Learning is a shared responsibility.
  - a. Assessment reflects that shared responsibility.
  - b. Active engagement is required.
  - c. Learning requires
    - i. academic integrity.
    - ii. continuous improvement and reflection.
    - iii. inquiry.
    - iv. hard work.
    - v. ongoing communication.]

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Learning Scale data: 2.52/4 (from 10/15)

# IXL Implementation & Usage Checks



## SCHOOL ACHIEVEMENT

THIS YEAR, WE'VE ANSWERED

1 9 8 , 1 4 4

QUESTIONS!

Aim for 150,000 questions each month!

NOVEMBER



### SKILL PROGRESS SUMMARY

3,842  
SKILLS MASTERED

4,869  
SKILLS PROFICIENT

9,025  
SKILLS PRACTICED

### SKILL PROGRESS SUMMARY

MATH

2,883  
SKILLS MASTERED

3,667  
SKILLS PROFICIENT

ELA

959  
SKILLS MASTERED

1,202  
SKILLS PROFICIENT

## **Instructional Design: Teacher Voice**

Excited to try new ideas to introduce a lot of vocab words and implement speaking and listening as an assessment more.

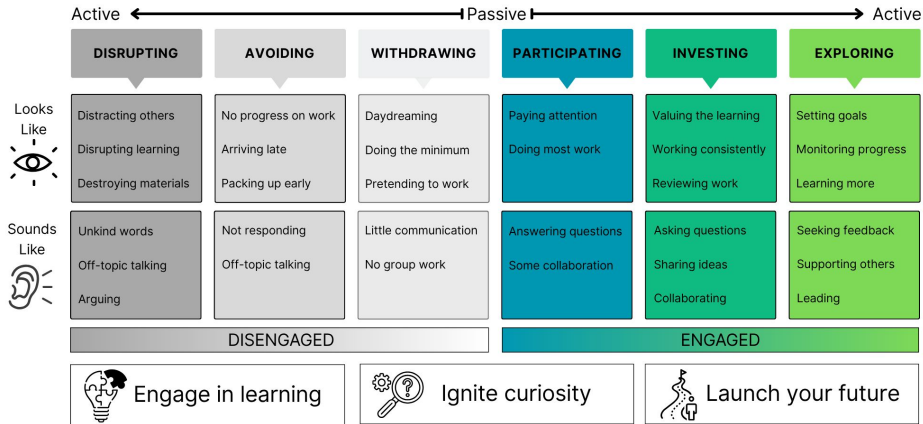
# Engagement Continuum Learning Scale

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Engagement Continuum & Learning Process	The engagement continuum is not referenced or integrated in the learning process.	Teachers use the engagement continuum <b>minimally</b> and the language of engagement informs instruction <b>minimally</b> . There is <b>minimal</b> active engagement in the classroom.	Teachers and students use the engagement continuum <b>adequately</b> and the language of engagement informs instruction and learning <b>adequately</b> . There is a <b>reasonable</b> amount of active engagement in the classroom.	Teachers and students use the engagement continuum <b>consistently</b> in the learning process. Teacher and student reflections on engagement enables thoughtful adjustment in the learning process. There is <b>substantial</b> active engagement in the classroom.	Teachers and students use a common language related to engagement on an <b>ongoing basis</b> in the learning process. That language empowers teachers to <b>strategically support</b> students and enables students to reflect on their engagement so they are empowered to <b>drive their learning as explorers</b> .

# Initial Engagement Data & Analysis



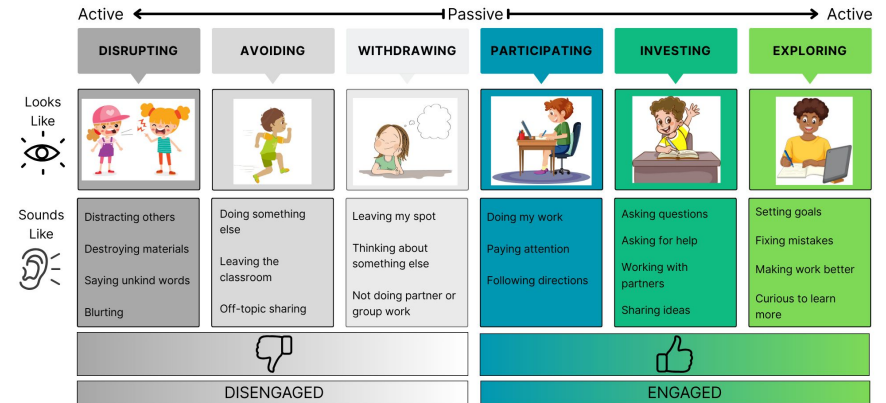
## Engage to Learn



Adapted from Amy Berry (2022)



## Engage to Learn



Adapted from Amy Berry (2022)

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Learning Scale data: 2.15/4 (from 10/15)

## **Engagement: Teacher Voice**

I'm just so pleased with the direction we are moving student engagement. I truly believe that is key to helping students want to be here and want to be successful.

# Data-driven Support Learning Scale

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Data-driven Student Support	There is <b>no evidence</b> that there is a systematic process for adjusting instruction or supporting students using data.	Teachers use data <b>minimally</b> to guide instruction and support students.	Teachers use data <b>adequately</b> to inform instructional decisions, determine instructional strategies, and offer some individualized student support.	Teachers use data <b>consistently</b> to create responsive instruction, implement varied instructional strategies, and robust individualized support.	Teachers have a <b>consistent</b> process and <b>schedule</b> for reviewing data Data informs meaningful discussions about student engagement and achievement; that discussion informs responsive instruction. Data leads to action plans to support students who are not achieving and growing; those plans lead to intervention.

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# Data-driven Student Support

## Student Achievement, Engagement Evidence

<b>Testing</b> <ul style="list-style-type: none"> <li>• aMath             <ul style="list-style-type: none"> <li>◦</li> </ul> </li> <li>• aReading             <ul style="list-style-type: none"> <li>◦</li> </ul> </li> <li>• Other             <ul style="list-style-type: none"> <li>◦</li> </ul> </li> </ul>	<b>Class Progress/Grades</b>
<b>Concern Context</b> <input type="checkbox"/> Assessment Results	<b>Concern Context</b> <input type="checkbox"/> Class Progress/Grades
<b>Identify the Barrier</b> <input type="checkbox"/> Academic skills <input type="checkbox"/> Behavior (engagement, effort, motivation)	<b>Identify the Barrier</b> <input type="checkbox"/> Academic skills <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior (engagement, effort, motivation)

## Responsive Action/Records (Systems Level)—completed by Counseling Office

**Student is receiving support through**

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> ADSIS (identify: Reading, Math, Behavior) | <input type="checkbox"/> Speech  |
| <input type="checkbox"/> ML  | <input type="checkbox"/> Title I |

Context	Evidence	Responsive Action

## Responsive Action (Classroom Level)—completed by Classroom Teachers

Using the information from the student data landing page as a starting point, begin a responsive action plan to support the student in achievement/growth.

Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class? <a href="#">Observation to Intervention</a>
SAMPLE ROW English	Disengaged (Withdrawing) ▾  Struggling with a Skill ▾	Struggling with content (reading) <ul style="list-style-type: none"> <li>• Observation: Slow reading, not picking up key points</li> <li>• Int: Audio for reading available</li> <li>• Int: Explicitly teach strategies for navigating the text               <ul style="list-style-type: none"> <li>◦ Offering a new notes strategy, monitoring progress &amp; offering new strategies depending on how they work</li> </ul> </li> </ul>
	Indicate level of engagement ▾  What is observed? ▾	<ul style="list-style-type: none"> <li>• Observation:</li> <li>• Int:</li> <li>• Int:</li> </ul>
	Indicate level of engagement ▾  What is observed? ▾	<ul style="list-style-type: none"> <li>• Observation:</li> <li>• Int:</li> <li>• Int:</li> </ul>

## **Data-driven Student Support: Teacher Voice**

It was daunting to complete one at first, but once we got into it, we really appreciated the process.

## **Data-driven Student Support: Teacher Voice**

It was so wonderful to have the dedicated time to wrestle with student achievement plans for the first time. We got a lot of kinks worked out, questions answered, and an actual product created from our discussion. Thank you, thank you, thank you!

# MTSS

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# MTSS Updates



## MnMTSS 'Buckets' of Work



Tier 1 Design



Tier 1 Delivery



Tier 2 Design  
and Delivery



Tier 3 Design  
and Delivery

**ML**

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# Multilingual Learner Updates

110+ actively enrolled students (around 8%)

Home Languages (15)

- English
- Uzbeki
- Ukrainian
- Russian
- Spanish
- Somali
- Serbian
- Oromo
- Afan Oromo
- Mina
- Lao
- Khmer (Cambodian)
- Hmong
- French
- Finnish



# Building Goal

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# Building Goal Process

## Plan

- Reviewed data from 24-25
- Generated draft goal
- Reviewed with BILTs

## Do

- Shared goal structure
- Considered questions
- Revised goal

## Study

- Review data
- Identify interventions

## Act

- Implement interventions
- Monitor progress
- Revise approach
- Share successes

# Adjusted Goal Language

By the end of the school year, 25% of students who tested in the “some risk” or “high risk” categories in math and reading will demonstrate growth by either moving into the “low risk” or “some risk” category, or by **meeting or beating their spring predicted score** based on their fall growth report score.

Observed		Predicted Score
Fall Score	Winter Score	
528	?	531
473	?	491
456	?	487

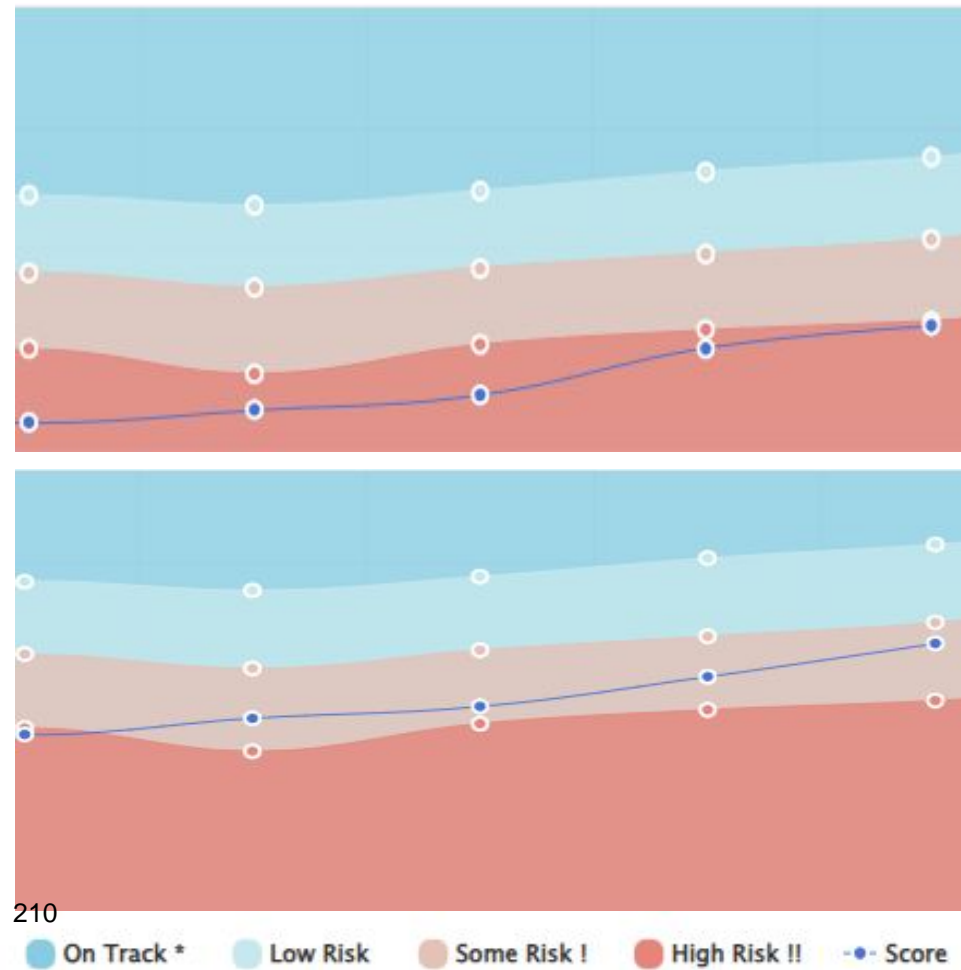


209

We are focused on individual student growth.

# Keep in Mind

- This is one measure.
- Strong growth within a risk level can happen.
- Many variables affect achievement.



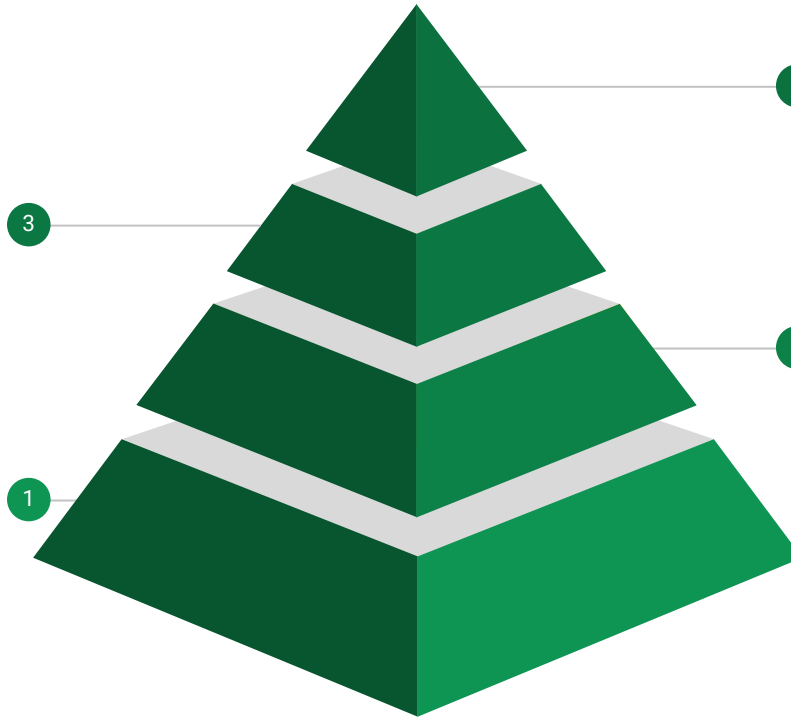
# Building Goal → Interventions → Achievement

## Implementation

Support students with evidence-based interventions.

## Data

Build understanding about students through multiple forms of achievement data and classroom connection.



## Achievement and Growth

Monitor progress and adjust as needed. Share successes. Collaborate on revisions.

## Intervention

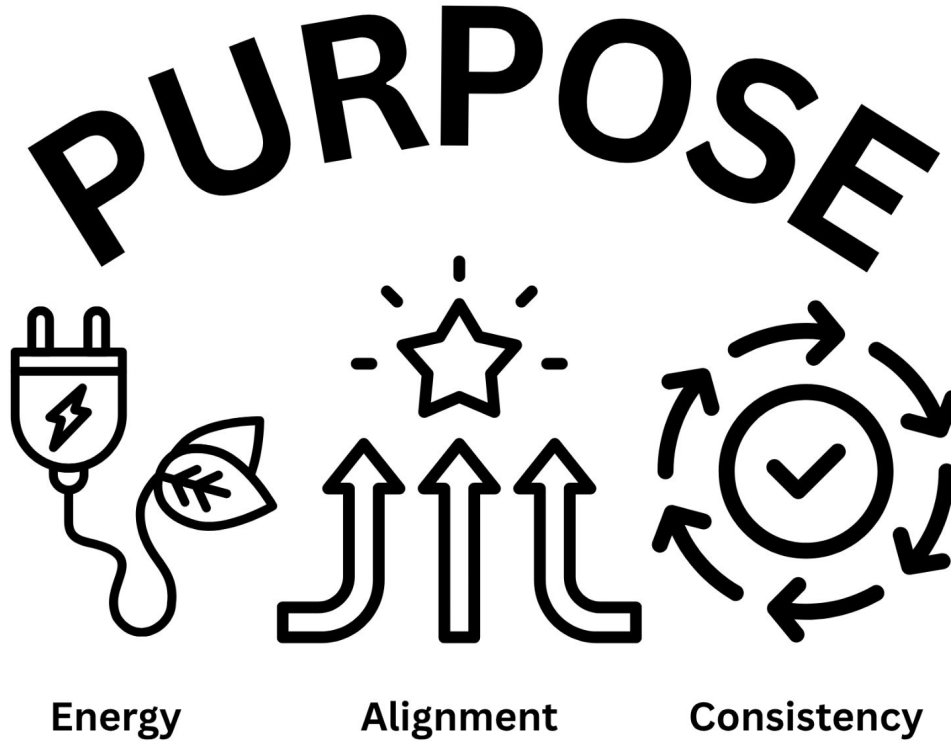
Fit individualized interventions to the student. Apply in classroom context.

## ***The Culture Code: The Secrets of Highly Successful Groups***

“While successful culture can look and feel like magic, the truth is that it’s not. Culture is a set of living relationships working toward a shared goal. It’s not something you are. It’s something you do.”

Daniel Coyle

# What We Do



# Questions



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**Thank you!**



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

**Subject: MSBA Policy Updates - Final Reading**

Meeting Date: November 24, 2025

Prepared by: Superintendent's Office

Date Prepared: November 13, 2025

Information    
  Briefing    
  Action    
  Enclosure Item(s)

The following policies have been updated by the policy committee and are up for a Final read.

<b>Policy Number</b>	<b>Policy Name</b>
102	Equal Educational Opportunity
104	School District Mission Statement
207	Public Hearings
208	Development, Adoption, and Implementation of Policies
418	Drug-Free Workplace/Drug-Free School
419	TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES
501	School Weapons Policy
503R	Student Attendance
507.5	School Resource Officers
513	Student promotion, retention and program design
515	Protection and Privacy of Pupil Records
516	Student Medication
519	Interviews of Students by Outside Agencies
521	Student Disability Nondiscrimination
532	USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS



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

601	School District Curriculum and Instruction Goals
603	Curriculum Development
604	Instructional Curriculum
606	Textbooks and Instructional Materials
606.5	Library Materials
608	Instructional Services - Special Education
614	School District Testing Plan and Procedure
617	SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS
621	Literacy and the READ Act
624	Online Learning Options
701	Establishment and Adoption of School District Budget
704	DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM
707R	Transportation of Public School Students
802	Disposition of Obsolete Equipment and Material
906	Community Notification of Predatory Offenders
509	Enrollment of Nonresident Students
512	School-Sponsored Student Publications and Activities
534	School Meal Policy
620R	Credit for Learning



Adopted: 11/4/99

Reviewed: 2017

Revised: 07/23/18, 2022, 8/21/23, 11/24/25

Orig. 1995

## 102 EQUAL EDUCATIONAL OPPORTUNITY

### I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not ~~unlawfully~~ discriminate on the basis of **one or more of the following**: 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. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in



athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. Ch. 363 (Minnesota Human Rights Act)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)  
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)  
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)



Adopted: 11/4/99

Reviewed: 2004

Revised: 06/16/08, 12/20/21, 11/21/2022

Orig. 1997

## 104 SCHOOL DISTRICT MISSION STATEMENT

### I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

### II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

### III. MISSION STATEMENT

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

### IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals; striving for Comprehensive Achievement and Civic Readiness**)

**Cross References:**



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 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; 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: 04/16/01

Orig. 1995

Reviewed: 2015

Revised: 07/23/18, 9/19/2022, 9/18/2023

## **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

### **II. GENERAL STATEMENT OF POLICY**

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, or medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

### **III. DEFINITIONS**

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.



- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.
- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. "Toxic substances" includes 1) glue, cement, aerosol paint containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.
- J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

**IV. EXCEPTIONS**

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, Subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary



license holder).

- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.
- D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

An employer or a school must provide written notice to a patient at least 14 days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

**[NOTE: The 2025 Minnesota legislature amended this law.] to add this protection.]**

## V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express



permission of the superintendent.

- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medial cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes, section 624.701, Subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
  - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
  - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

**[NOTE: MDE information on this requirement is provided in the Resources section of this model policy.]**

- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## VII. ENFORCEMENT

- A. Students



1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to



provide an escort.

**Legal References:**

- Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
- Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
- Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
- Minn. Stat. § 152.01, Subd. 15a (Definitions)
- Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
- Minn. Stat. § 152.22 ,subd. 6 (Definitions; Medical Cannabis)
- Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
- Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
- Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
- Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
- Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
- Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
- Minn. Stat. § 342.56 (Limitations)
- Minn. Stat. § 609.684 (Abuse of Toxic Substances)
- Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
- 20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
- 21 U.S.C. § 812 (Schedules of Controlled Substances)
- 41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
- 21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
- 34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

**Cross References:**

- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
- MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
- MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 516 (Student Medication)

**Resources:** To support the requirements for school districts and charter schools outlined in [Minnesota Statute 2024, section 120B.215, subdivision 2](#), and in accordance with subdivision 1, MDE, in collaboration with MDH, the Minnesota Department of Human Services (DHS), and education experts, has created a

[List of Model Cannabis Education Programs for School District and Charter School Consideration.](#)

Schools may choose to implement one of the listed programs or they may implement their own program(s) identified through a local curriculum adoption process by the 2026-27 school year. While it is not required for a school district or charter school to use one of the programs in the list, the list and rubric provided may be useful to school districts and charter schools in their own decision-making process.

Please visit [MDE's Health Education webpage](#) for more information.



Adopted: 04/16/01

Reviewed: 2019, 2022

Revised: 09/16/19, 8/21/23

Orig. 1995

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES**

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for-school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

**III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED**

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery



device includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination of products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or



electronic delivery devices on school property or at off-campus events sponsored by the school district.

- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

**V. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

**VI. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
Minn. Stat. § 121A.08 (Smudging Permitted)



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Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)



Adopted: 6-18-01

Reviewed: 2014

Revised: 4-20-15, 2022

Orig. 1995

## 501 SCHOOL WEAPONS POLICY

### I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

### II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

### III. DEFINITIONS

#### A. "Weapon"

1. 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; airguns; 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.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.



- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- D. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

#### IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
  - 1. active licensed peace officers;
  - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
  - 3. persons authorized to carry a pistol under Minnesota Statutes section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
  - 4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes sections 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes, section 97B.045;
    - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
    - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case



without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

**V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION**

- A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using or distributing weapons shall include:



1. immediate out-of-school suspension;
  2. confiscation of the weapon;
  3. immediate notification of police;
  4. parent or guardian notification; and
  5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
- C. 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.
- D. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

## VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

### A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

### B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.



2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

**VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES**

- A. The school district must electronically report to the Commissioner of the Minnesota Department of Education ("Commissioner") incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.
- B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.

1. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.

2. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

**[NOTE: The 2025 Minnesota legislature enacted the addition to 2.c (Session Law Chapter 35)].**

**Legal References:** Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
Minn. Stat. § 121A.05 (Referral to Police)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)  
Minn. Stat. § 609.66 (Dangerous Weapons)  
Minn. Stat. § 609.605 (Trespass)  
Minn. Stat. § 609.02, subd. 6 (Definition of Dangerous Weapon)  
Minn. Stat. § 97B.045 (Transportation of Firearms)Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)  
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)  
18 U.S.C. § 921 (Definition of Firearm)  
*In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)  
*In re A.D.*, 883 N.W.2d 251 (Minn. 2016)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School



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District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)



Adopted: 07/09/01

Reviewed: 2013

Revised: 04/20/15, 5/16/2022

Orig. 1995

## 503R STUDENT ATTENDANCE

### I. PURPOSE

- A. The school board believes that 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 important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

### II. GENERAL STATEMENT OF POLICY

#### A. Responsibilities

##### 1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

##### 2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

##### 3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems



that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
  - (1) Illness.
  - (2) Serious illness in the student's immediate family.
  - (3) A death or funeral in the student's immediate family or of a close friend or relative.
  - (4) Medical, dental, or orthodontic treatment, or a counseling appointment.
  - (5) *Vacations with family.*



- (6) *Personal trips to schools or colleges.*
- (7) Court appearances occasioned by family or personal action.
- (8) Religious instruction not to exceed three hours in any week.
- (9) Physical emergency conditions such as fire, flood, storm, etc.
- (10) Official school field trip or other school-sponsored outing.
- (11) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (12) Family emergencies.
- (13) Active duty in any military branch of the United States.
- (14) A student's condition that requires ongoing treatment for a mental health diagnosis.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within 2 days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.



- (4) Work at a business, except under a school-sponsored work release program.
- (5) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Students with unexcused absences shall be subject to discipline in the following manner:
  - (a) *The parent or guardian will be notified by phone or by mail after three unexcused absences by the student. At the time of notification, the student or his/her parent/guardian will be urged to set up a conference with school officials regarding the student's absences and any prescribed consequences.*
  - (b) *Disciplinary action may also include but is not limited to detention, suspension, etc. as deemed appropriate by the building administrator*

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
  - a. Students tardy at the start of school must report to the school office for an admission slip.
  - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:



- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. *Tardiness between periods will be handled by the teacher.*

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. *Grade 9-12 students involved in athletics or activities must be in school all day to be eligible for practice or competition. The exceptions to this rule are as follows:*
  - *9-12 students may have an excused absence from all or part of first and/or second block (until 10:30 am).*
  - *9-12 students may be excused for a medical appointment, 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.*

*Students, in grades 7 & 8, must not have an unexcused absence, as determined*



*by the Middle School Attendance Policy.*

*Consequences: a student whose absence from school does not comply with this policy will lose eligibility to practice or play in any school activity that same day.*

6. *The Activities Director and/or the Principal will make the ultimate decision on a student's eligibility when there are extenuating circumstances to be considered.*

### III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

### IV. DISSEMINATION OF POLICY

1. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
2. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

### IV. REQUIRED REPORTING

#### A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

#### B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for



the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes Chapter 260C;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes section 260C.201; and

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes Chapter 260A.

**Legal References:**

Minn. Stat. § 120A.05 (Definitions)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
Minn. Stat. § 120A.34 (Violations; Penalties)  
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 260A.02 (Definitions)  
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)



Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)  
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)  
*Goss v. Lopez*, 419 U.S. 565 (1975)  
*Slocum v. Holton B. of Edu.* 429 N.W.2d 607 (Mich. App. Ct. 1988)  
*Campbell v. B. of Educ. of New Milford*, 475 A.2d 289 (Conn. 1984)  
*Hamer v. B. of Educ. of Township High Sch. Dist. No. 113*, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)  
*Gutierrez v. Sch. Dist. R-1*, 585 P.2d 935 (Co. Ct. App. 1978)  
*Knight v. B. of Educ.* 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)  
*Dorsey v. Bale*, 521 S.W.2d 76 (Ky. 1975)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)



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.



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- 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. § 1230B.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: 09/17/01

Reviewed: 2017

Revised: 09/17/18, 11/21/2022, 03/18/24

Orig. 1995

## 509 ENROLLMENT OF NONRESIDENT STUDENTS

### I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

### II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

### III. OPEN ENROLLMENT PROCESS

- A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
  2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes section 124D.03.
  3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.
- C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.



Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting.

A parent or guardian may demonstrate enrollment in a community preschool or childcare setting by submitting documentation of enrollment, which includes full and complete records of enrollment including, but not limited to, the name, physical location of the preschool or childcare setting, dates enrolled, and any accommodations provided by the servicing preschool or childcare provider.

#### IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application.

In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minnesota Statutes section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. Standards that may not be used for rejection of application.

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence; except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this



policy.

C. Application

The student and parent or guardian must complete and submit the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district. ~~D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to “Students and Families,” then, under “School Choice,” select “Open Enrollment.” The form is entitled, “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education.”~~

D. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district’s staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student’s resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and



posted on the school district's website.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 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 under Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, Subdivision 8.
- ~~2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8.~~
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a



resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction )  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 ( Definitions)  
Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)



Adopted: 04/17/06  
Reviewed: 2002, 2024  
Revised: 03/21/11

Orig. 1995

## 512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

### I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

### II. GENERAL STATEMENT OF POLICY

~~A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.~~

~~AB.~~ Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

~~BE.~~ Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.
2. Official school publications may be distributed at reasonable times and locations.

### III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

~~B. "Official school publications" means school newspapers, yearbooks or material produced in communications, journalism or other writing classes as a part of the curriculum.~~

B. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including, without



limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- C. "Minor" means any person under the age of eighteen (18).
- D. "Obscene to minors" means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
  - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- F. "School-sponsored media" means material that is:
  - 1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
  - 2. distributed or generally made available to students in the school; and
  - 3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.
- G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for



dissemination in school-sponsored media.

- H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.
- ~~G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.~~

#### IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B Student expression in school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;
9. expresses or advocates sexual, racial, or religious harassment or violence or prejudice; or
10. is distributed or displayed in violation of time, place, and manner regulations.

~~A. Expression in an official school publication or school-sponsored activity is prohibited when the material:~~

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- ~~1. is obscene to minors;~~
- ~~2. is libelous or slanderous;~~
- ~~3. advertises or promotes any product or service not permitted for minors by law;~~



- ~~4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~
- ~~5. expresses or advocates sexual, racial or religious harassment or violence or prejudice;~~
- ~~6. is distributed or displayed in violation of time, place and manner regulations.~~

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

~~DB.~~ Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

~~These professional standards may include, but are not limited to, the following: Expression in an official school publication or school sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:~~

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to the school;
4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

C. Time, Place and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time  
Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.
2. Place



Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entryways and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner  
No one shall induce or coerce a student or staff member to accept a student publication.

## V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

**Legal References:** U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed. 2d 592 (1988)  
*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F. 2d 747 (8th Cir. 1987)  
*Morse v. Frederick*, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed. 2d 290 (2007)

**Cross References:** MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)



Adopted: 11/19/01  
Reviewed: 2019, 2024  
Revised: 02/19/20, 08/21/2023

Orig. 1995

## 513 STUDENT PROMOTION, RETENTION AND PROGRAM DESIGN

### I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention and program design.

### II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### A. Promotion

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

#### B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in 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.

#### C. Program Design

1. 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 process to assess and evaluate 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. All programs will be aligned with creating Comprehensive Achievement and Civic Readiness ~~the~~ world's best workforce.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:



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- a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
- a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to under-represented groups.

**Legal References:** Minn. Stat. § 120B.15 (Gifted and Talented Program)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

**Cross References:** 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 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)  
MSBA/MASA Model Policy 620 (Credit for Learning)



Adopted: 11/09/01

Orig. 1995

Reviewed: 2013,2024

Revised: 04/18/16, 9/19/2022, 8/21/2023

## 515 PROTECTION AND PRIVACY OF PUPIL RECORDS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act) (FERPA) 34 Code of Federal Regulations. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, and Minnesota Rules Parts 1205.0100-1205.2000.

### III. DEFINITIONS

#### A. Authorized Representative

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

#### B. Biometric Record

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

#### C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working



under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

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

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

2. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

***[Note: The federal definition includes all of the types of information specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.]***

***The Minnesota definition imposes additional restrictions upon the types of information that may be designated as directory information.***



***A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]***

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education records. The term "education records" does not include:
  - a. Records of instructional personnel that are:
    - (1) kept in the sole possession of the maker of the record; and
    - (2) used only as a personal memory aid;
    - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
    - (4) are destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
    - (1) maintained separately from education records;



- (2) maintained solely for law enforcement purposes; and
- (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
  - (1) are made and maintained in the normal course of business;
  - (2) relate exclusively to the individual in that individual's capacity as an employee; and
  - (3) are not available for use for any other purpose.

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

F. Education Support Services Data



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

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

G. Eligible Student

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

H. Juvenile Justice System

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

I. Legitimate Educational Interest

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

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

J. Parent

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



K. Personally Identifiable

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

L. Record

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

M. Responsible Authority

“Responsible authority” means **District Superintendent** and **Building Principal**.

N. Student

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

O. School Official

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

P. Summary Data

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



Q. Other Terms and Phrases

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

**IV. GENERAL CLASSIFICATION**

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

**V. STATEMENT OF RIGHTS**

A. Rights of Parents and Eligible Students

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

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

B. Eligible Students



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

C. Students with a Disability

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

**VI. DISCLOSURE OF EDUCATION RECORDS**

A. Consent Required for Disclosure

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



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

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and



required of the eligible student, except as provided in Section V of this policy.

B. Prior Consent for Disclosure Not Required

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

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



5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

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

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



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

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



health, or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;



- b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

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

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;



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

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section



5304)who has the right to access a student’s case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student’s education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student’s education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

C. Nonpublic School Students

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

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

**VII. RELEASE OF DIRECTORY INFORMATION**

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:



- a. Minnesota Statutes, section 13.32, subdivision 5; and
  - b. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under ~~Minnesota Statutes, section 13.32~~~~this section~~.
  3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.
  4. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

~~**[Note: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].**~~

B. Former Students

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

C. Present Students and Parents

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

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:



- a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
- a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e- mail address in a class in which the student is enrolled.; or
  - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

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



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

E. Duration

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

**VIII. DISCLOSURE OF PRIVATE RECORDS**

A. Private Records

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

B. Private Records Not Accessible to Parent

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

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
  - a. whether the minor is of sufficient age and maturity to be able to explain



the reasons for and understand the consequences of the request to deny access;

- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

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

D. Military-Connected Youth Identifier

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

**IX. DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

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

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data



shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

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

C. Investigative Data

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

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



- b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
- c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

**D. Chemical Abuse Records**

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

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

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

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

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

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

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



- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, **building principal**, in writing by **September 15** each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

## XII. LIMITS ON REDISCLOSURE

### A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally



identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

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

C. Classification of Disclosed Data

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

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy,



the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

**XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING**

A. Responsible Authority

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

B. Record Security

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

C. Plan for Securing Student Records

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

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

D. Review of Written Plan for Securing Student Records

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

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student that indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student;



- b. the legitimate interests these parties had in requesting or obtaining the information; and
    - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4 of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
  2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B of this policy, the record of disclosure required under this section shall also include:
    - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
    - b. the legitimate interests under Section VI of this policy which each of the additional parties has in requesting or obtaining the information; and
    - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
  3. Section XIII.E.1 does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials Section VI.B.1 of this policy, to requests for disclosures of directory information under Section VII of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.
  4. The record of requests of disclosures may be inspected by:



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

#### **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

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

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

B. Response to Request for Access

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

C. Right to Inspect and Review

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

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school



district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

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

E. Collection of Student Records

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

F. Records Containing Information on More Than One Student

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

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;



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

**XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

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

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

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district,



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

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

C. Conduct of Hearing

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



4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

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

**XVI. PROBLEMS ACCESSING DATA**

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

**XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA**

A. Where to File Complaints

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

B. Content of Complaint

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

**XVIII. WAIVER**

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

**XIX. ANNUAL NOTIFICATION OF RIGHTS**



A. Contents of Notice

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

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal No Child Left Behind Act and, if applicable, a student's history of violent behavior.

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

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

C. Notification to Parents or Eligible Students Who are Disabled

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

**XX. DESTRUCTION AND RETENTION OF RECORDS**



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

**XXI. COPIES OF POLICY**

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

**Legal References:**

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 13.32, Subd. 5 (Directory Information)
- Minn. Stat. § 13.393 (Attorneys)*
- Minn. Stat. Ch. 14 (Administrative Procedures Act)
- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
- Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
- Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
- Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
- Minn. Stat. Ch. 256L (MinnesotaCare)
- Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
- Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
- Minn. Stat. § 363A.42 (Public Records; Accessibility)
- Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
- Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
- 10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
- 18 U.S.C. § 2331 (Definitions)
- 18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
- 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
- 20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
- 20 U.S.C. § 7908 (Armed Forces Recruiting Information)
- 20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
- 25 U.S.C. § 5304 (Definitions – Tribal Organization)
- 26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
- 42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
- 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
- 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
- 34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
- 42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
- Gonzaga University v. Doe*, 536 U.S. 273 309 (2002)
- Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

**Cross References:**

- MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
- MSBA/MASA Model Policy 417 (Chemical Use and Abuse)



MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 520 (Student Surveys)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 722 (Public Data Requests)  
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)  
MSBA, School Law Bulletin "1" (School Records – Privacy – Access to Data)



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## **516 STUDENT MEDICATION**

### **I. PURPOSE**

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

### **II. GENERAL STATEMENT OF POLICY**

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.

### **III. REQUIREMENTS**

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) 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 Minnesota Statutes section 152.22, Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.



- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statutes section 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.
- K. Specific Exceptions:
  - 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
  - 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
  - 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
  - 4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy.
  - 5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
    - a. the school district has received a written authorization from the pupil's



- parent permitting the student to self-administer the medication;
- b. the inhaler is properly labeled for that student; and
- c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the School District employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:

- a. that are used off school grounds;
- b. that are used in connection with athletics or extracurricular activities; or
- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and



implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

- a. possess epinephrine auto-injectors; or
- b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

L. "Parent" for students 18 years old or older is the student.

M. 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.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

N. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes section 152.01, subdivision 4, or is an



over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

**Legal References:**

- Minn. Stat. § 13.32 (Student Health Data)
- Minn. Stat. § 121A.21 (Hiring of Health Personnel)
- Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
- Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
- Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
- Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
- Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
  
- Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
- Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
- Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
- 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
- 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

**Cross References:**

- MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)



Adopted: 05/21/07  
Reviewed: 2002, 2022, 2024  
Revised: \_\_\_\_\_

Orig. 1995

## 519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

### I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

### II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

### III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. *When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender, perpetrator or parent, legal custodian, guardian, or school district official.*
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.



- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



Adopted: 12/19/05

Orig. 1995

Reviewed: 2013, 2022, 2024

Revised: 03/17/14

## 521 STUDENT DISABILITY NONDISCRIMINATION

### I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

### II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C below are protected from discrimination on the basis of a disability.
- B It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
  - 1. has a physical or mental impairment that substantially limits one or more  of such person's major life activities, or
  - 2. has a record of such an impairment; ~~or~~
  - 3. is regarded as having such an impairment; ~~or~~
  - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

### III. COORDINATOR

Persons who have questions or comments should contact the Building Principal (Rockford High School, 7600 County Road 50, Rockford MN 55373 763-477-5846 or Rockford Middle School-Center for Environmental Studies, 6051 Ash Street, Rockford MN 55373 763-477-5831 or Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford MN 55373 763-477-5837). This person is the school district's Americans with Disabilities Act/Section 504 Coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to ADA/Section 504 coordinator.



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*Legal References:*      [Minn. Stat. § 363A.03, Subd. 12 \(Definitions\)](#)  
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)  
29 U.S.C. § 794 *et seq.* (§ 504 of Rehabilitation Act of 1973, § 504)  
34 C.F.R. Part 104 (Implementing Regulations)

*Cross References:*      MSBA/MASA Model Policy 402 (Disability Nondiscrimination)



Adopted: 03/08/04

Orig. 2003

Reviewed: 2019, 2022

Revised: 10/21/19, 11/21/2022, 08/21/23

**532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

**I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

**III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.



- C. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. ~~"Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.~~
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "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.
- ~~GF.~~ "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- ~~HG.~~ All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### IV. REMOVAL OF STUDENTS WITH IEP's FROM SCHOOL GROUNDS

##### A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the ~~school resource~~ ~~police liaison~~ officer or a peace officer.

##### B. Removal By School Resource ~~Police Liaison~~ Officer or Peace Officer



If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the ~~school resource~~~~police liaison~~ officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the ~~school resource~~~~police liaison~~ officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, ~~school resource~~~~police liaison~~ officers and school district personnel are further prohibited from engaging in the following conduct:
  - a. Corporal punishment prohibited by Minnesota Statutes section 121A.58;
  - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c. Totally or partially restricting a child's senses as punishment;



- d. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
- e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E;
- f. Physical holding (as defined above and in Minnesota Statutes section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
- g. Withholding regularly scheduled meals or water; and/or
- h. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)



Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:** Minn. Stat. § Ch. 13. (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer )  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)  
34 C.F.R. § 300. 535 (Referral to and Action by Law Enforcement and Judicial Authorities )

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment and Prone Restraint)  
  
MSBA/MASA Model Policy 507.5 (School Resource Officers)  
  
→ MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)



Adopted: 08-21-17

Reviewed: 2019

Revised: 02-19-20, 2022, 01-23-2023

Orig. 2017

## 534R SCHOOL MEALS POLICY

### I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting 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 a la carte items or second 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. All a la carte items or second meal purchases are to be prepaid before meal service begins. Funds may be added to any student account by logging into the student or parent Infinite Campus account and prepaying using a personal credit card. Payment via cash or personal check is also permissible and funds may be paid/deposited in any school office. A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal until additional money is deposited in the student's 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. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education
2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.
3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
4. Each school that participates in the free school meals program must:



- a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
- b. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.
- c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.

~~**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.~~

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

- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

#### IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. 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.
- F. If a student's lunch account balance is not paid in full within a reasonable timeframe, as determined by the District, the District reserves the right to take further action to recover the unpaid balance. This may include referring the account to a third-party collections agency. Parents or guardians will be responsible for any additional fees incurred as a result of the collections process.

#### V. COMMUNICATION OF POLICY

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



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

**Legal References:**

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

**Cross References:** None



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 comprehensive achievement and civic readiness ~~creating the world's best workforce.~~

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to ~~strive for comprehensive achievement and civic readiness~~ ~~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. "Comprehensive Achievement and Civic Readiness" 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; have all students graduate from high school; and prepare students to be lifelong learners.
- ED. "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.
- FE. "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.

- GF. "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.
- HG. "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.
- IH. "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.
- J. "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.
- KJ. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness ~~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 striving for comprehensive achievement and civic readiness ~~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 ~~621XXX~~ (literacy~~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 goals; Striving for comprehensive achievement and civic readiness ~~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)



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Revised: 10/21/19, 9/19/2022, 08/21/23

## **603 CURRICULUM DEVELOPMENT**

### **I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### **II. GENERAL STATEMENT OF POLICY**

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### **III. RESPONSIBILITY**

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

### **IV. District Advisory Committee**

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, ~~including~~include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section [124D.59, subdivisions 2](#) and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board
  - 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, [120B.022](#), subdivisions 1a and 1b, and [120B.35](#),
  - 2. district assessments;



3. means to improve students' equitable access to effective and more diverse teachers;
  4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

#### V. School Site Team

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

#### VI. Curriculum Development Process

**[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]**

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. It shall be the responsibility of the superintendent to keep the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum,



Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)

Minn. Stat. § 120B.12 (Read Act Goal and Intervention ~~Reading Proficiently No Later than the End of Grade 3~~)

Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 124D.59 (Definitions)

Minn. Rules Part 3500.0550 (Inclusive Educational Program)

Minn. Rules Parts 3501.0505-3501.0550 (Academic Standards for Language Arts)

Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 ~~55~~ (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 605 (Alternative Programs)

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 IEP, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)



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Orig. 1995

## **604 INSTRUCTIONAL CURRICULUM**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

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

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Public elementary and middle schools must offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: media arts, dance, music, theater, and visual arts.

D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.



- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district ~~or charter school~~ may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
  - 1. language arts;
  - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  - 5. physical education;
  - 6. health, for which locally developed academic standards apply; and
  - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

### IV. PARENTAL CURRICULUM REVIEW

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



#### **IV. CPR AND AED INSTRUCTION**

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

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

#### **V. COLLEGE AND CAREER PLANNING**

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



4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student **on track for graduation**, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or



standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

- Legal References:**
- Minn. Stat. § 120A.22 (Compulsory Instruction)
  - Minn. Stat. § 120B.021 (Required Academic Standards)
  - Minn. Stat. § 120B.022 (Elective Standards)
  - Minn. Stat. § 120B.023 (Benchmarks)¶¶
  - Minn. Stat. § 120B.101 (Curriculum)
  - Minn. Stat. § 120B.20 (Parental Curriculum Review)
  - Minn. Stat. § 120B.021 (Required Academic Standards)
  - Minn. Stat. § 120B.022 (Elective Standards)
  - Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
  - Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment Personal Learning Plans)
  - Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
  - Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
- Cross References:**
- MSBA/MASA Model Policy 603 (Curriculum Development)
  - MSBA/MASA Model Policy 605 (Alternative Programs)



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## 606.5 LIBRARY MATERIALS

### I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

### II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

**[NOTE: The school board may choose to revise the General Statement of Purpose.]**

### III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.9901, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;



3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

**[NOTE: The school board may add a sentence that incorporates the term(s) used to identify libraries in the school district, such as “The school district’s libraries are commonly referred to as \_\_\_\_\_.]**

- B. “Library collection” consists of the library materials made available to students.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.
- D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

**[NOTE: The specific titles of the school district’s library staff should be used for this definition and substituted for “library media specialist” throughout this model policy.]**

#### **IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS**

- A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

#### **IV. SELECTION OF LIBRARY MATERIALS**

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
  1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;



2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
  - a. Artistic quality and/or literary style;
  - b. Authenticity;
  - c. Critical thinking;
  - d. Educational significance;
  - e. Factual content;
  - f. High interest for intended audience; and
  - g. Readability.
6. The selection of library materials shall conform to the constraints of the school district budget.

**[NOTE: Before adopting selection criteria, the school board is strongly encouraged to consult with the licensed library media specialist, who possesses professional expertise and experience in selecting appropriate library materials. The school board may choose to adopt selection criteria specifically designed for each school building.]**

**[NOTE: A school board may choose to adopt similar selection criteria for classroom library materials, with the classroom teacher making selection decisions. If a school board chooses to address classroom libraries, the board can decide whether to follow the reconsideration process in this model policy or to create a different process for classroom library materials.]**

- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

**[NOTE: The school board may choose to identify specific sources and specialists that satisfy this paragraph.]**



- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
- E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

**V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL**

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

**VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL**

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

**[NOTE: The school board may decide whether to allow a building principal to remove library materials pending completion of the reconsideration process.]**

- C. Informal Request for Reconsideration of Specific Library Material
  - 1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.



2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
  - a. One member of the school district administration
  - b. One principal
  - c. Two teachers
  - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
  - e. Two members of the school district community with no direct connection with the request for reconsideration
  - f. Two student representatives (as appropriate to the specific request).

**[NOTE: This list of Review Committee members is an example. The school board may alter this list. The school district may decide to create Review Committees for individual schools.]**

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the



selection criteria set forth in this policy.

4. The Review Committee
  - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
  - b. shall examine the specific library material as a whole;
  - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
  - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.

5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

**[NOTE: The school board can decide whether to allow appeal of a Review Committee decision to the superintendent or the superintendent's designee. If appeal to the superintendent or the superintendent's designee is permitted, the school board may direct the superintendent or the superintendent's designee to craft an appeal process or the board may choose to create the process itself.]**

6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

**[NOTE: The school board may decide whether to allow an appeal of a Review Committee decision directly to the school board or whether the appeal to the superintendent or the superintendent's designee is a required intermediary step. If appeal to the school board is permitted, the school board may direct the superintendent or the superintendent's designee or designee to craft an appeal process or the board may choose to create the process itself.]**

7. To accompany Policy 606, Rockford Area Schools, under the management of the Superintendent has established an addendum to the policy, which includes library/media materials as well as all other instructional materials as defined as curricular in nature. The addendum can be found below.  
[Policy 606 Addendum](#) - Selection of Instructional Resources and Library/Media Materials



## Rockford Area School District #883 -- Policy 606.5

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- Legal References:**
- Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
  - Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
  - Minn. Stat. § 123B.09 (School Board Responsibilities)
  - Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
  - Minn. Rules Part 8710.4550 (Library Media Specialists)
  - Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S. 853 (1982)
  - Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624, 642 (1943)
- Cross References:**
- MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
  - MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)



Adopted: 01/03/00

Reviewed: 2005, 2022, 2024

Revised: 06/19/06

Orig. 1995

## **606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

### **I. PURPOSE**

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

### **III. RESPONSIBILITY OF SELECTION**

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget;
5. are in the English language. Another language may be used, pursuant to Minn. Stat. [sections 124D.59 to](#) ~~§~~ 124D.61;
6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and



7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

#### IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

#### V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

- Legal References:**
- Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Knowledge Skills)
  - Minn. Stat. § 120B.235 (American Heritage Education)
  - Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
  - Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
  - Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
  - Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
  - Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988)
  - Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)



**Rockford Area School District #883 -- Policy 606**

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**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)



Adopted: 02/11/02

Reviewed: 2009, 2022, 2024

Revised: 05/16/11

Orig. 1995

## **608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION**

### **I. PURPOSE**

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### **III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS**

- A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.
- B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.
- C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children,



is not a child with a disability.

**[NOTE: The 2024 Minnesota legislature revised these provisions in part to account for the responsibilities of the new Department of Children, Youth, and Families. The provisions quote Minnesota Statutes, section 125A.02.]**

#### **IV##. RESPONSIBILITIES**

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for ~~disabled~~ children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.
- D. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

**[NOTE: The 2024 Minnesota legislature enacted paragraph D. This provision is permissive, not mandatory. A school board can decide whether to add it to a policy.]**

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Definition of Child with a Disability)  
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)



Adopted: 2/11/02

Reviewed: 2017, 2022

Revised: 12/17/18, 2/16/25

Orig. 1997

## **614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE**

### **I. PURPOSE**

The purpose of this policy is to set forth the school district's testing plan and procedure.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

### **III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION**

#### **A. Superintendent**

1. Responsibilities before testing.
  - a. Designate a district assessment coordinator and district technology coordinator.
  - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
  - c. Annually review and recertify staff who have access to MDE secure systems.
  - d. Read and complete the *Assurance of Test Security and Non-Disclosure*. [Note: This form is available on the Minnesota PearsonAccess Next website – see Cross references for website address.]
  - e. Establish a culture of academic integrity.
  - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
  - g. Ensure student information is current and accurate.
  - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.



- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
  - j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
  - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
  - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
  - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
  - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
  - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
  - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
  - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
  - a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.



- (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
  - (1) Provide training on proper test administration and test security. (Pearson's Training Management System)
  - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test



materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.



- c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
  - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
  - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
  - g. Verify that all test monitors and test administrators receive proper training for test administration.
  - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
  - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
2. Responsibilities on testing day(s).
    - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
    - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  3. Responsibilities after testing.
    - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
    - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
  - a. Implement test administration and test security policies and procedures.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.



- d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - (4) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.



- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.
2. Responsibilities on testing day(s).
    - a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
    - b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
    - c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
    - d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
    - e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.  
[Note: This form is available on the Minnesota PearsonAccess Next website – see Cross references for website address.]
    - f. Report security breaches to the district assessment coordinator as soon as possible.
  3. Responsibilities after testing.
    - a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
    - b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
    - c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
    - d. Return secure test materials as outlined in applicable manuals and resources.
    - e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
    - f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator



1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
  - a. Before test.
    - (1) Receive and maintain security of test materials.
    - (2) Verify that all test materials are received.
    - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.



- (4) Verify student testing tickets and appropriate allowable materials.
  - (5) Assign numbered test books to individual students.
  - (6) Complete information as directed.
  - (7) Record extra test materials.
- b. During test.
- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
  - (2) Follow all directions and scripts exactly.
  - (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
  - (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
  - (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
  - (6) Do not review, discuss, capture, email, post, or share test content in any format.
  - (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
  - (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
  - (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
  - (11) Report any possible security breaches as soon as.
- c. After test.
- (1) Follow directions and scripts exactly.



- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
  - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
  - a. Before the test.
    - (1) Maintain security of materials.
    - (2) Confirm appropriate MTAS materials are available and prepared for student.
  - b. During the test.
    - (1) Administer each task to each student and record the score.
    - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
    - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
    - (4) Document and report and unusual circumstances to district or school assessment coordinator.
  - c. After the test.
    - (1) Keep materials secure.



- (2) Return all materials.
- (3) Return objects and manipulatives to classroom.
- (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
  - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
  - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
  - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
  - a. Ensure accurate enrollment of students in schools during the accountability windows.
  - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
  - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

**IV. TEST SECURITY**

A. Test Security Procedures will be adopted by school district administration.

[Note: This form is available on the Minnesota PearsonAccess Next website – see Cross references for website address.]

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;



4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

**V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.



8. Test Security Notification must be maintained for two years after the end of the academic school year in which testing took place.
9. Test Administration Report must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

~~VI. RETALIATION PROHIBITED~~

~~An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.~~

~~[NOTE: The 2024 Minnesota legislature enacted this provision.]~~

**Legal References:**

Minn. Stat. § 13.34 (Examination Data)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
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)  
Minnesota PearsonAccess Next Resources and Forms:  
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>



Adopted: 08/21/23

Orig. 1998

Reviewed:

Revised:

## 617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

***[Note: With repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts that retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]***

### I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards This policy also defines how technology will be integrated across student learning areas. ***[Note: With repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

### III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

#### A. Preparatory Content Standards

*[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]*

#### B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]***



***[Note: School districts should examine existing graduation requirements and align them to the new requirements.]***

C. Assessment of Content Standards

*[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]*

D. Additional Requirements

*[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]*

E. Special Needs Students

*[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]*

F. Integration of Technology

*[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

G. Evaluation and Remediation of Student Difficulties and Achievement

*[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]*

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
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MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)





Adopted: 7/15/02

Reviewed: 2019

Revised: 04/20/20, 11/21/2022, 1/22/24, 2/16/25

Orig. 1998

## 620R CREDIT FOR LEARNING

~~[Note: School districts statutorily are required to provide students with credit for approved postsecondary courses, as set forth in Section V, and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII).]~~

### I. PURPOSE

This policy recognizes student achievement that occurs in Postsecondary Enrollment Options and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, and online courses and programs.

### III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.



- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

##### A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **24** credits from the **transferring** school district.

##### B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **4 semesters of** credits from the school district.
  - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
  - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.



2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
  - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank
3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

**V. POSTSECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
  1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.



2. One credit of a postsecondary class is equivalent to .5 of a high school credit. A four credit postsecondary class would in the required subject area would be equivalent to one full year of high school credit. ~~Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit.~~ Fewer postsecondary credits may be prorated.
  3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following ~~school year~~ academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.
- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

## VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child



care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (8), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

**VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student’s transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student’s transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

**VIII. WEIGHTED GRADES**

- A. 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.

Grades will be weighted with an addition of .66 and this weighted amount will be calculated into the students weighted grade point average (GPA). 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-46**

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.

- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade. The complete list of weighted courses can be found on the high school website, by navigating to Student Services, then Registration & Course Catalog.

**IX. PROCESS FOR AWARDING CREDIT**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)



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Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
Minn. Stat. § 124D.094 (Online Instruction Act)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
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MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 624 (Online Instruction)



Adopted: 08/21/23

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## 621 LITERACY AND THE READ ACT

**[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]**

### I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

### II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

### III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other



support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "expressive language" or "receptive language," ~~"spoken language,"~~ includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. *This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.*
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

#### IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT



- A. The school district must administer an approved ~~evidence-based~~ reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, **by February 15 each year**, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, ~~at least biannually~~ after administering each screener, must **follow the language access plan under Minnesota Statutes, section 123B.32** and give the parent of each student who is not reading at or above grade level ~~timely~~ **information from the screener** about:
  - 1. the student's reading proficiency as measured by a screener approved by MDE;
  - 2. reading-related services currently being provided to the student and the student's progress; and
  - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. **For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.**
- ~~ED.~~ The school district may not use this section to deny a student's right to a special education evaluation.

**V. IDENTIFICATION AND REPORT**

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, **and students enrolled in dual language immersion programs**, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and **expressive or receptive oral language mastery**. The screening tool used **must be a valid and reliable universal screener that is highly correlated with foundational reading skills**. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.¶



- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in dual language immersion programs:
  - 1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;
  - 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
  - 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
  - 4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
  - 5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- DE. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level ~~do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language,~~ must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE ~~for characteristics of dyslexia~~ and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- ED. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- FE. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
  - 1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;



2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide **aligned and targeted** reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide **aligned and targeted** reading intervention **as defined by the MTSS framework** until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## VII. LOCAL LITERACY PLAN



- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
  2. a process to notify and involve parents;
  3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
  4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
  5. identification of staff development needs, including a plan to meet those needs;
  6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
  7. a statement of whether the school district has adopted a MTSS framework;
  8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
    - a. students in kindergarten through grade 3;
    - b. students who demonstrate characteristics of dyslexia; and
    - c. students in grades 4 to 12 who are identified as not reading at grade level. ~~and~~
  9. the number of teachers and other staff that have completed training approved by the department; ~~and~~
  10. the number of teachers and other staff proposed for training in structured literacy;
  11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
  12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and



13. beginning on December 31, 2025, for a district with a dual language immersion program:
  - a. the program’s partner language;
  - b. grade levels included in the program;
  - c. the language used to screen students’ foundational reading skills;
  - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
  - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. ~~Annually by June 15, 2024,~~ The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner ~~beginning June 15, 2024.~~
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

**VIII. STAFF TRAINING**

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026: ~~Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:~~
  1. ~~reading~~ intervention teachers working with students in kindergarten through grade 12;
  2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  3. ~~kindergarten through grade 12~~ special education teachers responsible for foundational reading instruction;
  4. curriculum directors;
  5. instructional support staff , contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher; ~~who provide reading instruction; and~~
  6. employees who select literacy instructional materials for a district; and
  7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027: ~~all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with~~



~~students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.~~

1. teachers who provide foundational reading instruction to students in grades 4 to 12;
2. teachers who provide instruction to students in a state-approved alternative program; and
3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
  1. a certified trained facilitator; or
  2. a training program that MDE has determined meets the professional development requirements under the Read Act.

## **IX. STAFF DEVELOPMENT**

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
  1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
  2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;



3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
  4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
  5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

**X. LITERACY INCENTIVE-AID USES**

The school district must use its literacy incentive-aid to meet the requirements and goals adopted in the school district's local literacy plan. support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive-aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

**Legal References:** Minn. Stat. § 120B.1118 (Read Act Definitions)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.123 (Read Act Implementation)  
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)  
Minn. Stat. §124D.68 (Graduation Incentives Program)  
Minn. Stat. § 124D.98 (Literacy Incentive Aid)  
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

**Cross References:** None



Adopted: 6/19/06

Orig. 2003

Reviewed: 2019

Revised: 10/21/19, 11/21/2022, 08/21/23, 2/16/25

## 624 ONLINE LEARNING OPTIONS

### I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

### II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

### III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E.~~120A.22, subdivision 4.~~
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).



- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

**IV. DIGITAL INSTRUCTION**

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

**V. SUPPLEMENTAL ONLINE COURSES**

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:



1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;
3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and
4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

**[NOTE: The 2024 Minnesota legislature added this provision.]**

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
  1. use an application form specified by MDE;
  2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
  3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
  4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
  5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

**VI. ENROLLING DISTRICT**

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.



- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
  - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
  - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
  - 1. provides information to students and families about supplemental online courses;
  - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
  - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

**VII. REPORTING**

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.



**Rockford Area School District #883 -- Policy 624**

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**LEGAL REFERENCES:**

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 124D.03 (Enrollment Options Act)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in  
Nonresident District; Exceptions)  
Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Ch. 8710 (Teacher and Other School Professional  
Licensing)

**CROSS REFERENCES:**

MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 620 (Credit for Learning)



Adopted: 11/15/04

Orig. 1995

Reviewed: 2011

Revised: 07/24/17, 01/23/2023

## **701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET**

### **I. PURPOSE**

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

### **III. REQUIREMENT**

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected. *When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.*
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes section 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the



~~Minnesota~~ Commissioner ~~the Minnesota Department of~~ of Education (~~commissioner~~) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section, 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

#### IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the ~~Minnesota~~ Commissioner ~~of Education~~ as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

**Legal References:** Minn. Stat. § 123B.76 (Expenditures; Reporting)  
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)  
Minn. Stat. § 123B.10 (Publication of Financial Information)



**Cross References:** MSBA/MASA Model Policy 701.1 (Modification of School District Budget)  
MSBA/MASA Model Policy 702 (Accounting)



Adopted: 11/15/04

Reviewed: 2009

Revised: 06/21/11, 01/23/2023

Orig. 1995

## **704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM**

### **I. PURPOSE**

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

### **III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM**

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district, and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) with a capitalization level that equals or exceeds \$5,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is \$25,000. In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

### **IV. REPORT**

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

**Legal References:** Minn. Stat. §123B.02 (General Powers of Independent School Districts)  
Minn. Stat. §123B.09 (Boards of Independent School Districts)  
Minn. Stat. §123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)

[GASB Implementation Guide 2021-1](#)



**Rockford Area School District #883 -- Policy 704**

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**Cross References:** MSBA/MASA Model Policy 702 (Accounting)



Adopted: 10/21/02

Reviewed: 2017

Revised: 12/17/18, 1/23/2023

Orig. 1995

## **707R TRANSPORTATION OF PUBLIC SCHOOL STUDENTS**

### **I. PURPOSE**

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

### **III. DEFINITIONS**

- A. "Child with a disability" includes every child identified under federal and state special education law as; deaf or hard of hearing, blind or visually impaired, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.



- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

**IV. ELIGIBILITY**

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.



- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation.
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

**V. TRANSPORTATION OF NONRESIDENT STUDENTS**

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

**VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS**

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's



actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

**VII. SPECIAL EDUCATION STUDENTS/ STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES**

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, Subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten-for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with a disability who are ~~whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is~~ transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary



transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.

- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

**VIII. TRANSPORTATION OF STUDENTS PLACED IN DAY TREATMENT PROGRAMS**

**A. PURPOSE**

*Consistent with the authority granted by Minnesota law, the purpose of this policy is to impose reasonable restrictions on the transportation of students who are temporarily placed for care and treatment in a day program and who continue to live in the District during the care and treatment. In adopting this policy, the School Board has given consideration to social, political, economic, and educational factors.*

**B. SCOPE OF POLICY**

*This policy applies to regular education and special education students who: (1) are legal residents of Independent School District No. 883; (2) are temporarily placed for care and treatment in a day program by a person or entity other than the District, a Minnesota court,*



or a Minnesota governmental agency; and (3) continue to live in the District during the care and treatment.

C. **DEFINITIONS**

*For purposes of this policy, students who are placed in any of the following facilities are considered to be placed for “care and treatment”: (1) chemical dependency and other substance abuse treatment centers; (2) shelter care facilities; (3) hospitals; (4) day treatment centers; (5) correctional facilities; (6) residential treatment centers; and (7) mental health program facilities. Such facilities must be licensed by the Minnesota Department of Human Services or the Minnesota Department of Corrections.*

*For purposes of this policy, the phrase “sufficient to meet the needs of the student” means that the facility provides treatment or services that are consistent with the established professional standard of care applicable to the individual needs of the student. In the event a student, parent, or legal guardian contends that a facility is not sufficient to meet the needs of the student, the student, parent, or legal guardian must provide a signed statement from a qualified physician explaining why the facility is not sufficient to meet the needs of the student.*

D. **TRANSPORTATION RESTRICTIONS**

*Independent School District No. 883 may refuse to provide transportation to or from a care and treatment facility outside the District’s regular operating hours.*

*Independent School District No. 883 may refuse to provide transportation to a care and treatment facility if another care and treatment facility is at least ten miles closer to the student’s home and is sufficient to meet the needs of the student. The following exception applies: If the closest care and treatment facility is not covered by the parent’s or legal guardian’s insurer (if any) or does not have any openings, and the student or the student’s parent or legal guardian submits written documentation to the District office showing that the insurer has formally denied coverage for a requested placement at the closest facility or that the facility has denied a requested placement because it has no openings, the District will provide transportation to the next closest facility that is covered by the student’s insurer and has an opening.*

**IX. HOMELESS STUDENTS**

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student’s parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student’s school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.



2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, Subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

**X. AVAILABILITY OF SERVICES**

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

**XI. MANNER OF TRANSPORTATION**

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

**XII. RESTRICTIONS**

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.



**XIII. FEES**

- A. In its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student’s parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

**Legal References:**

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.41 (Definitions)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
- Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
- Minn. Stat. § 124D.08 (School Board’s Approval to Enroll in Nonresident District; Exceptions)
- Minn. Stat. Ch. 125A (Special Education and Special Programs)
- Minn. Stat. § 125A.02 (Children with a Disability, Defined)
- Minn. Stat. § 125A.12 (Attendance in Another District)
- Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
- Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
- Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
- Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
- Minn. Stat. § 126C.01 (Definitions)
- Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)



Minn. Stat. § 190.05 (Definitions)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)  
20 U.S.C. § 1415 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)  
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)  
42 U.S.C. § 12132, *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

**Attachment A**



Adopted: 06/19/06  
Reviewed: 2019  
Revised: 12/16/19

Orig. 1995

## **802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

### **III. DEFINITIONS**

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

### **IV. MANNER OF DISPOSITION**

#### **A. Authorization**

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

#### **B. Contracts Over \$175,000**

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



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

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

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

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

D. Contracts \$25,000 or Less

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



least one year after receipt.

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

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

F. Notice of Quotation

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

G. Sales to Employees

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

H. Exceptions for Surplus School Computers

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



use.

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

I. Disposing of Surplus Books

Notwithstanding Minnesota Statutes, section 471.345, governing school district contracts made upon sealed bid or otherwise complying with the requirements for competitive bidding, other provisions of this section governing school district contracts, or other law to the contrary, the school district may dispose of school books, including library books, books from an individual classroom library, and textbooks including other materials accompanying a textbook. The school district may dispose of surplus books by donating them to a family of a student residing in the district or a charitable organization under section 501(c)(3) of the Internal Revenue Code.

**[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 123B.52 to add paragraph I.]**

- Legal References:**
- Minn. Stat. § 13.591 (Business Data)
  - Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)
  - Minn. Stat. § 123B.29 (Sale of School Building at Auction)
  - Minn. Stat. § 123B.52 (Contracts)
  - Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
  - Minn. Stat. § 645.11 (Published Notice)
- Cross References:**
- MSBA Service Manual, Chapter 13, School Law Bulletin “F” (School District Contract and Bidding Procedures)



Adopted: 05/21/07  
Reviewed: 2006  
Revised: 05/19/14

Orig. 1997

## 906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

### I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.
- B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.
- C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.
- D. Minnesota Statutes, section 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.

**[NOTE: Paragraph D had appeared in the Definitions article below.]**

### III. DEFINITIONS

- A. The "Sex Offender Community Notification Act," Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.
- B. "Risk Level Assessment" is the level of danger to the community as established by the



Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)

C. "Risk Levels"

1. "Level I" – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
2. "Level II" – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.
3. "Level III" – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

(Minn. Stat. § 244.052, Subd. 3(e))

D. "Notification or Disclosure by Law Enforcement Agency"

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

(Minn. Stat. § 244.052, Subd. 4)

E. "Offender Fact Sheet" is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender's residence.

1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to the school district.
2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.



- F. "Law enforcement agency" means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))
- G. "Criminal history conviction data" is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)

#### IV. PROCEDURES

##### A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district's care while they are on or near the school district's premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender's residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.
5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.



6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.
3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.
4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 244.052 (Community Notification)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
42 U.S.C. § 16901 *et seq.* (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)  
Dept. of Admin. Advisory Op. No. 98-004

**Cross References:** 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 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)



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

**Subject: Acknowledgement of Contributions Resolution**

Meeting Date: November 24, 2025

Prepared by: Business Office

Date Prepared: November 18, 2025

Information

Briefing

Action

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>
Holly Kimball	RHS Donation: School Supply Donation (erasers, colored pencils, pencil sharpeners	General Fund Donation (RHS)
	REAMS Special Ed Donation ( timer, sensational six flipbook, conversation cubes, hand exercise set, therapy putty, sensory bands, workbook, playing CBT Game, Sensory Balance Building Set, Training scissors, magnifying glasses, sensory sand with funnels, yarn balls, oral motor/feeding therapy tool, Keep your Cool Game, Weighted Vests, Sensory Blanket	
Theresa Gaupp		General Fund Donation (REAMS Special Ed)
Rockford Education Foundation	\$699.99	General Fund Donation (RMS Solo Stove Campfire Pit)
Rockford Education Foundation	\$184.57	General Fund Donation (RHS Career Fair Power Cords & Surge Protectors)
Rockford Education Foundation	\$206.14	General Fund Donation (RMS Scholastic Scope & Story Works Subscription)
Rockford Education Foundation	\$389.98	General Fund Donation (REAMS iPad case for Speech-Language and RHS Children's Theater Field Trip)
Rockford Education Foundation	\$223.98	General Fund Donation (REAMS Preschool Hole Punchers, Drying Rack, Arches & Tunnels)
Rockford Education Foundation	\$1,736.57	General Fund Donation (RHS Welding Class Supplies)
Rockford Education Foundation	\$429.00	General Fund Donation (iPad for REAMS Seech-Language)
Rockford Education Foundation	\$130.91	General Fund Donation (water and snacks for RHS Career Fair vendors)
Rockford Education Foundation	\$188.98	General Fund Donation (Preschool Child Size Table & Chairs)

Rockford Education Foundation	\$718.00	General Fund Donation (REAMS Math Stackers Manipulatives)
Rockford Education Foundation	\$199.98	General Fund Donation (RHS Rolling White Boards)
Rockford Education Foundation	\$47.97	General Fund Donation (REAMS Wireless Presentation Remote)
Rockford Education Foundation	\$125.23	General Fund Donation (Adjustable Chairs for RHS SPED & Supplies for IB Biology)
Rockford Education Foundation	\$1,776.30	General Fund Donation (RHS Standing Paper Cutter & Busing 8th graders to RHS Career Fair)
Rockford Education Foundation	RAS Donation: \$270 in giftcards for SPED Rocket Moments Program	General Fund Donation (SPED Program)
Sami Oberg	REAMS Donation: \$20 Scholastic Book donation	General Fund Donation (REAMS)
Bill & Pam Hammer	REAMS Donation: \$100 Scholastic Book donation	General Fund Donation (REAMS)
Meara & Daniel Lopez	REAMS Donation: \$40 Scholastic Book donation	General Fund Donation (REAMS)
James & Morgan Stafford	REAMS Donation: \$40 Scholastic Book donation	General Fund Donation (REAMS)
Janey Beyer	REAMS Donation: \$40 Scholastic Book donation	General Fund Donation (REAMS)
Dorthea Waite	REAMS Donation: \$20 Scholastic Book donation	General Fund Donation (REAMS)
Miriam Kopka	REAMS Donation: \$20 Scholastic Book donation	General Fund Donation (REAMS)
Michelle Baumgartner	REAMS Donation: \$25 Scholastic Book donation	General Fund Donation (REAMS)
Diane Schiller	REAMS Donations: \$60 Scholastic Book donation & 5 social stories from Amazon Wishlist, 5 games/puzzles from Amazon Wishlist	General Fund Donation (REAMS)
Rachel Muntean	REAMS Donation: \$40 Scholastic Book donation	General Fund Donation (REAMS)
Christopher & Amanda Ruis	REAMS Donations: 2 books, book genre posters, coin face stamps	General Fund Donation (REAMS)
Rachel & Ryan Mathews	REAMS Donation: Astronaut vests	General Fund Donation (REAMS)
Charlene & Marc Malinoski	REAMS Donation: Astronaut vests and helmets	General Fund Donation (REAMS)
Rocket Boosters	\$812.35	Girls Basketball Activity Fund
Douglas & Raquel Braun	\$200.00	Football Activity Fund
Anonymous Donations	\$14.00	Football Activity Fund
Stephen & Kathryn Iverson	\$150.00	RHS Band/Choir Trip Activity Fund
Anonymous Donations	\$68.00	RHS Band/Choir Trip Activity Fund
Jamie Hillstrom	REAMS Donation: Crayons, Markers, Stencils, Word Find Books, Temporary Tattoos, Kid Scissors, Sensory Blocks, Brain Teaser Puzzles, Dinosaur PopIt	General Fund Donation (REAMS)