



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for November 21, 2022

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 9
 - C. Consent--Approval of 284 Support Staff Seniority 10
 - D. Consent--Approval of Bills and Wire Transfers 14
 - E. Consent--Approval of Open Enrollments 32
 - F. Consent--Recertify Identified Official with Authority for MDE Secure Websites 33
5. **SAFE & WELCOMING ENVIRONMENT**
 - A. Celebration: Rockford Community Education 34
 - B. Rockford Community Education Update 35
6. **EFFICIENT & EFFECTIVE OPERATIONS**
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 - B. Policy Updates-- First Reading 60
 - C. Acceptance of Superintendent Resignation 197
 - D. Superintendent Search 198
7. **HIGH STUDENT ACHIEVEMENT**
 - A. Approval of new RHS courses and descriptions for the 2023-2024 academic year 199
 - B. Activities Director Report 220
 - C. Overnight trip approval for Boys Basketball 222
 - D. Overnight trip approval for gymnastics 224
 - E. Overnight trip approval for Jazz Band 226
8. **FISCAL RESPONSIBILITY**
 - A. Resolution of Acknowledgement of Contributions/Donations 228
9. **BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS**
 - A. Work Session of the Board of Education: Monday, December 5, 2022 at 6:30pm, in the



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

District Office Board Room

Regular Meeting of the Board of Education and Truth in Taxation Hearing: Monday, December 19, 2022 at 6:30pm, in the District Office Board Room

B. Board Committee Updates

10. **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

Brady Anderson

Eric Gordee

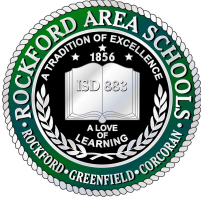
Jenny Kneeland

Amy Edwards

Jessica Johnson

Beth Praska

Superintendent Rhonda Dean



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Work Session Minutes
Monday, October 17, 2022

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, October 17, 2022 in the District Board Room. Beth Praska called the work session meeting to order at 5:30 pm. Members Anderson, Kneeland, Gordee, Johnson, Praska and Edwards were present. Also present were Superintendent Rhonda Dean, IB Coordinator Jill Gordee, RHS Counselor Samantha Bloom, RHS Principal Paul Menard, Director of Buildings and Grounds James Leuer and Chris Vogel from ICS.

IB Coordinator Jill Gordee and RHS Counselor Samantha Bloom discussed criteria for the Distinguished School Board Renaissance Award in regards to IB Diploma Program students.

School Board Clerk Jessica Johnson and Superintendent Rhonda Dean discussed potential changes to School Board Committees and Policy 213.

Director of Buildings and Grounds Jim Leuer and Chris Vogel from ICS gave a Facilities/Construction Update and discussed potential future planning.

A Regular Meeting of the Board of Education is scheduled for Monday, October 17, 2022 at 6:30 pm, in the District Board Room.

Adjourned 6:25 pm

Christa Larson
Recorder

Jessica Johnson
Clerk



Independent School District #883

Regular School Board Meeting

October 17, 2022

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

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

Board Roll Call

Members present: *Anderson, Edwards, Gordee, Johnson, Praska and Kneeland*. Also present were *Superintendent Rhonda Dean, Director of Buildings and Grounds James Leuer, Director of Teaching and Learning Robert Danneker, REAMS Principal Brenda Nyhus, RMS-CES Principal Paul Warzecha, RHS Principal Paul Menard, IB Coordinator Jill Gordee and RHS Counselor Samantha Bloom*

APPROVAL OF AGENDA

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

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

Motion by Praska, seconded by Anderson to approve the consent items as presented. Motion carried.

- **Minutes:**
 - September 19, 2022 Work Session
 - September 19, 2022 Regular Meeting

● **Personnel:**

Status	First Name	Last Name	Position	Date(s)
Hire	Daniel	Noonan	7th Grade Math Teacher	2022-2023
Hire	Mamie	Schuster	On-Call Nurse Substitute	2022-2023
Hire	Cameron	Nute	RCC Front Desk Attendant	August 31, 2022
Hire	Rhona	Hoyt	RCC Front Desk Attendant	September 7, 2022
Hire	Kristen	Coppes	Special Education Paraprofessional	September 15, 2022
Hire	Brieana	Blackhawk	Special Education Paraprofessional	September 16, 2022
Hire	Kimberly	Johnson	Early Childhood Classroom Assistant	September 23, 2022
Hire	Gracie	Lusk	Special Education Paraprofessional	September 29, 2022
Hire	Wes	Overton	RCC Front Desk Attendant	October 5, 2022
Hire	Courtney	Neibert	Executive Assistant	October 11, 2022
Hire	Lindsey	Seabright	Kindergarten Long-Term Substitute	Sept. - Dec. 2022
Resignation	Marv	Mickelson	Middle School Math Teacher	September 2022

● **Bills and Wire Transfers:**

September 2022 Disbursements Paid (listings attached):

Fund 01 General Fund \$1,053,594.24

Fund 02 Food Service \$180.15

Fund 04 Community Services \$11,534.59

Fund 06 Building Construction \$357,098.19

Fund 07 Debt Redemption \$ 237.50

Fund 21 Student Activities \$ 8,779.35

Fund 45 OPEB Trust \$ 0.00

Total All Funds \$1,431,424.02

● **Open Enrollments:**

Resident Students Attending Other Schools					
Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment	
10	Osseo	279	9/6/2022	family move, wanted to stay @ Maple Grove	
8	Osseo	279	9/6/2022	family move, wanted to stay @ Maple Grove	
6	Osseo	279	9/6/2022	family move, wanted to stay @ Maple Grove	
9	Osseo	279	9/6/2022	family move, wanted to stay @ Maple Grove	
Non-Resident Students Attending Rockford					
Grade	Resident District	Number	Date Effective	Address Change/New Enrollment	
3	Osseo	279	10/11/2022	new enrollment; older sibling attends Rockford	
6	Osseo	279	10/3/2022	new enrollment; safety concerns at former school	
11	Delano	879	9/21/2022	new enrollment	
11	Delano	879	9/21/2022	new enrollment	

- **Tenure:**

The following licensed staff are eligible for tenure:

- Krista Bird
- Ben Bonnett
- Linnea Floan
- Kaytlyn Gruber
- Brooke Gruenhagen (Lemke)
- Rachel Sharp
- Kristen Snyder
- Robert Van Kaenel

SAFE & WELCOMING ENVIRONMENT

- **REAMS Student Lemonade Stand** - REAMS Principal Brenda Nyhus introduced three REAMS Students who had a lemonade stand and decided to donate half of their profits to the local food shelf. Eli Menard, Jason Menard and Finn Webb shared their experience about giving back to the community.

HIGH STUDENT ACHIEVEMENT

- **Director of Teaching and Learning Report** - Director of Teaching and Learning, Robert Danneker, provided an update to the Board regarding the MCA Assessments from 2022, data analysis of the results, and explained next steps to ensure alignment of curriculum and instruction of students in the Minnesota Academic Standards. A curriculum review cycle was also discussed, along with Site Improvement Goals for 2022-2023.
- **REAMS Principal Report** - REAMS Principal Brenda Nyhus reported on REAMS building SIP Goals.
- **RMS-CES Principal Report** - RMS-CES Principal Paul Warzecha reported on RMS-CES building SIP Goals.
- **RHS Principal Report** - RHS Principal Paul Menard reported on RHS building SIP Goals.
- **Distinguished School Board Renaissance Award** - IB Coordinator Jill Gordee, RHS Counselor Samantha Bloom and RHS Principal Paul Menard discussed criteria for the Distinguished School Board Renaissance Award in regards to IB Diploma Program students.

Motion by Anderson, seconded by Kneeland to approve the changes to the criteria for the Distinguished School Board Renaissance Award as presented. The following voted in favor: Anderson, Edwards, Gordee, Kneeland, Praska. The following voted against: Johnson. Motion passed by a vote of 5-1.

- **Direct Admissions** - RHS Counselor Samantha Bloom shared an update regarding the Direct Admissions Program at Rockford High School.

FISCAL RESPONSIBILITY

Kneeland motioned, seconded by Anderson, to approve the following resolution as presented:

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

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

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

<i>Donor</i>	<i>Amount</i>	<i>Fund</i>
Marilyn Eide	pens & pencils	General Fund (RMS-CES)
Rocket Boosters	\$4,691.95	Activities Fund (lettering supplies)
Tanya D'Amico	\$100.00	RHS FFA Fund
Rockford Education Foundation	\$552.86	General Fund (REAMS Art Supplies)
Rockford Education Foundation	\$881.09	General Fund (RHS Career Day Supplies)
Rockford Education Foundation	\$269.94	General Fund (RMS-CES Ojibwe Shoulder Bag Project)
Mike Thomas	boxes of wood pieces	Early Childhood Programs
Northwest Area Jaycees	\$4,000.00	Class of 2028 (7th grade Osprey Wilds Fieldtrip)
Lesia Jackson	4 totes of K'Nex	RMS-CES Makerspace

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

Whereupon said resolution was declared duly passed and adopted.

EFFICIENT AND EFFECTIVE OPERATIONS

- **Facilities Update** - Director of Buildings and Grounds, Jim Leuer, presented a facilities and construction update regarding projects taking place in the District, along with future plans and next steps.
- **Assurance and Compliance with State and Federal Law Prohibiting Discrimination** - Superintendent Dean shared information with the Board regarding this annual requirement, assuring the District is in compliance regarding State and Federal laws prohibiting discrimination.

Motion by Gordee, seconded by Praska to approve the Assurance and Compliance with State and Federal Law Prohibiting Discrimination as presented. Motion carried.

- **Policy Updates** - Superintendent Dean presented several policy revisions for a second reading. The revisions of the following policies create substantive changes or additions to the following existing policies: 209, 210, 410, 415, 416, 417, 418, 515, 524, 603, 604, 708, 709, 721, 722 and 731R.

Motion by Johnson, seconded by Gordee to approve the second read of select policies as presented. Motion carried.

BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS

Special Meeting: Canvass Election Friday, November 18, 2022 at 7:00 am, in person at the District Board Room.

Work Session: Monday, November 21, 2022 at 5:30 pm in the District Board Room

Regular Meeting of the Board of Education: Monday, November 21, 2022 at 6:30pm, in the District Board Room

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

- Kneeland -working with Safe Routes to Schools helping to find crossing guards for Highway 55; working to get new “blinky”added behind RMS-CES by Co Rd 33; attended Meet the Candidates Chamber event; Riverworks Steak Fry event.
- Anderson -no committee updates
- Praska- no committee updates
- Gordee - Chamber Meet the Candidates event, Facilities Committee meetings, 284 negotiations, assisting with various Activities events, meetings with Director of Business and Finance
- Johnson - 284 Negotiations, MAWSECO monthly meeting, Policy Meetings, SEE Meeting, Chamber Meet the Candidates event
- Edwards - facilities meetings, pre-meeting with superintendent
- Superintendent Dean - AMSD meeting, Facilities Meetings and Stakeholder meetings, LTFM Meeting, negotiations with 284 and the principals, successful Homecoming Week, pre-meeting with the board chair, KARE 11 Sunrise Show, SEE Meeting, Region 6 Superintendent Training Series, NWS Meeting, recorded the State of the Schools address, MSHSL DEIB committee, law seminar, working with principals regarding safety and security and planning evacuation and reunification drill, Wright County Conference Fall meeting, Meet the Candidates Chamber forum, Career Day at Rockford High School, Riverworks Steak Fry.

Praska motioned to adjourn the meeting at 9:02 p.m. Johnson seconded. Motion carried unanimously.

*Christa Larson
Recorder*

*Jessica Johnson
Clerk*



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

Subject: Consent Personnel

Meeting Date: November 21, 2022

Prepared By: Human Resources Office

Date Prepared: November 17, 2022

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

Status	First Name	Last Name	Position	Date(s)
Hire	Ashley	Briggs	Gymnastics Instructor - Comm. Center	November 4, 2022
Hire	Anne	Runck	Long Term Sub. CTE	November 10, 2022
Hire	Mary	Spike	Technology Assistant II	November 2, 2022
Hire	Avery	McDonald	Front Desk Attendant - Comm. Center	October 21, 2022
Hire	Weston	Riley	8th Grade Girls Basketball Coach	October 19, 2022
Hire	Larry	Larson	7th Grade Girls Basketball Coach	September 2022
Hire	Colleen	Prudhomme	7th/8th Grade Cross Country Coach	Fall 2022
Hire	David	Montgomery	Girls Soccer Coach	June 1, 2022
Resignation	Stephanie	Cosgrove	One Act Play Director	October 14, 2022
Resignation	Gracie	Lusk	Special Education Paraprofessional	November 8, 2022
Resignation	Andrea	Baker	Sp. Ed. Teacher - High School	November 11, 2022
Resignation	Dawn	Rund	Elementary Playground Supervisor	October 18, 2022
Resignation	Gregg	Christopherson	Technology Assistant II	November 10, 2022
Resignation	David	Johnson	CTE Teacher - High School	November 4, 2022



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

Subject: Consent Support Staff Seniority

Meeting Date: November 21, 2022

Prepared By: Human Resources Office

Date Prepared: November 17, 2022

<input type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action	<input type="checkbox"/>	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 2022.

INDEPENDENT SCHOOL DISTRICT NO. 883				
ROCKFORD AREA SCHOOLS				
LOCAL 284 EMPLOYEE SENIORITY LIST				
Category I Media Assistants				
	Roskowiak, Shea	9/26/2011	Assistant	Media
	Lehmborg Diane	9/3/2019	Assistant	Media
	Binsfeld, Kaari	8/17/2021	Assistant	Media
Category II Special Education/Title I Assistants				
	Lanars, Merry	1/17/1995	Assistant	SPED Para
	Smock, Rita	11/2/2007	Assistant	SPED Para
	Sieg, Katherine	8/29/2012	Assistant	SPED Para
	Miller, Terri	7/9/2013	Assistant	Title I Para
	Sumner, Jennifer	1/2/2014	Assistant	SPED Para
	Coons, Shari	9/1/2016	Assistant	SPED Para
	Jacobson, Amy	9/13/2016	Assistant	SPED Para
	Curtis Tonya	8/29/2017	Assistant	SPED Para
	Lee, Pang	11/27/2017	Assistant	SPED Para
	Nixon, Joyce	2/12/2018	Assistant	SPED Para
	Leuer, Kellie	8/22/2018	Assistant	SPED Para
	Stefanich, Loryssa	8/22/2018	Assistant	SPED Para
	Lockwood, Valerie	9/16/2019	Assistant	SPED Para
	Bombard, Karen	10/4/2019	Assistant	SPED Para
	Wilmot, Kari	2/24/2020	Assistant	SPED Para
	Anderson-Hume, Amanda	3/2/2020	Assistant	SPED Para
	Roh, Jacob	9/16/2020	Assistant	SPED Para
	Kelly, Katherine	8/11/2021	Assistant	SPED Para
	Fictorie, Katherine	8/30/2021	Assistant	SPED Para
Probationary				
	Lusk, Faith	1/5/2022	Assistant	SPED Para
	Hill, Samantha	1/10/2022	Assistant	SPED Para
	Belland, Michael	3/7/2022	Assistant	SPED Para
	Pollock, Erin	5/11/2022	Assistant	SPED Para
	Kolehmainen, Jacie	8/30/2022	Assistant	SPED Para

Coppes, Kristen	9/15/2022	Assistant	SPED Para
Blackhawk, Briana	9/16/2022	Assistant	SPED Para
Category III Early Childhood-School Readiness Assistants			
Feyen, Lisa	9/3/2015	Assistant-EC-SR	Assistant-EC-SR
Thorson, Courtney	9/15/2021	Assistant-EC-SR	Assistant-EC-SR
Probationary			
Qualle, Kristy	8/22/2022	Assistant-EC-SR	Assistant-EC-SR
Category IV School Age Childcare Assistants			
Stetter, Judy	1/13/2003	Assistant-SACC	Assistant-SACC
Schroeder, Nayeli	10/1/2013	Assistant-SACC	Assistant-SACC
Swanson, Sydney	8/28/2017	Assistant-SACC	Assistant-SACC
Schroeder, Katelin	10/10/2017	Assistant-SACC	Assistant-SACC
Category V Custodians			
Kasheimer, Pat	11/3/1986	Custodian	Custodian
Larson, DeWayne	8/29/1988	Custodian	Custodian
Larson, Scott	8/29/1988	Custodian	Custodian
Solomonson, Chad	4/13/2015	Custodian	Custodian
Gunnerson, James	4/5/2016	Custodian	Custodian
Schroeder, Trevor	8/22/2016	Custodian	Custodian
Jorgensen, John	10/15/2018	Custodian	Custodian
Larson, Kris	2/14/2019	Custodian	Custodian
Johnson, James	10/5/2020	Custodian	Custodian
Brooks, Howie	5/24/2021	Custodian	Custodian
Bourdon, Robert	6/7/2021	Custodian	Custodian
Bourdon, Robert W.	12/20/2021	Custodian	Custodian
Category VI Secretaries			
Swanson, Angelica	9/17/2007 & 3/2/2015	Secretary	Secretary
Robertson, Stacey	7/13/2016	Secretary	Secretary
Palmer, Monica	8/5/2020	Secretary	Secretary

Dahlke, Bobbie	8/27/2020	Secretary	Secretary
Roehl, Aimee	3/17/2021	Secretary	Secretary
Chalupsky, Jeanie	8/9/2021	Secretary	Secretary
Probationary			
Reichert, Stephanie	1/25/2022	Secretary	Secretary
Herou, Michelle	1/26/2022	Secretary	Secretary
	Posted: Oct-22		
	Board Adopted: Nov-22		



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

Subject: *Consent Bills Paid and Wires in October 2022*

Meeting Date: November 21, 2022

Prepared by: Mike McNulty

Date Prepared: November 17, 2022

Information Briefing Action Enclosure Item(s)

October 2022 Disbursements Paid (listings attached):

Fund 01 General Fund	\$1,222,284.01
Fund 02 Food Service	\$ 0
Fund 04 Community Services	\$6,665.16
Fund 06 Building Construction	\$ 21,290.00
Fund 07 Debt Redemption	\$ 237.50
Fund 21 Student Activities	\$ 41,762.27
Fund 45 OPEB Trust	\$ 0
 Total All Funds	 \$ 1,292,001.44

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	P304P1	57072		Wire	1 3370		MN CHILD SUPPORT PMT CENTER		No	No	No	10/03/2022	323.50
AS2	P304P1	57073		Wire	1 1962		MINNESOTA DEPT OF REVENUE		No	No	No	10/03/2022	20,355.41
AS2	P304P1	57074		Wire	1 1937		PUBLIC EMPLOYEES RETIREMENT AS:		No	No	No	10/05/2022	20,474.89
AS2	P304P1	57075		Wire	1 2006		US GOVERNMENT		No	No	No	10/03/2022	120,060.31
AS2	P304P1	57076		Wire	1 1938		TRA		No	No	No	10/04/2022	62,251.19
AS2		57077		Wire	1 4050		AFLAC		No	No	No	10/28/2022	420.32
AS2		57078		Wire	1 5459		LEGAL SHIELD		No	No	No	10/17/2022	167.45
AS2		57079		Wire	1 1962		MINNESOTA DEPT OF REVENUE		No	No	No	10/17/2022	19,239.21
AS2		57080		Wire	1 2006		US GOVERNMENT		No	No	No	10/17/2022	112,195.78
AS2		57081		Wire	1 7649		TSA CONSULTING GROUP, INC.		No	No	No	10/14/2022	28,720.98
AS2		57082		Wire	1 2470		MSRS		No	No	No	10/17/2022	14,004.44
AS2		57083		Wire	1 3370		MN CHILD SUPPORT PMT CENTER		No	No	No	10/14/2022	323.50
AS2		57084		Wire	1 1938		TRA		No	No	No	10/21/2022	56,233.86
AS2		57085		Wire	1 1937		PUBLIC EMPLOYEES RETIREMENT AS:		No	No	No	10/21/2022	22,530.35
AS2		56724	103012	Check	1 8257		TWIN CITIES THANKSGIVING TIP-OFF		Yes	No	Yes	10/03/2022	(460.00)
AS2		56911	103174	Check	1 1269		T-MOBILE		Yes	No	No	10/03/2022	1,260.00
AS2		56912	103175	Check	1 1159		BANKWEST-CASH		Yes	No	No	10/04/2022	98.00
AS2		56913	103176	Check	1 6377		DISH		Yes	No	No	10/04/2022	114.06
AS2		56914	103177	Check	1 1215		XCEL ENERGY		Yes	No	No	10/05/2022	31,789.43
AS2		56933	103178	Check	1 4335		4 POINT 0 SCHOOL SERVICES		Yes	No	No	10/07/2022	63,227.66
AS2		56930	103179	Check	1 3343	REMIT	ACCO BRANDS USA LLC		Yes	No	No	10/07/2022	38.68
AS2		56939	103180	Check	1 5267		ADRENALINE FUNDRAISING		Yes	No	No	10/07/2022	4,237.00
AS2		56928	103181	Check	1 1826		ANDERSON, BRIAN		Yes	No	No	10/07/2022	86.00
AS2		56917	103182	Check	1 1059	remit	BLICK ART MATERIALS		Yes	No	No	10/07/2022	42.48
AS2		56934	103183	Check	1 4692		BRAUN INTERTEC CORP		Yes	No	No	10/07/2022	2,087.00
AS2		56922	103184	Check	1 1180		CENTERPOINT ENERGY		Yes	No	No	10/07/2022	607.22
AS2		56961	103185	Check	1 8439		COMMON THREAD CUSTOM APPAREL LLC - S Corp		Yes	No	No	10/07/2022	1,050.67
AS2		56952	103186	Check	1 7480		CORPORATE MECHANICAL, INC.		Yes	No	No	10/07/2022	1,175.00
AS2		56938	103187	Check	1 5180		COTTINGHAM, ANDREW	Ind/Sole Proprietor	Yes	No	No	10/07/2022	160.00
AS2		56955	103188	Check	1 7570		CST MN - BIN # 170065		Yes	No	No	10/07/2022	40,000.00
AS2		56950	103189	Check	1 6829		DRUSCH, MERLYN		Yes	No	No	10/07/2022	86.00
AS2		56959	103190	Check	1 8095	remit	GIMKIT, INC.		Yes	No	No	10/07/2022	1,000.00
AS2		56957	103191	Check	1 7738	REMIT	GRANITE TELECOMMUNICATIONS, LLC		Yes	No	No	10/07/2022	745.08
AS2		56953	103192	Check	1 7521		HUDL		Yes	No	No	10/07/2022	700.00
AS2		56932	103193	Check	1 4325		INSTITUTE FOR MUTI SENSORY EDUC		Yes	No	No	10/07/2022	1,512.00
AS2		56960	103194	Check	1 8419		INTERSTATE BOOKS4SCHOOL	C Corporation	Yes	No	No	10/07/2022	403.84
AS2		56920	103195	Check	1 1102		JW PEPPER		Yes	No	No	10/07/2022	35.99
AS2		56962	103196	Check	1 8457		KLUEMPKE, KIRK	Ind/Sole Proprietor	Yes	No	No	10/07/2022	160.00
AS2		56925	103197	Check	1 1437		KOIVISTO ELECTRICAL		Yes	No	No	10/07/2022	7,357.19

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void		Date
AS2		56926	103198	Check	1	1511	KRATOSKA, BILL		Yes	No	No	10/07/2022	80.00
AS2		56944	103199	Check	1	5974	KULLY SUPPLY		Yes	No	No	10/07/2022	4,601.89
AS2		56936	103200	Check	1	4811	KUPHAL BRENT	Ind/Sole Proprietor	Yes	No	No	10/07/2022	172.00
AS2		56931	103201	Check	1	4207	LAURSEN STEVEN C		Yes	No	Yes	10/07/2022	360.00
AS2		56931	103201	Check	1	4207	LAURSEN STEVEN C		Yes	No	Yes	10/24/2022	(360.00)
AS2		56919	103202	Check	1	1098	MACGILL & CO		Yes	No	No	10/07/2022	648.27
AS2		56949	103203	Check	1	6742	MANTHEI, HOWARD	Ind/Sole Proprietor	Yes	No	No	10/07/2022	130.00
AS2		56956	103204	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	10/07/2022	260.00
AS2		56941	103205	Check	1	5795	remit 2 MEDCO SURGICAL SUPPLY SERVICE		Yes	No	No	10/07/2022	105.36
AS2		56951	103206	Check	1	7034	MIDWEST VOLLEYBALL WAREHOUSE		Yes	No	No	10/07/2022	287.61
AS2		56923	103207	Check	1	1311	MN DEPT OF LABOR AND INDUSTRY		Yes	No	No	10/07/2022	270.00
AS2		56924	103208	Check	1	1366	NEFF/JOSTENS		Yes	No	No	10/07/2022	2,016.95
AS2		56918	103209	Check	1	1079	OFFICE DEPOT		Yes	No	No	10/07/2022	1,814.89
AS2		56958	103210	Check	1	7811	PASCO SCIENTIFIC		Yes	No	No	10/07/2022	388.00
AS2		56945	103211	Check	1	5987	POHLMEIER, RICH		Yes	No	No	10/07/2022	130.00
AS2		56964	103212	Check	1	8471	POWER, RANDALL	Ind/Sole Proprietor	Yes	No	No	10/07/2022	80.00
AS2		56963	103213	Check	1	8470	POWER, TRACY	Ind/Sole Proprietor	Yes	No	No	10/07/2022	80.00
AS2		56946	103214	Check	1	6210	remit PRO-ED INC.		Yes	No	No	10/07/2022	129.80
AS2		56927	103215	Check	1	1683	PUSH PEDAL PULL		Yes	No	No	10/07/2022	362.60
AS2		56965	103216	Check	1	8472	RAY, MARISSA		Yes	No	No	10/07/2022	150.00
AS2		56942	103217	Check	1	5796	REGENTS OF THE UNIVERSITY OF MIN		Yes	No	No	10/07/2022	3,000.00
AS2		56921	103218	Check	1	1128	rSchoolToday (DWC)		Yes	No	No	10/07/2022	750.00
AS2		56915	103219	Check	1	1012	SCHOOL SPECIALTY INC		Yes	No	No	10/07/2022	921.07
AS2		56947	103220	Check	1	6279	SHI INTERNATIONAL CORP.		Yes	No	No	10/07/2022	5,125.00
AS2		56916	103221	Check	1	1037	remit STAR TRIBUNE		Yes	No	No	10/07/2022	345.63
AS2		56940	103222	Check	1	5574	SUMMIT FIRE PROTECTION		Yes	No	No	10/07/2022	585.00
AS2		56948	103223	Check	1	6437	TASC		Yes	No	No	10/07/2022	34.50
AS2		56954	103224	Check	1	7545	TEACHERS ON CALL		Yes	No	No	10/07/2022	6,564.25
AS2		56937	103225	Check	1	5149	TOLL COMPANY		Yes	No	No	10/07/2022	23.28
AS2		56935	103226	Check	1	4719	TRACTOR SUPPLY CREDIT PLAN		Yes	No	No	10/07/2022	1,008.18
AS2		56929	103227	Check	1	1828	TRAEN, TODD		Yes	No	No	10/07/2022	172.00
AS2		56943	103228	Check	1	5806	remit UNIVERSAL ATHLETIC, LLC		Yes	No	No	10/07/2022	89.70
AS2		56966	103229	Check	1	8473	ZWIEFEL, ERIK		Yes	No	No	10/07/2022	225.00
AS2		56967	103230	Check	1	8409	RUPP, ANDERSON, SQUIRES, WALDSF		Yes	No	No	10/07/2022	118.50
AS2		56981	103231	Check	1	7981	AT&T MOBILITY		Yes	No	No	10/12/2022	498.22
AS2		57011	103232	Check	1	8399	AMPION PBC	C Corporation	Yes	No	No	10/14/2022	302.03
AS2		57009	103233	Check	1	8319	BASH, MICHAEL 16	Ind/Sole Proprietor	Yes	No	No	10/14/2022	80.00
AS2		56995	103234	Check	1	3346	BAYERL, BARRY	Ind/Sole Proprietor	Yes	No	No	10/14/2022	130.00
AS2		56998	103235	Check	1	6572	BEHRENS, CHARLES		Yes	No	No	10/14/2022	130.00

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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
AS2		57010	103236	Check	1 8390		BLUUM OF MINNESOTA, LLC		Yes	No	No	10/14/2022	99.00
AS2		57002	103237	Check	1 7224		BSN SPORTS, LLC		Yes	No	No	10/14/2022	1,159.90
AS2		56985	103238	Check	1 1180		CENTERPOINT ENERGY		Yes	No	No	10/14/2022	2,349.58
AS2		56986	103239	Check	1 1200		CUB FOODS		Yes	No	No	10/14/2022	395.33
AS2		57016	103240	Check	1 8477		DUNBAR, JON	Ind/Sole Proprietor	Yes	No	No	10/14/2022	100.00
AS2		57001	103241	Check	1 7196		GERTEN GREENHOUSES & GARDEN C		Yes	No	No	10/14/2022	1,553.60
AS2		57013	103242	Check	1 8474		HANDT, CLAYTON	Ind/Sole Proprietor	Yes	No	No	10/14/2022	100.00
AS2		57015	103243	Check	1 8476		HANDT, JACK	Ind/Sole Proprietor	Yes	No	No	10/14/2022	100.00
AS2		57012	103244	Check	1 8459		HOFFMAN, MICHAEL	Ind/Sole Proprietor	Yes	No	No	10/14/2022	80.00
AS2		56999	103245	Check	1 6703		INDEPENDENT SCHOOL DISTRICT #62		Yes	No	No	10/14/2022	2,940.66
AS2		57005	103246	Check	1 7736		JOHNSON CONTROLS FIRE PROTECTI		Yes	No	No	10/14/2022	192.00
AS2		56996	103247	Check	1 4811		KUPHAL BRENT	Ind/Sole Proprietor	Yes	No	No	10/14/2022	86.00
AS2		57004	103248	Check	1 7697		MARISELA V NELSON INTERPRETING		Yes	No	No	10/14/2022	30.00
AS2		56988	103249	Check	1 1394		MBNA/BUSINESS CARD		Yes	No	No	10/14/2022	13,552.42
AS2		56989	103250	Check	1 1394		MBNA/BUSINESS CARD		Yes	No	No	10/14/2022	675.00
AS2		56990	103251	Check	1 1394		MBNA/BUSINESS CARD		Yes	No	No	10/14/2022	46.82
AS2		56991	103252	Check	1 1394		MBNA/BUSINESS CARD		Yes	No	No	10/14/2022	39.75
AS2		57017	103253	Check	1 8478		MCNELLY, MICHAEL	Ind/Sole Proprietor	Yes	No	No	10/14/2022	145.00
AS2		56997	103254	Check	1 6356		MITEL NETSOLUTIONS		Yes	No	No	10/14/2022	4,203.50
AS2		57006	103255	Check	1 7771	remit	MRI SOFTWARE, LLC		Yes	No	No	10/14/2022	16.00
AS2		57000	103256	Check	1 6913		NEE INVESTMENT 9, LLC		Yes	No	No	10/14/2022	351.21
AS2		56987	103257	Check	1 1366		NEFF/JOSTENS		Yes	No	No	10/14/2022	2,675.00
AS2		57008	103258	Check	1 8068	remit	NOBLE CONSERVATION SOLUTIONS		Yes	No	No	10/14/2022	7,299.72
AS2		57007	103259	Check	1 7873		ON SITE COMPANIES, INC.		Yes	No	No	10/14/2022	203.50
AS2		56983	103260	Check	1 1020	remit1	PITNEY BOWES		Yes	No	No	10/14/2022	612.00
AS2		57019	103261	Check	1 8482		REGION EXECUTIVE SECRETARY		Yes	No	No	10/14/2022	585.00
AS2		56984	103262	Check	1 1091		SCHMITT MUSIC CENTER		Yes	No	No	10/14/2022	62.50
AS2		56992	103263	Check	1 1489	Remit	SCHOOL SPECIALTY		Yes	No	No	10/14/2022	95.80
AS2		57014	103264	Check	1 8475		ST. GEORGE, PAUL	Ind/Sole Proprietor	Yes	No	No	10/14/2022	100.00
AS2		57018	103265	Check	1 8479		STMA VB BOOSTERS		Yes	No	No	10/14/2022	425.00
AS2		56994	103266	Check	1 1938		TRA		Yes	No	Yes	10/14/2022	63.17
AS2		56994	103266	Check	1 1938		TRA		Yes	No	Yes	10/25/2022	(63.17)
AS2		56993	103267	Check	1 1828		TRAEN, TODD		Yes	No	No	10/14/2022	86.00
AS2		57003	103268	Check	1 7321		TREICHEL, TYLER	Ind/Sole Proprietor	Yes	No	No	10/14/2022	100.00
AS2		57038	103269	Check	1 4335		4 POINT 0 SCHOOL SERVICES		Yes	No	No	10/17/2022	95,846.99
AS2		57026	103270	Check	1 1369		ABC LETTERING		Yes	No	No	10/17/2022	180.00
AS2		57051	103271	Check	1 6672		BRYAN ROCK PRODUCTS, INC.		Yes	No	No	10/17/2022	1,583.36
AS2		57056	103272	Check	1 7224		BSN SPORTS, LLC		Yes	No	No	10/17/2022	1,029.60
AS2		57067	103273	Check	1 8345		BUFFALO BOOKS, LLC	Ind/Sole Proprietor	Yes	No	No	10/17/2022	40.65

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									Print	Recon	Void	Date	
AS2		57020	103274	Check	1 1007		CMERDC		Yes	No	No	10/17/2022	171.15
AS2		57050	103275	Check	1 6600		COMMITTEE FOR CHILDREN		Yes	No	No	10/17/2022	2,329.00
AS2		57057	103276	Check	1 7480		CORPORATE MECHANICAL, INC.		Yes	No	No	10/17/2022	6,745.00
AS2		57052	103277	Check	1 6727	remit	DAIKIN APPLIED		Yes	No	No	10/17/2022	1,419.00
AS2		57028	103278	Check	1 1551		DEEP PORTAGE		Yes	No	No	10/17/2022	16,120.00
AS2		57064	103279	Check	1 8000		ECLIPSE PAINTING, INC.		Yes	No	No	10/17/2022	2,800.00
AS2		57046	103280	Check	1 5992		ECM PUBLISHERS, INC.		Yes	No	No	10/17/2022	205.63
AS2		57058	103281	Check	1 7513	remit	FOLLETT SCHOOL SOLUTIONS		Yes	No	No	10/17/2022	549.00
AS2		57053	103282	Check	1 6872		GENERAL PARTS LLC		Yes	No	No	10/17/2022	393.94
AS2		57049	103283	Check	1 6481		GRADY'S ACE HARDWARE		Yes	No	No	10/17/2022	936.39
AS2		57035	103284	Check	1 3207	REMIT	HOUGHTON MIFFLIN HARCOURT		Yes	No	No	10/17/2022	5,340.00
AS2		57041	103285	Check	1 5165		ICS CONSULTING, INC		Yes	No	No	10/17/2022	13,096.00
AS2		57037	103286	Check	1 3679	remit	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	10/17/2022	9,791.38
AS2		57040	103287	Check	1 4673		INTEGRIPRINT		Yes	No	No	10/17/2022	117.35
AS2		57031	103288	Check	1 2051		INTERMEDIATE DISTRICT 287		Yes	No	No	10/17/2022	2,381.56
AS2		57039	103289	Check	1 4613		KENNEDY AND GRAVEN		Yes	No	No	10/17/2022	2,444.00
AS2		57065	103290	Check	1 8216	remit	MACMILLAN HOLDINGS LLC		Yes	No	No	10/17/2022	671.32
AS2		57060	103291	Check	1 7697		MARISELA V NELSON INTERPRETING		Yes	No	No	10/17/2022	425.00
AS2		57023	103292	Check	1 1044		MAWSECO #938		Yes	No	No	10/17/2022	432.27
AS2		57033	103293	Check	1 2518	remit	MCGRAW - HILL SCHOOL EDUCATION		Yes	No	No	10/17/2022	2,473.65
AS2		57044	103294	Check	1 5795	remit 2	MEDCO SURGICAL SUPPLY SERVICE		Yes	No	No	10/17/2022	32.18
AS2		57032	103295	Check	1 2216		MENARDS INC		Yes	No	No	10/17/2022	135.37
AS2		57022	103296	Check	1 1039		MINNESOTA ELEVATOR, INC		Yes	No	No	10/17/2022	469.42
AS2		57029	103297	Check	1 1751		MINNESOTA HISTORICAL SOCIETY		Yes	No	No	10/17/2022	2,885.00
AS2		57048	103298	Check	1 6191		NAC MECHANICAL & ELECTRICAL SER		Yes	No	No	10/17/2022	1,388.00
AS2		57047	103299	Check	1 6106	remit	NATIONAL FFA ORGANIZATION		Yes	No	No	10/17/2022	490.00
AS2		57054	103300	Check	1 6913		NEE INVESTMENT 9, LLC		Yes	No	No	10/17/2022	452.97
AS2		57042	103301	Check	1 5202		NL-S COMMUNITY ED & YOUTH SERVIC		Yes	No	No	10/17/2022	358.00
AS2		57063	103302	Check	1 7873		ON SITE COMPANIES, INC.		Yes	No	No	10/17/2022	2,388.00
AS2		57043	103303	Check	1 5322		PEBBLE CREEK GOLF CLUB		Yes	No	No	10/17/2022	300.00
AS2		57068	103304	Check	1 8412		PERFORMANCE FOODSERVICE	C Corporation	Yes	No	No	10/17/2022	589.91
AS2		57055	103305	Check	1 7144	REMIT	PIONEER CRITICAL POWER		Yes	No	No	10/17/2022	580.00
AS2		57025	103306	Check	1 1230		RATWIK, ROSZAK & MALONEY, P.A.		Yes	No	No	10/17/2022	15.00
AS2		57034	103307	Check	1 2537		REGION V		Yes	No	No	10/17/2022	5,975.25
AS2		57036	103308	Check	1 3291	remit4	SAVVAS LEARNING CO LLC		Yes	No	No	10/17/2022	593.90
AS2		57024	103309	Check	1 1091		SCHMITT MUSIC CENTER		Yes	No	No	10/17/2022	476.69
AS2		57069	103310	Check	1 8422		SCHOOL BUSINESS MANAGEMENT SE	Ind/Sole Proprietor	Yes	No	No	10/17/2022	11,340.00
AS2		57027	103311	Check	1 1489	Remit	SCHOOL SPECIALTY		Yes	No	No	10/17/2022	34.44
AS2		57021	103312	Check	1 1012		SCHOOL SPECIALTY INC		Yes	No	No	10/17/2022	49.80

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											Void	Date	
AS2		57070	103313	Check	1	8468	STUKENT INC	C Corporation	Yes	No	No	10/17/2022	5,700.00
AS2		57059	103314	Check	1	7545	TEACHERS ON CALL		Yes	No	No	10/17/2022	5,763.13
AS2		57061	103315	Check	1	7778	TEAMWORKS INTERNATIONAL, INC		Yes	No	No	10/17/2022	350.00
AS2		57062	103316	Check	1	7786	REMIT TERRAFORM PHOENIX II ARCADIA		Yes	No	No	10/17/2022	329.09
AS2		57066	103317	Check	1	8278	TROBEC'S BUS SERVICE, INC.	S Corporation	Yes	No	No	10/17/2022	3,010.50
AS2		57045	103318	Check	1	5806	remit UNIVERSAL ATHLETIC, LLC		Yes	No	No	10/17/2022	26.49
AS2		57030	103319	Check	1	1841	WRIGHT TECHNICAL CENTER		Yes	No	No	10/17/2022	3,600.62
AS2		57071	103320	Check	1	8486	LEISTICO, ALLISON		Yes	No	No	10/17/2022	739.43
AS2		57086	103321	Check	1	2009	EDUCATION MINNESOTA ROCKFORD		Yes	No	No	10/19/2022	3,742.67
AS2		57087	103322	Check	1	1644	ISD #883 EDUCATION FOUNDATION		Yes	No	No	10/19/2022	486.70
AS2		57088	103323	Check	1	1969	SCHOOL SERVICE EMPLOYEES		Yes	No	No	10/19/2022	1,212.27
AS2		57090	103324	Check	1	1180	CENTERPOINT ENERGY		Yes	No	No	10/21/2022	1,115.35
AS2		57101	103325	Check	1	5507	CITY OF GREENFIELD WATER & SEWE		Yes	No	No	10/21/2022	1,428.09
AS2		57093	103326	Check	1	2211	CROWN COLLEGE		Yes	No	No	10/21/2022	2,946.06
AS2		57106	103327	Check	1	7570	CST MN - BIN # 170065		Yes	No	No	10/21/2022	162,199.20
AS2		57107	103328	Check	1	7570	CST MN - BIN # 170065		Yes	No	No	10/21/2022	40,000.00
AS2		57112	103329	Check	1	8265	remit DOMINO'S PIZZA		Yes	No	No	10/21/2022	109.84
AS2		57103	103330	Check	1	6829	DRUSCH, MERLYN		Yes	No	No	10/21/2022	86.00
AS2		57119	103331	Check	1	8487	DYKSTRA, RYAN	Ind/Sole Proprietor	Yes	No	No	10/21/2022	100.00
AS2		57104	103332	Check	1	7344	FIRST		Yes	No	No	10/21/2022	6,000.00
AS2		57110	103333	Check	1	7812	FLIBS		Yes	No	No	10/21/2022	1,125.00
AS2		57094	103334	Check	1	2368	FORD, DANIEL	Ind/Sole Proprietor	Yes	No	No	10/21/2022	100.00
AS2		57120	103335	Check	1	8488	GENZ, CHAD	Ind/Sole Proprietor	Yes	No	No	10/21/2022	100.00
AS2		57097	103336	Check	1	3430	KLIMA, MIKE	Ind/Sole Proprietor	Yes	No	No	10/21/2022	100.00
AS2		57099	103337	Check	1	4811	KUPHAL BRENT	Ind/Sole Proprietor	Yes	No	No	10/21/2022	86.00
AS2		57117	103338	Check	1	8484	LARSON, JESSICA		Yes	No	No	10/21/2022	160.00
AS2		57108	103339	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	10/21/2022	40.00
AS2		57089	103340	Check	1	1096	remit NASCO		Yes	No	No	10/21/2022	323.88
AS2		57114	103341	Check	1	8412	PERFORMANCE FOODSERVICE	C Corporation	Yes	No	No	10/21/2022	668.83
AS2		57098	103342	Check	1	4366	REGION 5A SECRETARY		Yes	No	No	10/21/2022	100.00
AS2		57115	103343	Check	1	8482	REGION EXECUTIVE SECRETARY		Yes	No	No	10/21/2022	3,215.00
AS2		57095	103344	Check	1	2537	REGION V		Yes	No	No	10/21/2022	7,710.00
AS2		57113	103345	Check	1	8402	REPUBLIC SERVICES, INC.	C Corporation	Yes	No	No	10/21/2022	2,725.43
AS2		57096	103346	Check	1	2895	ROCKET BOOSTERS		Yes	No	No	10/21/2022	120.00
AS2		57100	103347	Check	1	4937	RUSSELL SECURITY RESOURCE INC		Yes	No	No	10/21/2022	36,218.00
AS2		57109	103348	Check	1	7799	SAFETYFIRST PLAYGROUND MAINTEN		Yes	No	No	10/21/2022	16,958.00
AS2		57118	103349	Check	1	8485	SALAS CONTRERAS, VERONICA		Yes	No	No	10/21/2022	160.00
AS2		57111	103350	Check	1	8029	SFM		Yes	No	No	10/21/2022	16,576.00
AS2		57105	103351	Check	1	7545	TEACHERS ON CALL		Yes	No	No	10/21/2022	6,380.60

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											Void	Date	
AS2		57091	103352	Check	1	1792	THREE RIVERS PARK DISTRICT		Yes	No	No	10/21/2022	1,464.05
AS2		57116	103353	Check	1	8483	TORGERSON, LOIS		Yes	No	No	10/21/2022	160.00
AS2		57092	103354	Check	1	1828	TRAEN, TODD		Yes	No	No	10/21/2022	172.00
AS2		57102	103355	Check	1	5709	WAWRZNIAK, SCOTT	Ind/Sole Proprietor	Yes	No	No	10/21/2022	100.00
AS2		57121	103356	Check	1	1192	VERIZON WIRELESS		Yes	No	No	10/26/2022	489.74
AS2		57128	103357	Check	1	1015	remit2 ASCD		Yes	No	No	10/28/2022	89.00
AS2		57148	103358	Check	1	8390	BLUUM OF MINNESOTA, LLC		Yes	No	No	10/28/2022	5,963.75
AS2		57127	103359	Check	1	1007	CMERDC		Yes	No	No	10/28/2022	11.96
AS2		57136	103360	Check	1	6290	CONNECTING POINT COMPUTER CEN		Yes	No	No	10/28/2022	436.85
AS2		57151	103361	Check	1	8469	DICK'S VALLEY SERVICE, INC.	C Corporation	Yes	No	No	10/28/2022	450.00
AS2		57132	103362	Check	1	4251	REMIT HEINEMANN		Yes	No	No	10/28/2022	194.94
AS2		57144	103363	Check	1	7878	HERITAGE EMBROIDERY & DESIGN		Yes	No	No	10/28/2022	385.00
AS2		57147	103364	Check	1	8361	KAMIDA CONCRETE CONSTRUCTION,	S Corporation	Yes	No	No	10/28/2022	3,850.00
AS2		57153	103365	Check	1	8489	LAURSEN PIANO SERVICE	LLC - S Corp	Yes	No	No	10/28/2022	360.00
AS2		57154	103366	Check	1	8490	LOCKWOOD, ADELINE		Yes	No	No	10/28/2022	90.00
AS2		57138	103367	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	10/28/2022	575.00
AS2		57142	103368	Check	1	7857	MCLEOD COMMUNITY SOLAR ONE LLC		Yes	No	No	10/28/2022	1,751.93
AS2		57143	103369	Check	1	7858	MEEKER COMMUNITY SOLAR ONE LLC		Yes	No	No	10/28/2022	2,145.33
AS2		57130	103370	Check	1	2216	MENARDS INC		Yes	No	No	10/28/2022	65.83
AS2		57139	103371	Check	1	7777	MN ASSOC OF IB WORLD SCHOOLS		Yes	No	No	10/28/2022	560.00
AS2		57137	103372	Check	1	7178	MSOPA		Yes	No	No	10/28/2022	50.00
AS2		57129	103373	Check	1	1096	remit NASCO		Yes	No	No	10/28/2022	989.36
AS2		57133	103374	Check	1	4341	NORTH STAR AWARDS & TROPHIES		Yes	No	No	10/28/2022	12.50
AS2		57155	103375	Check	1	8491	OSPREY WILDS ENVIRONMENTAL LEA	Other	Yes	No	No	10/28/2022	14,175.00
AS2		57152	103376	Check	1	8481	PRAIRIE RESTORATION, INC.	C Corporation	Yes	No	No	10/28/2022	6,107.00
AS2		57134	103377	Check	1	4366	REGION 5A SECRETARY		Yes	No	No	10/28/2022	775.00
AS2		57131	103378	Check	1	2895	ROCKET BOOSTERS		Yes	No	No	10/28/2022	600.00
AS2		57150	103379	Check	1	8409	RUPP, ANDERSON, SQUIRES, WALDSF		Yes	No	No	10/28/2022	1,173.00
AS2		57141	103380	Check	1	7836	remit SCHWAAB, INC		Yes	No	No	10/28/2022	37.75
AS2		57145	103381	Check	1	8143	SCRIBBLES SOFTWARE	C Corporation	Yes	No	No	10/28/2022	111.50
AS2		57135	103382	Check	1	6282	SOUTHWEST METRO EDUCATIONAL C		Yes	No	No	10/28/2022	2,716.33
AS2		57146	103383	Check	1	8170	remit US BANCORP GOVN'T LEASING & FINA	C Corporation	Yes	No	No	10/28/2022	7,569.12
AS2		57149	103384	Check	1	8391	US OMNI & TSACG COMPLIANCE SERV	C Corporation	Yes	No	No	10/28/2022	251.12
AS2		57140	103385	Check	1	7821	VARSITY GROUP		Yes	No	No	10/28/2022	1,430.00

Bank Total: \$1,290,285.92

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
WEST		56982	1000001	Wire	1 8422		SCHOOL BUSINESS MANAGEMENT SE	Ind/Sole Proprietor	Yes	Yes	Yes	10/13/2022	(1.00)
												Bank Total:	<input type="text" value="(\$1.00)"/>
												Report Total:	<input type="text" value="\$1,290,284.92"/>

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	56724	AS2	1	8257		TWIN CITIES THANKSC	202304	0883	8128		460.00	0.00
										0883	56911	AS2	1	1269		T-MOBILE	202304	0883	8128		0.00	1,260.00
										0883	56914	AS2	1	1215		XCEL ENERGY	202304	0883	8128		0.00	31,789.43
										0883	56916	AS2	1	1037	remit	STAR TRIBUNE	202304	0883	8128		0.00	104.19
										0883	56916	AS2	1	1037	remit	STAR TRIBUNE	202304	0883	8128		0.00	135.69
										0883	56916	AS2	1	1037	remit	STAR TRIBUNE	202304	0883	8128		0.00	105.75
										0883	56917	AS2	1	1059	remit	BLICK ART MATERIALS	202304	0883	8128		0.00	42.48
										0883	56918	AS2	1	1079		OFFICE DEPOT	202304	0883	8128		0.00	1,814.89
										0883	56919	AS2	1	1098		MACGILL & CO	202304	0883	8128		0.00	648.27
										0883	56920	AS2	1	1102		JW PEPPER	202304	0883	8128		0.00	35.99
										0883	56921	AS2	1	1128		rSchoolToday (DWC)	202304	0883	8128		0.00	750.00
										0883	56922	AS2	1	1180		CENTERPOINT ENERG	202304	0883	8128		0.00	436.76
										0883	56922	AS2	1	1180		CENTERPOINT ENERG	202304	0883	8128		0.00	170.46
										0883	56923	AS2	1	1311		MN DEPT OF LABOR A	202304	0883	8128		0.00	100.00
										0883	56923	AS2	1	1311		MN DEPT OF LABOR A	202304	0883	8128		0.00	60.00
										0883	56923	AS2	1	1311		MN DEPT OF LABOR A	202304	0883	8128		0.00	10.00
										0883	56923	AS2	1	1311		MN DEPT OF LABOR A	202304	0883	8128		0.00	40.00
										0883	56923	AS2	1	1311		MN DEPT OF LABOR A	202304	0883	8128		0.00	60.00
										0883	56924	AS2	1	1366		NEFF/JOSTENS	202304	0883	8128		0.00	2,016.95
										0883	56925	AS2	1	1437		KOIVISTO ELECTRICAL	202304	0883	8128		0.00	7,357.19
										0883	56926	AS2	1	1511		KRATOSKA, BILL	202304	0883	8128		0.00	80.00
										0883	56928	AS2	1	1826		ANDERSON, BRIAN	202304	0883	8128		0.00	86.00
										0883	56929	AS2	1	1828		TRAEN, TODD	202304	0883	8128		0.00	86.00
										0883	56929	AS2	1	1828		TRAEN, TODD	202304	0883	8128		0.00	86.00
										0883	56930	AS2	1	3343	REMI	ACCO BRANDS USA LL	202304	0883	8128		0.00	38.68
										0883	56931	AS2	1	4207		LAURSEN STEVEN C	202304	0883	8128		0.00	360.00
										0883	56931	AS2	1	4207		LAURSEN STEVEN C	202304	0883	8149		360.00	0.00
										0883	56932	AS2	1	4325		INSTITUTE FOR MUTI S	202304	0883	8128		0.00	1,512.00
										0883	56933	AS2	1	4335		4 POINT 0 SCHOOL SEI	202304	0883	8128		0.00	63,227.66
										0883	56935	AS2	1	4719		TRACTOR SUPPLY CRE	202304	0883	8128		0.00	222.84
										0883	56935	AS2	1	4719		TRACTOR SUPPLY CRE	202304	0883	8128		0.00	104.97
										0883	56935	AS2	1	4719		TRACTOR SUPPLY CRE	202304	0883	8128		0.00	66.95
										0883	56935	AS2	1	4719		TRACTOR SUPPLY CRE	202304	0883	8128		0.00	601.94
										0883	56935	AS2	1	4719		TRACTOR SUPPLY CRE	202304	0883	8128		0.00	11.48
										0883	56936	AS2	1	4811		KUPHAL BRENT	202304	0883	8128		0.00	86.00
										0883	56936	AS2	221	4811		KUPHAL BRENT	202304	0883	8128		0.00	86.00
										0883	56937	AS2	1	5149		TOLL COMPANY	202304	0883	8128		0.00	23.28
										0883	56938	AS2	1	5180		COTTINGHAM, ANDRE	202304	0883	8128		0.00	160.00

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	56940	AS2	1	5574		SUMMIT FIRE PROTEC	202304	0883	8128	0.00	585.00	
										0883	56941	AS2	1	5795	remit	MEDCO SURGICAL SUF	202304	0883	8128	0.00	18.66	
										0883	56941	AS2	1	5795	remit	MEDCO SURGICAL SUF	202304	0883	8128	0.00	70.10	
										0883	56941	AS2	1	5795	remit	MEDCO SURGICAL SUF	202304	0883	8128	0.00	16.60	
										0883	56942	AS2	1	5796		REGENTS OF THE UNI	202304	0883	8128	0.00	3,000.00	
										0883	56944	AS2	1	5974		KULLY SUPPLY	202304	0883	8128	0.00	4,601.89	
										0883	56945	AS2	1	5987		POHLMIEIER, RICH	202304	0883	8128	0.00	130.00	
										0883	56946	AS2	1	6210	remit	PRO-ED INC.	202304	0883	8128	0.00	88.00	
										0883	56946	AS2	1	6210	remit	PRO-ED INC.	202304	0883	8128	0.00	41.80	
										0883	56947	AS2	1	6279		SHI INTERNATIONAL C	202304	0883	8128	0.00	5,125.00	
										0883	56948	AS2	1	6437		TASC	202304	0883	8128	0.00	34.50	
										0883	56949	AS2	1	6742		MANTHEI, HOWARD	202304	0883	8128	0.00	130.00	
										0883	56950	AS2	1	6829		DRUSCH, MERLYN	202304	0883	8128	0.00	86.00	
										0883	56952	AS2	1	7480		CORPORATE MECHAN	202304	0883	8128	0.00	1,175.00	
										0883	56954	AS2	1	7545		TEACHERS ON CALL	202304	0883	8128	0.00	4,536.85	
										0883	56954	AS2	1	7545		TEACHERS ON CALL	202304	0883	8128	0.00	2,027.40	
										0883	56955	AS2	1	7570		CST MN - BIN # 170065	202304	0883	8128	0.00	40,000.00	
										0883	56956	AS2	1	7697		MARISELA V NELSON II	202304	0883	8128	0.00	30.00	
										0883	56956	AS2	1	7697		MARISELA V NELSON II	202304	0883	8128	0.00	150.00	
										0883	56956	AS2	1	7697		MARISELA V NELSON II	202304	0883	8128	0.00	80.00	
										0883	56957	AS2	1	7738	REMI	GRANITE TELECOMMU	202304	0883	8128	0.00	745.08	
										0883	56958	AS2	1	7811		PASCO SCIENTIFIC	202304	0883	8128	0.00	388.00	
										0883	56959	AS2	1	8095	remit	GIMKIT, INC.	202304	0883	8128	0.00	1,000.00	
										0883	56960	AS2	1	8419		INTERSTATE BOOKS45	202304	0883	8128	0.00	403.84	
										0883	56962	AS2	1	8457		KLUEMPKE, KIRK	202304	0883	8128	0.00	160.00	
										0883	56963	AS2	1	8470		POWER, TRACY	202304	0883	8128	0.00	80.00	
										0883	56964	AS2	1	8471		POWER, RANDALL	202304	0883	8128	0.00	80.00	
										0883	56967	AS2	1	8409		RUPP, ANDERSON, SQ	202304	0883	8128	0.00	118.50	
										0883	56981	AS2	1	7981		AT&T MOBILITY	202304	0883	8143	0.00	498.22	
										0883	56982	WEST1	1	8422		SCHOOL BUSINESS MA	202304	0883	8143	1.00	0.00	
										0883	56983	AS2	1	1020	remit	PITNEY BOWES	202304	0883	8143	0.00	612.00	
										0883	56984	AS2	1	1091		SCHMITT MUSIC CENT	202304	0883	8143	0.00	37.70	
										0883	56984	AS2	1	1091		SCHMITT MUSIC CENT	202304	0883	8143	0.00	24.80	
										0883	56985	AS2	1	1180		CENTERPOINT ENERG	202304	0883	8143	0.00	1,869.18	
										0883	56985	AS2	1	1180		CENTERPOINT ENERG	202304	0883	8143	0.00	448.58	
										0883	56985	AS231	1	1180		CENTERPOINT ENERG	202304	0883	8143	0.00	31.82	
										0883	56986	AS2	1	1200		CUB FOODS	202304	0883	8143	0.00	107.15	
										0883	56986	AS2	1	1200		CUB FOODS	202304	0883	8143	0.00	59.44	

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	56987	AS2	1	1366		NEFF/JOSTENS	202304	0883	8143		0.00	2,675.00
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	971.79
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	29.97
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	112.41
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	341.33
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	19.98
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	39.99
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	93.18
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	271.43
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	69.60
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	829.15
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	1,196.90
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	63.50
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	552.86
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	74.84
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	7.19
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	15.96
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	546.88
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	4.50
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	171.99
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	164.91
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	68.97
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	190.97
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	23.98
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	135.76
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	62.93
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	432.41
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	794.00
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	226.90
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	11.99
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	93.45
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	134.97
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	266.66
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	3.07
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	52.76
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	175.00
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	806.25
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	100.99

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	125.86	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	392.06	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	386.40	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	277.20	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	263.08	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	12.79	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	289.78	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	53.50	
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	539.55	
										0883	56989	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	675.00	
										0883	56990	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	46.82	
										0883	56991	AS2	1	1394		MBNA/BUSINESS CARC202304	0883	8143		0.00	39.75	
										0883	56992	AS2	1	1489	Remi	SCHOOL SPECIALTY 202304	0883	8143		0.00	95.80	
										0883	56993	AS2	1	1828		TRAEN, TODD 202304	0883	8143		0.00	86.00	
										0883	56994	AS2	1	1938		TRA 202304	0883	8149		55.30	0.00	
										0883	56994	AS2	1	1938		TRA 202304	0883	8149		7.87	0.00	
										0883	56994	AS2	1	1938		TRA 202304	0883	8143		0.00	7.87	
										0883	56994	AS2	1	1938		TRA 202304	0883	8143		0.00	55.30	
										0883	56995	AS2	1	3346		BAYERL, BARRY 202304	0883	8143		0.00	130.00	
										0883	56996	AS2	1	4811		KUPHAL BRENT 202304	0883	8143		0.00	86.00	
										0883	56997	AS2	1	6356		MITEL NETSOLUTIONS 202304	0883	8143		0.00	4,203.50	
										0883	56998	AS2	1	6572		BEHRENS, CHARLES 202304	0883	8143		0.00	130.00	
										0883	56999	AS2	1	6703		INDEPENDENT SCHOO202304	0883	8143		0.00	2,940.66	
										0883	57000	AS2	1	6913		NEE INVESTMENT 9, LL202304	0883	8143		0.00	351.21	
										0883	57002	AS2	1	7224		BSN SPORTS, LLC 202304	0883	8143		0.00	1,159.90	
										0883	57003	AS2	1	7321		TREICHEL, TYLER 202304	0883	8143		0.00	100.00	
										0883	57004	AS2	1	7697		MARISELA V NELSON II202304	0883	8143		0.00	30.00	
										0883	57005	AS2	1	7736		JOHNSON CONTROLS 202304	0883	8143		0.00	192.00	
										0883	57006	AS2	1	7771	remit	MRI SOFTWARE, LLC 202304	0883	8143		0.00	2.00	
										0883	57007	AS2	1	7873		ON SITE COMPANIES, I202304	0883	8143		19.25	0.00	
										0883	57007	AS2	1	7873		ON SITE COMPANIES, I202304	0883	8143		19.25	0.00	
										0883	57007	AS2	1	7873		ON SITE COMPANIES, I202304	0883	8143		0.00	242.00	
										0883	57008	AS2	1	8068	remit	NOBLE CONSERVATIOI202304	0883	8143		0.00	7,299.72	
										0883	57009	AS2	1	8319		BASH, MICHAEL 202304	0883	8143		0.00	80.00	
										0883	57010	AS2	1	8390		BLUUM OF MINNESOT#202304	0883	8143		0.00	99.00	
										0883	57011	AS2	25	8399		AMPION PBC 202304	0883	8143		0.00	302.03	
										0883	57012	AS2	1	8459		HOFFMAN, MICHAEL 202304	0883	8143		0.00	80.00	
										0883	57013	AS2	1	8474		HANDT, CLAYTON 202304	0883	8143		0.00	100.00	

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	57014	AS2	1	8475		ST. GEORGE, PAUL	202304	0883	8143	0.00	100.00	
										0883	57015	AS2	1	8476		HANDT, JACK	202304	0883	8143	0.00	100.00	
										0883	57016	AS2	1	8477		DUNBAR, JON	202304	0883	8143	0.00	100.00	
										0883	57017	AS2	1	8478		MCNELLY, MICHAEL	202304	0883	8143	0.00	145.00	
										0883	57018	AS2	1	8479		STMA VB BOOSTERS	202304	0883	8143	0.00	425.00	
										0883	57019	AS2	1	8482		REGION EXECUTIVE SI	202304	0883	8143	0.00	585.00	
										0883	57020	AS2	1	1007		CMERDC	202304	0883	8149	0.00	25.98	
										0883	57020	AS2	1	1007		CMERDC	202304	0883	8149	0.00	12.99	
										0883	57020	AS2	1	1007		CMERDC	202304	0883	8149	0.00	66.40	
										0883	57022	AS2	1	1039		MINNESOTA ELEVATOF	202304	0883	8149	0.00	469.42	
										0883	57023	AS2	1	1044		MAWSECO #938	202304	0883	8149	0.00	432.27	
										0883	57024	AS2	1	1091		SCHMITT MUSIC CENT	202304	0883	8149	0.00	139.97	
										0883	57024	AS2	1	1091		SCHMITT MUSIC CENT	202304	0883	8149	0.00	29.90	
										0883	57024	AS2	1	1091		SCHMITT MUSIC CENT	202304	0883	8149	0.00	135.82	
										0883	57024	AS2	1	1091		SCHMITT MUSIC CENT	202304	0883	8149	0.00	171.00	
										0883	57025	AS2	1	1230		RATWIK, ROSZAK & M/	202304	0883	8149	0.00	15.00	
										0883	57027	AS2	1	1489	Remi	SCHOOL SPECIALTY	202304	0883	8149	0.00	34.44	
										0883	57029	AS2	1	1751		MINNESOTA HISTORIC.	202304	0883	8149	0.00	2,885.00	
										0883	57030	AS2	1	1841		WRIGHT TECHNICAL C	202304	0883	8149	0.00	3,600.62	
										0883	57031	AS2	1	2051		INTERMEDIATE DISTRI	202304	0883	8149	0.00	2,381.56	
										0883	57032	AS2	1	2216		MENARDS INC	202304	0883	8149	0.00	135.37	
										0883	57033	AS2	1	2518	remit	MCGRAW - HILL SCHOI	202304	0883	8149	0.00	2,473.65	
										0883	57034	AS2	1	2537		REGION V	202304	0883	8149	0.00	5,975.25	
										0883	57035	AS2	1	3207	REMI	HOUGHTON MIFFLIN H	202304	0883	8149	0.00	5,340.00	
										0883	57036	AS2	1	3291	remit	SAVVAS LEARNING CO	202304	0883	8149	0.00	593.90	
										0883	57037	AS2	1	3679	remit	INNOVATIVE OFFICE SI	202304	0883	8149	0.00	9,500.00	
										0883	57037	AS2	1	3679	remit	INNOVATIVE OFFICE SI	202304	0883	8149	0.00	96.00	
										0883	57037	AS2	1	3679	remit	INNOVATIVE OFFICE SI	202304	0883	8149	0.00	195.38	
										0883	57038	AS2	1	4335		4 POINT 0 SCHOOL SEI	202304	0883	8149	0.00	93,857.39	
										0883	57039	AS2	1	4613		KENNEDY AND GRAVEI	202304	0883	8149	0.00	2,444.00	
										0883	57040	AS2	1	4673		INTEGRIPRINT	202304	0883	8149	0.00	117.35	
										0883	57043	AS2	1	5322		PEBBLE CREEK GOLF (202304	0883	8149	0.00	300.00	
										0883	57044	AS2	1	5795	remit	MEDCO SURGICAL SUF	202304	0883	8149	0.00	32.18	
										0883	57046	AS2	1	5992		ECM PUBLISHERS, INC	202304	0883	8149	0.00	74.03	
										0883	57046	AS2	1	5992		ECM PUBLISHERS, INC	202304	0883	8149	0.00	131.60	
										0883	57048	AS2	26	6191		NAC MECHANICAL & EI	202304	0883	8149	0.00	1,388.00	
										0883	57049	AS2	1	6481		GRADY'S ACE HARDW/	202304	0883	8149	0.00	936.39	
										0883	57050	AS2	1	6600		COMMITTEE FOR CHIL	202304	0883	8149	0.00	2,329.00	

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount	
0883	B	01	101	000			F		Cash & Cash Equiv	0883	57051	AS2	1	6672		BRYAN ROCK PRODUC	202304	0883	8149		0.00	1,583.36	
										0883	57052	AS2	1	6727	remit	DAIKIN APPLIED	202304	0883	8149		0.00	1,419.00	
										0883	57053	AS2	1	6872		GENERAL PARTS LLC	202304	0883	8149		0.00	393.94	
										0883	57054	AS2	1	6913		NEE INVESTMENT 9, LL	202304	0883	8149		0.00	452.97	
										0883	57055	AS2	1	7144	REMI	PIONEER CRITICAL PO	202304	0883	8149		0.00	580.00	
										0883	57056	AS2	1	7224		BSN SPORTS, LLC	202304	0883	8149		0.00	1,029.60	
										0883	57057	AS2	1	7480		CORPORATE MECHANI	202304	0883	8149		0.00	6,745.00	
										0883	57058	AS2	1	7513	remit	FOLLETT SCHOOL SOL	202304	0883	8149		0.00	549.00	
										0883	57059	AS2	1	7545		TEACHERS ON CALL	202304	0883	8149		0.00	5,763.13	
										0883	57060	AS2	1	7697		MARISELA V NELSON II	202304	0883	8149		0.00	40.00	
										0883	57060	AS2	1	7697		MARISELA V NELSON II	202304	0883	8149		0.00	80.00	
										0883	57060	AS2	1	7697		MARISELA V NELSON II	202304	0883	8149		0.00	305.00	
										0883	57061	AS2	1	7778		TEAMWORKS INTERN/	202304	0883	8149		0.00	350.00	
										0883	57062	AS2	1	7786	REMI	TERRAFORM PHOENIX	202304	0883	8149		0.00	329.09	
										0883	57063	AS2	1	7873		ON SITE COMPANIES, I	202304	0883	8149		0.00	924.00	
										0883	57063	AS2	1	7873		ON SITE COMPANIES, I	202304	0883	8149		0.00	334.00	
										0883	57063	AS2	1	7873		ON SITE COMPANIES, I	202304	0883	8149		0.00	976.00	
										0883	57063	AS2	1	7873		ON SITE COMPANIES, I	202304	0883	8149		0.00	154.00	
										0883	57064	AS2	1	8000		ECLIPSE PAINTING, IN	202304	0883	8149		0.00	2,800.00	
										0883	57065	AS2	1	8216	remit	MACMILLAN HOLDINGS	202304	0883	8149		0.00	671.32	
										0883	57066	AS2	1	8278		TROBEC'S BUS SERVIC	202304	0883	8149		0.00	1,369.56	
										0883	57067	AS2	1	8345		BUFFALO BOOKS, LLC	202304	0883	8149		0.00	40.65	
										0883	57068	AS2	1	8412		PERFORMANCE FOOD	202304	0883	8149		0.00	589.91	
										0883	57069	AS2	1	8422		SCHOOL BUSINESS MA	202304	0883	8149		0.00	615.00	
										0883	57069	AS2	1	8422		SCHOOL BUSINESS MA	202304	0883	8149		0.00	10,725.00	
										0883	57070	AS2	1	8468		STUKENT INC	202304	0883	8149		0.00	5,700.00	
										0883	57071	AS2	1	8486		LEISTICO, ALLISON	202304	0883	8149		0.00	739.43	
										P304P1	0883	57072	AS2	1	3370		MN CHILD SUPPORT PI	202304	0883	8149		0.00	323.50
										P304P1	0883	57073	AS2	1	1962		MINNESOTA DEPT OF I	202304	0883	8149		0.00	0.00
										P304P1	0883	57073	AS2	1	1962		MINNESOTA DEPT OF I	202304	0883	8149		0.00	20,355.41
										P304P1	0883	57074	AS2	1	1937		PUBLIC EMPLOYEES R	202304	0883	8149		0.00	20,474.89
										P304P1	0883	57074	AS2	1	1937		PUBLIC EMPLOYEES R	202304	0883	8149		34.51	0.00
										P304P1	0883	57074	AS2	1	1937		PUBLIC EMPLOYEES R	202304	0883	8149		0.00	34.51
										P304P1	0883	57075	AS2	1	2006		US GOVERNMENT	202304	0883	8149		0.00	120,060.31
										P304P1	0883	57076	AS2	1	1938		TRA	202304	0883	8149		0.00	62,251.19
										0883	57077	AS2	27	4050		AFLAC	202304	0883	8149		0.00	210.16	
										0883	57077	AS2	1	4050		AFLAC	202304	0883	8149		0.00	210.16	
										0883	57078	AS2	1	5459		LEGAL SHIELD	202304	0883	8149		0.00	80.56	

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	57078	AS2	1	5459		LEGAL SHIELD	202304	0883	8149		0.00	86.89
										0883	57079	AS2	1	1962		MINNESOTA DEPT OF I	202304	0883	8149		0.00	19,239.21
										0883	57080	AS2	1	2006		US GOVERNMENT	202304	0883	8149		0.00	112,195.78
										0883	57081	AS2	1	7649		TSA CONSULTING GRC	202304	0883	8149		0.00	3,759.56
										0883	57081	AS2	1	7649		TSA CONSULTING GRC	202304	0883	8149		0.00	3,016.13
										0883	57081	AS2	1	7649		TSA CONSULTING GRC	202304	0883	8149		0.00	7,584.80
										0883	57081	AS2	1	7649		TSA CONSULTING GRC	202304	0883	8149		0.00	3,759.56
										0883	57081	AS2	1	7649		TSA CONSULTING GRC	202304	0883	8149		0.00	3,016.13
										0883	57081	AS2	1	7649		TSA CONSULTING GRC	202304	0883	8149		0.00	7,584.80
										0883	57082	AS2	1	2470		MSRS	202304	0883	8149		0.00	7,002.22
										0883	57082	AS2	1	2470		MSRS	202304	0883	8149		0.00	7,002.22
										0883	57083	AS2	1	3370		MN CHILD SUPPORT PI	202304	0883	8149		0.00	323.50
										0883	57084	AS2	1	1938		TRA	202304	0883	8149		0.00	56,964.44
										0883	57084	AS2	1	1938		TRA	202304	0883	8149		730.58	0.00
										0883	57085	AS2	1	1937		PUBLIC EMPLOYEES R	202304	0883	8149		0.00	22,530.35
										0883	57086	AS2	1	2009		EDUCATION MINNESO	202304	0883	8149		0.00	3,742.67
										0883	57087	AS2	1	1644		ISD #883 EDUCATION F	202304	0883	8149		0.00	280.85
										0883	57087	AS2	1	1644		ISD #883 EDUCATION F	202304	0883	8149		0.00	205.85
										0883	57088	AS2	1	1969		SCHOOL SERVICE EMF	202304	0883	8149		0.00	838.29
										0883	57088	AS2	1	1969		SCHOOL SERVICE EMF	202304	0883	8149		0.00	373.98
										0883	57089	AS2	1	1096	remit	NASCO	202304	0883	8149		0.00	323.88
										0883	57090	AS2	1	1180		CENTERPOINT ENERG	202304	0883	8149		0.00	427.79
										0883	57090	AS2	1	1180		CENTERPOINT ENERG	202304	0883	8149		0.00	687.56
										0883	57091	AS2	1	1792		THREE RIVERS PARK [202304	0883	8149		0.00	1,464.05
										0883	57092	AS2	1	1828		TRAEN, TODD	202304	0883	8149		0.00	172.00
										0883	57093	AS2	1	2211		CROWN COLLEGE	202304	0883	8149		0.00	2,946.06
										0883	57094	AS2	1	2368		FORD, DANIEL	202304	0883	8149		0.00	100.00
										0883	57095	AS2	1	2537		REGION V	202304	0883	8149		0.00	7,710.00
										0883	57096	AS2	1	2895		ROCKET BOOSTERS	202304	0883	8149		0.00	120.00
										0883	57097	AS2	1	3430		KLIMA, MIKE	202304	0883	8149		0.00	100.00
										0883	57098	AS2	1	4366		REGION 5A SECRETAR	202304	0883	8149		0.00	100.00
										0883	57099	AS2	1	4811		KUPHAL BRENT	202304	0883	8149		0.00	86.00
										0883	57100	AS2	1	4937		RUSSELL SECURITY RI	202304	0883	8149		0.00	22,580.00
										0883	57100	AS2	1	4937		RUSSELL SECURITY RI	202304	0883	8149		0.00	13,638.00
										0883	57101	AS2	1	5507		CITY OF GREENFIELD	202304	0883	8149		0.00	33.00
										0883	57101	AS2	1	5507		CITY OF GREENFIELD	202304	0883	8149		0.00	1,395.09
										0883	57102	AS2	1	5709		WAWRZNIAK, SCOTT	202304	0883	8149		0.00	100.00
										0883	57103	AS2	1	6829		DRUSCH, MERLYN	202304	0883	8149		0.00	86.00

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	57104	AS2	1	7344		FIRST	202304	0883	8149	0.00	6,000.00	
										0883	57105	AS2	1	7545		TEACHERS ON CALL	202304	0883	8149	0.00	5,752.85	
										0883	57106	AS2	1	7570		CST MN - BIN # 170065	202304	0883	8149	0.00	162,199.20	
										0883	57107	AS2	1	7570		CST MN - BIN # 170065	202304	0883	8149	0.00	40,000.00	
										0883	57108	AS2	1	7697		MARISELA V NELSON II	202304	0883	8149	0.00	40.00	
										0883	57109	AS2	1	7799		SAFETYFIRST PLAYGR	202304	0883	8149	0.00	16,958.00	
										0883	57110	AS2	1	7812		FLIBS	202304	0883	8149	0.00	1,125.00	
										0883	57111	AS2	1	8029		SFM	202304	0883	8149	0.00	16,576.00	
										0883	57113	AS2	1	8402		REPUBLIC SERVICES, I	202304	0883	8149	0.00	2,725.43	
										0883	57114	AS2	1	8412		PERFORMANCE FOOD:	202304	0883	8149	0.00	668.83	
										0883	57115	AS2	1	8482		REGION EXECUTIVE SI	202304	0883	8149	0.00	3,215.00	
										0883	57116	AS2	1	8483		TORGERSON, LOIS	202304	0883	8149	0.00	160.00	
										0883	57117	AS2	1	8484		LARSON, JESSICA	202304	0883	8149	0.00	160.00	
										0883	57118	AS2	1	8485		SALAS CONTRERAS, V	202304	0883	8149	0.00	160.00	
										0883	57119	AS2	1	8487		DYKSTRA, RYAN	202304	0883	8149	0.00	100.00	
										0883	57120	AS2	1	8488		GENZ, CHAD	202304	0883	8149	0.00	100.00	
										0883	57121	AS2	1	1192		VERIZON WIRELESS	202304	0883	8149	0.00	389.80	
										0883	57128	AS2	1	1015	remit:	ASCD	202304	0883	8149	0.00	89.00	
										0883	57129	AS2	1	1096	remit	NASCO	202304	0883	8149	28.76	0.00	
										0883	57129	AS2	1	1096	remit	NASCO	202304	0883	8149	0.00	1,018.12	
										0883	57130	AS2	1	2216		MENARDS INC	202304	0883	8149	0.00	65.83	
										0883	57131	AS2	1	2895		ROCKET BOOSTERS	202304	0883	8149	0.00	600.00	
										0883	57132	AS2	1	4251	REMI	HEINEMANN	202304	0883	8149	0.00	194.94	
										0883	57134	AS2	1	4366		REGION 5A SECRETAR	202304	0883	8149	0.00	775.00	
										0883	57135	AS2	1	6282		SOUTHWEST METRO E	202304	0883	8149	0.00	2,716.33	
										0883	57136	AS2	1	6290		CONNECTING POINT C	202304	0883	8149	0.00	436.85	
										0883	57137	AS2	1	7178		MSOPA	202304	0883	8149	0.00	50.00	
										0883	57138	AS2	1	7697		MARISELA V NELSON II	202304	0883	8149	0.00	305.00	
										0883	57138	AS2	1	7697		MARISELA V NELSON II	202304	0883	8149	0.00	270.00	
										0883	57139	AS2	1	7777		MN ASSOC OF IB WOR	202304	0883	8149	0.00	560.00	
										0883	57140	AS2	1	7821		VARSITY GROUP	202304	0883	8149	0.00	1,430.00	
										0883	57141	AS2	1	7836	remit	SCHWAAB, INC	202304	0883	8149	0.00	37.75	
										0883	57142	AS2	1	7857		MCLEOD COMMUNITY :	202304	0883	8149	0.00	1,751.93	
										0883	57143	AS2	1	7858		MEEKER COMMUNITY :	202304	0883	8149	0.00	2,145.33	
										0883	57145	AS2	1	8143		SCRIBBLES SOFTWARE	202304	0883	8149	0.00	111.50	
										0883	57146	AS2	291	8170	remit	US BANCORP GOVN'T I	202304	0883	8149	0.00	7,569.12	
										0883	57147	AS2	1	8361		KAMIDA CONCRETE CC	202304	0883	8149	0.00	3,850.00	
										0883	57148	AS2	1	8390		BLUUM OF MINNESOTA	202304	0883	8149	0.00	2,890.00	

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount																			
0883	B	01	101	000			F		Cash & Cash Equip	0883	57148	AS2	1	8390		BLUUM OF MINNESOTA	202304	0883	8149		0.00	3,073.75																			
										0883	57149	AS2	1	8391		US OMNI & TSACG COM	202304	0883	8149		0.00	251.12																			
										0883	57150	AS2	1	8409		RUPP, ANDERSON, SQ	202304	0883	8149		0.00	1,173.00																			
										0883	57151	AS2	1	8469		DICK'S VALLEY SERVIC	202304	0883	8149		0.00	450.00																			
										0883	57153	AS2	1	8489		LAURSEN PIANO SERV	202304	0883	8149		0.00	360.00																			
										0883	57154	AS2	1	8490		LOCKWOOD, ADELINE	202304	0883	8149		0.00	90.00																			
Account Total:																																								\$1,716.52	\$1,222,284.01
0883	B	04	101	000			F		Cash & Cash Equip	0883	56913	AS2	1	6377		DISH	202304	0883	8128		0.00	114.06																			
										0883	56927	AS2	1	1683		PUSH PEDAL PULL	202304	0883	8128		0.00	362.60																			
										0883	56961	AS2	1	8439		COMMON THREAD CU	202304	0883	8128		0.00	1,050.67																			
										0883	56986	AS2	1	1200		CUB FOODS	202304	0883	8143		0.00	149.63																			
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	249.80																			
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	1,020.00																			
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARC	202304	0883	8143		0.00	299.07																			
										0883	57020	AS2	1	1007		CMERDC	202304	0883	8149		0.00	41.86																			
										0883	57020	AS2	1	1007		CMERDC	202304	0883	8149		0.00	23.92																			
										0883	57021	AS2	1	1012		SCHOOL SPECIALTY IN	202304	0883	8149		0.00	30.27																			
										0883	57021	AS2	1	1012		SCHOOL SPECIALTY IN	202304	0883	8149		0.00	19.53																			
										0883	57026	AS2	1	1369		ABC LETTERING	202304	0883	8149		0.00	180.00																			
										0883	57038	AS2	1	4335		4 POINT 0 SCHOOL SEI	202304	0883	8149		0.00	1,989.60																			
										0883	57042	AS2	1	5202		NL-S COMMUNITY ED &	202304	0883	8149		0.00	358.00																			
										0883	57105	AS2	1	7545		TEACHERS ON CALL	202304	0883	8149		0.00	627.75																			
										0883	57112	AS2	1	8265	remit	DOMINO'S PIZZA	202304	0883	8149		0.00	36.50																			
										0883	57121	AS2	1	1192		VERIZON WIRELESS	202304	0883	8149		0.00	99.94																			
										0883	57127	AS2	1	1007		CMERDC	202304	0883	8149		0.00	11.96																			
Account Total:																																								\$0.00	\$6,665.16
0883	B	06	101	000			F		Cash & Cash Equip	0883	56934	AS2	1	4692		BRAUN INTERTEC COF	202304	0883	8128		0.00	2,087.00																			
										0883	57041	AS2	1	5165		ICS CONSULTING, INC	202304	0883	8149		0.00	13,096.00																			
										0883	57152	AS2	1	8481		PRAIRIE RESTORATIO	202304	0883	8149		0.00	6,107.00																			
Account Total:																																								\$0.00	\$21,290.00
0883	B	21	101	000			F		Cash & Cash Equip	0883	56912	AS2	1	1159		BANKWEST-CASH	202304	0883	8128		0.00	98.00																			
										0883	56915	AS2	1	1012		SCHOOL SPECIALTY IN	202304	0883	8128		0.00	478.64																			
										0883	56915	AS2	1	1012		SCHOOL SPECIALTY IN	202304	0883	8128		0.00	363.54																			
										0883	56915	AS2	1	1012		SCHOOL SPECIALTY IN	202304	0883	8128		0.00	78.89																			
										0883	56939	AS2 ³⁰	1	5267		ADRENALINE FUNDRAI	202304	0883	8128		0.00	4,237.00																			
										0883	56943	AS2	1	5806	remit	UNIVERSAL ATHLETIC,	202304	0883	8128		0.00	89.70																			
										0883	56951	AS2	1	7034		MIDWEST VOLLEYBALI	202304	0883	8128		0.00	287.61																			

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	21	101	000			F		Cash & Cash Equiv	0883	56953	AS2	1	7521		HUDL	202304	0883	8128		0.00	700.00
										0883	56965	AS2	1	8472		RAY, MARISSA	202304	0883	8128		0.00	150.00
										0883	56966	AS2	1	8473		ZWIEFEL, ERIK	202304	0883	8128		0.00	225.00
										0883	56986	AS2	1	1200		CUB FOODS	202304	0883	8143		0.00	79.11
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARL	202304	0883	8143		0.00	99.94
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARL	202304	0883	8143		0.00	23.98
										0883	56988	AS2	1	1394		MBNA/BUSINESS CARL	202304	0883	8143		0.00	359.99
										0883	57001	AS2	1	7196		GERTEN GREENHOUSI	202304	0883	8143		0.00	1,553.60
										0883	57006	AS2	1	7771	remit	MRI SOFTWARE, LLC	202304	0883	8143		0.00	14.00
										0883	57028	AS2	1	1551		DEEP PORTAGE	202304	0883	8149		0.00	16,120.00
										0883	57045	AS2	1	5806	remit	UNIVERSAL ATHLETIC, 202304	202304	0883	8149		0.00	26.49
										0883	57047	AS2	1	6106	remit	NATIONAL FFA ORGAN	202304	0883	8149		0.00	490.00
										0883	57066	AS2	1	8278		TROBEC'S BUS SERVIC	202304	0883	8149		0.00	1,640.94
										0883	57112	AS2	1	8265	remit	DOMINO'S PIZZA	202304	0883	8149		0.00	73.34
										0883	57133	AS2	1	4341		NORTH STAR AWARDS	202304	0883	8149		0.00	12.50
										0883	57144	AS2	1	7878		HERITAGE EMBROIDEF	202304	0883	8149		0.00	385.00
										0883	57155	AS2	1	8491		OSPREY WILDS ENVIR	202304	0883	8149		0.00	14,175.00
Account Total:																				\$0.00	\$41,762.27	
Report Total:																				\$1,716.52	\$1,292,001.44	



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

Subject: Open Enrollments

Meeting Date: November 21, 2022

Prepared by: Business Office

Date Prepared: November 17, 2022

Information Briefing Action Enclosure Item(s)

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
EC	Delano	279	10/10/2022	different Special Ed program
2	Delano	279	9/6/2022	family move, wanted to stay @ Delano

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
12	Buffalo	877	11/1/2022	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: Recertify Identified Official with Authority for MDE
Secure Websites**

Meeting Date: November 21, 2022

Prepared by: Superintendent's Office

Date Prepared: November 18, 2022

Information Briefing Action Enclosure Item(s)

Annually, the Board needs to recertify the Identified Official with Authority to authorize user access to Minnesota Department of Education (MDE) secure website for our local education agency. We recommend the superintendent (in our case, Superintendent Rhonda Dean) be designated as the Identified Official with Authority, with the responsibility of assigning job duties for our local education agency.

This is the formal approval needed:

**Designation of an Identified Official with Authority for
Education Identity Access Management**

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties. The Director recommends the Board authorize *Rhonda Dean*, *deanr@rockford.k12.mn.us*, and *EDIAM user ID deanr@rockford* to act as the Identified Official with Authority (IOwA) and *Courtney Neibert*, *neibertc@rockford.k12.mn.us* and *EDIAM user ID neibertc* to act as the IOwA to add and remove names only *Rockford Public School District 0883-01*.

Documentation designating the Identified Official with Authority is to be submitted annually, unless there is a change in assignment. This documentation serves as the annual recertification of the Identified Official with Authority designation in accordance with Minnesota State Access Control Security Standard 1.0.



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

Subject: Celebration: Rockford Community Education

Meeting Date: November 21, 2022

Prepared by: Melissa Joseph

Date Prepared: November 11, 2022

Information Briefing Action Enclosure Item(s)

Rockford Community Education Director, Melissa Joseph, Celebrates the gymnastics program with some of our gymnastics students talk about the CE gymnastics program along with a video from our Galaxy program



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

Subject: Rockford Community Education update

Meeting Date: November 21, 2022

Prepared by: Melissa Joseph

Date Prepared: November 11, 2022

Information Briefing Action Enclosure Item(s)

Community Education: From July 1st to 11/11: Offered 162 sections with 1,612 registrations and 926 unique users.

RCC: Active members: 590 primary members, 1281 active members.



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

Subject: Facilities Update

Meeting Date: November 21, 2022

Prepared by: Ryan Hoffman, ICS and Jim Leuer, Director of buildings and grounds

Date Prepared: November 15, 2022

Information Briefing Action Enclosure Item(s)

Ryan Hoffman from ICS and Jim Leuer, Director of Buildings and Grounds,
Will present a facilities update.

Approval of advertisement to solicit bids.



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ROCKFORD AREA SCHOOLS FACILITY PLANNING

School Board Meeting
November 21, 2022



Tonight

- Facility planning re-cap
- Work completed or in process
- Preparing for the future
 - Short Term
 - Long Term
- Timeline
- Questions/Discussion



RE-CAP

- ✓ Physical Condition Assessment (LTFM) (Summer 2021)
 - Identified approximately \$15M over 10 years
- ✓ Utilization / Space Comparison (Educational Adequacy) (Summer 2021)
 - Addressing Middle School space for programming and growth is most critical
- ✓ Demographics Study (Winter 2021)
 - 600-900 student enrollment increase projected in the next 10 years
- ✓ Staff Survey and Interviews (Summer/Fall 2021 & Fall 2022)
- ✓ Community Stake Holder Interviews (Summer 2021 & Fall 2022)



Work completed or in progress

Funding Used	IMPLEMENTATION TIMELINE		
	2022	2023	2025+
LTFM Bond	-Tuckpointing/Facade -Roofing -Parking Lots (drainage) -Mechanical	-Tuckpointing/Facade -Roofing -Mechanical -Flooring (RCC)	-Turf (Annual Saving)
Abatement Bond	-Bus Loops – MS/ES -Parking Lots		

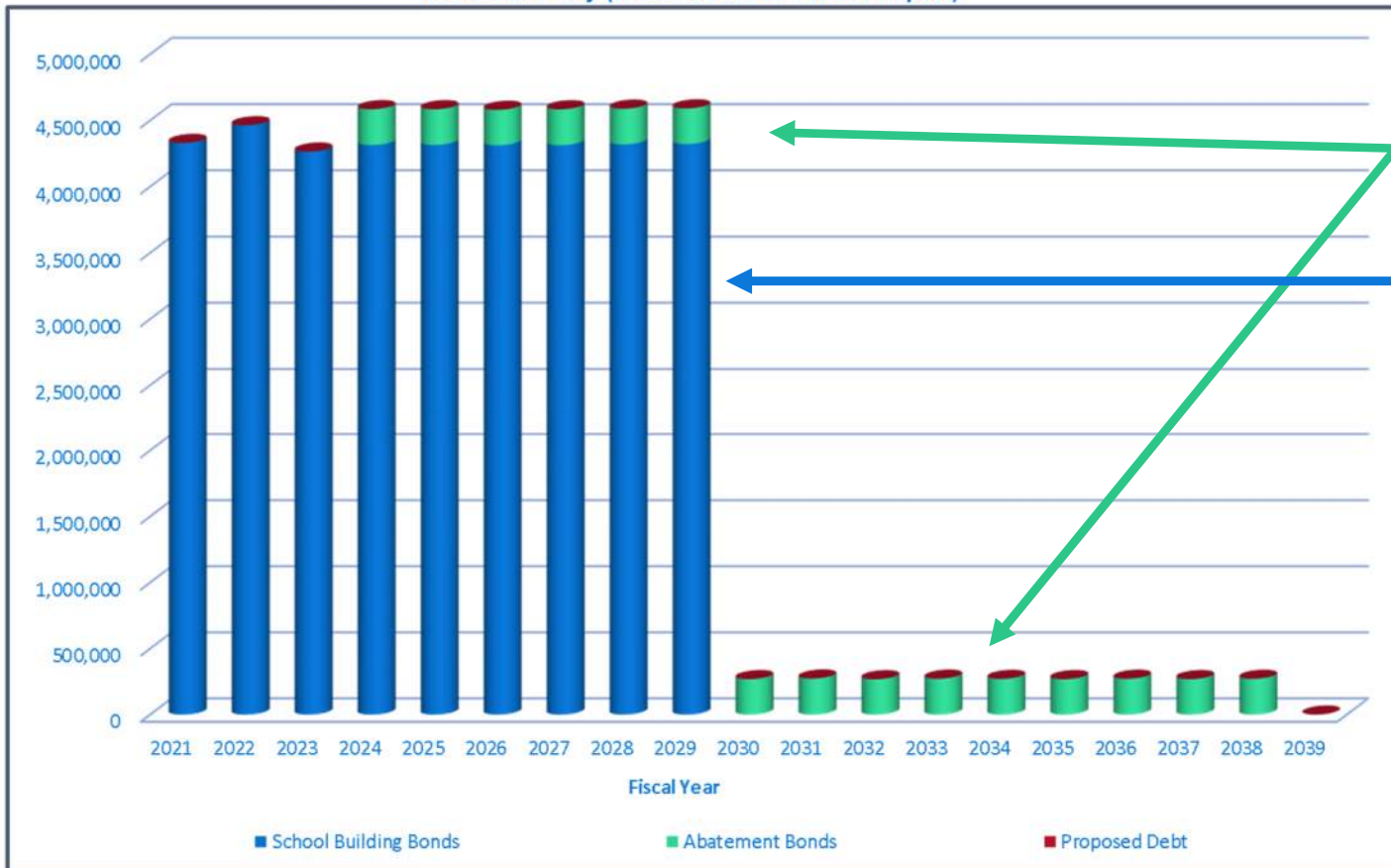




Outstanding Bond Debt

ISD 883, Rockford, MN

Bond Summary (All Debt with Direct Tax Impact)



- Abatement Bonds
- Prev. Referendum Bonds
- LTFM Bonds sold are paid with LTFMR, not by a tax increase.





Preparing for the future – Short Term

Funding Options	IMPELMENTATION TIMELINE
	2023
Capital Facility Bond	<ul style="list-style-type: none"> -Secure Entries -Gymnasium Reno (MS) -MS Classroom Conversion (completed) -MS Cafeteria Renovation (TBD)
Lease Levy	<ul style="list-style-type: none"> -Multi-Purpose Addition -Storage





Capital Facilities Bonding



Eligible uses include:

Improve and repair buildings and sites

Health and safety improvements

Energy Modifications

Security improvements

- Utilizes existing operating capital revenues
 - \$389,819 for FY 2024
- No voter approval (must allow of petition period)
- Maximum 15 years on Bonds
- No tax impact on most properties
 - Ag land will see a tax decrease due to Ag2School Credit





Capital Facilities Bonding

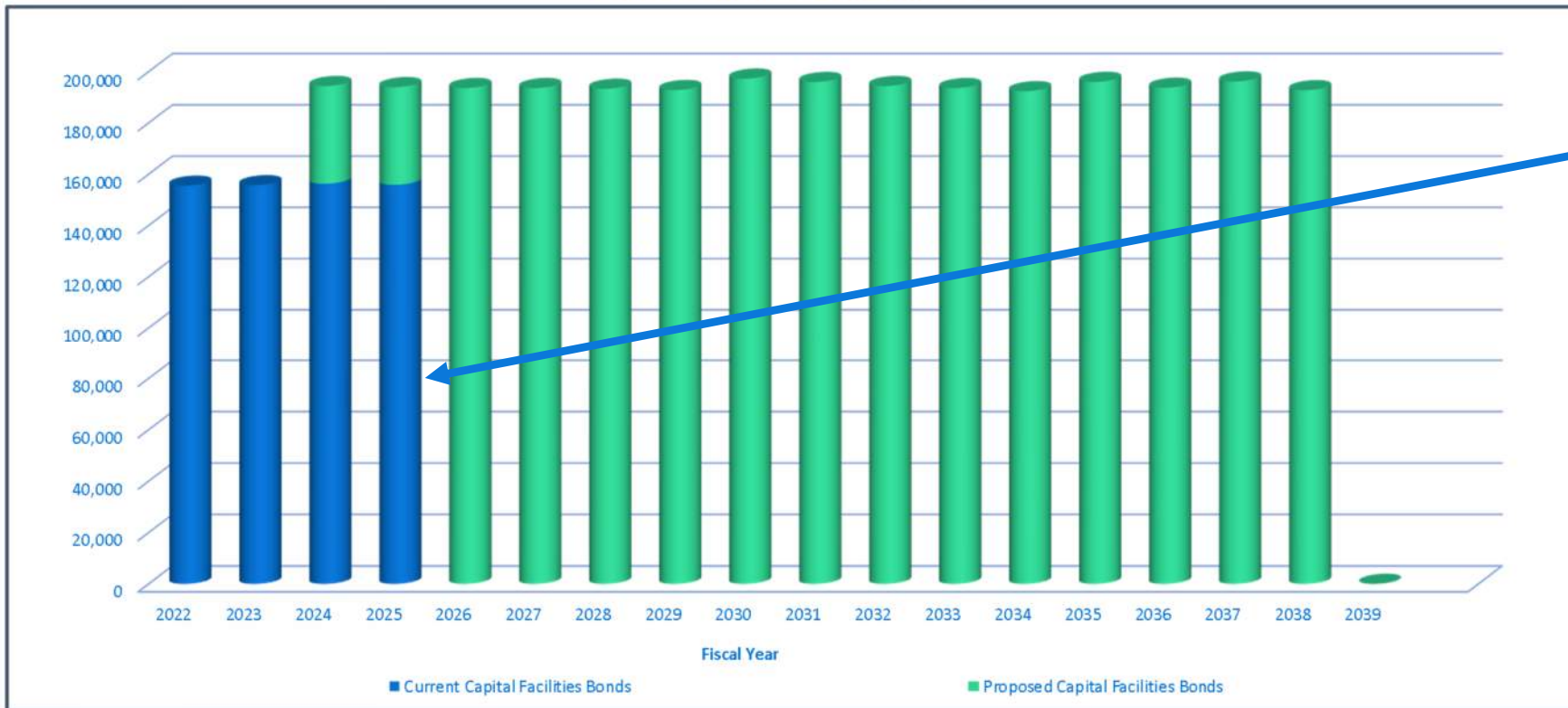


Proposed Bond Size	\$ 1,765,000
Available Project Amount	\$ 1,630,000
Proposed Bond Term	15
Est. All Inclusive Cost	5.09%

Current rates as of 10-31-2022 plus .75%

Capital Facilities Bond Summary

Operating Capital Revenue	\$ 389,819
Combined Bond Payments	\$ 194,247
Available General Fund Operating Capital Revenues	\$ 195,572



- Existing CFB
- No new tax



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Lease Levy

Eligible uses include:

Instructional space

Additions limited to 20% of original building footprint

No new buildings for K-12 (Early Childhood buildings are eligible)

School Storage

- No voter approval
- Requires MDE approval
- Lease levy maximum of \$212 per APU
- Creates tax impact
- Higher Interest Rates (annual appropriation)
- No Ag2School Credit





Lease Levy

ISD 883 Rockford Area Schools
Tax Impact Analysis



	20 year Lease	15 year Lease
Project Amount	\$3,765,000	\$3,170,000
Term of Bond	20	15
Assumed AIC	5.61%	5.36%
Payment	\$344,920	\$344,410
Est. District NTC Value (Pay 2)	19,260,892	19,260,892
Additional Tax Rate	1.79%	1.79%
Estimated Annual Tax Increase		

Property Type Est. Market Value

Property Type	Est. Market Value	20 year Lease	15 year Lease
Residential Homestead	\$100,000	\$13	\$13
	200,000	32	32
	300,000	52	52
	400,000	71	71
	500,000	90	89
	600,000	112	112
	700,000	134	134

Property Type	Est. Market Value	20 year Lease	15 year Lease
Commercial - Industrial	\$100,000	\$27	\$27
	250,000	76	76
	500,000	166	165
	1,000,000	345	344

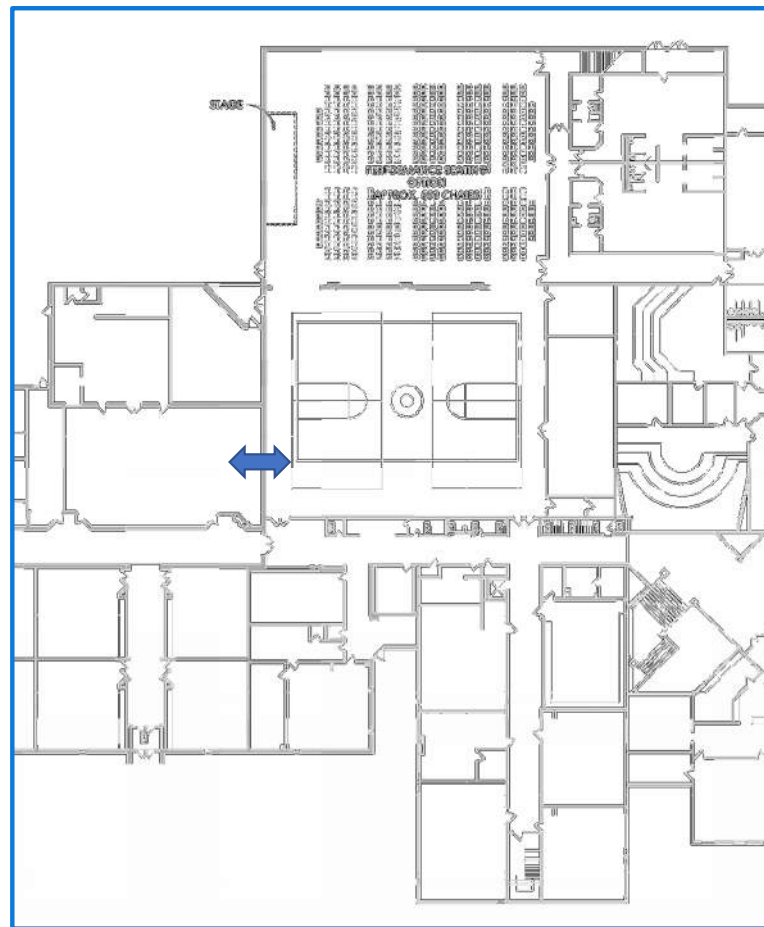
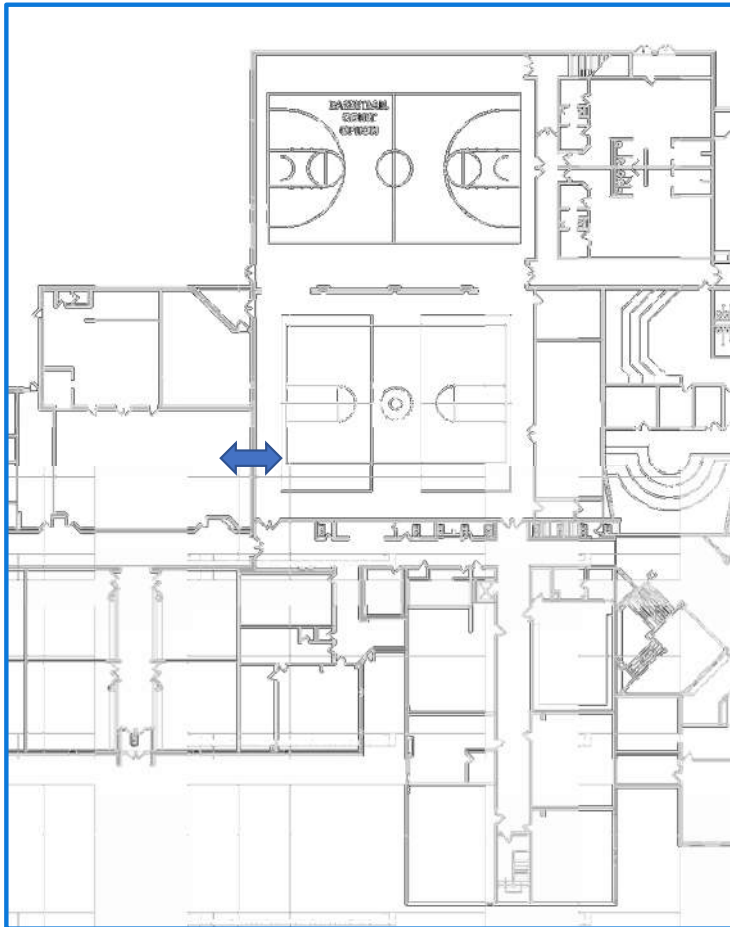
Maximum Lease Levy FY 2024	\$	371,339
Existing Leases FY 2023	\$	26,300
Available Lease Authority	\$	345,040

- Assumes level payments for 15 or 20 years
- Rates as of 10-31-22 plus 0.75%



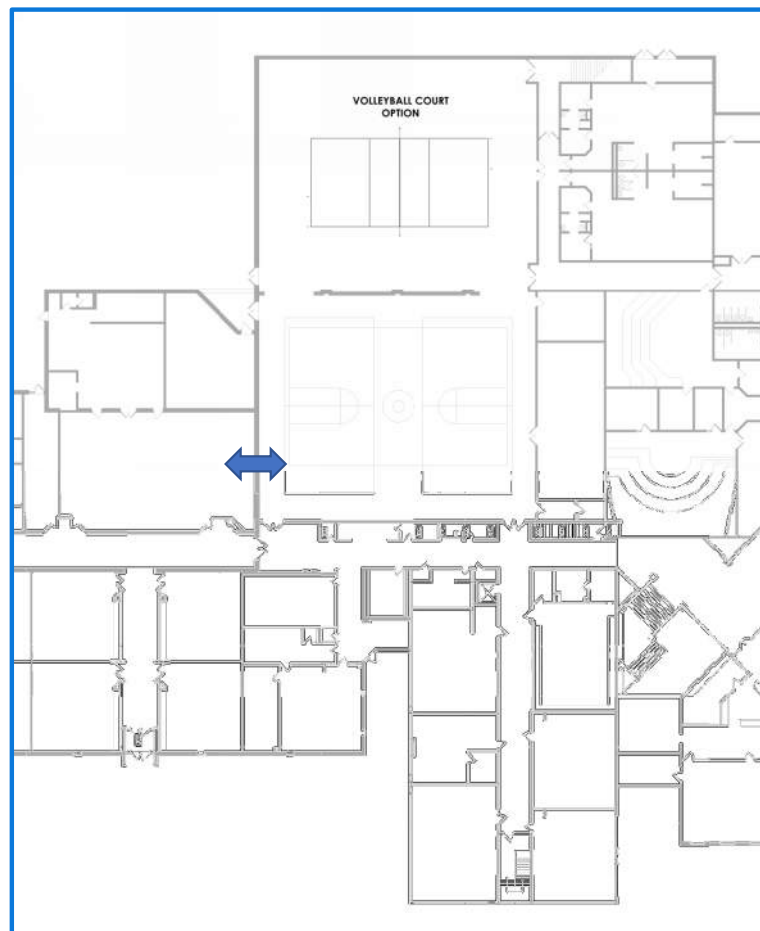
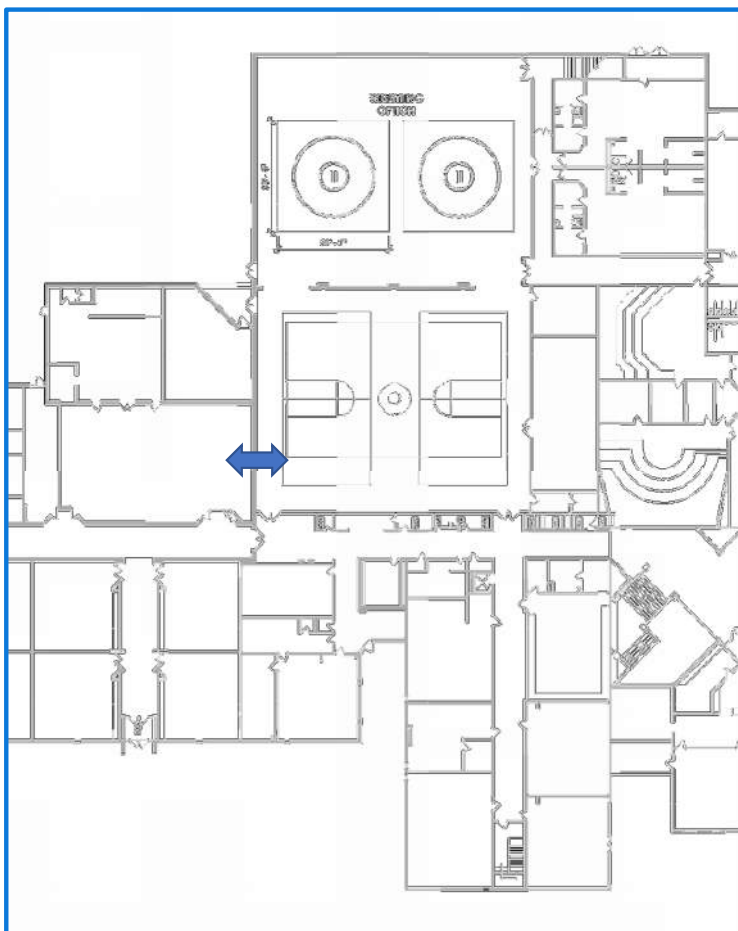
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Middle School Program Solutions



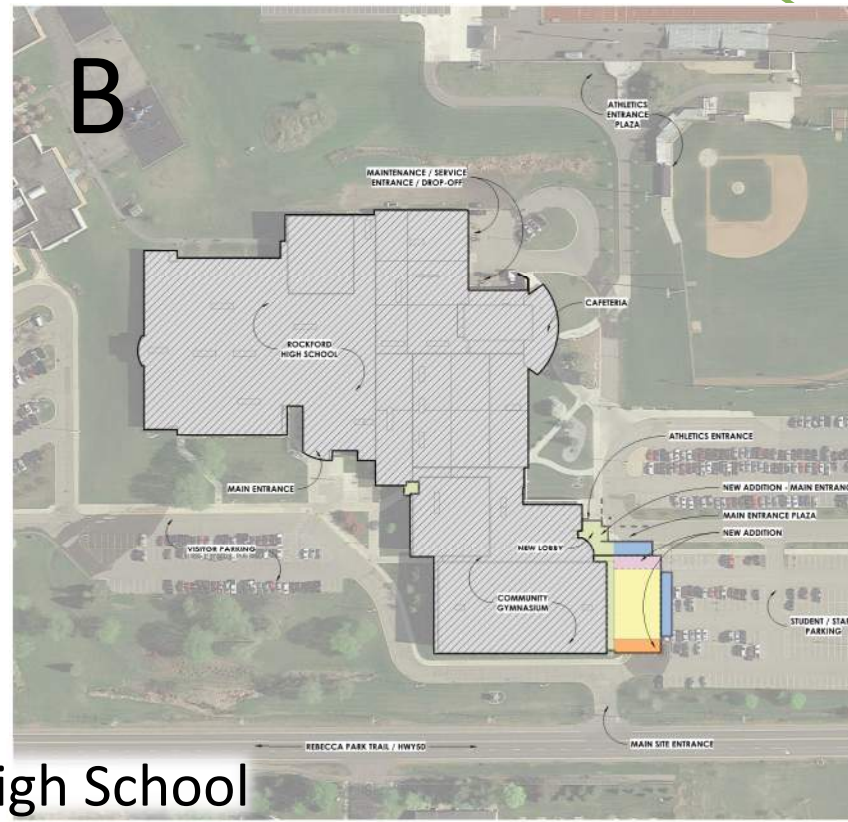
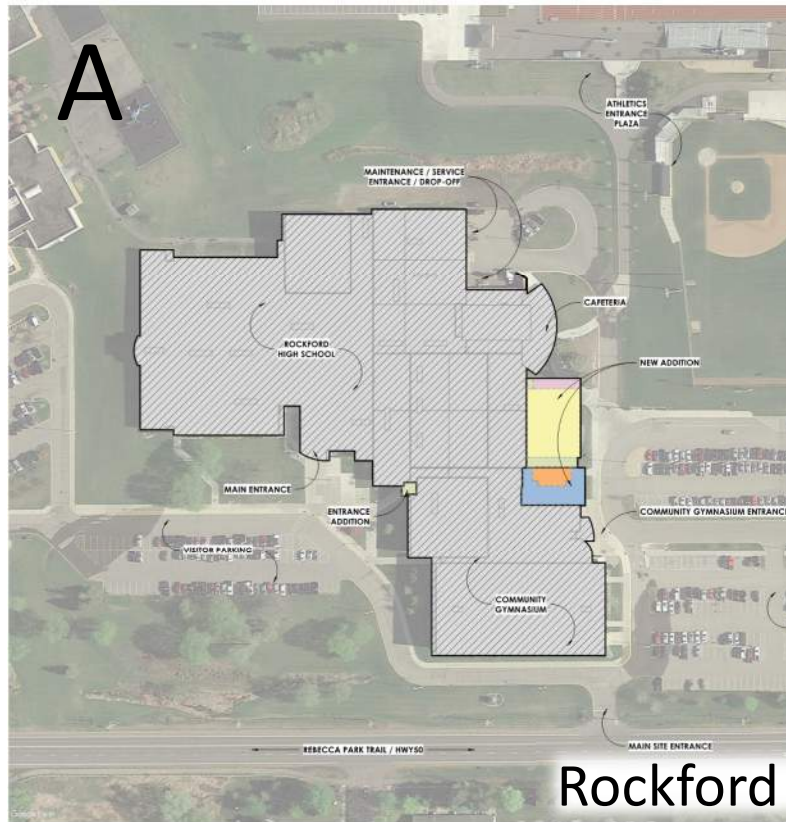


Middle School Program Solutions





Lease Levy facility options



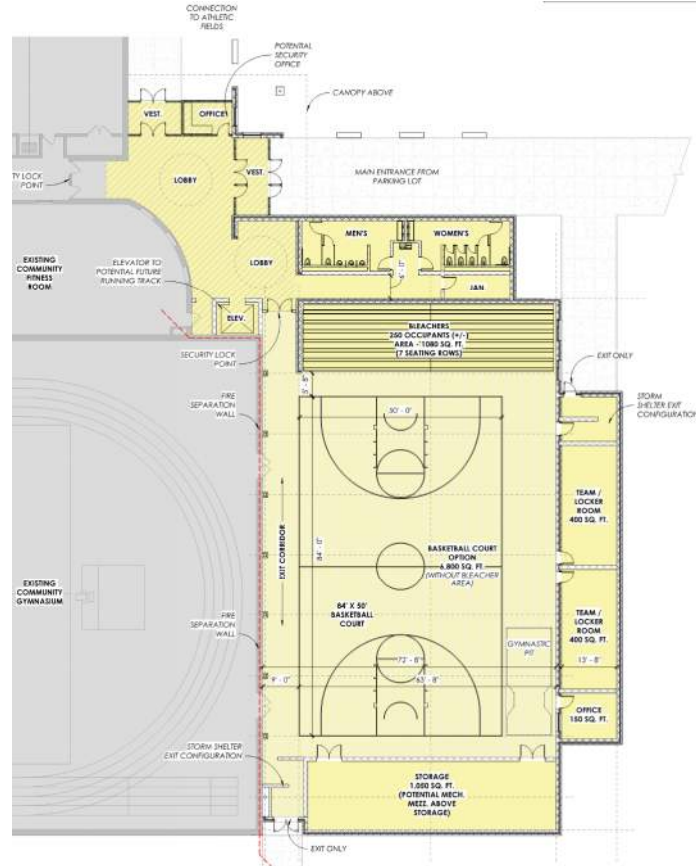
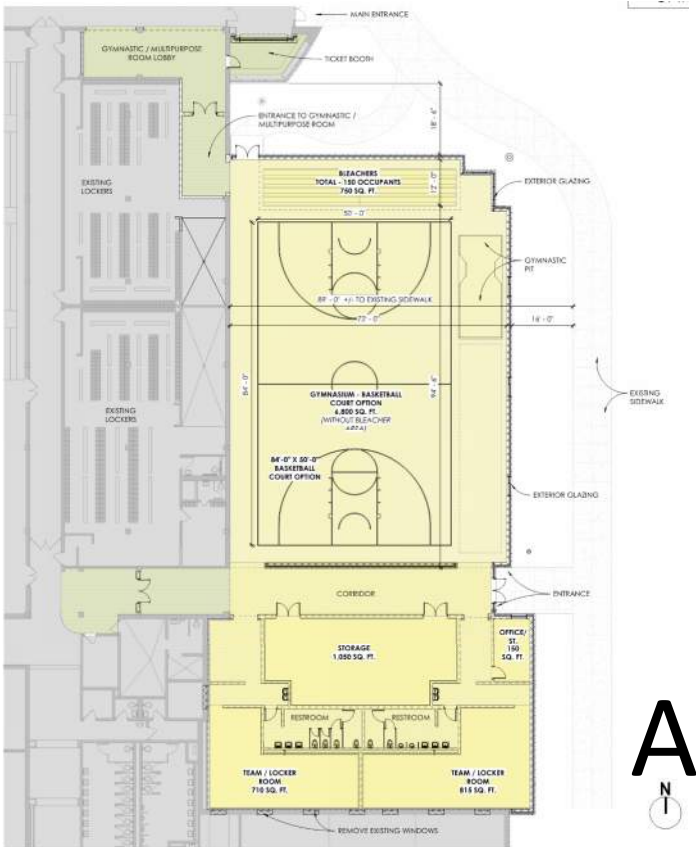
Rockford High School



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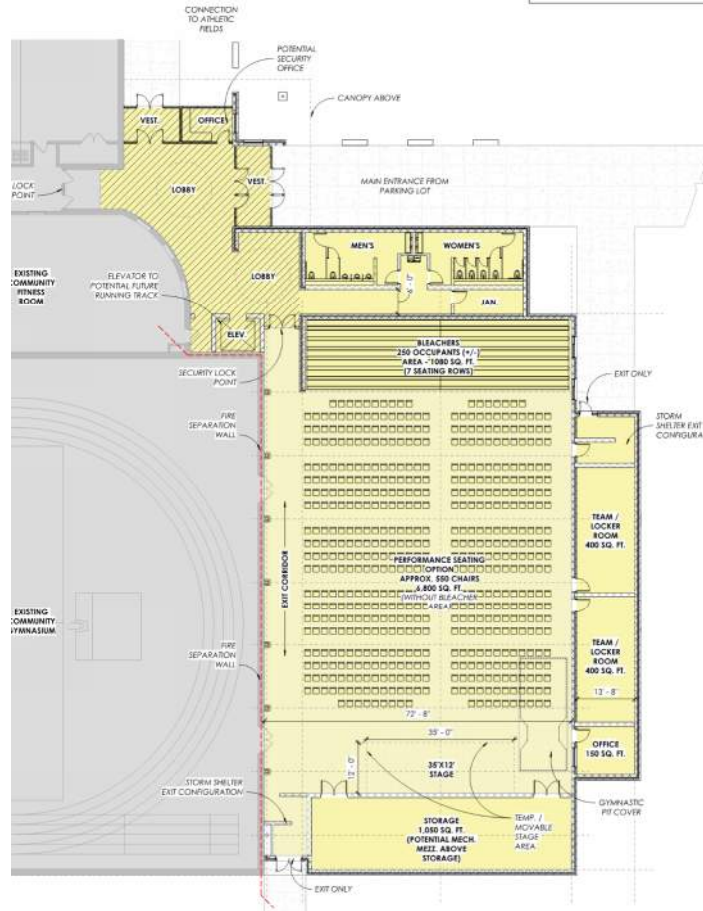
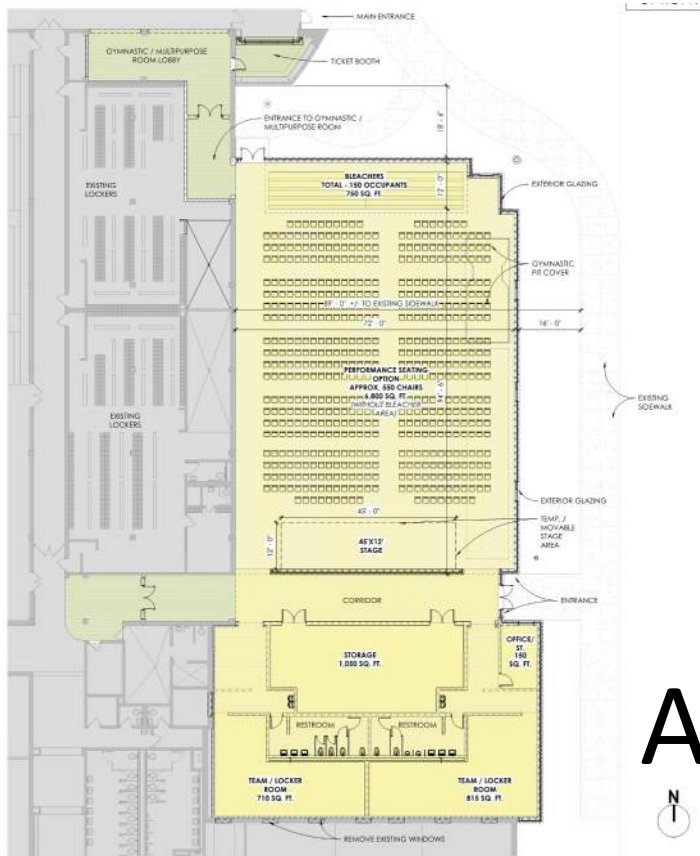


Lease Levy facility options



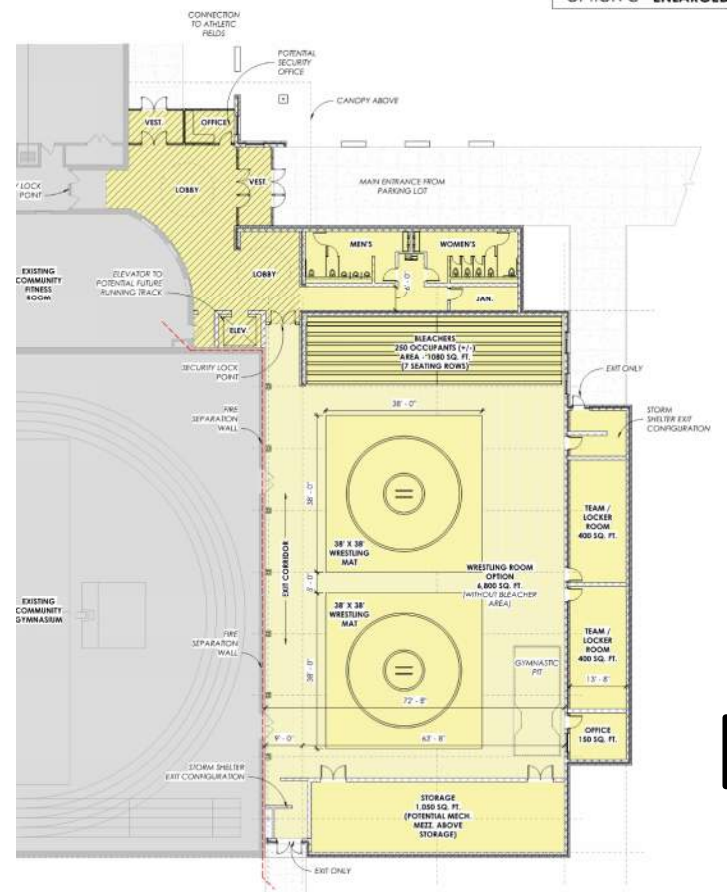
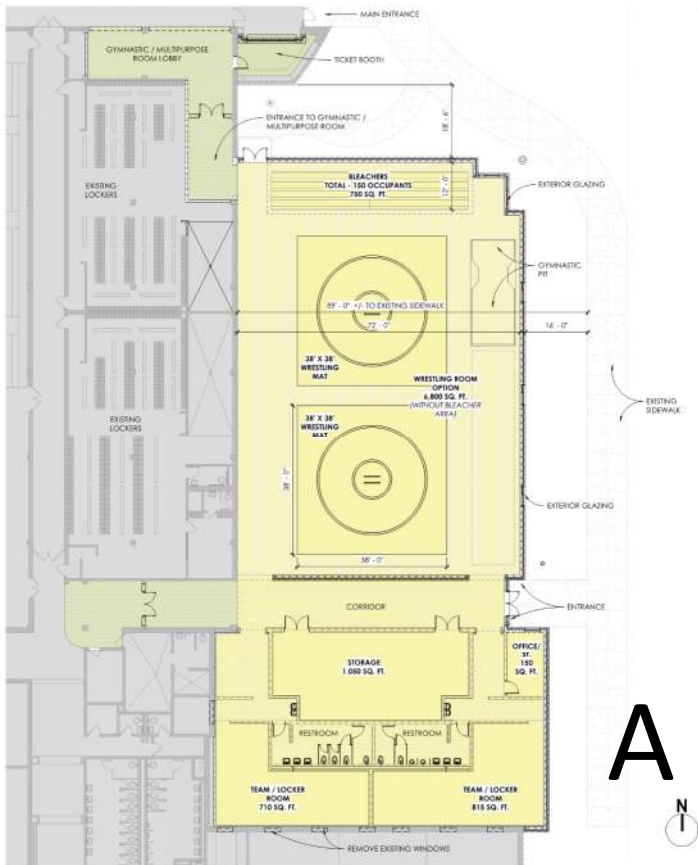


Lease Levy facility options



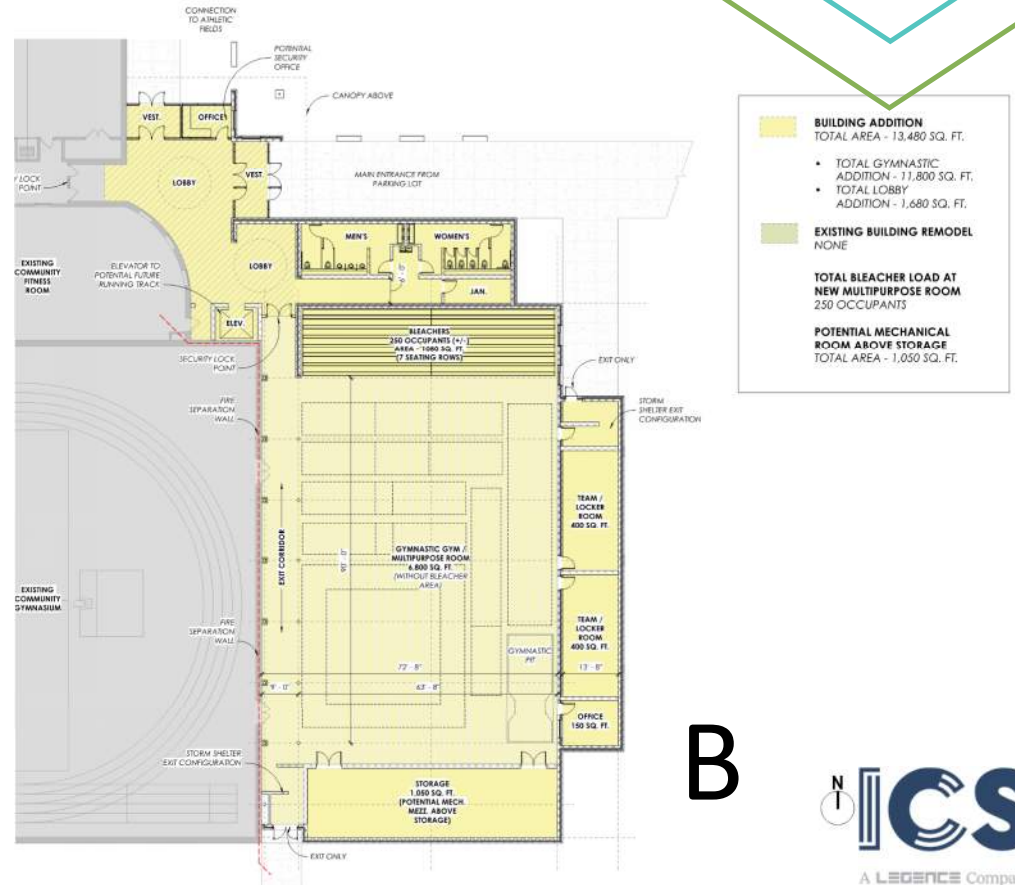
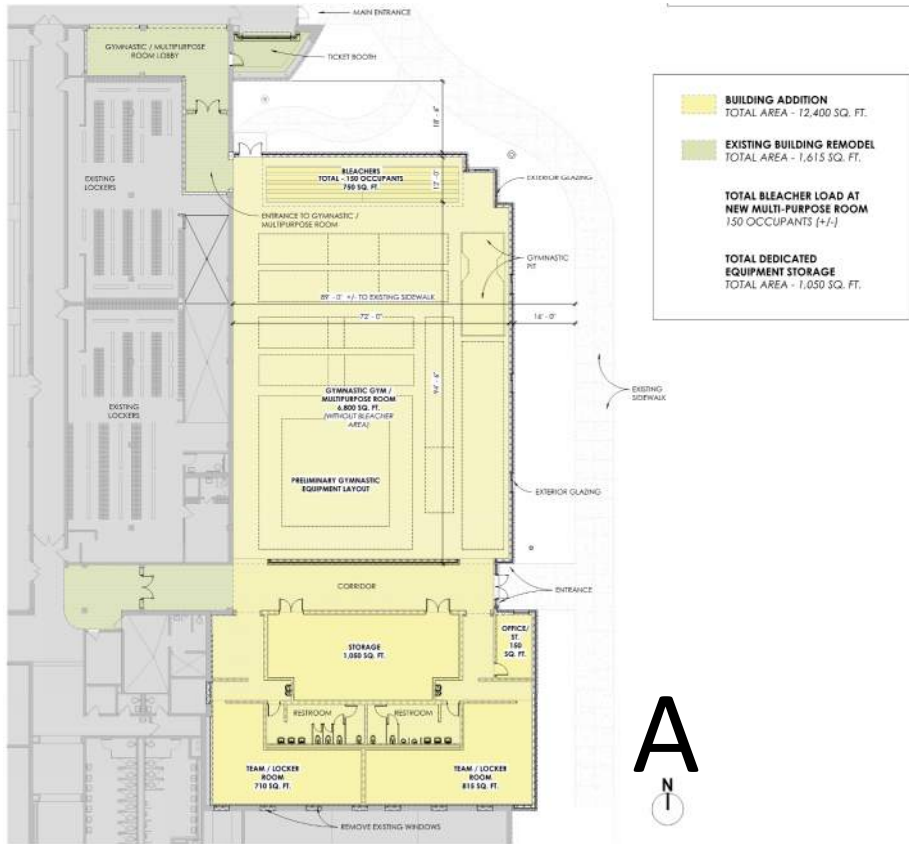


Lease Levy facility options





Lease Levy facility options





Summary of non-voter financing

	No Tax Increase		New Tax Created	
	LTFM	Capital Facilities	Abatement	Lease Levy
Eligible Purposes	Deferred Maintenance Health & Safety Voluntay Pre-K Remodeling	Improve and repair building and sites Health and Safety Energy Modifications Security Improvements	Parking Lots	Instructional Space Additions <20% of original building footprint School storage
Estimated Project Capacity	\$3,935,000	\$1,630,000	\$2,950,000	\$3,765,000
% Usage of Revenue Sources	54%	50%	\$63 tax impact on \$350,000 home	100%
Financing Issued	Yes - 2022A Bond	Still Available	Yes - 2022A Bond	Still Available





Current Operating Levy Status



November 6, 2018

SCHOOL DISTRICT QUESTION 1 (ISD #883)

Approval of School District Referendum Revenue Authorization

The board of Independent School District No. 883 (Rockford Area Schools) has proposed to increase its general education revenue by **\$750 per pupil**. The proposed referendum revenue authorization would increase each year by the rate of inflation and be **applicable for seven years** unless otherwise revoked or reduced as provided by law. Shall the increase in the revenue proposed by the board of Independent School District No. 883 be approved? BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE.

▶ Results

▶ 2,481 Yes (52%)

▶ 2,271 No (48%)

▶ Expires after taxes payable in 2025

▶ Renewal Election can be held in 2024 or 2025



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Preparing for the future – Long Term

Funding Options	IMPELMENTATION TIMELINE
	2025+
Voter Approved Referendum	<ul style="list-style-type: none">-Demographics impact – Instructional space district wide-STEM – programming and space-Special Education space-CTE – renovation-Community Assets – Fields,-Land-Storage-Operating Levy Renewal (2024 or 2025)





Timeline

- November 21, 2022
 - Work Session and School Board meeting with continued discussions on financing, scope and conceptual design(s)
- December 19, 2022 – School Board Meeting
 - Final discussion on financing, scope and conceptual design
 - Approval of Resolution to secure Lease Levy and Capital Facility Bond financing
 - Approval of Design and Construction Management amendment
- January 2023
 - Commence design process
 - Fall 2024 expected occupancy (expedite if possible)





Discussion / Questions

ADVERTISEMENT FOR BIDS

OWNER – Rockford Area Schools
6051 Ash Street
Rockford, MN 55373

PROJECT - The work shall consist of the reroof of Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford, MN 55373

BID DATE AND LOCATION - Sealed bids will be received until 2:00 pm local time, on **Tuesday December 13th, 2022**, at District Offices of Rockford Area Schools, 6051 Ash Street, Rockford, MN 55373. Bidders are to park in the East parking lot on the corner of Ash and Bridge St.

MANDATORY PRE-BID CONFERENCE: 10:00 am, Wednesday November 30th, 2022 at Rockford Elementary Arts Magnet School.

SCHEDULE

Project start date: TBD – Summer 2023

Substantial Completion: TBD

Final Completion: TBD

BID SUBMITTAL - All bids shall be addressed to Rockford Area Schools C/O Mr. James Leuer, Director of Facilities, 6051 Ash Street, Rockford, MN 55373

Bids shall be sealed and shall have the name and address of the bidder and the contract for which the bid is being submitted on the outside of the envelope. All bidders shall bid in accordance with and upon the Bid Forms included in the contract documents.

BID REQUIREMENTS - All bidders shall meet the requirements as defined under the Responsible Contractor Law, Statutes Section 16C.285. A signed statement, under oath, verifying compliance with each of the minimum criteria shall be included with the bid submission.

PROCUREMENT OF CONTRACT DOCUMENTS - Copies of the contract documents will be distributed at the pre-bid meeting.

BID SECURITY - No bid shall be received unless accompanied by a certified check or satisfactory bid bond payable to Rockford Area Schools in an amount not less than 5 % of the maximum bid as a guarantee that, if the bid is accepted, the bidder will execute and file the contract, performance/payment bonds and insurance certification, as required by the contract documents, within ten (10) days after the Notice of Award.

BID REJECTION - The OWNER reserves the right to reject any and all bids, waive any informalities in bidding or to accept the bid or bids which best serves the interests of Rockford Area Schools.

WITHDRAWAL OF BIDS - No bid shall be withdrawn for a period of 45-days after the scheduled opening without the consent of the OWNER.

Published by the authority of Rockford Area Schools

Mr. James Leuer
Director of Facilities
Rockford Area Schools



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

Subject: Policy Updates – First Reading

Meeting Date: November 21, 2022

Prepared by: Superintendent’s Office

Date Prepared: November 17,2022

Information
 Briefing
 Action
 Enclosure Item(s)

Below is a summary of the changes of several policies. Some of the updates restore consistency in policy references and ensure that each reference reflects current federal and minnesota statutory titles. This is a **first reading** of the following policies:

104	School District Mission Statement	Delete rules citation
213	School Board Committees	Update standing Committees
404	Employment Background Checks	Update Legal References
420	Sexually Transmitted Infections	Update Legal References
506	Student Discipline	Update references and language
508	ESY for Certain Students	Update Legal References
509	Enrollment of Nonresident Student	Update Legal References and text
517	Student Recruiting	Remove Service Manual
522	Title IX Sex Nondiscrimination	Update references
525	Violence Prevention	Update Legal References
527	Student Use and Parking	Update Legal References
528	Student Parental and Family	Update references
529	Staff Notification	Update references
532	Use of Peace Officers	Update Legal References
533	Wellness	Update references
601	School District Curriculum	Update Legal References and text
602	Organization of School Calendar	Update Legal References and text
613	Graduation Requirements	Removes outdated language
618	Student Achievement	Update Legal References
619	Staff Development	Update Legal References
620	Credit for Learning	Update Legal References
624	Online Learning Options	Update Legal References
722	Public Data Requests	Include all legal definitions and add statutory language



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



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)

~~Minn. Rule Parts 3501.0010-3501.0180~~

~~Minn. Rule Parts 3501.0200-3501.0270~~

Cross References:



Adopted: 9/18/00

Reviewed: 2007

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

Orig. 1996

213 SCHOOL BOARD COMMITTEES

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution, which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes, as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

- A. The school board hereby appoints the following standing committees:
 - 1. Audit Finance
 - 2. Personnel Policy
 - 3. Building and Grounds

4. Negotiations Committee(s) for various employee groups
- B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.
- C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

- A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
- B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.
- C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.
- D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.
- E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.
- F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: MSBA Model Policy 201 (Legal Status of the School Board)
MSBA Model Policy 203 (Operation of the School Board - Governing Rules)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)



Adopted: 11/20/00

Reviewed: 2009

Revised: 07/23/18, 11/21/2022

Orig. 1995

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, volunteers or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving



criminal history data as defined in [Minn. Stat. § Minnesota Statutes section 13.87](#). The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the [Minnesota Commissioner of Education](#) within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
 - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 - 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 - 3. the individual executes a written consent form giving the school district access to the results of the check; and
 - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state; or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude



the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district’s employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district’s discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (~~Rights of Subjects of Data~~Inaccurate or Incomplete Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal ~~Justice~~History Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, ~~Elder, and Individuals with~~Disabilities Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References: None



Adopted: 4/16/01

Reviewed: 2015

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

Orig. 1995

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case-by-case



basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school NURSE, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish



legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the [Minnesota](#) Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the [Minnesota](#) Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with ~~Minn. Stat. §~~ [Minnesota Statutes section 121A.23](#) ~~which that~~ includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section



from public and private sources including public health funds and foundations, department professional development funds, federal block grants or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (~~Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases~~~~Health-Related Programs~~)
~~Minn. Stat. Ch. 363A (Minnesota Human Rights Act)~~
Minn. Stat. § 144.441-442 (Tuberculosis Screening in Schools)
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)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (~~Occupational Exposure to~~ Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, ~~110 S.Ct. 239~~ (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, ~~107 S.Ct. 1123~~ (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)



Adopted: 12/19/05

Reviewed: 2019, 2022

Revised: 02/19/20, 9/20/2021, 11/21/2022

Orig. 1995

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, ~~Minn. Stat. §§ Minnesota Statutes sections~~ 121A.40-121A.56.

In view of the foregoing and in accordance with ~~Minn. Stat. § Minnesota Statutes section~~ 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.



III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, 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.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher 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.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged



and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.



VI. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district’s Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district’s Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district’s Tobacco-Free Environment, Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to



another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not



- limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
 26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
 27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
 28. Possession or distribution of slanderous, libelous or pornographic materials;
 29. Violation of the school district' Bullying Prohibition Policy;
 30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
 31. Criminal activity;
 32. Falsification of any records, documents, notes or signatures;
 33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
 34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
 35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to-teachers or other school district personnel;
 36. Violation of the school district's Harassment and Violence Policy;
 37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
 38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;



39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that is discriminatory, abusive, obscene, threatening, intimidating, degrading to other people or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article,



object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by



such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. Responsibility for and custody of a student removed from class. *Student is to go to a designated area as determined by the building principal or designee when removed from the classroom. Students may arrive to the designated room on their own or with staff escort. The student is to work on assigned work while in in-school suspension. Teachers are expected to send work for the student while in in-school suspension. After removal from class, the supervising staff member at that assigned time has control and responsibility for student.*
- D. Procedures for return of a student to a class from which the student was removed. *To return to a class from which a student was removed, student must have at a minimum a meeting*



with the principal or designee, but may also include a meeting with parent, teacher and student, and principal or designee. A student must have a written referral, phone call home and a meeting with the principal and/or designee to return to class. A contract for readmission may also be required.

- E. Procedures for Notification. *To notify students and parents/guardians of violations of the rules of conduct and resulting disciplinary action, the teacher and/or principal or designee will contact home.*

Actions or approvals required, such as notes, conferences, readmission plans, will be determined by teacher and principal and/or designee.

- F. Disabled Students; Special Provisions.

1. *If there is a need for further assessment, interventions with parents, teachers, counselors, administrators, student concern's meeting will be documented;*
2. *Depending on length of removal from class, Individual Education Plan (IEP) review may be initiated by student's case manager. IEP review is required if removal exceeds five (5) consecutive days or ten (10) days cumulative.*
3. *If there is a need for a student referral for further special education services, interventions with parents, teachers, counselors, administrators, student concern's meeting will be documented;*

- G. Procedures for detecting and addressing chemical abuse problems of students while on School Premises. *Student will be referred to principal or designee, school liaison officer or student concerns team and possibly to a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26; and Teacher reporting procedures to the chemical abuse preassessment team will follow Minn. Stat. § 121A.29.*

- H. Procedures for immediate and appropriate interventions tied to violations of the Code of Student Conduct *will follow current discipline policy.*

- I. Procedures determined appropriate for encouraging early involvement of parents or guardians in attempts to improve a student's behavior. *For improvement of student behavior, parents may be contacted via email, phone calls, or conference, which can be initiated either by teachers, the counselor, administrator or the parent when appropriate.*

- J. Procedures determined appropriate for encouraging Early Detection of Behavioral Problems. *To encourage early detection of behavior problems, referrals should be made to the dean of students, counselor, principal, or Student Concerns Team.*

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.



The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to



provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under [Minn. Stat. § Minnesota Statutes section 123A.05](#) selected to allow the pupil to progress toward meeting graduation standards under [Minnesota Statutes section Minn. Stat. §-120B.02](#), although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.



7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under [Minn. Stat. Ch. Minnesota Statutes chapter 260C](#).
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, [Minn. Stat. §§ Minnesota Statutes sections 121A.40-121A.56](#), shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in



accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, ~~Minn. Stat. §§~~ [Minnesota Statutes sections 121A.40-121A.56](#).

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, ~~Minn. Stat. §§~~ [Minnesota Statutes sections 121A.40-121A.56](#); describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given



under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to ~~Minn. Stat. §~~ [Minnesota Statutes section 121A.49](#). The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the



action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with [Minn. Stat. § Minnesota Statutes section 120B.232, subdivision Subd. 1](#), and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

XII. STUDENT DISCIPLINE RECORDS

It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, [Minn. Stat. Ch. Minnesota Statutes chapter 13](#).

XIII. ~~DISABLED STUDENTS~~ WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary



modification.

If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline—up to and including expulsion—as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program ([Minn. Stat. § Minnesota Statutes section 124D.03](#)) or Enrollment in Nonresident District ([Minn. Stat. § Minnesota Statutes section 124D.08](#)) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of-seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#))



for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (~~Student Discipline;~~ Reasonable Force)
Minn. Stat. §§ 121A.60-~~(Definitions)~~
Minn. Stat. § 121A.61 (Discipline and Removal of Students From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization~~Area Learning Center Organization~~)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions Enrollment in Nonresident District)
Minn. Stat. Ch. 125A (Special Education and Special Program~~Students With Disabilities~~)
Minn. Stat. § 152.22, Subd. 6 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (~~Medical Cannabis;~~ Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement~~Court Act~~)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Adopted: 05/21/07

Reviewed: 2007

Revised: 04/18/16, 11/21/2022

Orig. 1995

508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.

B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:

1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.

C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the summer;
2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
3. Experience with other students with similar instructional needs.



- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
 2. The student's degree of impairment.
 3. The student's rate of progress.
 4. The student's behavioral or physical problems.
 5. The availability of alternative resources.
 6. The student's ability and need to interact with nondisabled peers.
 7. The areas of the student's curriculum which need continuous attention.
 8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References: Minn. Stat. § 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education ~~Improvement~~ Act of 2004)
34 C.F.R. Part 300 (~~IDEA Regulations~~ Assistance to States for the Education of Children with Disabilities)

Cross References: None



Adopted: 09/17/01

Reviewed: 2017

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

Orig. 1995

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by ~~Minn. Stat. §~~ [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

- 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 ~~Minn. Stat. §~~ [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. 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 ~~Minn. Stat. §~~ [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.
- C. 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.
- 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."
- E. 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.



F. 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.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to [Minn. Stat. § 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 [Minn. Ch. 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 [Minn. Stat. § Minnesota Statutes section-120A.22](#), [Subd-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 [Minn. Stat. § Minnesota Statutes section-120A.22](#), [Subd-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 Residency Determined](#))
~~Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)~~
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 (~~High School~~ Graduation Incentives Program)
Minn. [Stat.](#) Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (~~Habitual Truant Defined 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)
~~MSBA Service Manual, Chapter 5, Various Educational Programs~~



Adopted: 11/19/01

Orig. 1995

Reviewed: 2000

Revised: 04/30/07, 11/21/2022

517 STUDENT RECRUITING

I. PURPOSE

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.
- B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.
- C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

III. DEFINITION

- A. The terms "undue influence" or "competing for enrollment" shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student's transfer to participate in a sport or activity.
- B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

IV. PROCEDURES

- A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree



assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

- B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minnesota State High School League Bylaws

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
~~MSBA Service Manual, Chapter 10, Minnesota State High School League (MSHSL)~~



Adopted: NEW

Orig. 1995

Reviewed: 2020, 2021, 2022

Revised: 9/14/2020, 11/21/2022

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 Code of Federal Regulations Part 106. These regulations, which went into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.]

The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 Code of Federal Regulations § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations.]

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private



setting, and outside the scope of the school district’s education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district’s education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district’s Title IX Coordinator(s) is/are:

**Miranda Harrison, Director of Human Resources, 6051 Ash St.
Rockford, MN 55373 Phone: 763-477-9165 ext. 4009, Fax: 763-477-5833**

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the



school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a



person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. "Investigator" means a person who investigates a formal complaint. The



investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case.]

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.



2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA's regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person



Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the



school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors,



witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.



- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filling a formal complaint .
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the



date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the



Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal



resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

[NOTE: For example, school districts are reminded of the obligation under Minnesota Statutes section 122A.20, subdivision 2, to make a mandatory report to the Minnesota Professional Educator Licensure and Standards Board



concerning any teacher who resigns during the course of an investigation of misconduct.]

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY



[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and



6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the



outcome.

- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING



- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone



number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.



- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient’s education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



Adopted: 01/07/02

Reviewed: 2017

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

Orig. 1996

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities, and on school grounds, buses or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon



any student or nonstudent who possesses, uses or distributes a weapon when in a school location.

- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with ~~Minn. Stat. §~~ [Minnesota Statutes section-121A.05](#).
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities, the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of



violence.

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence, and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility and supervision as deterrents to violence.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- G. Establish a curriculum committee that explores ways of teaching student's violence prevention strategies, law-related education and character/ values education (universal values, e.g. honesty, personal responsibility, self-discipline, cooperation and respect for others.)
- H. Establish clear school rules that prevent and deter violence.
- I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- K. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- L. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy and identify differences in behavior and values that conflict with their own.



- M. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.
- N. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- O. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- P. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- Q. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- R. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the [Child Welfare Information Gateway](#) website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).



- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References:

Minn. Stat. § 13.43, Subd. 16 (~~School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact Personnel Data~~)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
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)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S. Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School, 804 F. Supp. 1415, 78 Educ. L. Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L. Rep. 205 (N.D. Ill. 1987)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)



Adopted: 08/20/01
Revised: 01/18/17

Orig. 1998

527R STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.
- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include 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.



IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus during the school day only if there is an emergency and permission has been granted to the student by high school principal to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus.

As a convenience to students and families, students age 14 years old or older who have completed a snowmobile safety course, are permitted to drive snowmobiles to Rockford Middle School or Rockford High School as a means of getting to and from school. Students are permitted to use snowmobiles in school district locations outside of the school day only.

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in parking lots designated for use only by staff or by the general public.

Students age 14 years old or older who have completed a snowmobile safety course and are driving a snowmobile to a middle school or high school campus, may park the snowmobile in the spaces designated for snowmobile parking only. Students will not park snowmobiles in driveways, on private property, or in parking lots designated for use only by staff or by the general public.

VI. PATROLS, INSPECTIONS AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections.

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

B. Search of Interior of Student Motor Vehicle.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without



notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures.

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches and/or seizures as provided by this policy.

D. Seizure of Contraband.

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

IX. ADDENDUM

The following policies apply to High School students who drive motor vehicles to and from school. These policies will be in effect during the regular school day.

1. Each vehicle parked in the school parking lot must be registered with the school district.
2. Upon registration, a student parking permit will be issued for \$25.00. This permit must be displayed on the rearview mirror of the vehicle. The permit will



- be valid for one (1) school year. Temporary permits are available at the high school office for visitors and students who qualify.
3. The first three rows of the student parking lot will be reserved for 12th grade (senior) parking. Twelfth grade students will be issued a unique parking permit to display on their vehicles.
 4. Students who have not registered their vehicles will receive a warning on the first violation. Repeat violations may result in the vehicle being towed at the owner's expense.
 5. The maximum speed limit in all school driveways and parking lots is 15 MPH.
 6. The East parking lot is designated for student parking.
 7. The Front parking lot is designated for staff and visitors.
 8. The row closest to county Road 50 of the East lot is reserved for adults using the community center.
 9. All vehicles must be parked between the lines.
 10. Emergency access roads and spaces must remain open.
 11. Parking in a handicapped space or fire lane is a serious offense. The first violation will result in a warning; the repeat violations may result in the vehicle being towed at the owner's expense and/or loss of driving privileges.
 12. Students may not go to the parking lot during the school day unless leaving the school property with approved early dismissal or permission from the principal.
 13. Students must drive on school property with extreme caution and consideration. Any evidence of reckless or careless driving will result in the suspension of driving privileges.
 - First violation – a two-week suspension of driving privileges.
 - Second violation – a four-week suspension of driving privileges.
 - Third violation – revocation of driving privileges.
 - Driving after revocation of driving privileges is a serious offense resulting in disciplinary action. The vehicle will be towed at the owner's expense.
 14. Parking or driving on the school lawn is a serious offense and will result in the loss of driving privileges and charges to repair damage to the lawn.
 15. Repeated and/or serious violations of this policy will result in filing of a complaint with the Hennepin County Sheriff's Department.

Legal References: U.S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02 (Independent School District Specific Powers and Duties)
[Minn. Stat. § 123B.38 \(Hearing\)](#)
[New Jersey v. T.L.O.](#), 469 U.S. 325, ~~105 S.Ct. 733~~, ~~83 L.Ed.2d 720~~ (1985)

Cross Reference: MSBA/MASA Model Policy 417 (Chemical Use/Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Adopted: 04/17/06

Reviewed: 2003

Revised: 07/10/06, 11/21/2022

Orig. 1999

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated ***superintendent or his/her designee***, as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated and



acted upon in the manner specified in Policy 522. ~~— Student Sex Nondiscrimination.~~

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 ([Title IX Sex Nondiscrimination Policy](#),
[Grievance Procedure and Process](#) ~~Student Sex Nondiscrimination~~)



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Reviewed: 2016

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Orig. 1999

529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

A. Administration

“Administration” means the superintendent, building principal, or other designee.

B. Classroom Teacher

“Classroom Teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.



C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes 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 educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the 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; or
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.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School Staff Member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. 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



4. 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.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;



3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers



and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Administration and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (~~Compulsory Instruction School Attendance-
Education Records~~)
Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (Notification; ~~Teachers' Legitimate Educational Interest
of Students with Violent Behavior~~)
Minn. Stat. § 121A.75 (~~Receipt of Records; Sharing Law Enforcement Notice to
Schools~~)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

Cross References:

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



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Orig. 2003

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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. "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. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. 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 police liaison officer or a peace officer.

B. Removal By 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 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

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minnesota Statutes section 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. 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;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E;



6. Physical holding (as defined 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;
7. Withholding regularly scheduled meals or water; and/or
8. 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 IIIP.

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, IIIP, 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, Subd. 5, and otherwise comply with the requirements of § 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, ~~Subd. 2~~ ([Removal by Police Officer Aversive and Deprivation Procedures](#))
- 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)
- 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
- 20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education ~~Improvement~~ Act ~~of 2004 (IDEA)~~)
- 34 C.F.R. § 300. 535 ([Referral to and Action by Law Enforcement and Judicial Authorities IDEA Regulation Regarding Involvement of Law Enforcement](#))

Cross References:

- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 507 (Corporal Punishment)
- MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
- MSBA/MASA Model Policy 525 (Violence Prevention)
- MSBA/MASA Model Policy 806 (Crisis Management Policy)



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Orig. 2005

533 WELLNESS

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that to promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promotes student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of the school district's wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.



- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS

A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte {snack} lines, vending machines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.



C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their children’s health and well-being.
2. The school district will support parents’ efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents’ efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.



9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.



- b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
- 2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
- 3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

- 1. School-based marketing will be consistent with nutrition education and health promotion.
- 2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

- 1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
- 2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

- 1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
- 2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING



A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.



3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy; [Website](#))
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act-~~of 1966~~)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov



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Reviewed: 2019

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Orig. 1995

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: **Minnesota Statutes section Minn. Stat. §120B.11** requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "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.
- C. "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.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and 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 Minn. Stat. § 120B.30, subdivision Subd. 1.](#)
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; 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.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all.
[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 accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify 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 Minn. Stat. § 123B.147, subdivision Subd. 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 Minn. Stat. § 120B.35, subdivision Subd. 3\(b\)\(2\)](#), and teacher evaluations under [Minnesota Statutes section Minn. Stat. § 122A.40, Subd. 8, or 122A.41, subdivision Subd. 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 low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan..
- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

*[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]*
 - a. reading, writing, speaking, listening and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating and evaluating information and developing methods of inquiry (i.e. problem solving);
 - d. creative and critical thinking, decision making and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources and environment;



- f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement and the performing arts.
 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.



1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

3. Reading assessments in English and in the predominant languages of 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 English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with:
 - a. dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist; or
 - b. convergence insufficiency disorder.
5. A student identified as having a reading difficulty must be provided with alternate instruction under [Minnesota Statutes section Minn. Stat. § 125A.56, subdivision Subd. 1](#).
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.



7. For each student who is not reading at or above grade level, the school district shall provide 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. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring 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.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 4-8.]

8. The school district may provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan may address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school may 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.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce](#))
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
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 ~~2000~~)

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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602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule unless has been approved by the [Minnesota Commissioner of Education under Minnesota Statutes section Minn. Stat. § 124D.126](#). A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under [Minnesota Statutes section Minn. Stat. § 122A.40, subdivisions Subds. 7 and 7a](#), or [Minnesota Statutes section Minn. Stat. § 122A.41, Subds. subdivisions 4 and 4a](#), the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops



may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under [Minnesota Statutes section Minn. Stat. § 123A.30](#), [§ 123A.32](#), or [§ 123A.35](#) with a school district that qualifies under Section III.B.1.
 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.



- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References:

- Minn. Stat. § 120A.40 (School Calendar)
- Minn. Stat. § 120A.41 (Length of School Year; Days-Hours of Instruction)
- Minn. Stat. § 120A.414 (E-Learning Days)
- Minn. Stat. § 120A.415 (Extended School Calendar)
- Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
- Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
- Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
- Minn. Stat. § 123A.30 (Agreements for Secondary Education)
- Minn. Stat. § 123A.32 (Interdistrict Cooperation)
- Minn. Stat. § 123A.35 (Cooperation and Combination)
- Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
- Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
- Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
- Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References:

- MSBA/MASA Model Policy 425 (Staff Development)



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613R GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students ~~entering grade 8 in the 2012-2013 school year and later~~, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages
- B. "Credit" is equivalent to a student's successful completion of one semester of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. DISTRICT ASSESSMENT COORDINATOR

Director of Teaching and Learning shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS



~~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:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation—and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), 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.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.



VI. GRADUATION CREDIT REQUIREMENTS

- A. Students ~~beginning 8th grade in the 2014-15 school year,~~ must successfully complete, as determined by the school district, the following high school level course credits for graduation (*one (1) course credit = 1 trimester through the 2017-18 school year, one (1) course credit = 1 semester starting 2018-19 school year*):
1. *Eleven* credits of language arts sufficient to satisfy all academic standards in English language arts;
 2. *Eight* credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
 4. *Eight* credits of science, including at least (a) one credit of biology, (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
 5. *Ten* credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.
 6. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
 7. *One* credit of health *and* one credit of physical education,
 8. *One* credit of career and technical education
 9. A minimum of *twenty* elective course credits.
 10. Credit equivalencies
 - a. A *one* credit of economics taught in a school's agriculture education or business department may fulfill a *one* credit in social studies under VI. B.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI. B.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit



- in chemistry or physics required under VI. B.4., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI. B.4., above.
- c. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI. B.2 or VI. B.6, above.
 - d. A computer science credit may fulfill a mathematics credit requirement under VI. B.2., above, if the credit meets state academic standards in mathematics.
 - e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI. B.2. or VI. B.4., above, if the credit meets the state academic standards in science or mathematics.
- B. Students beginning 8th grade in the 2015-16 school year, must successfully complete, as determined by the school district, the following high school level course credits for graduation (*one (1) course credit = 1 trimester through the 2017-18 school year, one (1) course credit = 1 semester starting 2018-19 school year*):
1. *Ten*-credits of language arts sufficient to satisfy all academic standards in English language arts;
 2. *Eight* credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
 4. *Eight* credits of science, including at least (a) one credit of biology, (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
 5. *Nine* credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.
 6. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
 7. *One* credit of health *and* one credit of physical education,
 8. *One* credit of career and technical education



9. A minimum of *eighteen* elective course credits.
 10. Credit equivalencies
 - a. A *one* credit of economics taught in a school's agriculture education or business department may fulfill a *one* credit in social studies under VI. C.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI. C.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI. C.4., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI. C.4., above.
 - c. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.C.2 or VI.C.6, above.
 - d. A computer science credit may fulfill a mathematics credit requirement under VI.C.2., above, if the credit meets state academic standards in mathematics.
 - e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.C.2. or VI.C.4., above, if the credit meets the state academic standards in science or mathematics.
- C. Students beginning 8th grade in the 2016-17 school year, must successfully complete, as determined by the school district, the following high school level course credits for graduation (*one (1) course credit = 1 trimester through the 2017-18 school year, one (1) course credit = 1 semester starting 2018-19 school year*):
1. *Nine*—credits of language arts sufficient to satisfy all academic standards in English language arts;
 2. *Seven* credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;



4. *Seven* credits of science, including at least (a) one credit of biology, (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
5. *Eight* credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.
6. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
7. *One* credit of health *and* one credit of physical education,
8. *One* credit of career and technical education
9. A minimum of *eighteen* elective course credits.
10. Credit equivalencies
 - a. A *one* credit of economics taught in a school's agriculture education or business department may fulfill a *one* credit in social studies under VI. D.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI. D.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI. D.4., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI. D.4., above.
 - c. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.D.2 or VI.D.6, above.
 - d. A computer science credit may fulfill a mathematics credit requirement under VI.D.2., above, if the credit meets state academic standards in mathematics.



- e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.D.2. or VI.D.4., above, if the credit meets the state academic standards in science or mathematics.
- D. Students beginning 8th grade in the 2017-18 school year and beyond, must successfully complete, as determined by the school district, the following high school level course credits for graduation (*one (1) course credit = 1 semester*):
1. *Eight*–credits of language arts sufficient to satisfy all academic standards in English language arts;
 2. *Six* credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
 4. *Six* credits of science, including at least (a) one credit of biology, (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
 5. *Seven* credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.
 6. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
 7. *One* credit of health and *one* credit of physical education,
 8. *One* credit of career and technical education
 9. A minimum of *eighteen* elective course credits.
 10. Credit equivalencies
 - a. A *one* credit of economics taught in a school’s agriculture education or business department may fulfill a *one* credit in social studies under VI. E.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI.E.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An



agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI.E.4., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI.E.4., above.

- c. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.E.2 or VI.E.6, above.
- d. A computer science credit may fulfill a mathematics credit requirement under VI.E.2., above, if the credit meets state academic standards in mathematics.
- e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.E.2. or VI.E.4., above, if the credit meets the state academic standards in science or mathematics.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must satisfactorily complete the following required and elective standards, in accordance with the standards adopted by the school district:

- 1. School District Standards, Health (K-12);

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

- 1. Minnesota Academic Standards, English Language Arts K-12;
- 2. Minnesota Academic Standards, Mathematics K-12 ;
- 3. Minnesota Academic Standards, Science K-12;
- 4. Minnesota Academic Standards, Social Studies K-12; and
- 5. Minnesota Academic Standards, Physical Education K-12.



- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

- Legal References:**
- Minn. Stat. § 120B.018 (Definitions)
 - Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
 - Minn. Stat. § 120B.021 (Required Academic Standards)
 - Minn. Stat. § 120B.023 (Benchmarks)
 - Minn. Stat. § 120B.024 (Credits)
 - Minn. Stat. § 120B.07 (Early Graduation)
 - Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
 - Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (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 104 (School District Mission Statement)



MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

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 Plan, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)



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618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skills that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready



are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- F. "Computer-adaptive assessments" means fully adaptive assessments.
- G. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. "Elective standards"—means a locally adopted expectation for student learning in career and technical education and world languages.
- I. "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, or other cooperative work experience, youth apprenticeship, or employment.
- J. "Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- K. "On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. "Required standard" means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *superintendent* shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

- A. Benchmarks



The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11 and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma);
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.;
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high



school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

EVI. Rigorous Course of Study Waiver

- 1A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - a1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - b2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and



3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.

2B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.

3C. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VI. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before



graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References:

- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota's Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.022 (Elective Standards)
- Minn. Stat. § 120B.023 (Benchmarks)
- Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce](#))
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- 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 3501.08~~2000-3501.0815~~ (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.09~~6055~~ (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 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- 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)



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619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "Committee") shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.



Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

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. Stat. § 120B.363 (Credential for Education Paraprofessionals)
- Minn. Stat. § 122A.16 (Qualified Teacher Defined)
- Minn. Stat. § 122A.60 (Staff Development Program)
- 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. ~~0800-3501.08~~ 2015 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
- ~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
- 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 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 616 (School District System Accountability)



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620R CREDIT FOR LEARNING

[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V; online learning courses, as set forth in Section VI; 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

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which 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. The purpose of this policy also is to address the 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, post-secondary 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 Minn. Stat. §123B.445](#) or recognized by the Commissioner of the Minnesota Department of Education ([Commissioner MDE](#)).
- B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. "Commissioner" means the Commissioner of MDE.
- D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.



- E. "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.
- F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. "Online learning" is a form of digital learning delivered by an approved online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is certified or approved by MDE to provide online learning courses.
- I. "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 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 **[insert number]** 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

V. POST-SECONDARY ENROLLMENT CREDIT



- A. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement may be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
 - 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. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary 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 post-secondary 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 post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VII. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.



- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VIII. 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. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
 - 1. A grade awarded in an Advanced Placement course will be increased by .66 grade points.
 - 2. A grade awarded in an Honors course will be increased by .66 grade points.
 - 3. A grade awarded in a College in the Schools course will be increased by .66 grade points.
 - 4. A grade awarded in a course taken through a Post-Secondary Enrollment Options program deemed equivalent to a Rockford High School College in the Schools or AP course will be increased by .66 grade points.



- 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.

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 post-secondary enrollment course, online learning 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)
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce](#))
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.095 (Online Learning Option)
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 3501.08~~2000-3501.0815~~ (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.09~~6055~~ (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
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)
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)
MSBA/MASA Model Policy 624 (Online Learning Options)



Adopted: 6/19/06

Reviewed: 2019

Revised: 10/21/19, 11/21/2022

Orig. 2003

624 ONLINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider 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 learning.
- B. The school district shall grant academic credit for completing the requirements of a *state-approved* online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

*[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See **Minnesota Statutes section Minn. Stat. § 124D.095, Subd. subdivision 4(d) and (e).***

*To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically. See **Minnesota Statutes section Minn. Stat. § 123B.42.***



III. DEFINITIONS

- A. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. "Enrolling district" means the school district or charter school in which a student is enrolled under [Minnesota Statutes section Minn. Stat. § 120A.22, Subd. Subdivision 4](#), for purposes of compulsory education.
- D. "Full-time online learning provider" means an enrolling school authorized by the [Minnesota Department of Education \(MDE\)](#) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. "Online learning" is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. "Online learning student" is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. "Student" is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with [Minn. Stat. §§ Minnesota Statutes sections 120A.22 and 120A.24](#).
- J. "Supplemental online learning" means an online course taken in place of a course period during the regular school day at a local district school.

IV. PROCEDURES



A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Students Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a



supplemental online learning courses up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The



delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under [Minnesota Statutes section Minn. Stat. § 124D.095](#), Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online syllabus that meets the Commissioner’s requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a ([Curriculum; Electronic Components Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests](#))
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)



MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)



Adopted: 08-20-2018

Orig. 2017

Revised: 09-19-2022, 11/21/2022

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

-D. Government Data

"Government data" means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc. All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes



a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

BF. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

CK. Public Data

~~“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential. All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.~~

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.



DN. Responsible Authority

~~“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent. The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.~~

EO. 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 an individual is ascertainable. 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 an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.~~

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
2. ~~Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data. A requestor is not required to explain the reason for the data request.~~
3. The identity of the requestor is public, if provided, but cannot be required by the government entity.



4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.



5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
 - B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
 - C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the



individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.



VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

- 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.



2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

[Note: the district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

VIII: Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.



- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Superintendent of Schools
Rockford Area Schools
6051 Ash Street, Rockford, MN 55373
763-477-9165

Data Practices Designee(s):

Business Manager
Financial and Business Records
6051 Ash Street, Rockford, MN 55373
763-477-9165

Special Education Coordinator or designee
Special Education Records
7650 County Road 50, Rockford MN 55373
763-477-5837

Rockford Elementary Arts Magnet School Principal or designee
Student Educational Records
7650 County Road 50, Rockford, MN 55373
763-477-5837

Rockford Middle School Center for Environmental Studies Principal or designee
Student Educational Records
6051 Ash Street, Rockford, MN 55373
763-477-5831

Rockford High School Principal or designee
Student Educational Records
7600 County Road 50, Rockford, MN 55373
763-477-5846

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
[Minn. Stat. § 13.01 \(Government Data\)](#)
[Minn. Stat. § 13.02 \(Definitions\)](#)
Minn. Stat. § 13.025 (Government Entity Obligation)
[Minn. Stat. § 13.03 \(Access to Government Data\)](#)
[Minn. Stat. § 13.04 \(Rights of Subjects to Data\)](#)
[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)



[Minn. Stat. § 13.32 \(Educational Data\)](#)
[Minn. Rules Part 1205.0300 \(Access to Public Data\)](#)
[Minn. Rules Part 1205.0400 \(Access to Private Data\)](#)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



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

Subject: Superintendent resignation

Meeting Date: November 21, 2022

Prepared By: Human Resources Office

Date Prepared: November 17, 2022

<input type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)
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Superintendent Dean submitted her letter of resignation to the board on October 26, 2022

Personnel Items:

Status	First Name	Last Name	Position	Date(s)
Resignation	Rhonda	Dean	Superintendent	June 30, 2022



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

Subject: Superintendent Search

Meeting Date: November 21, 2022

Prepared by: Superintendent's Office

Date Prepared: November 17, 2022

Information

Briefing

Action

Enclosure Item(s)

Chair Edwards to discuss superintendent search options.



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

Subject: _____ RHS Course Proposals _____

Meeting Date: _____ 11/21/22 _____

Prepared by: _____ Paul Menard _____

Date Prepared: _____ 11/14/22 _____

Information Briefing Action Enclosure Item(s)

High school course revisions, additions, and deactivations will be presented for approval prior to the registration window for the 2023-2024 school year, which will begin in December 2022.

LINK TO COURSE DOCUMENT:

https://docs.google.com/document/d/110br8rNxzDUgkF3nEZXPAm6e_fWaeS5dfP3ROwkejrl/edit?usp=sharing

LINK TO PRESENTATION:

https://docs.google.com/presentation/d/1wpv9K62H-0Z-UegmGIKfAYXBHMu-CuqDFE7Q75_699w/edit?usp=sharing

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

Courses Needing Board Approval

Course Title Changes

Current Course Name	Proposed Course Name
DP Visual Art SL/ HL	DP Visual Art SL
Health	Health and Wellness
Health Careers	Health Science Careers
DP Biology HL/ College Human Bio	DP Biology HL
Psychology	Psychology I
Animal Sciences I	Animal Sciences
DP Film SL/ HL Year 1	DP Film SL

New Core Courses

English	Science	Social Studies
Intro to Film	MYP Science 9	History in Popular Culture

New Elective Courses

Visual Arts	Spanish	Health & Phy Ed
DP Visual Arts HL Yr 2	Spanish for Spanish Speakers	Certified Nursing Assistant (CNA) Lifelong Physical Activity
Agriculture	Performing Arts	
Landscape Design & Construction CIS Animal Science Veterinary Science Moo to You: Dairy Science Agricultural Economics	Music Through Technology Musical Theater	

English

Intro to Film

Grade: 10,11,12

1 semesters/ 1 credit

In this course you will expand your understanding and appreciation of the art of cinema through a study of the historical, technical, literary, and sociological aspects of filmmaking. We will study the history of movies, cinematography, composition, editing, sound, special effects, film genre, screenwriting, acting, and directing. All concepts will be illustrated through film clips from a variety of film genres, movements, time periods, and locations. Throughout this process, we will view, analyze, and discuss a number of complete films. This course provides the background skills and knowledge for IB Film.

Science

MYP Science 9

Grade: 9

2 semesters/ 2 credits

MYP Science 9 is composed of segments from the Nature of Science, Geology, Astronomy, and Environmental Science. It is taught in an investigative manner using hands-on laboratory experiences to support instruction. Units of study develop students' conceptual understanding of key science ideas such as relationships, change, and systems and encourage students to grow in their organization, collaboration, and thinking skills. Students practice inquiry through experimental investigations, learn principled thinking through data analysis, and build their knowledge of earth and space systems.

Individuals & Societies

History In Popular Culture

Grades: 10,11,12

1 semester/ 1 credit

This class will take students on a journey through history viewing it through the eyes of filmmakers. While the actual people and events will be the focus, students will use films that have been created over the last century to compare the accuracy of the film to the actual event, analyze the ability of the film to affect public perceptions, look for possible bias, and examine the impact of films as history themselves. In addition to Hollywood- made films, students will use documentary films, selected print sources, lecture, and the internet as sources.

Visual Arts

DP Visual Arts HL Yr 2

Grade 12

2 semesters/ 2 credit

Students conduct research to complete a comparative study of several artworks for the IB requirements. A process portfolio is created to record skills and meaning through art making. An In-depth arts study helps deepen critical and conceptual thinking skills and ability to create art that expresses personal meaning. Individual examination of worldwide art historical and contemporary topics, styles, and genres builds knowledge while students work to build confidence as art-makers with improving technical skills in their chosen art media. Second, Students are expected to engage in, experiment with, and critically reflect on a wide range of artistic practices to complete many artistic pieces to be included in an exhibition spring of Sr. year. The three areas of the Diploma Programme Visual Arts are a 1. Comparative Study, 2. Process Portfolio, and 3 Exhibition (art show) of 4 or more completed artistic works. Standard level (SL) students and Higher Level (HL) students have the same three areas. HL students working to earn a college level score have just a few more slides, pages, and artworks to complete for the IB Programme.

Foreign Language

Spanish for Spanish Speakers

Grade: 9

2 semesters/ 2 credits

Spanish for Spanish Speakers for speakers who communicate effectively in their home, community language or have lived in a Spanish speaking country for an extended period of time and wish to develop their Spanish language proficiency/competency. A brief oral assessment will determine placement in the program. The course in this track is designed to meet the particular needs of students that already have a strong grasp of the Spanish language. It is a course that validates the linguistic and trans-cultural experiences and knowledge of students in the course. Our goal is to build upon that knowledge and experience by expanding their skills in academic writing and speaking, improving their reading skills, and exploring issues related to identity and culture.

Health and Physical Education

Certified Nursing Assistant (CNA)

Grade: 11, 12

Prerequisite: Health & Wellness (previously Health)

1 semester/ 1 credit

The Certified Nursing Assistant (CNA) and Home Health Aide (HHA) course provides classroom and clinical training for individuals interested in pursuing direct patient care in hospitals, nursing homes, or home health care settings. As a CNA, students will be qualified to care for the sick, injured, convalescent, and disabled under the supervision of physicians, licensed practical nurses, and registered nurses. The course includes orientation, basic skills assessment tests, classroom/lab training, and hands-on clinical training. Students will be expected to provide hands-on care during clinicals. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the nursing assistant. Upon completion of all course hours and clinicals, students will be eligible to take the state exam (fee provided by HHS) offered at ? and, upon passing, will be recognized by the State of Minnesota in its registry of Certified Nursing Assistants. This course is a prerequisite for most LPN or RN programs in Minnesota and is valuable to anyone interested in direct patient care. Please note that some clinical hours may be held outside of regular school hours.

Lifelong Physical Activity

Grade: 9, 10, 11, 12

1 semester/ 1 credit

This course is designed for students to put MYP principles into practice. In addition the content is going to be a variety of motor skills, invasive games, net games, individual activities, that can be applicable to them now but also as they grow throughout their life. Students will also develop physical activity and fitness knowledge to enhance their lifelong personal health and wellness.

Agriculture

Landscape Design & Construction

Grade: 9,10,11,12

1 semester/ 1 credit

Want to make your neighbors jealous by having the best looking yard on the block? Grow your green thumb and get your hands dirty in this hands-on, minds-on course! Landscapes surround each of us—whether these landscapes are in our yards, our places of work, or even at our school. In this course, we will learn the principles of planning, designing and constructing landscapes. We will begin by identifying and learning about the growing conditions for common landscape plants grown in Minnesota. We will also be introduced to site planning, drafting and scaling, both on paper and digitally. After gaining these skills, you will have the opportunity to create professional and cost-effective landscape plans and designs for the site of your choice. Later in the semester, we will see these skills come to life as we spend a great deal of time outdoors gaining practical experience with equipment, tools and machinery to install landscapes around the school and in the local community. As a result of the course, you will have a few tricks up your sleeve in order to have the sharpest looking lawns for your future home or business. This course emphasizes hands-on and practical learning through applying the principles of design to real-life contexts.

CIS Animal Science

Grade:11,12

1 semester/ 1 credit

Prerequisite: top half of class or teacher approval

Get up close and personal with small and large animals in this hands-on course! This course provides an overview of the horse, dairy, sheep, poultry, swine, beef and companion animal industries while earning college credits! We'll cover nutrition, genetics, anatomy, humans' relationships to animals, current issues and the public's perception of animal agriculture. You will also apply your animal science skills through hands-on lab experiences at the University of Minnesota as a concurrently-enrolled University of Minnesota student, and walk away with 4 college credits. Some learning will be done online, with potential release days so you can complete assignments and labs outside of class time. This course is also applicable to the University of Minnesota Science Entrance Requirement. Prerequisite: Students must be in the top 50% of class, or instructor permission/approval.

Veterinary Science

Grade:9,10,11,12

1 semester/ 1 credit

Save yourself a trip to the vet by learning all about how to take care of your favorite animals! Join us as we explore animal cells and organs, animal systems, disease diagnostics and determine the best treatment for your furry family member or even large animals and livestock. In this class, you will build a foundational understanding of the biological and environmental factors in disease transmission, explore what causes illnesses and learn about the prevention and treatment of common animal disorders. You will also build upon your animal identification skills and learn key facts about different breeds of small or large animals along with the tools and equipment used to treat those animals.

Moo to You Dairy Science

Grades 9,10,11,12

1 semester/ 1 credit

From grass to glass, join us in this class as we explore all areas of dairy production! The first half of the semester, we will learn all about what it takes to raise cattle, including nutrition, genetics, veterinary care and welfare considerations. Special emphasis will be placed on dairy cattle selection, evaluation and judging and through this, students will also develop oral reasoning skills. The second half of the semester will focus on what happens to milk and dairy products once they leave the farm; examining the food safety and processing methods for dairy products including milk, butter, cheese, yogurt, sour cream, ice cream and so much more. We will also spend time learning how to make these products and utilize the kitchen spaces to create our own homemade dishes that feature dairy products! At the end of the semester, students will also learn about careers within the industry, upcoming trends and much more. Field trips to local dairy farms and dairy product facilities are also a possibility.

Agricultural Economics (Fulfills Econ Requirement)

Grade:11,12 (10th grade need teacher approval)

1 semester/ 1 credit

Why is milk always sold in the back of the grocery store rather than the front? How can I start my own business and make profit? Why is there poverty in the world? Learn how to plan, organize, market and make profit in a business in this hands-on and exciting class! Agricultural businesses were the original start-up companies, but any successful business comes down to economic decision-making. In this hands-on class, you'll learn how to anticipate market trends, secure resources and make rational, data-based decisions through market simulations and interactive group collaboration. We'll also touch on supply and demand, price-setting, the globalization of trade, public policy, commodity markets and food safety and how they impact everyday business. You will also get to be part of managing our school greenhouse as you develop and apply the business concepts we learn in the classroom. You'll walk out of this course confident about making healthy day-to-day economic decisions while saving and investing for the future. This course is very applied in nature—we will take complex economic concepts and break them down and make them relatable to your everyday life. This course also meets the economics graduation requirement.

Performing Arts

Music Through Technology

Grades: 10,11,12

1 semester/ 1 credit

This course is geared towards the non-traditional music student, but is open to any student wishing to learn more about composition, arranging and music technology programs. Students will learn about "good" harmonic progression and voice leading techniques through composition and arranging. Students will also present/perform their compositions using their own talents and instruments.

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Grade: 9,10,11,12

1 semester/ 1 credit

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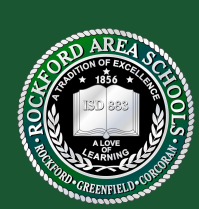


High School Courses

Paul Menard

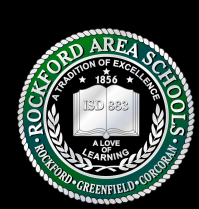


In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens



Updated Course Names

Current Course Name	Proposed Course Name
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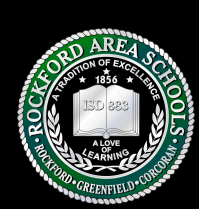
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MYP Science 9

Grade: 9

2 semesters/ 2 credits

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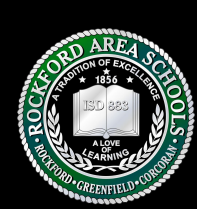
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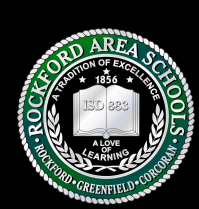
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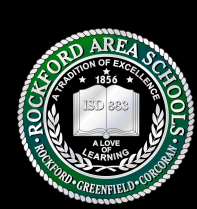
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Health & Phy Ed

Certified Nursing Assistant (CNA)

Grade: 11, 12

Prerequisite: Health & Wellness (previously Health)

1 semester/ 1 credit

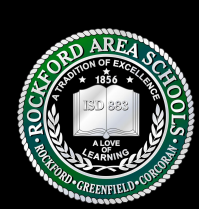
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Grade: 9, 10, 11, 12

1 semester/ 1 credit

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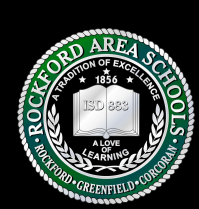
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Landscape Design & Construction

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Agriculture cont.

CIS Animal Science

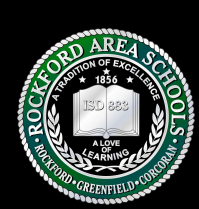
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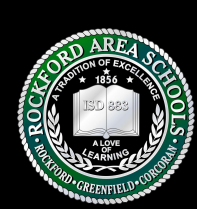
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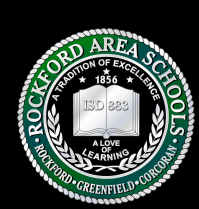
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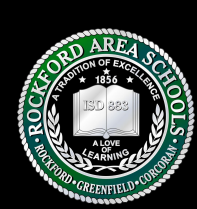
Agriculture cont.

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Grade:11,12 (10th grade need teacher approval)

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Performing Arts

Music Through Technology

Grades: 10,11,12

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Thank You.



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

Subject: Activities Director Report

Meeting Date: November 21, 2022

Prepared by: Daniel Pratt

Date Prepared: November 16, 2022

<input checked="" type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)
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- Guest presenters from Cross Country: Gwen Keller
- Girls Tennis is growing faster than anyone ever expected. 26 girls played Tennis for the Rockets this fall. The Rockets played a modified schedule with schools nearby. We hosted a few matches, it was a beautiful sight seeing all eight courts filled with spectators circling the courts. Coach Nelson and Asst Coach Huber did a wonderful job teaching and molding the Tennis team.
- Girls & Boys Soccer had tough seasons, a lot of inexperienced athletes with a few talented older players struggled to push the Rockets to higher aspirations. The Soccer talent levels are getting better but it will take time to get the numbers increased to push our competitiveness to the next level. First year Rockets Girls coach David Montgomery worked hard to improve the team's fitness level and ball skills. Coach VK had one of his youngest teams to date, they played the game the right way but will need to grow both physically and skill development to be more competitive in the WCC.
- Rockford Varsity Football had a successful season that ended very similarly to last year. The Rockets took a #4 seed into the sectional play but lost a tight one to Litchfield, tough way to close it out! Some great memories with a lot of areas for improvement. A successful Football season is made during the off-season, the Rockets need to put in the work to receive the glory!
- Volleyball was a scrappy young team with high expectations for next season. They were fun to watch, they never gave up and always gave their opponent more than they expected. They hit bigger than they were and defended like cats never allowing a ball to be unchallenged.
- The 2022 Districtwide musical "The Wizard of Oz" is going to be an outstanding production and one of the biggest casts (115) including pit crew; grades 5-12. I have stopped into a few rehearsals and it looks like herding cats but Caroline Young, Meghan Larson, Stephanie Cosgrove and Jerald Ferdig are top notch kid whisperers. The show will run November 18, 19 and 20th. If it is like the last few years, it will be amazing!



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

- The Winter sports meeting was not as well attended as the years past. Looks like the numbers of participants has not moved significantly in either direction. Overall numbers seem to look steady but team numbers look different, Girls basketball at the HS level will only field a Varsity and a JV team this Winter. Boys' Basketball has enough kids for about five teams. We are seeing the declining numbers in Girls Basketball across the WCC.
- Transition from fall activities to Winter Activities is always an interesting changeover.
 - MS GBB & Dance started on 10-24
 - Gymnastics & Winter Cheer started on 11-14
 - HS GBB Starts on 11-14
 - HS BBB & MS wrestling starts on 11-21
- MS GBB is off and running, our conference will run a split schedule with the girl's playing from 10-24 to 12-22 and boys from 1-3 to 2-28.
- Looking forward to a great winter with countless opportunities to help shape Rockford's students into productive and socially conscious citizens.



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

Subject: Overnight trip approval for Boys Basketball

Meeting Date: November 21, 2022

Prepared by: Dan Pratt

Date Prepared: November 16, 2022

Information Briefing Action Enclosure Item(s)

Rockford Boys' Basketball programs is scheduled to play in the Granite City Classic in St. Cloud, MN on Dec 29th & 30th

- Boys' Basketball would like to make this trip and overnight /team bonding experience. They would stay in St. Cloud, Wednesday Night 12-29
 - The program will cover their own costs for lodging and food with the funds raised in their Booster club run Activity account. The coaches will be on hand to chaperone both the bus ride and the overnight.

APPENDIX B
Rockford Area Schools – ISD 883
EXTENDED FIELD TRIP APPLICATION – PRELIMINARY APPROVAL

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

School: Rockford High School

Group/Class: Boys Basketball

Teacher(s)/Advisor(s) submitting request: Mr. Tauber

Estimated number of students participating: 45

Destination: St Cloud

Address: 3254 * SJU

Education and/or activity objectives: Tournament

Dates of the trip: 12/29 * 12/30, 2022

Days absent: When school is in session: None
 Non-school days/vacation time: 2 days / 1 night

Estimated cost per student: \$50

Source of funding: Student: _____ District: _____ Other: Fundraising Money

APPROVAL:

Preliminary approval requires the following signatures.

School Principal: _____ Date: _____

Superintendent (or designee): _____ Date: _____

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

STEP Two: Preliminary Trip Planning

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

STEP Three: Secure FINAL APPROVAL

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

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



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

Subject: Overnight trip approval for gymnastics

Meeting Date: November 21, 2022

Prepared by: Dan Pratt

Date Prepared: November 16, 2022

Information Briefing Action Enclosure Item(s)

Rockford Gymnastics programs is scheduled to participate in the Minnetonka HS Invite in Minnetonka, MN on Jan. 28th

- Gymnastics would like to make this trip and overnight /team bonding experience. They would stay in the Minnetonka area, Saturday Night 1-28
 - The program will cover their own costs for lodging and food with the funds raised in their Booster club run Activity account. The coaches will be on hand to chaperone both the bus ride and the overnight.

APPENDIX B
 Rockford Area Schools – ISD 883
EXTENDED FIELD TRIP APPLICATION – PRELIMINARY APPROVAL

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

School: Rockford High School

Group/Class: Girls Gymnastics

Teacher(s)/Advisor(s) submitting request: Averi Shrode

Estimated number of students participating: 14-16

Destination: Country Inns & Suites by Radisson, Mpls West, MN

Address: 210 Carlson Parkway, Plymouth, MN 55447

Education and/or activity objectives: Meet Innote

Dates of the trip: Saturday, Jan 28 - Sunday, Jan 29, 2023

Days absent: When school is in session: None.

Non-school days/vacation time: 2 days, 1 night

Estimated cost per student: Approx. \$93/room @ 4/room (5 rooms)

Source of funding: Student: _____ District: _____ Other: Booster Club

APPROVAL:

Preliminary approval requires the following signatures.

School Principal: _____ Date: _____

Superintendent (or designee): _____ Date: _____

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

STEP Two: Preliminary Trip Planning

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

STEP Three: Secure FINAL APPROVAL

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

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



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

Subject: Overnight trip approval for Jazz Band

Meeting Date: November 21, 2022

Prepared by: Dan Pratt

Date Prepared: November 18, 2022

Information Briefing Action Enclosure Item(s)

Rockford Jazz Band is scheduled to attend the Region Jazz Band competition / Clinic at Bemidji

State university on February 4 th , 2023.

Because of the distance and time of completion they would like to make this trip and

overnight /team bonding experience. One-night Feb 4 th and return to Rockford on Sun

Feb 5 th .

o The program will cover their own costs for lodging and food with the funds raised

in their Activity account. The coach and her volunteer will be on hand to chaperone both the bus ride to and from as well as the overnight.

APPENDIX B
Rockford Area Schools – ISD 883
EXTENDED FIELD TRIP APPLICATION – PRELIMINARY APPROVAL

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

School: Rockford High School
 Group/Class: Rockford High School Jazz Band
 Teacher(s)/Advisor(s) submitting request: Jerald Ferdig
 Estimated number of students participating: 20
 Destination: Bemidji, MN
 Address: Bemidji State University, Bemidji, MN
 Education and/or activity objectives: Attend jazz workshop, clinic at Bemidji State University
 Dates of the trip: February 4-5
 Days absent: When school is in session: 0
 Non-school days/vacation time: 2 days
 Estimated cost per student: \$60.00
 Source of funding: Student: X District: transportation Other: _____

APPROVAL:

Preliminary approval requires the following signatures.

School Principal: [Signature] Date: 11/18/22
 Superintendent (or designee): _____ Date: _____

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

STEP Two: Preliminary Trip Planning

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

STEP Three: Secure FINAL APPROVAL

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

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

03/18



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

Subject: Acknowledgement of Contributions Resolution

Meeting Date: November 21, 2022

Prepared by: Business Office

Date Prepared: November 14, 2022

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>
Anonymous Donation	\$190.00	Football Activity Fund
Trent Shipley	\$500.00	RHS FFA Fund
Rockford Lions	\$500.00	RHS FFA Fund
Rockford Education Foundation		REAMS Staff T-shirts
Rockford Education Foundation		REAMS Art--500 cinch sacs for Art Class
Rockford Education Foundation		RMS Band--2 Tubas for RMS Band
Hennepin Co Farm Bureau	\$500.00	RHS FFA Fund
Medina Electric		5 boxes of 3-ring binders for RAS