



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883 BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for February 22, 2023

6:30 PM

District Board Room

6051 Ash Street

Rockford, MN 55373

1. **CALL MEETING TO ORDER**
 - A. Pledge of Allegiance
 - B. Board Roll Call
2. **APPROVAL OF AGENDA**
3. **PUBLIC COMMENTS**
4. **CONSENT ITEMS**
 - A. Consent--Approval of Minutes 3
 - B. Consent--Personnel 11
 - C. Consent--Approval of Bills and Wire Transfers 12
 - D. Consent--Approval of Open Enrollments 27
 - E. Consent -- Teacher Seniority List 29
 - F. Consent -- 284 contract 38
5. **HIGH STUDENT ACHIEVEMENT**
 - A. RMS-CES Principal Report 68
 - B. Overnight Trip Approval for 6th Grade 71
 - C. RHS Principal Report 81
 - D. Overnight Trip Approval for DECA 91
 - E. Director of Teaching and Learning's Report 95
6. **FISCAL RESPONSIBILITY**
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 - B. Capital Facilities Project Review 189
 - C. Resolution of Facilities Bonds 190
 - D. Storage Optimization Proposal 206
7. **EFFICIENT & EFFECTIVE OPERATIONS**
 - A. Superintendent Search Update 207
 - B. Policy Updates -- Second Reading 209
8. **BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS**
 - A. Work Session of the Board of Education: Monday, March 20, at 5:30 PM in the District Office Board Room.
Regular Meeting of the Board of Education: Monday, March 20, at 6:30 PM in the District Office Board Room.



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

B. Board Committee Updates

9. **ADJOURNMENT**

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

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

Rockford Board of Education

Jamie Hillstrom

Eric Gordee

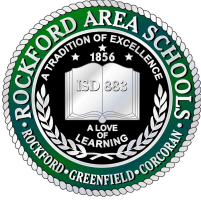
Jenny Kneeland

Amy Edwards

Jessica Johnson

Beth Praska

Superintendent Rhonda Dean



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Work Session Minutes
Monday, January 23, 2023

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, January 23, 2023 in the District Board Room. Amy Edwards called the work session meeting to order at 5:30 pm. Members Hillstrom, Gordee, Johnson, Praska, Kneeland and Edwards were present. Also present were Superintendent Rhonda Dean, and Ryan Hoffman from ICS.

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

A Regular Meeting of the Board of Education is scheduled for Monday, January 23, 2023 at 6:30 pm, in the District Board Room.

Adjourned 6:05 pm

Courtney Neibert
Recorder

Jessica Johnson
Clerk



Independent School District #883

Regular School Board Meeting

January 23, 2023

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

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

Board Roll Call

Members present: *Hillstrom, Edwards, Gordee, Johnson, Praska and Kneeland*. Also present were *Superintendent Rhonda Dean, Ryan Hoffman from ICS, Director of Teaching and Learning Rob Danneker, Director of Finance and Operations Michael McNulty, Ryan Schmidt with Schlenner Wenner & Co, REAMS Principal Brenda Nyhus, Arts coordinator and music teacher Darren Eliason, Teacher Joe Ramstad, Kenneth Dragseth and David Clough with School Exec*

APPROVAL OF AGENDA

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

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

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

- **Minutes:**
 - December 05, 2022 Work Session
 - December 19, 2022 Regular Meeting
 - January 9, 2023 Organizational Meeting

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
Hire	Amy	Stoks	SPED Paraprofessional	January 23, 2023
Hire	Lindsey	Seabright	Kindergarten Teacher	January 3, 2023
Hire	Mavis	Ekholm	Assistant Gymnastics Coach	January 19, 2023
Leave	Nayeli	Schroeder	GKC Assistant	January 4-March 29, 2023
Leave	Miranda	Harrison	Human Resources Director	January 3-January 23, 2023
End of Contract	Anne	Runck	Long Term Sub CTE	January 20, 2023
Hire	Millard	Haely	CTE Teacher-Hire School	January 23, 2023
Return from Leave	Linnea	Floan	SPED Teacher	January 9, 2023
Rehire	Dawn	Rund	Playground Aide	January 3, 2023
Hire	Ryan	Andrew	Boys Basketball Coach	December 19, 2022
Termination	Miranda	Harrison	Human Resources Director	January 23, 2023
Termination	Sarah	Muvahill	Assistant Gymnastics Coach	January 16, 2023
Medical Leave	Linnea	Floan	Special Education Teacher	November 14, 2022 - Jan 31, 2023
Maternity Leave	Lanaya	Schnettler	Special Education Teacher	April 1-June 6, 2023
Maternity Leave	Lanaya	Schnettler	Special Education Teacher	2023-2024 School Year
Maternity Leave	Nayeli	Schroeder	Galaxy Kids Program Lead	January 5-March 30, 2023 (approx.)
Lane Change	Kerry	Carlson	BA20-14 to BA30-14	September 15, 2022
Lane Change	Allison	Maessa	BA30-01 to MA-01	September 15, 2022
Lane Change	KellyAnn	Lockerem	MA10-12 to MA20-12	September 15, 2022

Lane Change	Kerry	Carlson	BA30-14 to MA-14	January 15, 2023
Lane Change	KellyAnn	Lockerem	MA20-12 to MA30-12	January 15, 2023
Lane Change	Kathryn	Mattson	MA20-13 to MA30-13	January 15, 2023
Lane Change	KellyAnn	Miller	BA30-01 to MA-01	January 15, 2023
Lane Change	Joseph	Ramstad	BA10-08 to BA20-08	January 15, 2023
Lane Change	Stephanie	Sauer	BA30-03 to MA-03	January 15, 2023
Lane Change	Polly	Trandahl	MA10-14 to MA20-14	January 15, 2023

- ***Bills and Wire Transfers:***

December 2022 Disbursements Paid (listings attached):

Fund 01 General Fund	\$1,415,711.91
Fund 02 Food Service	\$ 304,813.87
Fund 04 Community Services	\$ 13,889.48
Fund 06 Building Construction	\$ 618,445.02
Fund 07 Debt Redemption	\$ 500
Fund 21 Student Activities	\$ 15,034.44
Fund 45 OPEB Trust	\$ 0
Total All Funds	\$ 2,368,394.72

● **Open Enrollments:**

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
8	Delano	879	9/6/2022	family move; want to stay enrolled at Delano
3	Osseo	279	10/1/2022	family move, want to stay enrolled at Osseo
9	Richfield	280	9/6/2022	previously attended Richfield

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
HK	Forest Lake	831	9/6/2022	previously attended Rockford for ECSE
11	Buffalo Hanover Montrose	877	9/6/2022	family move; wanted to stay enrolled at Rockford
KE	Buffalo Hanover Montrose	877	10/3/2022	family move; wanted to stay enrolled at Rockford

- **Memorandum of Agreement – Student Service Grid Time:** Memorandum of Agreement (MOA) between the District and the teachers’ bargaining unit (Education Minnesota – Rockford) regarding Student Service Grid Time. The MOA seeks to provide short-term relief to Special Education teachers assigned to Rockford High School through the end of the 2022-23 school year. This MOA is the product of a collaborative effort between the District and EM-R to appropriately address student service grid time that these teachers are providing during the contracted prep time.

SAFE & WELCOMING ENVIRONMENT

- **Celebration: REAMS:** Students in third grade have been working on Gullah stick pounding. Arts coordinator and music teacher, Mr. Eliason, along with some third grade students, will share the connection between the Arts focus, the core curriculum, and the artist in residence experience that the students receive as they learn this technique.

HIGH STUDENT ACHIEVEMENT

- **Elementary Principal's Report:** REAMS Principal Brenda Nyhus presented an update to the board on her SIP plan.
- **Teaching & Learning Update:** Director of Teaching & Learning Danneker provided the Board with a department update as of January 2023. Topics included: Professional Development activities from January 16 and January 23, 2023, QComp program mid-year update, World's Best WorkForce (WBWF) / Achievement & Integration (A&I) Combined Report submitted to MDE in December 2022, and Assessment update, including REAMS Winter Fast progress monitoring
- **Updated Job Description – Data and Technology Integrationist:** Director of Teaching & Learning Danneker presented an updated job description for the position of Data and Technology Integrationist. Because there is no specific professional license applicable to this position / role, the Professional Educator Licensing and Standards Board (PELSB) classifies this position / role as a Teacher on Special Assignment (TOSA). This presentation included a request for Board action in order to adopt the updated job description and to affirm this position / role for 2023-24 and beyond.

Motion by Kneeland, seconded by Edwards to approve the job description of Data and Technology Integrationist as presented in the board packet. Motion carried.

- **FFA Overnight Convention Trip:** Agriculture Teacher Joe Ramstad requested the board for approval of an overnight trip for the FFA Convention

Motion by Praska, seconded by Johnson to approve the FFA overnight as presented. Motion carried.

- **Robotics Overnight Trip- Duluth:** Director of Activities Dan Pratt requested the board for approval of an overnight trip for the Robotics team at Duluth

Motion by Hillstrom, seconded by Johnson to approve the Robotics field trip to Duluth as presented Motion carried.

- **Robotics Overnight Trip- LaCrosse, WI:** Director of Activities Dan Pratt requested the board for approval of an overnight trip for the Robotics team at LaCrosse

Motion by Johnson, seconded by Kneeland to approve the Robotics field trip to LaCrosse with the amendment that the source of financing is all through fundraising and none from the district. Motion carried.

FISCAL RESPONSIBILITY

- **Auditor’s Report:** Schlenner-Wenner representative Ryan Schmidt presented our Financial Audit Report for fiscal year 2021-2022 for approval.

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

Edwards motioned, seconded by Hillstrom, 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>
Hanover Athletic Association	\$16,701.19	Football Program--purchase of shoulder pads and Flips sleds
		Food Service Account (to help pay student lunch accounts for students who have outstanding lunch account balances)
Anonymous	\$100.00	RHS Band Fund Donation
Marc & Emily Bartels	\$100.00	RHS Band Fund Donation
Stephen & Kathryn Iverson	\$93.00	RMS Gift Fund
Box Tops	\$160.20	REAMS Student Council Fund
Box Tops	\$93.90	
Rockford Education Foundation		Robotics Computers
Rockford Education Foundation		Robotics Program (Materials, Parts, Food, etc)
Rockford Education Foundation		Breakfast for staff development meetings

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

Whereupon said resolution was declared duly passed and adopted.

- **Resolution Directing the Administration to make Recommendation for Reductions in Programs and Positions and Reasons Therefore:**This resolution is required if the district would need to make any budget reductions for the 2023-24 school year. It has been adopted annually to ensure that we have covered all necessary procedures in the event reductions would need to occur. By adopting the resolution, we are not required to make any reductions.

**RESOLUTION DIRECTING THE ADMINISTRATION TO MAKE RECOMMENDATIONS FOR
REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE.**

- WHEREAS, the financial condition of the school district dictates that the school board must reduce expenditures immediately, and
- WHEREAS, this reduction in expenditure must include discontinuance of positions and discontinuance or curtailment of programs, and
- WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District #883, as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of program or positions to effectuate economies in the school district and reduce expenditures, make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of position and curtailment of positions.

Motion by Johnson, seconded by Praska to approve the resolution directing the administration to make recommendations for reductions in programs and positions and reasons therefore.

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

Whereupon said resolution was declared duly passed and adopted.

EFFICIENT & EFFECTIVE OPERATIONS

- **Superintendent Search Profile:** Kenneth Dragseth and David Clough with School Exec Connect presented to the board their findings for the Superintendent Profile. After discussion the following changes were made
 - First Bullet changed to: Demonstrates presence, engagement and makes decisions based on what is best for students while valuing their voice and providing a caring environment for each of them.
 - Last Bullet changed to: Works to understand our students, staff, and community while developing plans to increase enrollment, address the academic needs of our students, and the behavioral and mental health needs of our students and staff.

Motion by Kneeland, seconded by Edwards to approve Superintendent profile as amended in this meeting. Motion carried.

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

- **Facilities Update:** Ryan Hoffman with ICS will present to the board regarding Capital Facilities Updates

BOARD AND SUPERINTENDENT UPDATES AND ANNOUNCEMENTS

A list of the new School Board Assignments was given to the Board Members.

Work Session of the Board of Education: Monday, February 6, in the District Office Board Room

Regular Meeting of the Board of Education: Wednesday, February 22, in the District Office Board Room

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

- Kneeland -MSBA Conference, MSHSL annual meeting, superintendent search phone interview
- Hillstrom -MSBA trainings Phase 1,2 & 3, Onboarding Meetings, MSBA Conference, MSBA training videos
- Praska- SEE, MSBA Conference, Superintendent search interview
- Gordee - AMSD, MSBA Conference, Northwest suburban, Facilities, Board prep
- Johnson - Mawseco Meeting, MSBA Conference, Superintendent search phone interview
- Edwards - MSBA conference day 1, Facilities committee, board prep
- Superintendent Dean -MSBA, AMSD, MSBA conference, Facilities, LTFM, Northwest suburban, led Emotional poverty session, Narcan training, Superintendent search phone interview.

Johnson motioned to adjourn the meeting at 9:15 p.m. Kneeland seconded. Motion carried unanimously.

*Courtney Neibert
Recorder*

*Jessica Johnson
Clerk*



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

Subject: Consent Personnel

Meeting Date: February 22, 2023

Prepared By: Human Resources Office

Date Prepared: February 17, 2023

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

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



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

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

Meeting Date: February 22, 2023

Prepared by: Mike McNulty

Date Prepared: February 14, 2023

Information Briefing Action Enclosure Item(s)

January 2023 Disbursements Paid (listings attached):

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

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void	Amount
AS2	57585			Wire	1	2006	US GOVERNMENT		No	No	No	01/17/2023	3,411.47
AS2	57586			Wire	1	1938	TRA		No	No	No	01/17/2023	2,319.87
AS2	57587			Wire	1	1962	MINNESOTA DEPT OF REVENUE		No	No	No	01/17/2023	684.85
AS2	57588			Wire	1	2006	US GOVERNMENT		No	No	No	01/06/2023	6,691.25
AS2	57589			Wire	1	2006	US GOVERNMENT		No	No	No	01/04/2023	111,376.14
AS2	57590			Wire	1	1938	TRA		No	No	No	01/09/2023	1,502.05
AS2	57591			Wire	1	3370	MN CHILD SUPPORT PMT CENTER		No	No	No	01/05/2023	323.50
AS2	57592			Wire	1	1938	TRA		No	No	No	01/06/2023	55,499.37
AS2	57593			Wire	1	1937	PUBLIC EMPLOYEES RETIREMENT AS		No	No	No	01/13/2023	23,650.30
AS2	57594			Wire	1	1962	MINNESOTA DEPT OF REVENUE		No	No	No	01/13/2023	19,757.48
AS2	57595			Wire	1	6431	HR SIMPLIFIED		No	No	No	01/13/2023	117,908.11
AS2	57596			Wire	1	6498	STATE OF MN TAX GARNISH		No	No	No	01/13/2023	359.17
AS2	57635			Wire	1	4050	AFLAC		No	No	No	01/13/2023	420.32
AS2	57637			Wire	1	1937	PUBLIC EMPLOYEES RETIREMENT AS		No	No	No	01/13/2023	16,158.56
AS2	57639			Wire	1	1938	TRA		No	No	No	01/13/2023	56,095.89
AS2	57640			Wire	1	2006	US GOVERNMENT		No	No	No	01/13/2023	101,522.07
AS2	57681			Wire	1	7649	TSA CONSULTING GROUP, INC.		No	No	No	01/23/2023	29,354.12
AS2	57682			Wire	1	2470	MSRS		No	No	No	01/23/2023	14,004.44
AS2	57708			Wire	1	1968	BANKWEST ROCKFORD		No	No	No	01/20/2023	8.00
AS2	57709			Wire	1	1962	MINNESOTA DEPT OF REVENUE		No	No	No	01/20/2023	24.00
AS2	57710			Wire	1	4194	US BANK		No	No	No	01/20/2023	147,622.42
AS2	57711			Wire	1	4194	US BANK		No	No	No	01/20/2023	408,162.50
AS2	57712			Wire	1	4194	US BANK		No	No	No	01/20/2023	399,038.34
AS2	57513		103722	Check	1	8029	SFM		Yes	No	No	01/05/2023	22,279.00
AS2	57512		103723	Check	1	1215	XCEL ENERGY		Yes	No	No	01/05/2023	24,708.60
AS2	57514		103724	Check	1	6288	UNITED STATES TREASURY		Yes	No	No	01/05/2023	4,853.02
AS2	57519		103725	Check	1	1492	ADAM'S PEST CONTROL INC		Yes	No	No	01/06/2023	341.82
AS2	57527		103726	Check	1	6623	ADVANCED IMAGING SOLUTIONS		Yes	No	No	01/06/2023	5,718.00
AS2	57523		103727	Check	1	5853	ALL STATE COMMUNICATIONS, INC		Yes	No	No	01/06/2023	8,923.00
AS2	57534		103728	Check	1	8399	AMPION PBC	C Corporation	Yes	No	No	01/06/2023	129.31
AS2	57516		103729	Check	1	1180	CENTERPOINT ENERGY		Yes	No	No	01/06/2023	433.53
AS2	57517		103730	Check	1	1181	CITY OF ROCKFORD		Yes	No	No	01/06/2023	964.97
AS2	57518		103731	Check	1	1200	CUB FOODS		Yes	No	No	01/06/2023	264.10
AS2	57522		103732	Check	1	5124	DECKER EQUIPMENT/SCHOOL FIX		Yes	No	No	01/06/2023	172.09
AS2	57524		103733	Check	1	5989	DEPT OF HUMAN SERVICES SWIFT		Yes	No	No	01/06/2023	73.00
AS2	57526		103734	Check	1	6377	DISH		Yes	No	No	01/06/2023	119.08
AS2	57530		103735	Check	1	7738	GRANITE TELECOMMUNICATIONS, LLC		Yes	No	No	01/06/2023	767.69
AS2	57515		103736	Check	1	1102	JW PEPPER		Yes	No	No	01/06/2023	107.99
AS2	57533		103737	Check	1	8361	KAMIDA CONCRETE CONSTRUCTION, S Corporation		Yes	No	No	01/06/2023	30,572.50

Rockford ISD #0883
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void	Amount
AS2		57525	103738	Check	1	6029	KIDZART		Yes	No	No	01/06/2023	350.00
AS2		57529	103739	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	01/06/2023	420.00
AS2		57531	103740	Check	1	7857	MCLEOD COMMUNITY SOLAR ONE LLI		Yes	No	No	01/06/2023	825.02
AS2		57532	103741	Check	1	7858	MEEKER COMMUNITY SOLAR ONE LLI		Yes	No	No	01/06/2023	1,045.99
AS2		57521	103742	Check	1	4937	RUSSELL SECURITY RESOURCE INC		Yes	No	No	01/06/2023	53,730.00
AS2		57528	103743	Check	1	7545	TEACHERS ON CALL		Yes	No	No	01/06/2023	7,427.23
AS2		57520	103744	Check	1	1841	WRIGHT TECHNICAL CENTER		Yes	No	No	01/06/2023	2,844.22
AS2		57538	103745	Check	1	2009	EDUCATION MINNESOTA ROCKFORD -		Yes	No	No	01/11/2023	9,239.68
AS2		57537	103746	Check	1	1644	ISD #883 EDUCATION FOUNDATION		Yes	No	No	01/11/2023	561.70
AS2		57536	103747	Check	1	1969	SCHOOL SERVICE EMPLOYEES		Yes	No	No	01/11/2023	1,676.58
AS2		57553	103748	Check	1	4335	4 POINT 0 SCHOOL SERVICES		Yes	No	No	01/13/2023	37,181.20
AS2		57554	103749	Check	1	4335	4 POINT 0 SCHOOL SERVICES		Yes	No	No	01/13/2023	9,635.90
AS2		57576	103750	Check	1	7981	AT&T MOBILITY		Yes	No	No	01/13/2023	38.23
AS2		57541	103751	Check	1	1159	BANKWEST-CASH		Yes	No	No	01/13/2023	350.00
AS2		57565	103752	Check	1	6791	BARFKNECHT, ALAN	Ind/Sole Proprietor	Yes	No	No	01/13/2023	130.00
AS2		57555	103753	Check	1	4581	BREAKDOWN SPORTS USA	S Corporation	Yes	No	No	01/13/2023	180.00
AS2		57542	103754	Check	1	1180	CENTERPOINT ENERGY		Yes	No	No	01/13/2023	20,240.00
AS2		57564	103755	Check	1	6727	DAIKIN APPLIED		Yes	No	No	01/13/2023	1,419.00
AS2		57573	103756	Check	1	7571	DAVID BANK STUDIOS LLC	Partnership	Yes	No	No	01/13/2023	134.00
AS2		57566	103757	Check	1	6826	DAY, ROGER	Ind/Sole Proprietor	Yes	No	No	01/13/2023	130.00
AS2		57557	103758	Check	1	5274	DECKER, DUSTY		Yes	No	No	01/13/2023	260.00
AS2		57552	103759	Check	1	2857	DECKER, MARK	Ind/Sole Proprietor	Yes	No	No	01/13/2023	130.00
AS2		57580	103760	Check	1	8265	DOMINO'S PIZZA		Yes	No	No	01/13/2023	96.88
AS2		57570	103761	Check	1	7393	FRITZ, BRIAN	Ind/Sole Proprietor	Yes	No	No	01/13/2023	130.00
AS2		57563	103762	Check	1	6481	GRADY'S ACE HARDWARE		Yes	No	No	01/13/2023	1,323.08
AS2		57558	103763	Check	1	6054	HENNEPIN COUNTY TREASURER		Yes	No	No	01/13/2023	186.00
AS2		57571	103764	Check	1	7408	HOLY FAMILY CATHOLIC HIGH SCHOOL		Yes	No	No	01/13/2023	120.00
AS2		57546	103765	Check	1	1779	HORNING, HANS	Ind/Sole Proprietor	Yes	No	No	01/13/2023	230.00
AS2		57550	103766	Check	1	2323	HOUSE OF PRINT		Yes	No	No	01/13/2023	3,348.31
AS2		57551	103767	Check	1	2575	ISD #882 - MONTICELLO		Yes	No	No	01/13/2023	275.00
AS2		57549	103768	Check	1	2014	J & R SCHOOL SUPPLIES		Yes	No	No	01/13/2023	300.00
AS2		57582	103769	Check	1	8505	JOHNSON, EMILY	Ind/Sole Proprietor	Yes	No	No	01/13/2023	135.00
AS2		57577	103770	Check	1	8010	LANGUAGE LINE SERVICES		Yes	No	No	01/13/2023	33.75
AS2		57562	103771	Check	1	6479	MAREK, MATTHEW	Ind/Sole Proprietor	Yes	No	No	01/13/2023	260.00
AS2		57575	103772	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	01/13/2023	80.00
AS2		57543	103773	Check	1	1394	MBNA/BUSINESS CARD		Yes	No	No	01/13/2023	4,649.24
AS2		57544	103774	Check	1	1394	MBNA/BUSINESS CARD		Yes	No	No	01/13/2023	967.40
AS2		57545	103775	Check	1	1471	MCEA		Yes	No	No	01/13/2023	209.00
AS2		57560	103776	Check	1	6356	MITEL NETSOLUTIONS		Yes	No	No	01/13/2023	4,322.01

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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
AS2		57569	103777	Check	1	7056	MIN HS DECA		Yes	No	No	01/13/2023	3,293.00
AS2		57568	103778	Check	1	6913	NEE INVESTMENT 9, LLC		Yes	No	No	01/13/2023	97.43
AS2		57578	103779	Check	1	8097	PADLET		Yes	No	No	01/13/2023	500.00
AS2		57567	103780	Check	1	6843	REPKE, JAMES	Ind/Sole Proprietor	Yes	No	No	01/13/2023	230.00
AS2		57581	103781	Check	1	8402	REPUBLIC SERVICES, INC.	C Corporation	Yes	No	No	01/13/2023	2,125.97
AS2		57539	103782	Check	1	1012	SCHOOL SPECIALTY INC		Yes	No	No	01/13/2023	4.80
AS2		57584	103783	Check	1	8526	STAGES THEATRE COMPANY		Yes	No	No	01/13/2023	770.00
AS2		57540	103784	Check	1	1134	STUDIES WEEKLY INC		Yes	No	No	01/13/2023	1,042.50
AS2		57547	103785	Check	1	1820	SUITS, ANN	Ind/Sole Proprietor	Yes	No	No	01/13/2023	135.00
AS2		57561	103786	Check	1	6437	TASC		Yes	No	No	01/13/2023	196.25
AS2		57572	103787	Check	1	7545	TEACHERS ON CALL		Yes	No	No	01/13/2023	1,502.59
AS2		57583	103788	Check	1	8524	THOMSON, VANNA		Yes	No	No	01/13/2023	120.00
AS2		57556	103789	Check	1	4719	TRACTOR SUPPLY CREDIT PLAN		Yes	No	No	01/13/2023	532.38
AS2		57548	103790	Check	1	1828	TRAEIN, TODD		Yes	No	No	01/13/2023	130.00
AS2		57579	103791	Check	1	8128	WEBER, SAMUEL	Ind/Sole Proprietor	Yes	No	No	01/13/2023	130.00
AS2		57574	103792	Check	1	7624	WILLIAMS, KATHERINE	Ind/Sole Proprietor	Yes	No	No	01/13/2023	135.00
AS2		57559	103793	Check	1	6120	ZAYO GROUP, LLC		Yes	No	No	01/13/2023	4,551.83
AS2		57623	103794	Check	1	8365	ALLEY, NICOLE	Ind/Sole Proprietor	Yes	No	No	01/20/2023	100.00
AS2		57600	103795	Check	1	1247	ALLINA HOSPITALS AND CLINICS		Yes	No	No	01/20/2023	740.00
AS2		57609	103796	Check	1	5306	BORAAS, ROB		Yes	No	No	01/20/2023	130.00
AS2		57599	103797	Check	1	1180	CENTERPOINT ENERGY		Yes	No	No	01/20/2023	12,841.03
AS2		57628	103798	Check	1	8521	CHARACTERSTRONG LLC	LLC - Partnership	Yes	No	No	01/20/2023	4,397.20
AS2		57615	103799	Check	1	7480	CORPORATE MECHANICAL, INC.		Yes	No	No	01/20/2023	2,536.00
AS2		57616	103800	Check	1	7571	DAVID BANK STUDIOS LLC	Partnership	Yes	No	No	01/20/2023	246.00
AS2		57614	103801	Check	1	6826	DAY, ROGER	Ind/Sole Proprietor	Yes	No	No	01/20/2023	130.00
AS2		57611	103802	Check	1	5992	ECM PUBLISHERS, INC.		Yes	No	No	01/20/2023	345.46
AS2		57629	103803	Check	1	8528	EHS FIRST ROBOTICS BOOSTER CLUI		Yes	No	No	01/20/2023	150.00
AS2		57606	103804	Check	1	4945	GOPHER SPORTS		Yes	No	No	01/20/2023	1,430.80
AS2		57612	103805	Check	1	6471	GREEN, NICOLE	Ind/Sole Proprietor	Yes	No	No	01/20/2023	100.00
AS2		57617	103806	Check	1	7615	HASTY AWARDS		Yes	No	No	01/20/2023	581.14
AS2		57619	103807	Check	1	7661	HILLER COMMERCIAL FLOORS		Yes	No	No	01/20/2023	30,795.10
AS2		57598	103808	Check	1	1057	HILLYARD		Yes	No	No	01/20/2023	236.13
AS2		57608	103809	Check	1	5165	ICS CONSULTING, INC		Yes	No	No	01/20/2023	7,082.51
AS2		57602	103810	Check	1	1566	ISD 2687-HLWW	REMIT	Yes	No	No	01/20/2023	220.00
AS2		57613	103811	Check	1	6603	LANO EQUIPMENT -LORETTO		Yes	No	No	01/20/2023	83.89
AS2		57620	103812	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	01/20/2023	290.00
AS2		57626	103813	Check	1	8464	MASC		Yes	No	No	01/20/2023	100.00
AS2		57624	103814	Check	1	8378	MELIN, EMILY	Ind/Sole Proprietor	Yes	No	No	01/20/2023	156.33
AS2		57618	103815	Check	1	7620	MIDDAGH, THOMAS	Ind/Sole Proprietor	Yes	No	No	01/20/2023	130.00

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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
AS2		57597	103816	Check	1 1039		MINNESOTA ELEVATOR, INC		Yes	No	No	01/20/2023	469.42
AS2		57621	103817	Check	1 7771	remit	MRI SOFTWARE, LLC		Yes	No	No	01/20/2023	70.00
AS2		57631	103818	Check	1 8530		NORTHFIELD GYMNASTICS CLUB		Yes	No	No	01/20/2023	360.00
AS2		57605	103819	Check	1 4535		ROCKFORD/GREENFIELD CHAMBER C		Yes	No	No	01/20/2023	15.00
AS2		57601	103820	Check	1 1266		SAFE COMMUNITIES OF WRIGHT CTY		Yes	No	No	01/20/2023	200.00
AS2		57610	103821	Check	1 5318		SANDENO, RANDY	Ind/Sole Proprietor	Yes	No	No	01/20/2023	110.00
AS2		57604	103822	Check	1 1946		SCHMIDT, AMY	Ind/Sole Proprietor	Yes	No	No	01/20/2023	100.00
AS2		57625	103823	Check	1 8422		SCHOOL BUSINESS MANAGEMENT SE	Ind/Sole Proprietor	Yes	No	No	01/20/2023	300.00
AS2		57607	103824	Check	1 5149		TOLL COMPANY		Yes	No	No	01/20/2023	24.06
AS2		57622	103825	Check	1 8261		TOTAL NETWORK, INC.	S Corporation	Yes	No	No	01/20/2023	1,329.00
AS2		57627	103826	Check	1 8513		VON HOLDT, TROY	Ind/Sole Proprietor	Yes	No	No	01/20/2023	97.50
AS2		57630	103827	Check	1 8529		WALD, AMANDA	Ind/Sole Proprietor	Yes	No	No	01/20/2023	152.40
AS2		57603	103828	Check	1 1812		WRIGHT COUNTY AUDITOR/TREAS.		Yes	No	No	01/20/2023	479.21
AS2		57632	103829	Check	1 2009		EDUCATION MINNESOTA ROCKFORD -		Yes	No	No	01/20/2023	9,239.68
AS2		57633	103830	Check	1 1644		ISD #883 EDUCATION FOUNDATION		Yes	No	No	01/20/2023	561.70
AS2		57634	103831	Check	1 1969		SCHOOL SERVICE EMPLOYEES		Yes	No	No	01/20/2023	1,660.47
AS2		57650	103832	Check	1 1369		ABC LETTERING	Partnership	Yes	No	No	01/23/2023	540.00
AS2		57672	103833	Check	1 8523		AIRBORNE ATHLETICS, INC.	S Corporation	Yes	No	No	01/23/2023	10,776.00
AS2		57676	103834	Check	1 8532		BERGMANN, BLAKE	Ind/Sole Proprietor	Yes	No	No	01/23/2023	85.00
AS2		57657	103835	Check	1 6601		BRAINPOP LLC		Yes	No	No	01/23/2023	1,301.05
AS2		57649	103836	Check	1 1351		CONTINENTAL CLAY COMPANY		Yes	No	No	01/23/2023	490.87
AS2		57662	103837	Check	1 7570		CST MN - BIN # 170065		Yes	No	No	01/23/2023	91,670.01
AS2		57668	103838	Check	1 8265		DOMINO'S PIZZA		Yes	No	No	01/23/2023	49.50
AS2		57669	103839	Check	1 8382		ECMECC		Yes	No	No	01/23/2023	235.00
AS2		57659	103840	Check	1 7344		FIRST		Yes	No	No	01/23/2023	1,000.00
AS2		57660	103841	Check	1 7513	remit	FOLLETT SCHOOL SOLUTIONS		Yes	No	No	01/23/2023	175.83
AS2		57675	103842	Check	1 8531		HENDRICKSON, MICHAEL	Ind/Sole Proprietor	Yes	No	No	01/23/2023	240.00
AS2		57644	103843	Check	1 1057		HILLYARD		Yes	No	No	01/23/2023	297.50
AS2		57655	103844	Check	1 5177		HOLT - PETERSON CHARTER BUS		Yes	No	No	01/23/2023	850.00
AS2		57647	103845	Check	1 1102		JW PEPPER		Yes	No	No	01/23/2023	140.12
AS2		57651	103846	Check	1 1437		KOIVISTO ELECTRICAL		Yes	No	No	01/23/2023	2,220.00
AS2		57658	103847	Check	1 6603		LANO EQUIPMENT -LORETTO		Yes	No	No	01/23/2023	477.20
AS2		57663	103848	Check	1 7697		MARISELA V NELSON INTERPRETING		Yes	No	No	01/23/2023	100.00
AS2		57664	103849	Check	1 7857		MCLEOD COMMUNITY SOLAR ONE LL		Yes	No	No	01/23/2023	372.74
AS2		57665	103850	Check	1 7858		MEEKER COMMUNITY SOLAR ONE LL		Yes	No	No	01/23/2023	517.47
AS2		57652	103851	Check	1 2216		MENARDS INC		Yes	No	No	01/23/2023	102.79
AS2		57646	103852	Check	1 1096		NASCO		Yes	No	No	01/23/2023	568.68
AS2		57671	103853	Check	1 8508		NEW LOOK CONTRACTING, INC	S Corporation	Yes	No	No	01/23/2023	76,141.83
AS2		57666	103854	Check	1 8100	remit	REINDERS, INC.		Yes	No	No	01/23/2023	1,396.50

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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
AS2	57648	103855	103855	Check	1	1152	RESOURCE TRAINING & SOLUTIONS		Yes	No	Yes	01/23/2023	40.00
AS2	57670	103856	103856	Check	1	8409	RUPP, ANDERSON, SQUIRES, WALDSF		Yes	No	No	01/23/2023	153.00
AS2	57667	103857	103857	Check	1	8143	SCRIBBLES SOFTWARE	C Corporation	Yes	No	No	01/23/2023	120.90
AS2	57654	103858	103858	Check	1	4387	TAHER INC - BIN# 135092		Yes	No	No	01/23/2023	70,453.39
AS2	57645	103859	103859	Check	1	1089	TEACHER'S DISCOVERY		Yes	No	No	01/23/2023	149.00
AS2	57661	103860	103860	Check	1	7545	TEACHERS ON CALL		Yes	No	No	01/23/2023	7,516.31
AS2	57677	103861	103861	Check	1	8533	TOP 20 TRAINING, LLC	LLC - Partnership	Yes	No	No	01/23/2023	4,000.00
AS2	57673	103862	103862	Check	1	8525	TWIN STAR EQUIPMENT & MFG CO	S Corporation	Yes	No	No	01/23/2023	206.80
AS2	57656	103863	103863	Check	1	5806	UNIVERSAL ATHLETICS SERVICES, INI		Yes	No	No	01/23/2023	1,190.00
AS2	57674	103864	103864	Check	1	8527	UNIVERSITY OF MINNESOTA		Yes	No	No	01/23/2023	500.00
AS2	57653	103865	103865	Check	1	4266	VAN IWAARDEN ASSOCIATES		Yes	No	No	01/23/2023	2,400.00
AS2	57714	103866	103866	Check	1	1159	BANKWEST-CASH		Yes	No	No	01/27/2023	500.00
AS2	57725	103867	103867	Check	1	7154	BLAKE, STEVE	Ind/Sole Proprietor	Yes	No	No	01/27/2023	130.00
AS2	57713	103868	103868	Check	1	1054	CAROLINA BIOLOGICAL SUPPLY		Yes	No	No	01/27/2023	416.65
AS2	57722	103869	103869	Check	1	5507	CITY OF GREENFIELD WATER & SEWE		Yes	No	No	01/27/2023	659.78
AS2	57724	103870	103870	Check	1	7074	COLLEGE ENTRANCE EXAMINATION B		Yes	No	No	01/27/2023	612.00
AS2	57727	103871	103871	Check	1	7570	CST MN - BIN # 170065		Yes	No	No	01/27/2023	40,000.00
AS2	57719	103872	103872	Check	1	2368	FORD, DANIEL	Ind/Sole Proprietor	Yes	No	No	01/27/2023	130.00
AS2	57737	103873	103873	Check	1	8406	GREENROCK DELI		Yes	No	No	01/27/2023	357.68
AS2	57723	103874	103874	Check	1	6054	HENNEPIN COUNTY TREASURER		Yes	No	No	01/27/2023	690.58
AS2	57736	103875	103875	Check	1	8217	HP PAYMENT PROCESSING CENTER	C Corporation	Yes	No	No	01/27/2023	357.00
AS2	57738	103876	103876	Check	1	8534	MALO, AMANDA	Ind/Sole Proprietor	Yes	No	No	01/27/2023	135.00
AS2	57730	103877	103877	Check	1	7697	MARISELA V NELSON INTERPRETING		Yes	No	No	01/27/2023	30.00
AS2	57739	103878	103878	Check	1	8537	MINNETONKA CLUB GYMNASTICS		Yes	No	No	01/27/2023	400.00
AS2	57716	103879	103879	Check	1	1311	MN DEPT OF LABOR AND INDUSTRY		Yes	No	No	01/27/2023	100.00
AS2	57728	103880	103880	Check	1	7608	MOYNAGH, ROBERT JR.	Ind/Sole Proprietor	Yes	No	No	01/27/2023	130.00
AS2	57731	103881	103881	Check	1	7771	MRI SOFTWARE, LLC		Yes	No	No	01/27/2023	56.00
AS2	57720	103882	103882	Check	1	2537	REGION V		Yes	No	No	01/27/2023	5,975.25
AS2	57718	103883	103883	Check	1	2348	SCHOLASTIC BOOK CLUBS		Yes	No	No	01/27/2023	70.00
AS2	57735	103884	103884	Check	1	8177	SOUERS, RANDY	Ind/Sole Proprietor	Yes	No	No	01/27/2023	130.00
AS2	57732	103885	103885	Check	1	7786	TERRAFORM PHOENIX II ARCADIA		Yes	No	No	01/27/2023	43.59
AS2	57717	103886	103886	Check	1	1828	TRAEIN, TODD		Yes	No	No	01/27/2023	130.00
AS2	57733	103887	103887	Check	1	8081	TURNBULL, BLAINE	Ind/Sole Proprietor	Yes	No	No	01/27/2023	130.00
AS2	57726	103888	103888	Check	1	7197	UNIVERSITY OF MINNESOTA DULUTH		Yes	No	No	01/27/2023	1,840.00
AS2	57734	103889	103889	Check	1	8170	US BANCORP GOV'NT LEASING & FIN/	C Corporation	Yes	No	No	01/27/2023	7,569.12
AS2	57715	103890	103890	Check	1	1192	VERIZON WIRELESS		Yes	No	No	01/27/2023	489.56
AS2	57729	103891	103891	Check	1	7624	WILLIAMS, KATHERINE	Ind/Sole Proprietor	Yes	No	No	01/27/2023	135.00

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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Date	Pay/Void	Amount
AS2		57721	103892	Check	1 2897		WOOD, NICOLE	Ind/Sole Proprietor	Yes	No	No	01/27/2023		135.00
													Bank Total:	\$2,212,252.82
ASSO		57643		Wire	1 6431		HR SIMPLIFIED		No	No	No	01/13/2023		10,073.13
													Bank Total:	\$10,073.13
WEST		57641		Wire	1 1962		MINNESOTA DEPT OF REVENUE		No	No	No	01/13/2023		17,109.33
WEST		57642		Wire	1 3370		MN CHILD SUPPORT PMT CENTER		No	No	No	01/13/2023		323.50
													Bank Total:	\$17,432.83
													Report Total:	\$2,239,758.78

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	JE	Debit	Credit
										Co	No								Co	Co	Co	Amount	Amount
0883	B	01	101	000				F	Cash & Cash Equiv	0883	57512	AS2	1		1215		XCEL ENERGY	202307	0883	8298	0.00	24,708.60	
0883										0883	57513	AS2	1		8029		SFM	202307	0883	8298	0.00	22,279.00	
0883										0883	57514	AS2	1		6288		UNITED STATES TREA	202307	0883	8298	0.00	4,853.02	
0883										0883	57515	AS2	1		1102		JW PEPPER	202307	0883	8316	0.00	107.99	
0883										0883	57516	AS2	1		1180		CENTERPOINT ENERG	202307	0883	8316	0.00	66.15	
0883										0883	57516	AS2	1		1180		CENTERPOINT ENERG	202307	0883	8316	0.00	367.38	
0883										0883	57517	AS2	1		1181		CITY OF ROCKFORD	202307	0883	8316	0.00	10.71	
0883										0883	57517	AS2	1		1181		CITY OF ROCKFORD	202307	0883	8316	0.00	430.20	
0883										0883	57517	AS2	1		1181		CITY OF ROCKFORD	202307	0883	8316	0.00	446.78	
0883										0883	57517	AS2	1		1181		CITY OF ROCKFORD	202307	0883	8316	0.00	77.28	
0883										0883	57518	AS2	1		1200		CUB FOODS	202307	0883	8316	0.00	179.15	
0883										0883	57519	AS2	1		1492		ADAM'S PEST CONTR	202307	0883	8316	0.00	83.04	
0883										0883	57519	AS2	1		1492		ADAM'S PEST CONTR	202307	0883	8316	0.00	54.50	
0883										0883	57519	AS2	1		1492		ADAM'S PEST CONTR	202307	0883	8316	0.00	83.04	
0883										0883	57519	AS2	1		1492		ADAM'S PEST CONTR	202307	0883	8316	0.00	121.24	
0883										0883	57520	AS2	1		1841		WRIGHT TECHNICAL	202307	0883	8316	0.00	2,844.22	
0883										0883	57521	AS2	1		4937		RUSSELL SECURITY R	202307	0883	8316	0.00	53,730.00	
0883										0883	57522	AS2	1		5124		DECKER EQUIPMENT	202307	0883	8316	0.00	172.09	
0883										0883	57523	AS2	1		5853		remit ALL STATE	202307	0883	8316	0.00	2,560.00	
0883										0883	57523	AS2	1		5853		remit ALL STATE	202307	0883	8316	0.00	5,600.00	
0883										0883	57523	AS2	1		5853		remit ALL STATE	202307	0883	8316	0.00	763.00	
0883										0883	57524	AS2	1		5989		DEPT OF HUMAN SER	202307	0883	8316	0.00	73.00	
0883										0883	57527	AS2	1		6623		ADVANCED IMAGING	202307	0883	8316	0.00	5,718.00	
0883										0883	57528	AS2	1		7545		TEACHERS ON CALL	202307	0883	8316	0.00	7,427.23	
0883										0883	57529	AS2	1		7697		MARISELA V NELSON	202307	0883	8316	0.00	310.00	
0883										0883	57529	AS2	1		7697		MARISELA V NELSON	202307	0883	8316	0.00	70.00	
0883										0883	57529	AS2	1		7697		MARISELA V NELSON	202307	0883	8316	0.00	40.00	
0883										0883	57530	AS2	1		7738		REMI GRANITE TELE	202307	0883	8316	0.00	767.69	
0883										0883	57531	AS2	1		7857		MCLEOD COMMUNITY	202307	0883	8316	0.00	825.02	
0883										0883	57532	AS2	1		7858		MEEKER COMMUNITY	202307	0883	8316	0.00	1,045.99	
0883										0883	57533	AS2	1		8361		KAMIDA CONCRETE	202307	0883	8316	0.00	30,572.50	
0883										0883	57534	AS2	1		8399		AMPION PBC	202307	0883	8316	0.00	129.31	
0883										0883	57536	AS2	1		1969		SCHOOL SERVICE	202307	0883	8316	0.00	838.29	
0883										0883	57536	AS2	1		1969		SCHOOL SERVICE	202307	0883	8316	0.00	838.29	
0883										0883	57537	AS2	1		1644		ISD #883 EDUCATION	202307	0883	8316	0.00	1.00	
0883										0883	57537	AS2	1		1644		ISD #883 EDUCATION	202307	0883	8316	0.00	280.85	
0883										0883	57537	AS2	1		1644		ISD #883 EDUCATION	202307	0883	8316	0.00	279.85	
0883										0883	57538	AS2	1		2009		EDUCATION MINNESO	202307	0883	8316	0.00	4,619.84	

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57538	AS2	1	2009		EDUCATION MINNESO	202307	0883	8316	0.00	4,619.84
											0883	57540	AS2	1	1134		STUDIES WEEKLY INC	202307	0883	8316	0.00	1,042.50
											0883	57542	AS2	1	1180		CENTERPOINT ENERG	202307	0883	8316	0.00	801.81
											0883	57542	AS2	1	1180		CENTERPOINT ENERG	202307	0883	8316	0.00	18,726.00
											0883	57542	AS2	1	1180		CENTERPOINT ENERG	202307	0883	8316	0.00	712.19
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	386.40
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	250.23
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	9.99
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	502.61
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	58.75
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	207.93
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	129.99
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	156.49
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	58.50
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	11.99
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	576.00
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	279.60
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	50.05
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	194.74
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	40.32
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	79.99
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	135.49
											0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	159.00
											0883	57544	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883	8316	0.00	967.40
											0883	57546	AS2	1	1779		HORNING, HANS	202307	0883	8316	0.00	230.00
											0883	57547	AS2	1	1820		SUITS, ANN	202307	0883	8316	0.00	135.00
											0883	57548	AS2	1	1828		TRAEN, TODD	202307	0883	8316	0.00	130.00
											0883	57551	AS2	1	2575		ISD #882 - MONTICELL	202307	0883	8316	0.00	275.00
											0883	57552	AS2	1	2857		DECKER, MARK	202307	0883	8316	0.00	130.00
											0883	57553	AS2	1	4335		4 POINT 0 SCHOOL SEI	202307	0883	8316	0.00	36,385.36
											0883	57554	AS2	1	4335		4 POINT 0 SCHOOL SEI	202307	0883	8316	0.00	9,635.90
											0883	57555	AS2	1	4581		BREAKDOWN SPORTS	202307	0883	8316	0.00	180.00
											0883	57556	AS2	1	4719		TRACTOR SUPPLY CRI	202307	0883	8316	0.00	41.55
											0883	57556	AS2	1	4719		TRACTOR SUPPLY CRI	202307	0883	8316	0.00	64.96
											0883	57556	AS2	1	4719		TRACTOR SUPPLY CRI	202307	0883	8316	0.00	26.98
											0883	57556	AS2	1	4719		TRACTOR SUPPLY CRI	202307	0883	8316	0.00	58.93
											0883	57556	AS2	1	4719		TRACTOR SUPPLY CRI	202307	0883	8316	0.00	339.96
											0883	57557	AS2	1	5274		DECKER, DUSTY	202307	0883	8316	0.00	130.00

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	JE	Debit	Credit
											Co	No							Co	Cd		Amount	Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57557	AS2	1	5274		DECKER, DUSTY	202307	0883	8316	0.00	130.00	
											0883	57558	AS2	1	6054		HENNEPIN COUNTY TF	202307	0883	8316	0.00	186.00	
											0883	57559	AS2	1	6120		ZAYO GROUP, LLC	202307	0883	8316	0.00	4,551.83	
											0883	57560	AS2	1	6356		MITEL NETSOLUTIONS	202307	0883	8316	0.00	4,322.01	
											0883	57561	AS2	1	6437		TASC	202307	0883	8316	0.00	36.75	
											0883	57561	AS2	1	6437		TASC	202307	0883	8316	0.00	34.50	
											0883	57561	AS2	1	6437		TASC	202307	0883	8316	0.00	125.00	
											0883	57562	AS2	1	6479		MAREK, MATTHEW	202307	0883	8316	0.00	130.00	
											0883	57562	AS2	1	6479		MAREK, MATTHEW	202307	0883	8316	0.00	130.00	
											0883	57563	AS2	1	6481		GRADY'S ACE HARDW,	202307	0883	8316	0.00	1,323.08	
											0883	57564	AS2	1	6727		remit DAIKIN APPLIED	202307	0883	8316	0.00	1,419.00	
											0883	57565	AS2	1	6791		BARFKNECHT, ALAN	202307	0883	8316	0.00	130.00	
											0883	57566	AS2	1	6826		DAY, ROGER	202307	0883	8316	0.00	130.00	
											0883	57567	AS2	1	6843		REPK, JAMES	202307	0883	8316	0.00	230.00	
											0883	57568	AS2	1	6913		NEE INVESTMENT 9, LI	202307	0883	8316	0.00	86.40	
											0883	57568	AS2	1	6913		NEE INVESTMENT 9, LI	202307	0883	8316	0.00	11.03	
											0883	57570	AS2	1	7393		FRITZ, BRIAN	202307	0883	8316	0.00	130.00	
											0883	57571	AS2	1	7408		HOLY FAMILY CATHOLI	202307	0883	8316	0.00	120.00	
											0883	57572	AS2	1	7545		TEACHERS ON CALL	202307	0883	8316	0.00	1,502.59	
											0883	57574	AS2	1	7624		WILLIAMS, KATHERINE	202307	0883	8316	0.00	135.00	
											0883	57575	AS2	1	7697		MARISELA V NELSON I	202307	0883	8316	0.00	80.00	
											0883	57576	AS2	1	7981		AT&T MOBILITY	202307	0883	8316	0.00	38.23	
											0883	57577	AS2	1	8010		LANGUAGE LINE SERV	202307	0883	8316	0.00	33.75	
											0883	57578	AS2	1	8097		PADLET	202307	0883	8316	0.00	500.00	
											0883	57579	AS2	1	8128		WEBER, SAMUEL	202307	0883	8316	0.00	130.00	
											0883	57581	AS2	1	8402		REPUBLIC SERVICES,	202307	0883	8316	0.00	2,125.97	
											0883	57582	AS2	1	8505		JOHNSON, EMILY	202307	0883	8316	0.00	135.00	
											0883	57583	AS2	1	8524		THOMSON, VANNA	202307	0883	8316	0.00	120.00	
											0883	57584	AS2	1	8526		STAGES THEATRE COI	202307	0883	8316	0.00	770.00	
											0883	57585	AS2	1	2006		US GOVERNMENT	202307	0883	8326	0.00	3,411.47	
											0883	57586	AS2	1	1938		TRA	202307	0883	8326	0.00	2,319.87	
											0883	57587	AS2	1	1962		MINNESOTA DEPT OF I	202307	0883	8326	0.00	684.85	
											0883	57588	AS2	1	2006		US GOVERNMENT	202307	0883	8326	0.00	6,691.25	
											0883	57589	AS2	1	2006		US GOVERNMENT	202307	0883	8326	0.00	111,376.14	
											0883	57590	AS2	1	1938		TRA	202307	0883	8326	0.00	1,502.05	
											0883	57591	AS2	1	3370		MN CHILD SUPPORT P	202307	0883	8326	0.00	323.50	
											0883	57592	AS2	1	1938		TRA	202307	0883	8326	0.00	55,499.37	
											0883	57593	AS2	1	1937		PUBLIC EMPLOYEES R	202307	0883	8326	0.00	21,836.71	

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F	Cash & Cash Equiv			0883	57593	AS2	1	1937		PUBLIC EMPLOYEES R202307	0883	8326	0.00	1,813.59	
											0883	57594	AS2	1	1962		MINNESOTA DEPT OF I202307	0883	8326	0.00	18,712.21	
											0883	57594	AS2	1	1962		MINNESOTA DEPT OF I202307	0883	8326	0.00	1,045.27	
											0883	57595	AS2	1	6431		HR SIMPLIFIED 202307	0883	8326	0.00	117,908.11	
											0883	57596	AS2	1	6498		STATE OF MN TAX GAF202307	0883	8326	0.00	359.17	
											0883	57597	AS2	1	1039		MINNESOTA ELEVATOF202307	0883	8337	0.00	469.42	
											0883	57598	AS2	1	1057		HILLYARD 202307	0883	8337	0.00	185.20	
											0883	57598	AS2	1	1057		HILLYARD 202307	0883	8337	0.00	50.93	
											0883	57599	AS2	1	1180		CENTERPOINT ENERG202307	0883	8337	0.00	5,186.28	
											0883	57599	AS2	1	1180		CENTERPOINT ENERG202307	0883	8337	0.00	7,654.75	
											0883	57600	AS2	1	1247		ALLINA HOSPITALS AN 202307	0883	8337	0.00	740.00	
											0883	57602	AS2	1	1566		REMIISD 2687-HLWW 202307	0883	8337	0.00	220.00	
											0883	57603	AS2	1	1812		WRIGHT COUNTY AUD 202307	0883	8337	0.00	479.21	
											0883	57605	AS2	1	4535		ROCKFORD/GREENFIE202307	0883	8337	0.00	15.00	
											0883	57606	AS2	1	4945		GOPHER SPORTS 202307	0883	8337	0.00	1,119.44	
											0883	57606	AS2	1	4945		GOPHER SPORTS 202307	0883	8337	0.00	311.36	
											0883	57607	AS2	1	5149		TOLL COMPANY 202307	0883	8337	0.00	24.06	
											0883	57609	AS2	1	5306		BORAAS, ROB 202307	0883	8337	0.00	130.00	
											0883	57611	AS2	1	5992		ECM PUBLISHERS, INC202307	0883	8337	0.00	90.48	
											0883	57611	AS2	1	5992		ECM PUBLISHERS, INC202307	0883	8337	0.00	74.03	
											0883	57611	AS2	1	5992		ECM PUBLISHERS, INC202307	0883	8337	0.00	180.95	
											0883	57613	AS2	1	6603		LANO EQUIPMENT -LO 202307	0883	8337	0.00	83.89	
											0883	57614	AS2	1	6826		DAY, ROGER 202307	0883	8337	0.00	130.00	
											0883	57615	AS2	1	7480		CORPORATE MECHAN 202307	0883	8337	0.00	2,536.00	
											0883	57618	AS2	1	7620		MIDDAGH, THOMAS 202307	0883	8337	0.00	130.00	
											0883	57619	AS2	1	7661		HILLER COMMERCIAL I202307	0883	8337	0.00	30,795.10	
											0883	57620	AS2	1	7697		MARISELA V NELSON I 202307	0883	8337	0.00	80.00	
											0883	57620	AS2	1	7697		MARISELA V NELSON I 202307	0883	8337	0.00	150.00	
											0883	57620	AS2	1	7697		MARISELA V NELSON I 202307	0883	8337	0.00	30.00	
											0883	57622	AS2	1	8261		TOTAL NETWORK, INC.202307	0883	8337	0.00	1,329.00	
											0883	57625	AS2	1	8422		SCHOOL BUSINESS M/202307	0883	8337	0.00	300.00	
											0883	57627	AS2	1	8513		VON HOLDT, TROY 202307	0883	8337	0.00	97.50	
											0883	57628	AS2	1	8521		CHARACTERSTRONG I202307	0883	8337	0.00	4,397.20	
											0883	57632	AS2	1	2009		EDUCATION MINNESO' 202307	0883	8337	0.00	4,619.84	
											0883	57632	AS2	1	2009		EDUCATION MINNESO' 202307	0883	8337	0.00	4,619.84	
											0883	57633	AS2	1	1644		ISD #883 EDUCATION F 202307	0883	8337	0.00	280.85	
											0883	57633	AS2	1	1644		ISD #883 EDUCATION F 202307	0883	8337	0.00	280.85	
											0883	57634	AS2	1	1969		SCHOOL SERVICE EIMF 202307	0883	8337	0.00	838.29	

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	Debit	Credit
											Co	No							Co	Cd	Amount	Amount
0883	B	01	101	000				F	Cash & Cash Equiv		0883	57634	AS2	1	1969		SCHOOL SERVICE EMF	202307	0883	8337	0.00	822.18
											0883	57635	AS2	1	4050		AFLAC	202307	0883	8348	0.00	210.16
											0883	57635	AS2	1	4050		AFLAC	202307	0883	8348	0.00	210.16
											0883	57637	AS2	1	1937		PUBLIC EMPLOYEES R	202307	0883	8348	0.00	16,158.56
											0883	57639	AS2	1	1938		TRA	202307	0883	8348	0.00	56,095.89
											0883	57640	AS2	1	2006		US GOVERNMENT	202307	0883	8348	0.00	101,522.07
											0883	57641	WEST1	1962			MINNESOTA DEPT OF I	202307	0883	8348	0.00	17,109.33
											0883	57642	WEST1	3370			MN CHILD SUPPORT P	202307	0883	8348	0.00	323.50
											0883	57643	ASSO1	6431			HR SIMPLIFIED	202307	0883	8348	0.00	10,073.13
											0883	57644	AS2	1	1057		HILLYARD	202307	0883	8348	0.00	175.50
											0883	57644	AS2	1	1057		HILLYARD	202307	0883	8348	0.00	122.00
											0883	57645	AS2	1	1089		TEACHER'S DISCOVEF	202307	0883	8348	0.00	149.00
											0883	57646	AS2	1	1096		NASCO	202307	0883	8348	0.00	568.68
											0883	57647	AS2	1	1102		JW PEPPER	202307	0883	8348	0.00	31.45
											0883	57647	AS2	1	1102		JW PEPPER	202307	0883	8348	0.00	108.67
											0883	57648	AS2	1	1152		RESOURCE TRAINING	202307	0883	8348	0.00	40.00
											0883	57649	AS2	1	1351		CONTINENTAL CLAY C	202307	0883	8348	0.00	490.87
											0883	57651	AS2	1	1437		KOIVISTO ELECTRICAL	202307	0883	8348	0.00	2,220.00
											0883	57652	AS2	1	2216		MENARDS INC	202307	0883	8348	0.00	102.79
											0883	57653	AS2	1	4266		VAN IWAARDEN ASSO	202307	0883	8348	0.00	2,400.00
											0883	57655	AS2	1	5177		HOLT - PETERSON CH	202307	0883	8348	0.00	368.81
											0883	57656	AS2	1	5806		UNIVERSAL ATHLETIC	202307	0883	8348	0.00	1,190.00
											0883	57657	AS2	1	6601		BRAINPOP LLC	202307	0883	8348	0.00	1,301.05
											0883	57658	AS2	1	6603		LANO EQUIPMENT -LO	202307	0883	8348	0.00	477.20
											0883	57660	AS2	1	7513		remit FOLLETT SCHOOL SOL	202307	0883	8348	0.00	175.83
											0883	57661	AS2	1	7545		TEACHERS ON CALL	202307	0883	8348	0.00	5,246.99
											0883	57661	AS2	1	7545		TEACHERS ON CALL	202307	0883	8348	0.00	2,164.69
											0883	57662	AS2	1	7570		CST MN - BIN # 170065	202307	0883	8348	0.00	91,670.01
											0883	57663	AS2	1	7697		MARISELA V NELSON I	202307	0883	8348	0.00	70.00
											0883	57664	AS2	1	7857		MCLEOD COMMUNITY	202307	0883	8348	0.00	372.74
											0883	57665	AS2	1	7858		MEEKER COMMUNITY	202307	0883	8348	0.00	517.47
											0883	57666	AS2	1	8100		remit REINDERS, INC.	202307	0883	8348	0.00	1,396.50
											0883	57667	AS2	1	8143		SCRIBBLES SOFTWARE	202307	0883	8348	0.00	120.90
											0883	57669	AS2	1	8382		ECMECC	202307	0883	8348	0.00	235.00
											0883	57670	AS2	1	8409		RUPP, ANDERSON, SQ	202307	0883	8348	0.00	153.00
											0883	57673	AS2	1	8525		TWIN STAR EQUIPMEN	202307	0883	8348	0.00	206.80
											0883	57674	AS2	1	8527		UNIVERSITY OF MINNE	202307	0883	8348	0.00	500.00
											0883	57675	AS2	1	8531		HENDRICKSON, MICH	202307	0883	8348	0.00	240.00

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt Co	Pmt No	Bank Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F	Cash & Cash Equiv			0883	57676	AS2	1	8532	BERGMANN, BLAKE	202307	0883	8348	0.00	85.00
0883											0883	57677	AS2	1	8533	TOP 20 TRAINING, LLC	202307	0883	8348	0.00	4,000.00
0883											0883	57681	AS2	1	7649	TSA CONSULTING GRC	202307	0883	8348	0.00	3,224.50
0883											0883	57681	AS2	1	7649	TSA CONSULTING GRC	202307	0883	8348	0.00	7,584.91
0883											0883	57681	AS2	1	7649	TSA CONSULTING GRC	202307	0883	8348	0.00	3,867.65
0883											0883	57681	AS2	1	7649	TSA CONSULTING GRC	202307	0883	8348	0.00	3,224.50
0883											0883	57681	AS2	1	7649	TSA CONSULTING GRC	202307	0883	8348	0.00	7,584.91
0883											0883	57682	AS2	1	2470	MSRS	202307	0883	8348	0.00	7,002.22
0883											0883	57682	AS2	1	2470	MSRS	202307	0883	8348	0.00	7,002.22
0883											0883	57708	AS2	1	1968	BANKWEST ROCKFOR	202307	0883	8375	0.00	8.00
0883											0883	57709	AS2	1	1962	MINNESOTA DEPT OF	1202307	0883	8375	0.00	24.00
0883											0883	57713	AS2	1	1054	remit CAROLINA BIOLOGICA	202307	0883	8375	0.00	416.65
0883											0883	57715	AS2	1	1192	VERIZON WIRELESS	202307	0883	8375	0.00	389.66
0883											0883	57716	AS2	1	1311	MN DEPT OF LABOR AI	202307	0883	8375	0.00	100.00
0883											0883	57717	AS2	1	1828	TRAEIN, TODD	202307	0883	8375	0.00	130.00
0883											0883	57718	AS2	1	2348	remit SCHOLASTIC BOOK CL	202307	0883	8375	0.00	70.00
0883											0883	57719	AS2	1	2368	FORD, DANIEL	202307	0883	8375	0.00	130.00
0883											0883	57720	AS2	1	2537	REGION V	202307	0883	8375	0.00	5,975.25
0883											0883	57721	AS2	1	2897	WOOD, NICOLE	202307	0883	8375	0.00	135.00
0883											0883	57722	AS2	1	5507	CITY OF GREENFIELD	202307	0883	8375	0.00	33.00
0883											0883	57722	AS2	1	5507	CITY OF GREENFIELD	202307	0883	8375	0.00	626.78
0883											0883	57723	AS2	1	6054	remit HENNEPIN COUNTY TF	202307	0883	8375	0.00	690.58
0883											0883	57724	AS2	1	7074	COLLEGE ENTRANCE I	202307	0883	8375	0.00	612.00
0883											0883	57725	AS2	1	7154	BLAKE, STEVE	202307	0883	8375	0.00	130.00
0883											0883	57726	AS2	1	7197	UNIVERSITY OF MINNE	202307	0883	8375	0.00	1,840.00
0883											0883	57727	AS2	1	7570	CST MN - BIN # 170065	202307	0883	8375	0.00	40,000.00
0883											0883	57728	AS2	1	7608	MOYNAGH, ROBERT JF	202307	0883	8375	0.00	130.00
0883											0883	57729	AS2	1	7624	WILLIAMS, KATHERINE	202307	0883	8375	0.00	135.00
0883											0883	57730	AS2	1	7697	MARISELA V NELSON I	202307	0883	8375	0.00	30.00
0883											0883	57731	AS2	1	7771	remit MRI SOFTWARE, LLC	202307	0883	8375	0.00	56.00
0883											0883	57732	AS2	1	7786	REMITTERRAFORM PHOENIX	202307	0883	8375	0.00	43.59
0883											0883	57733	AS2	1	8081	TURNBULL, BLAINE	202307	0883	8375	0.00	130.00
0883											0883	57734	AS2	1	8170	remit US BANCORP GOVNT	202307	0883	8375	0.00	7,569.12
0883											0883	57735	AS2	1	8177	SOUERS, RANDY	202307	0883	8375	0.00	130.00
0883											0883	57737	AS2	1	8406	GREENROCK DELI	202307	0883	8375	0.00	357.68
0883											0883	57738	AS2	1	8534	MALO, AMANDA	202307	0883	8375	0.00	135.00

Account Total:

\$0.00 \$1,104,016.67

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	Co	Cd	Debit	Credit
											Co	No											Amount	Amount
0883	B	02	101	000			F	Cash & Cash Equiv		0883	57654	AS2	1	4387		TAHER INC - BIN# 1350	202307	0883				0.00	70,453.39	
Account Total:																								
																						\$0.00	\$70,453.39	
0883	B	04	101	000			F	Cash & Cash Equiv		0883	57525	AS2	1	6029		KIDZART	202307	0883				0.00	350.00	
										0883	57526	AS2	1	6377		DISH	202307	0883				0.00	119.08	
										0883	57539	AS2	1	1012		SCHOOL SPECIALTY IN	202307	0883				0.00	4.80	
										0883	57541	AS2	1	1159		BANKWEST-CASH	202307	0883				0.00	350.00	
										0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883				0.00	50.00	
										0883	57543	AS2	1	1394		MBNA/BUSINESS CAR	202307	0883				0.00	578.54	
										0883	57545	AS2	1	1471		MCEA	202307	0883				0.00	209.00	
										0883	57550	AS2	1	2323		HOUSE OF PRINT	202307	0883				0.00	3,348.31	
										0883	57553	AS2	1	4335		4 POINT 0 SCHOOL SEI	202307	0883				0.00	795.84	
										0883	57601	AS2	1	1266		SAFE COMMUNITIES C	202307	0883				0.00	200.00	
										0883	57604	AS2	1	1946		SCHMIDT, AMY	202307	0883				0.00	100.00	
										0883	57610	AS2	1	5318		SANDENO, RANDY	202307	0883				0.00	10.00	
										0883	57610	AS2	1	5318		SANDENO, RANDY	202307	0883				0.00	100.00	
										0883	57612	AS2	1	6471		GREEN, NICOLE	202307	0883				0.00	100.00	
										0883	57617	AS2	1	7615		HASTY AWARDS	202307	0883				0.00	581.14	
										0883	57620	AS2	1	7697		MARISELA V NELSON I	202307	0883				0.00	30.00	
										0883	57621	AS2	1	7771		remit MIRI SOFTWARE, LLC	202307	0883				0.00	70.00	
										0883	57623	AS2	1	8365		ALLEY, NICOLE	202307	0883				0.00	100.00	
										0883	57624	AS2	1	8378		MELIN, EMILY	202307	0883				0.00	56.33	
										0883	57624	AS2	1	8378		MELIN, EMILY	202307	0883				0.00	100.00	
										0883	57630	AS2	1	8529		WALD, AMANDA	202307	0883				0.00	52.40	
										0883	57630	AS2	1	8529		WALD, AMANDA	202307	0883				0.00	100.00	
										0883	57631	AS2	1	8530		NORTHFIELD GYMNAS	202307	0883				0.00	360.00	
										0883	57650	AS2	1	1369		ABC LETTERING	202307	0883				0.00	540.00	
										0883	57661	AS2	1	7545		TEACHERS ON CALL	202307	0883				0.00	104.63	
										0883	57663	AS2	1	7697		MARISELA V NELSON I	202307	0883				0.00	30.00	
										0883	57715	AS2	1	1192		VERIZON WIRELESS	202307	0883				0.00	99.90	
										0883	57736	AS2	1	8217		remit HP PAYMENT PROCES	202307	0883				0.00	357.00	
										0883	57739	AS2	1	8537		MINNETONKA CLUB G\	202307	0883				0.00	400.00	
Account Total:																								
																						\$0.00	\$9,296.97	
0883	B	06	101	000			F	Cash & Cash Equiv		0883	57608	AS2	1	5165		ICS CONSULTING, INC	202307	0883				0.00	7,082.51	
										0883	57671	AS2	1	8508		NEW LOOK CONTRAC	202307	0883				0.00	76,141.83	
Account Total:																								
																						\$0.00	\$83,224.34	
0883	B	07	101	000			F	Cash & Cash Equiv		0883	57710	AS2	1	4194		US BANK	202307	0883				0.00	147,622.42	
										0883	57711	AS2	1	4194		US BANK	202307	0883				0.00	408,162.50	

Rockford ISD #0883
Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt	Pmt	Bank	Grp	Code	Rcd	Vendor	Pd	JE	JE	Debit	Credit	
										Co	No								Co	Cd	Amount	Amount	
0883	B	07	101	000			F	Cash & Cash Equiv		0883	57712	AS2	1	4194		US BANK	202307	0883	8375	0.00	399,038.34		
Account Total:																						\$0.00	\$954,823.26
0883	B	21	101	000			F	Cash & Cash Equiv		0883	57518	AS2	1	1200		CUB FOODS	202307	0883	8316	0.00	84.95		
										0883	57543	AS2	1	1394		MBNA/BUSINESS CARL	202307	0883	8316	15.03	0.00		
										0883	57543	AS2	1	1394		MBNA/BUSINESS CARL	202307	0883	8316	0.00	747.66		
										0883	57549	AS2	1	2014		J & R SCHOOL SUPPLII	202307	0883	8316	0.00	300.00		
										0883	57569	AS2	1	7056		MN HS DECA	202307	0883	8316	0.00	3,293.00		
										0883	57573	AS2	1	7571		DAVID BANK STUDIOS	202307	0883	8316	0.00	134.00		
										0883	57580	AS2	1	8265		DOMINO'S PIZZA	202307	0883	8316	0.00	96.88		
										0883	57616	AS2	1	7571		DAVID BANK STUDIOS	202307	0883	8337	0.00	246.00		
										0883	57626	AS2	1	8464		MASC	202307	0883	8337	0.00	100.00		
										0883	57629	AS2	1	8528		EHS FIRST ROBOTICS	202307	0883	8337	0.00	150.00		
										0883	57655	AS2	1	5177		HOLT - PETERSON CH/	202307	0883	8348	0.00	481.19		
										0883	57659	AS2	1	7344		FIRST	202307	0883	8348	0.00	1,000.00		
										0883	57668	AS2	1	8265		DOMINO'S PIZZA	202307	0883	8348	0.00	49.50		
										0883	57672	AS2	1	8523		AIRBORNE ATHLETICS	202307	0883	8348	0.00	10,776.00		
										0883	57714	AS2	1	1159		BANKWEST-CASH	202307	0883	8375	0.00	500.00		
Account Total:																						\$15.03	\$17,959.18
Report Total:																						\$15.03	\$2,239,773.81



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

Subject: Open Enrollments

Meeting Date: February 22, 2023

Prepared by: Business Office

Date Prepared: February 14, 2023

Information
 Briefing
 Action
 Enclosure Item(s)

Resident Students Attending Other Schools

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

Non-Resident Students Attending Rockford

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

6	Osseo	279	9/6/2022	new enrollment--older sibling attends Rockford Schools
KE	Buffalo Hanover Montrose	877	9/6/2022	new enrollment--older siblings attend Rockford Schools
9	Anoka Hennepin	11	9/6/2022	new enrollment--sibling attends Rockford
6	Osseo	279	9/6/2022	new enrollment
6	Osseo	279	9/6/2022	new enrollment

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: 2022-23 Continuing Contract Teacher Seniority List

Meeting Date: February 20, 2023

Prepared by: Robert Danneker, Director of Teaching & Learning

Date Prepared: January 30, 2023

Information Briefing Action Enclosure Item(s)

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

This is an Action item.

From the Master Agreement between RAS and EM-R:

Section 6. Establishment of Seniority List:

1. The District shall cause a seniority list (by name, date of employment, areas of licensure, and current assignment) to be prepared from its records. It shall thereupon post such list in an official place in each school building of the District no later than January 15 of each year.

2. Any person whose name appears on such list and who may disagree with the findings of the District and the order of seniority in said list shall have ten (10) working days from the date of posting to supply written documentation, proof, and 16 request for seniority change to the District.



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

3. Within ten (10) working days thereafter, the District shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes the District deems warranted. A final seniority list shall thereupon be prepared by the District, which list as revised shall be binding on the District and any Teacher subject to the grievance procedure.

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

Rockford Area Schools
Independent School District No. 883
2022-23 updated 1/15/2023
CONTINUING CONTRACT TEACHER SENIORITY LIST

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

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

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

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

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

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

60	Probst, Alexandra	8/22/2016	493290	4	Elementary Education (1-6)	2023	ES Grade 1
61	Vassei, Alex	8/22/2016	495419	4	Math (5-12)	2027	HS Math
62	Schnettler, Lanaya	12/19/2016	498571	4	Academic and Behavioral Strategist (K-12)	2023	MS Special Education
63	Holm, Madison	5/21/2017	501271	4	Learning Disabilities (K-12)	2023	HS Special Education
					Developmental Disabilities (K-12)	2023	
					Emotional Behavior Disorders (K-12)	2023	
64	Miller, Nicole	7/24/2017	497994	4	Vocal and Classroom Music (K-12)	2023	ES Piano / Music
					Instrumental and Classroom Music (K-12)	2023	
65	Folger, Katie	8/24/2017	404801	4	Elementary Education (K-6)	2023	ES Grade 1
					Communication Arts / Literature (5-8)	2023	
66	Oeding, Brenda	9/18/2017	485882	4	Elementary Education (K-6)	2027	ES Kindergarten
67	Tensen, Cara	9/18/2017	491213	4	Elementary Education (K-6)	2027	ES Grade 2
					Early Childhood Education (B-Grade 3)	2027	
68	Laidly, Suzanne	9/18/2017	496681	4	Elementary Education (1-6)	2023	ES Grade 1
69	Udalla, Janee	2/1/2018	466871	4	Communication Arts / Literature (5-12)	2023	MS English
70	Schneider, Corissa	8/21/2018	415346	4	Elementary Education (K-6)	2025	TOSA SpEd Assessment
					Autism Spectrum Disorders (K-12)	2025	
					Developmental Disabilities (K-12)	2025	
					Communication Arts / Literature (5-8)	2025	
71	Bauer, Britta	8/21/2018	473372	4	Instrumental and Classroom Music (K-12)	2024	MS Band
72	Augsburger, Miriam	8/21/2018	488062	4	Vocal and Classroom Music (K-12)	2027	ES / MS Choir
73	Beattie, Amber	8/21/2018	501261	4	Communication Arts / Literature (5-12)	2023	MS Writing

74	Zastoupil, Calli	8/21/2018	505483	4	Spanish (5-12)	2023	HS Spanish
75	Korzendorfer, Cassandr	1/15/2019	424447	4	Communication Arts / Literature (5-12)	2026	MS English
76	Floan, Linnea	7/15/2019	486592	4	Early Childhood Special Education (B-Age 6) Early Childhood Education (B-Grade 3)	2026	ECSE
77	Von Kaenel, Robert	6/17/2019	427849	4	Communication Arts / Literature (5-12)	2027	HS English
78	Gruber, Kaytlyn	6/17/2019	500854	4	Elementary Education (K-6)	2023	ES Kindergarten
79	Sharp, Rachel	6/17/2019	1001598	3	Elementary Education (K-6) Mathematics (5-8)	2025	MS Math
80	Bird, Krista	8/19/2019	424909	4	Communication Arts / Literature (5-8) Elementary Education (K-6)	2026	ES / MS EL
81	Lemke, Brooke	8/19/2019	1000738	3	Elementary Education (K-6)	2025	ES Grade 4
82	Bonnett, Benjamin	7/19/2021	426090	4	Elementary Education (K-6) Principal (K-12) Mathematics (5-8)	2024	TOSA MTSS Specialist
83	Snyder, Kristen	8/16/2021	432401	4	Elementary Education (K-6) Communication Arts / Literature (5-8)	2026	ES Grade 4
84	DesMarais Holland, Jer	9/20/2021	350885	4	Elementary Education (1-6)	2027	HS Media Specialist (0.5)



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Approval of *School Service Employees Union No. 284 Agreement in January 2023*

Meeting Date: February 22, 2023

Prepared by: Mike McNulty

Date Prepared: February 16, 2023

Information Briefing Action Enclosure Item(s)

The District and School Board Negotiations Committee for the SSEU 284 Agreement are recommending approval of the 2022-23 and 2023-24 School Service Employees Union No. 284 Agreement.

AGREEMENT

BETWEEN

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

AND

SCHOOL SERVICE EMPLOYEES UNION NO. 284

REPRESENTING

**CUSTODIANS, SECRETARIES, EDUCATIONAL SUPPORT PROFESSIONALS,
SCHOOL AGE CHILD CARE,
EARLY CHILDHOOD FAMILY EDUCATION/SCHOOL READINESS,
INDEPENDENT SCHOOL DISTRICT NO. 883**

EFFECTIVE JULY 1, 2022 THROUGH JUNE 30, 2024

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ARTICLE I PURPOSE

Section 1. Parties. This Agreement is entered into between the School Board of Independent School District No. 883, Rockford, Minnesota, hereinafter referred to as the School District, and the School Service Employees Union, Local 284, hereinafter referred to as the Exclusive Representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971 and amended in 1973, hereinafter referred to as the PELRA, to provide the terms and conditions of employment for all support staff employees of Independent School District No. 883 who are members of the appropriate unit during the duration of the Agreement. For purposes of this Agreement the term "appropriate unit" shall include all support staff employees in the classification of custodians, office secretaries, education support professionals, school age child care, early childhood family education, and school readiness, employed by the School Board excluding the following: confidential employees, supervisory employees, essential employees, part-time employees whose services do not include fourteen hours per week, employees who hold a position of a temporary or seasonal character for a period not in excess of sixty-seven (67) full working days in any calendar year and emergency employees.

ARTICLE II RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition. In accordance with the Public Employment Labor Relations Act (PELRA), the School District recognizes the School Service Employees Local 284 as the Exclusive Representative for all support staff employees of the Independent School District No. 883 in the appropriate unit. The Exclusive Representative shall have those rights and duties as prescribed by PELRA. and as described in this agreement.

Section 2. Sole Bargaining Representative. Recognizing that the Exclusive Representative is required by the provisions of the State of Minnesota Labor Relations Act to be the sole bargaining representative of all the employees within the coverage of this Agreement, without regard to membership in the Exclusive Representative, the School Board hereby agrees that it will not recognize or negotiate with any other person, association, group, committee or entity other than the union with respect to such matters and will deal solely through the agency of and with union.

ARTICLE III DEFINITIONS

Section 1. Terms and Conditions of Employment. Terms and conditions of employment shall mean the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, and the employer's policies affecting the working conditions of the employees.

Section 2. Description of Appropriate Unit. For purposes of this Agreement the term "appropriate unit" shall include all support staff employees in the classification of custodians, office secretaries, educational support professionals, school age child care, early childhood family education, and school readiness, employed by the School Board excluding the following: confidential employees, supervisory employees, essential employees, part-time employees whose services do not include fourteen hours per week, employees who hold a position of a temporary or seasonal character for a period not in excess of sixty-seven (67) full working days in any calendar year and emergency employees.

Other Terms. Terms and conditions of employment are subject to the provisions of PELRA. Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

Section 3. Definition of Work. It is understood that the routine work of the personnel covered under this Agreement shall also include all the duties needed to operate and maintain the buildings and grounds in good condition. This shall include all the normal functions insofar as the capabilities of the individuals will allow.

Section 4. Definition of Day. It is understood and agreed that all reference to days in this contract shall be to working days. A working day is defined as all week days (Monday, Tuesday, Wednesday, Thursday and Friday) not designated as holidays by state law. It is understood and agreed that for employees hired after the date of ratification of the 1988-90 Master Agreement all reference to days in this contract shall be to working days. A working day is defined as the employee's regular assigned daily hours of employment.

ARTICLE IV SCHOOL DISTRICT RIGHTS

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

Section 2. Management Responsibility. The Exclusive Representative recognizes the right and obligation of the School Board to efficiently manage and conduct the operation of the School District within its legal limitation and with its primary obligation to provide educational opportunity for the students of the School District.

Section 3. Effect of Laws, Rules and Regulations. The Exclusive Representative recognizes that all employees covered by this Agreement shall perform the services and duties prescribed by the School District and shall be governed by the laws of the State of Minnesota, and by School Board rules, regulations, directives and orders, issued by properly designated officials of the School Board. The Exclusive Representative also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives and orders from time to time as deemed necessary by the School Board

insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Agreement and recognizes that the School District, all employees covered by this Agreement, and all provisions of this Agreement are subject to the laws of the State. Any provision of this Agreement found to be in violation of any such laws, rules, regulations, directives or orders shall be null and void and without force and effect.

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

ARTICLE V EMPLOYEE RIGHTS

Section 1. Right to Views. Pursuant to PELRA, nothing contained in this Agreement shall be construed to limit, impair or affect the right of any employee or their representative to the expression or communication of a view, grievance, complaint or opinion on the matter related to the conditions or compensation of public employment of their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the Exclusive Representative.

Section 2. Right to Join. Pursuant to PELRA, employees shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Employees in an appropriate unit shall have the right, by secret ballot, to designate an Exclusive Representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for employees of such unit with the School Board.

Section 3. Request for Dues Check Off. Pursuant to PELRA, with the authorization of the employee, each employee shall have the right to request and be allowed dues check off for the Union. The employee request shall be in the form of a written authorization, online sign-up, or audio-recorded phone authorization submitted to the Union. The Union shall provide the District with the appropriate form of authorization (examples of appropriate forms are: paper, electric file, audit file) for dues/premier member dues deduction. The School District agrees to honor and implement all the terms of dues-check off authorizations submitted by the Union and agreed to by the employee. The School District shall adhere to the specific provisions in each dues check-off authorization regarding the duration, renewal, procedure for revocation, amount of dues deducted (including premier member), and all other provisions agreed to by the employee as stated in the authorization. Such dues shall be remitted to the Union monthly.

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

Section 4. Union Access to Information. The District shall make available to the Union a bargaining list of employees including name, address, work hours, work location, position, classification, wage schedule placement, and date of employment and electronic mail addresses.

Subd 1. It is in the interest of the employer and the union that all newly hired employees are informed of their rights, obligations and the benefits of their employment with the District. Accordingly the District shall inform the union representative and steward(s) of all new hires immediately upon hire. Each newly hired bargaining unit employee shall, during the employee's first month of employment, be scheduled at a time mutually agreeable to the parties for an orientation which shall be provided by the Union. The Union orientation period shall be **up to** one (1) hour, and shall take place during the employee's regular working hours with no loss of pay to the employees involved. The District will be absent from the room during the new employee orientation. The Union agrees to not disparage the District during this session.

ARTICLE VI COMPENSATION

Section 1. Rates of Pay.

Subd.1. Compensation Schedule. The wages and salaries reflected in Appendix A, and Appendix B attached hereto, shall be a part of the Agreement for the period commencing July 1, 2022 through June 30, 2024.

Subd.2. Withholding Increase. The School District reserves the right to withhold a salary increase in individual cases when it can be shown that a demonstrable deficiency in the performance of an individual employee necessitates such action.

Subd.3. Increases. Salary increases shall be effective on July 1 of each contract year. To be eligible for an increase to the next higher rate, an employee must have actually performed the services of the assigned position for the School District on or before December 31 of the calendar year prior to July 1 of the contract year. Days spent on paid holiday leave shall be included in the 120 days. All new employees hired after December 31 whose probationary period ends July 1 or after the current year shall be placed on the starting rate and remain at that rate until the following July 1.

Section 2. Professional Development. The School District will allow employees to attend training programs, seminars or conferences based on approval of the Superintendent. Upon application of the employee, the School Board shall reimburse for expenses incurred relevant to the professional conference, convention or meeting. Incurred expenses may include transfers, meals, registration, etc. Professional development fund disbursement under this article is subject to School District policies and procedures for approval and processing.

**ARTICLE VII
EMPLOYMENT REQUIREMENTS**

Section 1. Physical Examinations. Physicals, X-rays, or other medical examinations as required by the School Board, will be given at the expense of the School Board. If such physicals, x-rays, or other medical examinations are required, employees who wish to be examined by their own doctor must advise the District of such fact and will be reimbursed in amount equal to the charge of the designated school physician for such examinations as are required by the School District.

Section 2. Red Cross First Aid Program. Employees of Independent School District No. 883 covered by this Agreement may be required to successfully complete a standard Red Cross First Aid Program and/or an approved CPR Program at a time to be determined by the District. Similarly, employees may be required to complete the program "School Age Emergencies, K-12". The tuition of all employees required to take the course(s) shall be paid by the District. In addition, these employees shall be reimbursed at their regular hourly wage or time and one-half if it applies.

**ARTICLE VIII
DEFERRED COMPENSATION**

Section 1. Eligibility. Pursuant to the provisions of M.S.123B.02, subd.12. and Section 403(B) of the Federal Internal Revenue Code, the School District shall make matching contributions for each employee. Beginning July 1, 1999, all employees hired after June 30, 1998, shall be eligible to participate in a state-approved deferred compensation plan (457 Plan and/or any state and District approved 403(b) Plan) with the District matching according to the schedule listed below.

Section 2. Amount of School District Contribution 2022-2024

Subd.1. Full-Time Employees. Full-time, eligible employees shall be eligible for an annual School District matching contribution as follows:

Years of Service	Maximum Matching Contribution
Year 0-5	\$0
At the start of year 6-10	\$300
At the start of year 11-15	\$500
At the start of year 16+	\$1,100

Subd.2. Part-Time Employees. Eligible part-time employees shall receive a matching contribution on a pro-rata basis equal to their percentage of full-time employment.

Section 3. Vendors. Participation in the benefits of this article is limited only to employees who select a vendor from the School District's deferred compensation vendor list.

Section 4. Notice of Participation. To be eligible for the provisions of this article, an employee must notify the School District, in writing, by January 1st of the employee's intention to participate in this matching program and the amount of the employee's contribution. This notice shall continue from year to year at the specified amount unless the employee notifies the School District, in writing, otherwise.

Section 5. Payment. Employees hired before June 30, 1998, may opt to participate in the deferred compensation matching plan by notifying the District prior to January 1, 2000. The plan shall be through payroll deduction only and administered in accordance with the rules established by a joint labor management committee.

Section 6. Unpaid Leave. An employee on unpaid leave may not participate in the provisions of this article.

Section 7. Deduction for Severance Pay. In the event an employee is eligible for a severance or retirement payment pursuant to any article of this Agreement, any School District contribution made pursuant to this article shall be deducted from such severance/retirement payment at the time of the employee's retirement. Employees hired after June 30, 1998, and employees who opt to participate in this plan will not receive severance pay under this article.

Section 8. Applicable Statutes. The provisions of this article are subject to all limitations relating to such plans as provided by law.

ARTICLE IX GROUP INSURANCE

Section 1. Eligibility. School District insurance benefits shall be provided for all employees on the first date of employment who meet eligibility requirements as established by the insurance company and who are permanently assigned to work thirty (30) hours per week.. The benefit contribution is prorated based on the amount of assigned hours per year divided by 2,080.

Section 2. Selection of Carrier. The selection of the insurance carrier and policy shall be made by the School District.

Section 3. Claims against the School District. It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the School Board as a result of denial of insurance benefits by an insurance carrier.

Section 4. Health and Hospitalization Insurance.

Subd.1. Single Coverage. The School District shall contribute an amount not to exceed the amount per month as listed below, toward the premium for individual coverage for each eligible employee who qualifies for and is enrolled in the school

district group health and hospitalization plan. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction.

2022-2023 \$665.00: 2023-2024 \$685.00 for 2,080 assigned hours
(less than 2080 prorated by the total assigned hours/2080).

Subd.2. Family Coverage. The School District shall contribute an amount not to exceed the amount per month as listed below, toward the premium for family coverage for each eligible employee who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction.

2022-2023: \$1,250: 2023-2024: \$1300.00 for 2,080 assigned hours,
(less than 2080 prorated by the total assigned hours/2080)

Subd.3. Insurance Plan for Retirees. Eligible retired employees shall be eligible to remain, at their own expense, in the School District's group health and hospitalization insurance plans in accordance with Minn. Stat. § 471.61, subd.2(b) (2009), as amended, and participate in COBRA coverage as provided for by federal law.

Subd.4. Health Saving Account. The District shall contribute \$500 annually to the District sponsored Health Savings Account each January for any employee that is enrolled in the District's qualified high deductible health insurance plan.

Section 5. Term Life Insurance. The School District will pay 100% of the premium for a term life insurance policy in the amount of \$50,000 for each eligible employee employed by the School District who works 30 hours per week, qualifies for and is enrolled in the School District life insurance program. For employees that work less than 30 hours per week, but more than 14 hours per week the amount of life insurance coverage shall be: \$32,000.

Section 6. Long Term Disability Insurance. Employees working thirty (30) hours a week or more shall be eligible to participate as a sub-group of the School District's Long Term Disability Insurance Plan (LTD). It is understood that the employee shall pay the full premium for such coverage through payroll deduction.

Section 7. Dental Insurance. The School District for the 2022 -2024 school year shall contribute a sum not to exceed \$23 per month: 2023-2024 not to exceed \$35.00 per month toward the premium for dental insurance for each eligible employee who qualifies for and is enrolled in the School District group dental plan and working for 2,080 assigned hours, (less than 2080 prorated by the total assigned hours/2080). Any additional cost of the program shall be borne by the employee and paid by payroll deduction.

**ARTICLE X
COMPENSATED LEAVE**

Section 1. Personal Leave.

Subd.1. Personal Business. At the beginning of each school year each employee shall be credited with one day to be used for the employee's personal business. A personal business day may be used for any reasonable purpose at the discretion of the employee. An employee planning to use a personal leave day shall apply using the District's on-line absence system to their immediate supervisor at least 24 hours in advance, except in cases of emergency. In case of an emergency for which 24 hours' notice cannot be given, the employee must give the reason for the absence.

After the first personal business day has been used by an employee, two (2) additional personal business days will be granted at the expense of the employee equal to a substitute daily rate of pay, regardless if a substitute is hired. These additional unused personal business days shall not accumulate towards sick leave and shall not be eligible for sick leave buy back. An employee planning to use additional personal leave days shall apply using the district's on-line absence system to their immediate supervisor at least 24 hours in advance, except in cases of emergency. In case of an emergency for which 24 hours' notice cannot be given, the employee must give the reason for the absence.

Subd.2. Deduction. Personal leave days allowed shall not be deducted from the accumulated sick leave days earned by the employee. The first unused personal leave day may accumulate from year to year as accumulated sick leave.

Subd.3. Granting Leave. Personal leave days may be used by no more than two (2) employees per building. However, no more than four (4) employees may use personal leave days within the District on any given day. Requests for personal leave days for any given day shall be granted according to the order in which such requests are received by their immediate supervisor

Section 2. Jury Duty. An employee who serves on jury duty shall be granted the day or days necessary as stipulated by the court to discharge this responsibility without any compensation deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 3. Sick Leave.

Subd.1. Pro-Rated. All employees shall earn sick leave at the rate of one (1) day for each month of service in the employ of the School District on a pro-rated basis. (12 per year for 12 month employees, 9 per year for school-year Paraprofessionals, ECFE/SR; 10 per year for Secretaries).

Subd.2. Accumulate. Unused sick leave days may accumulate to a maximum credit of eighty-four (84) days of sick leave per employee. After an employee has accumulated eighty-four (84) days of sick leave, the employee shall be given one (1) day of pay for each two (2) days of sick leave accumulated beyond eight-four (84) days. Pay to be received at the end of the current fiscal year.

Subd.3. Severance Pay. Effective July 1, 1998, employees hired prior to July 1, 1998, who choose not to participate in the tax deferred compensation matching plan provided for in Article VI, Section 4, who have attained age 55 with a minimum of 15 years of continuous employment in the District who voluntarily separate their employment with the District will be eligible for severance pay equal to 75% of the employee's accumulated sick leave not to exceed eight-four (84) days.

Subd.4. Utilization. Doctor and dentist appointments of a non-emergency nature shall not be considered as eligible for utilization of accumulated sick leave. However, employees who are assigned to forty (40) hours of work per week may use sick leave for such appointments.

Subd.5. Allowance. Pursuant to MS 181.9413 sick leave may be used for illness for an employee's child, adult child, spouse, sibling, parent, grandparent, or stepparent on the same terms upon which the employee is able to use sick leave benefits for the employees' own illness or injury. Employee will be allowed five (5) days per individual family member per year, non-accumulative, for sickness of aunt, uncle, grandchild, grandparent, brother/sister in-laws. The leave for these five (5) days will be granted upon written request of the employee. Days used for family illness will be deducted from sick leave. In the event an employee's mother and father become ill in the same year, the employee shall be allowed additional days under this paragraph. For the purpose of this section, "child" includes a stepchild, biological, adopted, and foster child.

Subd.6. Physician's Report. The School District may require an employee to furnish a medical certificate from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the School District.

Subd.7. Medical Certificate. In the event that a medical certificate will be required, the employee will be so advised.

Subd.8. Deduction. Sick leave allowed shall be deducted from the accrued sick leave days earned by the employee.

Subd.9. Approval. Sick leave pay shall be submitted on the District's on-line leave system prior to the start of an employee's shift on the day of the absence, unless the employee is unable to submit at time of absence.

Subd.10. Bereavement Leave. Accumulated sick leave up to a maximum of five (5) days may be used in case of death in an employee's immediate family. Immediate family shall include spouse, children, siblings, parents, grandparents, grandchildren, and in-laws of the same degree, fiancé or others living in the same household. Additional leave under such circumstances as well as two (2) days per year to attend a funeral of a relative or friend not included in the immediate family will be allowed only with the permission of the immediate supervisor. Bereavement leave pay shall be submitted on the District's on-line leave system in advance and approved by the immediate supervisor. The District may require documentation of death or funeral.

Section 4. Workers' Compensation.

Subd.1. Payment. Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Workers' Compensation Act, the School District will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's regular rate of pay to the extent of the employee's accumulated sick leave and/or vacation pay. An employee must utilize accumulated sick leave for the first three (3) days of absence, and if employee remains absent from work for more than ten (10) days, the employee will receive the three (3) days back as accrued sick leave as outlined per MN DLI Statue 176.121 COMMENCEMENT OF COMPENSATION.

Subd.2. Accumulated Leave. A deduction shall be made from the employee's accumulated sick leave and/or vacation time according to the pro rata portions of days of sick leave or vacation time, which are used to supplement workers' compensation.

Subd.3. Disability. Such payment shall be paid by the School District to the employee only during the period of disability.

Subd.4. Normal Compensation. In no event shall the additional compensation paid to the employee by virtue of sick leave or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Subd.5. Sick Leave or Vacation Pay. An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall be paid the amount of sick and vacation pay less the amount paid to the employee by the workers compensation payment.

ARTICLE XI UNCOMPENSATED LEAVE

Section 1. Child Care Leave. The School District may grant a child care leave of absence of up to nine months duration to any employee who makes a written application for such leave.

Child care leave may be granted because of the need to provide parental care for a child of the employee for an extended period of time, including cases of adoption. Such benefits shall apply to both married and unmarried employees.

Subd.1. Written Application. An employee requesting a child care leave of absence shall submit a written application for such leave to the School District a minimum of three (3) months prior to the commencement of the intended leave. Such an application shall include the date of intended return. The intended return date may be changed in case of unusual circumstances, but the leave shall not, in any event exceed the nine months.

Subd.2. Commencing Date. Child Care leave will commence at a date to be determined by the employee and their physician. The District may require a statement from the employee's physician indicating the inability of the employee to perform their duties beyond the designated date. The beginning and ending date of a child care leave shall be scheduled so as to coincide as closely as possible with some natural break in the school year or pay period.

In cases of adoption, the child care leave shall commence up to one (1) day prior to the date the child has been placed in the home of the employee requesting the child care leave.

Subd.3. Sick Leave. If the reason for the child care leave is occasioned by pregnancy, an employee may elect to utilize sick leave pursuant to the sick leave provisions of Article X, Section 3, in addition to receiving a child care leave pursuant to this section. However, the total duration of the employee's leave occasioned by pregnancy shall not exceed nine months.

Subd.4. Reinstatement. Upon signifying their intent to return to work at least two (2) weeks prior to the expiration of the child care leave, the employee shall provide the District medical documentation stating the employee may return to work with or without documented restrictions and be reinstated to their original job or to a position of like status and pay. It is understood that a child care leave will be without pay or other benefits and shall be treated like any other leave of absence.

Subd.5. Failure to Return. Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School District and the employee mutually agree in writing to an extension in the leave.

Subd.6. Salary and Fringe Benefits. Leave under this section shall be without pay or fringe benefits.

Section 2. Family and Medical Leave (FMLA). FMLA leave shall be granted pursuant to applicable law.

Section 3. Military Leave. Military leave shall be granted pursuant to applicable law.

Section 4. Insurance Application. An employee on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The employee shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance, except as otherwise provided in law. In the event the employee is on paid leave from the School District or supplemented by sick leave, the School District will continue insurance contributions as provided in this Agreement until sick leave is exhausted. Thereafter, the employee must pay the entire premium to the School District for any insurance retained.

Section 5. Credit. An employee who returns from unpaid leave shall retain experience credit for pay purposes and other benefits that had accrued at the time leave began. No credit shall accrue for the period of time that an employee was on unpaid leave.

Section 6. Exclusive Representative Activity Leave. The School District must afford reasonable time off to elected officers or appointed representatives of the Exclusive Representative for the purpose of conducting the duties of the Exclusive Representative and must, upon request, provide for leave of absence to elected or appointed officials of the Exclusive Representative. However, it is agreed and understood that if more than one (1) employee desires to be absent for such purposes, the District must approve.

ARTICLE XII HOURS OF SERVICE

Section 1. Work Week. The work week shall be eight (8) hours per day, five (5) consecutive days per week unless otherwise requested by the employee and concurred with by the School District. All work over forty (40) hours shall be paid at the overtime rate of time and one-half. Overtime must be approved in advance by the immediate supervisor. Holidays shall count as time worked for computing overtime. Paid leaves of absence shall not count as time worked for computing overtime except when the employee works emergency hours as assigned or requested by the district. In the event no employee is willing to work overtime the School District reserves the right to assign overtime.

Section 2. Non-Scheduled Work. Regular employees shall be offered any extra time needed over and beyond their regularly scheduled hours, i.e. any breaks from their regular work days, such as summer break, workshop days, winter break, etc. An employee who normally performs the job function during the school year shall be called first to perform non-scheduled work prior to hiring a substitute.

Section 3. Part-Time Employees. The School District reserves the right to employ such personnel as it deems desirable or necessary on a part-time or casual basis.

Section 4. Shifts and Starting Time. All employees will be assigned starting time and shifts as determined by the School District. In the event of emergencies, the regularly scheduled work day may be changed by the Superintendent or an employee's immediate Supervisor. In the event that time in excess of forty (40) hours a week is necessitated; overtime pay shall be paid.

Section 5. Lunch Period. Employees working six (6) hours in a day shall be provided a duty-free lunch period of at least thirty (30) minutes, to be exclusive of the work day as designated. Where assignments are made that require an employee to be in the building for a continuous shift, the employee will be permitted meal time of twenty (20) minutes within this shift. This meal time would be flexible to best protect the building and serve the public but would be as close to normal meal time as possible.

Section 6. School Closing. In the event that school is closed for an emergency and the employees are not required to perform services, the employee shall receive pay for the actual hours worked or a minimum of two (2) hours pay. However, if notice is given one (1) hour prior to the start of the normal starting time, no minimum pay shall be given.

Those employees not required to work because of school closing(s) due to an emergency or snow day may elect to use a personal day and/or a vacation day to be compensated for loss of pay. Article X, Section 1, subd.3, does not apply to using personal day(s) per this section.

ARTICLE XIII GRIEVANCE PROCEDURE

Section 1. Grievance Definition. A "grievance" shall mean a written allegation by an employee in dispute or disagreement between the employee and the School District as to the interpretation or application of terms and conditions of employment insofar as such matters are contained in this Agreement.

Section 2. Representative. The employee, administrator, or School Board may be represented during any step of the procedure by any person or agent designated by such party to act on their behalf.

Section 3. Definitions and Interpretation.

Subd.1. Extension. Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days. Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all week days not designated as holidays by state law.

Subd.3. Computation of Time. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the

designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd.4. Filing and Postmark. The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver. Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school Principal or immediate Supervisor, setting forth the facts and the specific provisions of the Agreement allegedly violated and the particular relief sought within ten (10) days after the date the event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the employee and the school principal.

Section 5. Adjustments of Grievance. The School District and the employee shall attempt to adjust all grievances, which may arise during the course of employment of any employee within the School District in the following manner:

Subd.1. Level I: If the grievance is not resolved through informal discussions, the school Principal or immediate Supervisor shall give a written decision on the grievance to the parties involved within five (5) days after receipt of the written grievance.

Subd.2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent, provided such appeal is made in writing within five (5) days after receipt of the decision in Level I. If a grievance is properly appealed to the Superintendent, the Superintendent or their designee shall set a time to meet regarding the grievance within ten (10) days after receipt of the appeal. Within five (5) days after the meeting, the Superintendent or their designee shall issue a decision in writing to the parties involved.

Subd.3. Level III. In the event the grievance is not resolved in Level II, the decision rendered may be appealed to the School Board, provided such appeal is made in writing within five (5) days after receipt of the decision in Level II. If a grievance is properly appealed to the School Board, the School Board shall set a time to hear the grievance within fifteen (15) days after receipt of the appeal. Within twenty (20) days after the meeting, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the School Board may be designated by the School Board to hear the appeal at this level and report its findings and recommendations to the School Board. The School Board shall then render its decision.

Section 6. School Board Review. The School Board reserves the right to review any decision issued under Level I or Level II of this procedure provided the School Board or its

representative notifies the parties of its intention to review within ten (10) days after the decision has been rendered. In the event the School Board reviews a grievance, under this section, the School Board reserves the right to reverse or modify such decision.

Section 7. Denial of Grievance. Failure by the School Board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance, and the employee may appeal it to the next level.

Section 8. Arbitration Procedures. In the event that the grievant(s) and the School District are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein:

Subd.1. Request. A request to submit a grievance to arbitration must be made in writing and signed by the grievant(s). Such request must be filed in the office of the Superintendent within ten (10) days following denial of the grievance at Level III of the grievance procedure.

Subd.2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions.

Subd.3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten (10) days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the Commissioner of the Bureau of Mediation Services to issue a list of arbitrators from which the parties shall alternately strike until one name remains.

Subd.4. Submission of Grievance Information.

(a) Upon appointment of the arbitrator, the appealing party shall, within five (5) days after notice of appointment, forward to the arbitrator, with a copy to the School District, the submission of the grievance which shall include the following:

- (1) The issues involved
- (2) Statement of the facts
- (3) Position of the grievant
- (4) The written documents relating to Section 5, Article XIII of the grievance procedure.

(b) The School Board may make a similar submission of information relating to the grievance either before or at the time of the hearing.

Subd.5. Hearing. The grievance shall be heard by a single arbitrator, and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments

relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo.

Subd.6. Decision. Decisions by the arbitrator in cases properly before them shall be final and binding upon the parties, subject, however, to the limitations of arbitration decisions as provided by in the PELRA. The arbitrator shall issue a written decision and order including findings of fact that shall be based upon substantial and competent evidence presented at the hearing.

Subd.7. Expenses. Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share equally fees and expenses of the arbitrator, the cost of the transcript or recording if requested by either or both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, the party ordering a copy of such transcript shall pay for such copy.

Subd.8. Jurisdiction. The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of the procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedures as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but, are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in its order, the arbitrator shall give due consideration to the statutory rights and obligations of the School Board to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

ARTICLE XIV PROBATIONARY PERIOD

Section 1. Probationary Period. An employee shall serve a probationary period of 120 days, during which time the School District shall have the unqualified right to suspend without pay, discharge with or without cause, or otherwise discipline such employee. During this probationary period, the employee shall have no recourse to the grievance procedure insofar as suspension, discharge, or other discipline is concerned. However, a probationary employee shall have the right to bring a private grievance regarding any other provisions of the Agreement alleged to have been violated.

Section 2. Probationary Period. Change of Classification. In addition to the initial probationary period, an employee transferred or promoted to a different classification shall serve a new probationary period of 120 days in any such new classification. During this probationary period, if the School District determines that the employee's performance in the new classification is unsatisfactory, the School District shall have the right to reassign the employee to the former classification. Unit employees who bid into a new position shall be placed on the salary schedule at the step consistent with their number of years of service within the School District.

Section 3. Seniority Date. Employees shall acquire seniority upon completion of the probationary period, and upon acquiring seniority, the seniority date shall relate back to the first date of continuous service in a position governed by this Agreement. If more than one employee commences work on the same date, the seniority ranking for such employees shall be determined by a coin toss.

ARTICLE XV TERMINATION OF EMPLOYMENT

Section 1. Permanent Status. Subsequent to the probationary period, employees shall attain permanent status and may be dismissed only for just cause.

Section 2. Discipline/Discharge. The District agrees to use the concepts of progressive discipline and just cause for discipline. Discipline may consist of oral reprimand, written reprimand, suspension with pay, suspension without pay, and discharge. The School District reserves the right to impose discipline at any level as it determines based upon the circumstances surrounding the action.

The Union Representative of Local 284 may discuss with the District those causes for discharge; however, the decision of the School District shall be final except as defined under the grievance procedure.

Section 3. Two Weeks' Notice. An employee shall give the School District two (2) weeks' notice of their intent to terminate employment with the School District or lose any accrued rights under the Agreement. An employee who gives such notice must work at least two (2) weeks after the date of notice. If proper notification is given for a resignation or retirement, accrued vacation pay will be granted.

Section 4. Layoff. Two (2) weeks' notice shall be given to employees if they are to be laid off.

ARTICLE XVI VACATIONS

Section 1. Eligibility. Twelve (12) month employees will be eligible for paid vacation according to the schedule herein.

Eligible employees with less than one year of service as of June 30 shall receive vacation leave at the rate of 5/6 of a day per full calendar month of employment. Employees whose employment has been terminated during their probationary period, those employees whose employment has been discontinued during the first year of employment, or those employees whose employment after the first year of employment has been non-voluntarily terminated shall not be eligible for any vacation time.

Section 2. Length of Vacation Eligibility. Employees eligible for vacation time will be granted a vacation period on the following basis:

After one (1) year of consecutive employment, two (2) weeks.

After seven (7) years of consecutive employment, three (3) weeks. After eighteen (18) years of consecutive employment, four (4) weeks.

After twenty (20) years of consecutive employment, one (1) additional day per year to a maximum of 25 days.

Section 3. Vacation Accumulation. Unused vacation may be carried over until the end of each calendar (December) year. If all the employee's accrued vacation cannot be used before the end of the calendar year, the employee's vacation will be paid out to them according to current wage, including all monies normally earned.

Section 4. Choice of Vacation Periods. Employees shall be given every reasonable and practical choice of vacation periods. Those of greater seniority shall be given preference in selection of vacation leave time. Vacation leave shall be scheduled so that at least one custodian is on duty in each building at all times.

Section 5. Holidays. When a recognized holiday falls within an employee's paid vacation period and such holiday falls on a day the employee either has worked or been excused with pay, they shall have the last day in the preceding or first day of the following week off for which they will be paid at their basic rate.

**ARTICLE XVII
HOLIDAYS**

Section 1. All full time and part time employees shall be entitled to all paid holidays that fall within their normal work year that commensurate with daily hours:

- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve Day
- Christmas Day
- New Year's Eve Day
- New Year's Day
- President's Day
- Good Friday (or a floating holiday if school is in session on Good Friday)
- Memorial Day

Section 2. Holiday Pay. Employees required to work on a holiday, including building checks, shall be paid overtime plus the holiday grant, i.e. two and one-half times their regular rate of pay.

**ARTICLE XVIII
JOB POSTING**

Whenever a position becomes available for assignment, the District shall post, for a minimum of seven (7) days, notice of that available position. All postings shall be made to the District website and sent to all staff's District e-mail on the day the position is posted. The available position shall not be filled during that time, except in the case of an emergency or immediate need. Applications of the interested parties should be sent to the Superintendent or designated representative. Employees whose background and abilities meet the requirements of the posted position will be called in for an interview by the Superintendent upon written request by either party.

If a position is or will be vacant for a period of thirty (30) days or more, it shall be posted in accordance with the regular posting procedure. All provisions applying to the filling of a position included in the Agreement shall apply.

A position shall be declared permanently vacant at such time that the incumbent employee's accumulated sick leave or other leave provided in this contract or granted by the School District or the incumbent employee's FMLA leave shall expire. In the event that a position is temporarily filled prior to a time the position is declared permanently vacant, the original occupant of the position shall be eligible to return to a like position. Any employee filling a position on a temporary basis will be returned to their previous position.

The Exclusive Representative may submit background information regarding applicants and its recommendations to the Superintendent. The Superintendent may utilize the various data which may have been made available in making their decision.

The stewards of the union will be furnished with a copy of all job postings and also notified as to who the successful applicant was.

All regular employees who request in writing that they be notified of vacant positions will receive notification by e-mail at the time of posting of job openings that occur during the summer months.

Voluntary job changes within similar classification: An employee who has at least 20 years seniority and who wishes to take a vacant lower paid position in the same category shall remain at the same hourly wage that they were paid at the higher position until the lower wage scale equals the amount they currently are paid. At that point, they will earn any contractual wage increases at the lower pay scale. The employee's seniority date will not be impacted by this change.

ARTICLE XIX SENIORITY

Section 1. Seniority Rights. The School District recognizes that the purpose of seniority is to provide a declared policy as to the order of layoff and recall of employees. Seniority shall be determined by total years of continuous employment in the District and listed by the following six categories within the seniority list: Custodians, Special Education & Title I Assistants, Library Assistants, Secretaries, School Age Child Care, and ECFE/SR. Seniority rights shall terminate upon resignation or termination of an employee pursuant to this Agreement. In the event of reemployment, their seniority rights shall begin as of the date of reemployment.

Section 2. Seniority List.

An updated seniority list shall be given to the steward(s) and will be posted in each building every year during the month of October. If there is a dispute with an employee's seniority date, employees shall have thirty (30) days to notify the District to have the dispute corrected.

Section 3. Layoff. An employee whose position is being abolished may elect to displace the employee with the least continuous service within the same job title.

Section 4. Recall. Employees on layoff shall retain their recall rights for a period of two years. If any openings subsequently occur, the laid off employee with the most continuous service within the classification of the opening shall be the first recalled. If, within two weeks of being recalled to a position similar to the position formerly held, a former employee does not elect to return to work, the employee shall lose his/her seniority rights.

Section 5. Filling of Vacancies. Seniority will apply in the filling of vacancies within the category of seniority.

ARTICLE XX PUBLIC OBLIGATION

The School Board and the Exclusive Representative mutually recognize the needs of the public, and that the right of students and residents of this District to the continuous and uninterrupted operation of their schools is of paramount importance. During the duration of this Agreement, the Exclusive Representative and its members will not engage in, support, or encourage any work stoppage, slowdown or strike.

ARTICLE XXI DURATION

Section 1. Term and Reopening Negotiations. This Agreement will remain in full force and effect for a period commencing on July 1, 2022, through June 30, 2024, and thereafter until modifications are made pursuant to the Minnesota PELRA. If either party desires to modify or amend this Agreement commencing at its expiration, it shall give written notice of such intent no later than ninety (90) days prior to said expiration. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

In the event negotiations are not completed by July 1, 2024, terms of this contract will remain in full force and effect.

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

Section 3. Finality. Any matters relating to the terms and conditions of employment, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement except by mutual consent.

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

SIGNATURES

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

FOR:

SCHOOL SERVICE EMPLOYEES LOCAL 284
S.E.I.U., AFL-CIO

Dated this _____ day of
_____, 2023

FOR:

INDEPENDENT SCHOOL DISTRICT NO. 883

Dated this _____ day of
_____, 2023

Compensation Schedule 2022-2023 - Appendix A

2022-23			
	Hourly	Hourly	Hourly
Custodial	Step 1	Step 2	Step 3
Maintenance/Gr	\$23.01	\$23.71	\$24.35
Lead	\$21.64	\$22.32	\$22.97
Regular	\$20.40	\$21.07	\$21.71
Part Time	\$17.80	\$18.38	\$19.07
Secretary	\$20.40	\$20.98	\$21.71
Para	\$18.88	\$20.04	\$21.49
SACC Assistant	\$15.32	\$15.78	\$16.28
SACC Lead	\$17.59	\$18.28	\$19.04
EC Assistant	\$17.59	\$18.28	\$19.04
All Positions			
Longevity			
10-14 Years	\$0.20		
15-19 Years	\$0.40		
20-24 Years	\$0.60		
25-29 Years	\$0.80		
30+ Years	\$1.00		
Custodial Overrides			
Boiler License			
Special	0.15		
2nd	0.25		
1st	0.35		
2nd Class One-Time Stipend	\$600.00		
1st Class One-Time Stipend	\$1200.00		
Shift Diff	0.25		

Compensation Schedule 2023-2024 - Appendix B

2023-24				
		Hourly	Hourly	Hourly
		Step 1	Step 2	Step 3
Custodial		\$23.36	\$24.07	\$24.72
Maintenance/Gr		\$21.96	\$22.65	\$23.31
Lead		\$20.71	\$21.39	\$22.04
Regular		\$18.07	\$18.66	\$19.36
Part Time				
Secretary		\$20.71	\$21.29	\$22.04
Para		\$19.16	\$20.34	\$21.81
SACC Assistant		\$15.55	\$16.02	\$16.52
SACC Lead		\$17.85	\$18.55	\$19.33
EC Assistant		\$17.85	\$18.55	\$19.33
All Positions Longevity				
10-14 Years	\$0.20			
15-19 Years	\$0.40			
20-24 Years	\$0.60			
25-29 Years	\$0.80			
30+ Years	\$1.00			
Custodial Overrides				
Boiler License				
Special	0.15			
2nd	0.25			
1st	0.35			
2nd Class One-Time Stipend	\$600.00			
1st Class One-Time Stipend	\$1200.00			
Shift Diff	0.25			



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

Subject: Middle School Principal’s Report							
Meeting Date: February 22nd, 2023							
Prepared by: Paul Warzecha							
Date Prepared: January 30, 2023							
X	Information	<input type="checkbox"/>	Briefing	<input type="checkbox"/>	Action	<input type="checkbox"/>	Enclosure Item(s)

Paul Warzecha will present information regarding the SIP goals for the RMS-CES site that intentionally address the Rockford Area Schools Strategic Directions.

A.) Improving our educational programs and partnerships

- During the 22-23 school year, all RMS-CES teaching staff will participate in building, grade, and team level magnet analysis to re-determine key priorities in our STEM Environmental approach.

B.) Aligning and developing proactive training and response protocol for increased safety and security

- RMS-CES will collaboratively create and implement written ALiCE protocols for best practice processes for situations where class is being held outside of the RMS-CES school building.

C.) Improving supports for students and their learning

- RMS-CES will identify student (Student Group) and staff(BLT) leaders who will take an active role in fostering a positive school culture and creating a sense of belonging. Regular meetings will inform progress and adjustments.

D.) Strengthening instructional practices, processes, curriculum and assessment

- All teachers will identify the power standards and connect standard language to summative assessment reporting.

E.) Improving parent, community and staff awareness and engagement

- RMS-CES will develop a framework for how the Greenhouse lot will be used as a curricular tool as well as a source for parent and community engagement. Regular meetings will inform progress and allow for adjustments.

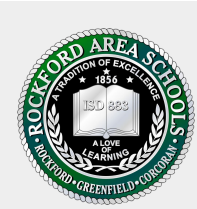


Site Improvement Goals, 2022-23

Paul Warzecha, RMS-CES Principal



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



RMS-CES: Site Improvement Goals, 2022-23

- During the 22-23 school year, all RMS-CES teaching staff will participate in building, grade, and team level magnet analysis to re-determine key priorities in our STEM Environmental approach.
- RMS-CES will collaboratively create and implement written ALiCE protocols for best practice processes for situations where class is being held outside of the RMS-CES school building.
- RMS-CES will identify student (Student Group) and staff(BLT) leaders who will take an active role in fostering a positive school culture and creating a sense of belonging. Regular meetings will inform progress and adjustments.
- All teachers will Identify the power standards and connect standard language to summative assessment reporting.
- RMS-CES will develop a framework for how the Greenhouse lot will be used as a curricular tool as well as a source for parent and community engagement. Regular meetings will inform progress and allow for adjustments.



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

Subject: 6th Grade Overnight Trip

Meeting Date: February 22, 2023

Prepared by: Superintendent's Office

Date Prepared: February 22, 2023

Information Briefing Action Enclosure Item(s)

This presentation is to request approval for the 6th Grade to attend Deep Portage Learning Center from September 25-27

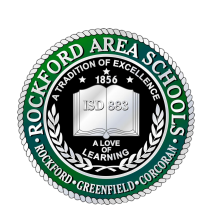


Deep Portage Trip

September 25-27, 2023



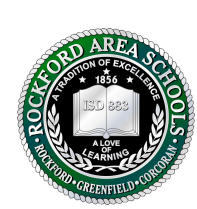
In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens.



Deep Portage



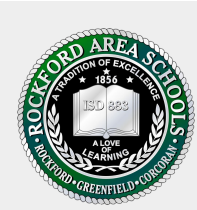
A nonprofit residential environmental education center located on more than 6,000 acres of lakes, bogs, rivers, and woodlands. For nearly fifty years, we have provided extraordinary outdoor experiences for school groups, campers, families, and all who love the great outdoors.



Trip Details



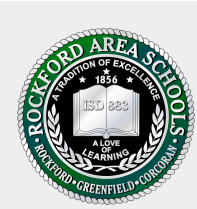
- September 25-27, 2022
 - three days, two nights
- origin 1997
- everyone is welcome
- cornerstone of RMS-CES



Student Experience



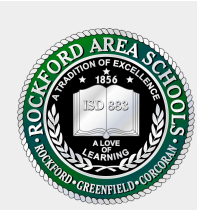
- nine classes, including:
 - canoeing
 - Charlie to Base
 - TEAM
- outside 90% of the time
- dorm style rooms
- all meals and snacks included



Student Expectations



- follow school/district policies regarding behavior
- “Challenge by Choice” for all activities
- all medications distributed by school employee



What to Bring?



- layers
- two pair of shoes
- waterproof jacket
- bedding
 - sleeping bag/pillow
- water bottle
- ~~● cell phone~~
- ~~● bug spray~~
- ~~● food~~



Funding



- Molly Malececk Yerger Scholarship Fund
- transportation
 - Rockford Lions



Questions?



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: RMS - CEG

Group/Class: 10th Grade

Teacher(s)/Advisor(s) submitting request: Both Russell / Jamie Madison

Estimated number of students participating: 130

Destination: Deep Portage Learning Center

Address: 2197 Nature Center Drive, Hawksacke Mn

Education and/or activity objectives: Environmental & STEM education, outdoor learning, Community building

Dates of the trip: September 25-27

Days absent: When school is in session: 3

Non-school days/vacation time: _____

Estimated cost per student: \$160

Source of funding: Student: X District: _____ Other: _____

fundraising

APPROVAL:

Preliminary approval requires the following signatures.

School Principal: Paul Wason Date: 2-15-23

Superintendent (or designee): A/Dean Date: 2/17/2023

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

STEP Two: Preliminary Trip Planning

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

STEP Three: Secure FINAL APPROVAL

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

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



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

Subject: ____ RHS Principal Update _____

Meeting Date: _____ 2/22/23 _____

Prepared by: _____ Paul Menard _____

Date Prepared: _____ 2/15/23 _____

Information

2022-2023 SIP Goal Update

See presentation for more information:

https://docs.google.com/presentation/d/1TPFn8tgsEOrDqyT8GU_3db2DSedmzR5f1yJg9SzzrDg/edit?usp=share_link

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

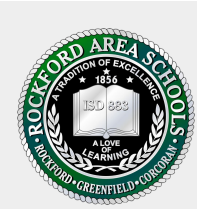


Site Improvement Goals, 2022-23

Paul Menard, RHS Principal



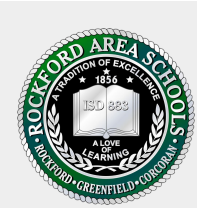
In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens.



Site Improvement Goals, 2022-23

- **Based on adopted RAS Strategic Directions**
 - A. Improving our educational programs and partnerships
 - B. Aligning and developing proactive training and response protocol for increased safety and security
 - C. Improving supports for students and their learning
 - D. Strengthening instructional practices, processes, curriculum and assessment
 - E. Improving parent, community and staff awareness and engagement





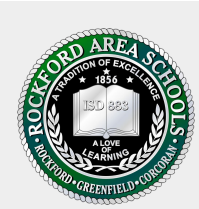
RHS: Site Improvement Goals, 2022-23

- RHS Teachers will be able to identify primary and secondary resources and experts used in each unit to help deliver quality, relevant instruction
- RHS Staff and Students will be involved in feedback loops regarding all emergency procedures and plans; data will be collected and studied 3x/year
- RHS Staff will identify student leaders who will take an active role in fostering a positive school culture and creating a sense of belonging. Regular meetings will inform progress and adjustments
- RHS Teachers will develop two additional “ready to teach” MYP units in 9th and 10th grade classes to teach 2 in 22-23; 4 in 23-24; teachers will engage in continued analysis and reporting throughout the year. DP teachers will collect data on Y1 and Y2 achievement and plan for future instructional improvement. All teachers will ensure all IB Policies are followed with fidelity; all teachers will submit a common syllabus
- RHS Staff and Students will develop a framework to explain the IB magnet integration through the use of Learner Profile trait phrasing and video reflections. Families will be invited to view the videos and given guiding questions to consider throughout the year.



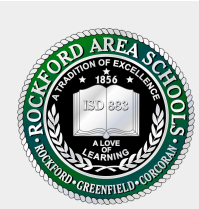
SIP Goal 1

- **RHS Teachers will be able to identify primary and secondary resources and experts used in each unit to help deliver quality, relevant instruction**
- **UPDATE:**
 - **3 New CP pathways**
 - **Identifying resources in IB Units/curriculum maps constructed (see goal 4)**
 - **Creating form for repository across RHS (potential for interdisciplinary)**
 - **Discussion of repository/department host to help transfer of knowledge in the event of turnover or course re-activation**
 - **Career Fair contacts**
 - **Ed Camp exploration for 4/25 - county, college, and career expo**



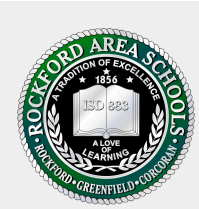
SIP Goal 2

- **RHS Staff and Students will be involved in feedback loops regarding all emergency procedures and plans; data will be collected and studied 3x/year**
- **UPDATE:**
 - **3 Meetings held**
 - **Survey findings—drill awareness, questions, open communication**
 - **ALICE training prep**
 - **Awareness campaign-signs and reporting form**



SIP Goal 3

- **RHS Staff will identify student leaders who will take an active role in fostering a positive school culture and creating a sense of belonging. Regular meetings will inform progress and adjustments**
- **UPDATE:**
 - **3 Meetings held**
 - **Survey conducted—common questions, communication, process sharing**
 - **Videos and signs—campaign**
 - **Launch/inroads for Renaissance SEL/student leader program**



SIP Goal 4

- **RHS Teachers will develop two additional “ready to teach” MYP units in 9th and 10th grade classes to teach 2 in 22-23; 4 in 23-24; teachers will engage in continued analysis and reporting throughout the year. DP teachers will collect data on Y1 and Y2 achievement and plan for future instructional improvement. All teachers will ensure all IB Policies are followed with fidelity; all teachers will submit a common syllabus**
- **UPDATE:**
 - **PLC focus areas**
 - **Ongoing IB meetings**
 - **IA process, rollout**
 - **Google Classroom—syllabus submission, IB policy compliance**



SIP Goal 5

- **RHS Staff and Students will develop a framework to explain the IB magnet integration through the use of Learner Profile trait phrasing and video reflections. Families will be invited to view the videos and given guiding questions to consider throughout the year.**
- **UPDATE**
 - **Video groups chosen**
 - **2 launched; 7 upcoming**
 - **Website training ongoing (will post videos for public)**
 - **“ Gotcha” slips, partner with Chef Harlan—great early traction**



Thank You.



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

Subject: _____

Meeting Date: _____

Prepared by: _____

Date Prepared: _____

Information

Briefing

Action

Enclosure Item(s)



EXTENDED FIELD TRIP APPLICATION – FINAL APPROVAL

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

School: RHS

Group/Class: DECA

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

of students: 41 # of school personnel: 1 # of chaperones: 2

Destination: Hyatt Regency Minneapolis Address: 1300 Nicollet Mall

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

Departure Date: 3/5/23 Departure Time: 9:00 AM Return Date: 3/7/23 Return Time: 7:30 PM

Days absent: When school is in session: 3/6 - 3/7 Non-school days/vacation time: 3/5

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

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

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

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

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

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

TRANSPORTATION: Attach request if using district transportation.

School buses and/or 7 or 8 person vans: 1 N/A: _____

Public Transportation _____ Contracted Transportation: _____

Place of lodging: Hyatt Regency Minneapolis Dates: 3/5 - 3/7 (Name of Service; attach contract)

COSTS: (Estimate per student)

Transportation	\$ _____
Meals	\$ <u>50</u>
Substitute Teachers	\$ _____
Lodging	\$ <u>60</u>
Other (fees, ins)	\$ <u>85</u>
Total	\$ <u>195</u>

Expenses to be paid by the district \$ _____

Expenses to be paid by special funds \$ 5,700

Deca Fundraising budget

Explain special funding and/or procedures for handling instances of economic need: Will address as needed

The following documentation must be attached:

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

*** NEEDS BOARD APPROVAL ***

APPROVAL: Final approval requires the following signatures.

School Principal: [Signature] Date: 2/15/23

Superintendent (or Designee): _____ Date: _____

Board Approval: Yes _____ No _____ Date: _____

Comments _____

ADDITIONAL INTEREST NOTIFICATIONS

You are receiving this item on behalf of MASSACHUSETTS BAY INSURANCE COMPANY because the policy listed includes you as an 'additional interest'. Please contact the Producer/Agency or company directly for additional information or to make any changes.

Do NOT send or make checks payable to CV-Exchange

Transactions may print on front and back. Please check each side of every page.



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7408 - 1/1 : 7408

T31/P66***AUTO**ALL FOR AADC 553
ROCKFORD ISD #883
6051 ASH ST
ROCKFORD MN 55373-9358



MASSACHUSETTS BAY INSURANCE COMPANY

22308

Loan#:

Policy Information:

Policy Number: ADX315048814

Revised Intent to CX/NonRenew

Effective Date: 11/21/2022

Add'l Insured:

Rockford Isd #883
Attn: Mike McNulty
6051 Ash Street
Rockford, MN 55373

Producer: 2508551

Phone: (763) 740-0000
Marsh & McLennan Agency
6160 Golden Hills Dr
Minneapolis, MN 55416-1020

Insured:

Rockford Isd #883
6051 Ash Street
Rockford, MN 55373

For Additional Information Contact Producer

IN ADDITION TO OTHER POLICY PROVISIONS, THIS INSURANCE WITH RESPECT TO THE INTEREST OF THE LOSS PAYEE OR ADDITIONAL INSURED, SHALL BECOME INVALID, IF ANY INSURED OR FAMILY MEMBER MAKES FRAUDULENT STATEMENTS OR ENGAGES IN FRAUDULENT CONDUCT, CONVERSION, SECRESSION OR EMBEZZLEMENT IN OBTAINING OR MAINTAINING THIS POLICY OR IN CONNECTION WITH ANY LOSS FOR WHICH COVERAGE IS SOUGHT UNDER THIS POLICY.
11-28-2022 00000000 0084779874 0562725382 0035 RC V

**FIELD TRIP/SPORTS /VAN
TRANSPORTATION REQUEST**
Rockford Bus Service
Rockford, MN 55373

NOTE: Transportation Requests must be in the Transportation Office 2 WEEKS prior to date of departure to ensure proper services. Use a separate request for each vehicle requested.

Date of Request: 2/8/2023

Transportation Needs: (circle) ~~BUS~~ LIFT BUS VAN BUS W/TRAILER

Date Transportation Needed: Sunday 3/5/23 and Tuesday 3/7/23
Day Month/Date/Year

Name of Team/Group: DECA

Destination (specific): Hyatt Regency Minneapolis 1300 N. Collet Ave.

Time of Departure: 9:00 A.M./PM

Loading Location: Door 13 (commons) - RHS

Est. Arrival Time at Destination: 10:00 AM Departure from Destination: 3/7/23 6:30 PM

ETA -Rockford 7:30 AM Number to be Transported: 41

Teacher/Coach Responsible: Huber Phone: 763-438-9947

Special Instructions: _____

APPROVED BY: _____ Date: _____
Principal or Head of Department

TRANSPORTATION OFFICE USE ONLY

Driver: _____ Trip # _____ Bus # _____

End Odometer Reading: _____ Drivers Time; End of Trip _____

Begin Odometer Reading: _____ Drivers Time; Begin. Of Trip: _____

Actual Trip Mileage: _____ Driver's Time; TOTAL: _____

CHARGES:

1. Hour Charge: _____

2. Mileage Charge: _____

3. Misc. Charges: _____

4. Trip Total: _____



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

Subject: Teaching & Learning Update for January 2023

Meeting Date: February 22, 2023

Prepared by: Director of Teaching & Learning Robert Danneker

Date Prepared: February 17, 2023

Information

Briefing

Action

Enclosure Item(s)

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

Topics will include:

- Assessment update, including RMS-CES and RHS Winter FastBridge progress monitoring
- Achievement & Integration (A&I) Plan overview for FY24-26
- Alternative Delivery of Specialized Instructional Services (ADSIS) Plan overview for SFY24-25

Enclosure items include:

- Copy of Achievement & Integration (A&I) Plan for FY24-26; Signature from Board Chair is required
- Copy of Alternative Delivery of Specialized Instructional Services (ADSIS) Plan for SFY24-25



Teaching & Learning Update

Robert Danneker, Director of Teaching & Learning



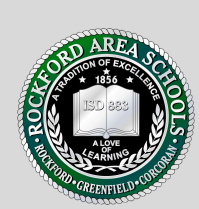
In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally minded citizens



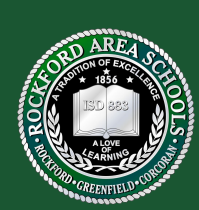
Teaching & Learning Update (Feb 22 2023)

Agenda

- Review RMS-CES and RHS Winter FAST Data and RAS Assessment Calendar
- Overview of Achievement & Integration (A&I) Plan for FY24-26
- Overview of Alternative Delivery of Specialized Instructional Services (ADSIS) Plan for FY24-25

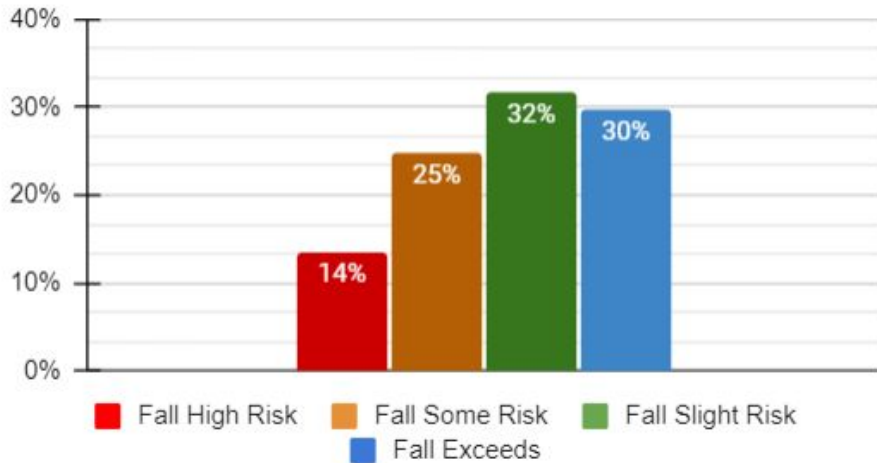


Winter FAST Data

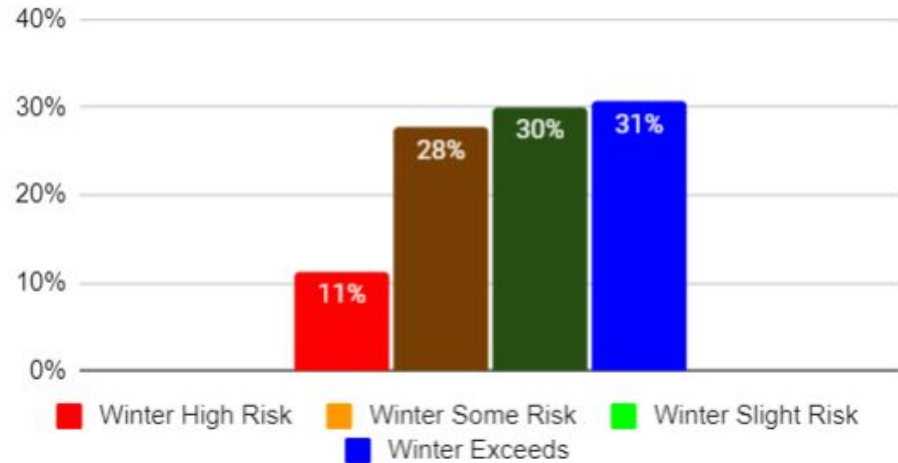


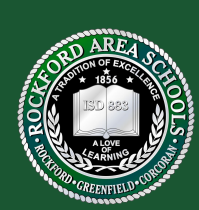
Winter REAMS Fast Data

Fall FAST Reading REAMS Grades 1 - 4



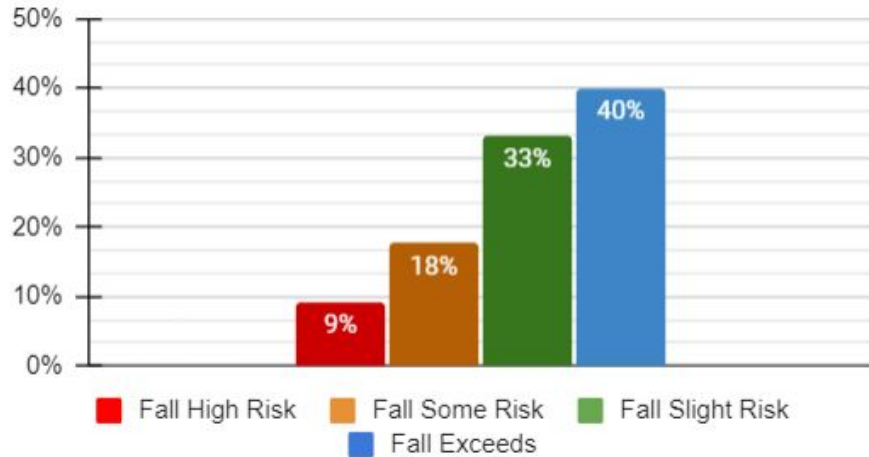
Winter FAST Reading REAMS Grades 1 - 4



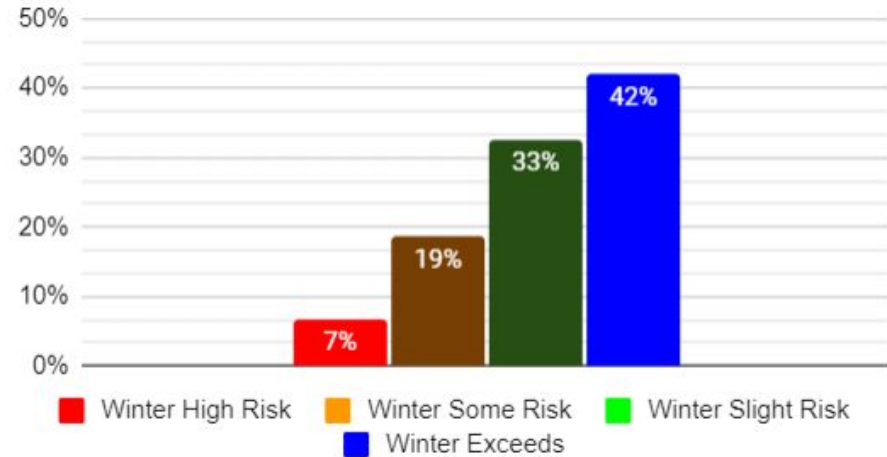


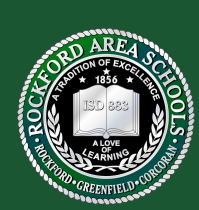
Winter RMS-CES Fast Data

Fall FAST Reading RMS-CES



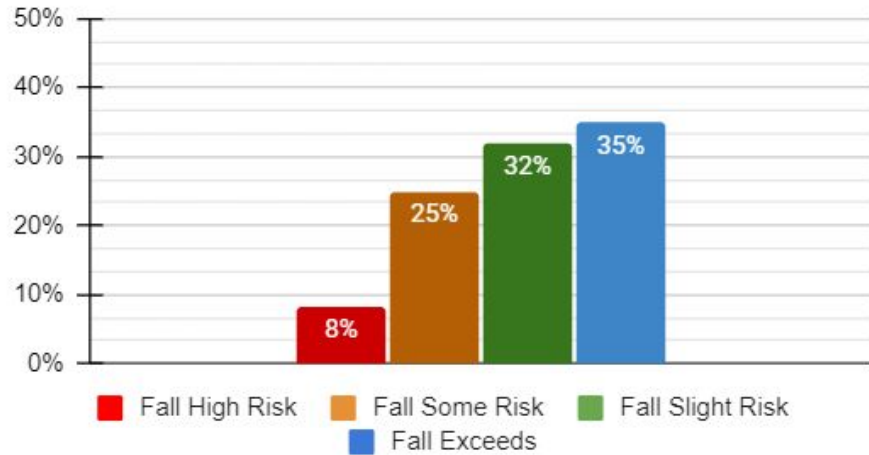
Winter FAST Reading RMS-CES



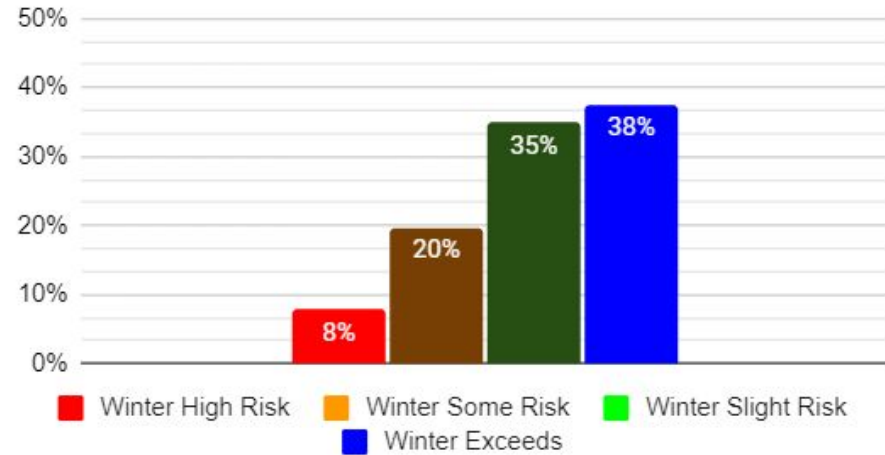


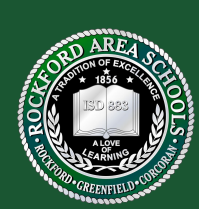
Winter RHS Fast Data

Fall FAST Reading RHS Grades 9-10



Winter FAST Reading RHS Grades 9 - 10





RAS Assessment Calendar

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



Achievement & Integration (A&I) Plan for FY24-26



A&I Plan for FY24-26

Purpose

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

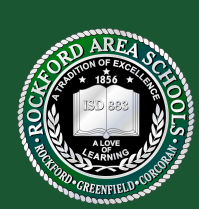


A&I Plan for FY24-26

Eligibility

There are four ways that a district can be eligible for the program:

1. **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
2. **Adjoining:** District physically adjoins a racially isolated district.
3. **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
4. **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).



A&I Plan for FY24-26

Northwest Suburban Integration School District (NWSISD)

1. Anoka-Hennepin ISD #11 (RI – Racially Isolated)
2. Buffalo-Hanover-Montrose ISD #877 (A – Adjoining)
3. Brooklyn Center ISD #286 (RI – Racially Isolated)
4. Elk River ISD #178 (A – Adjoining)
5. Fridley ISD #14 (RI – Racially Isolated)
6. Osseo – Maple Grove ISD #279 (RI – Racially Isolated)
7. Rockford Area Schools ISD #883 (A - Adjoining)



A&I Plan for FY24-26

Highlights of A&I Plan for FY24-26

Goal #1:

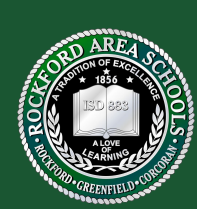
The performance of Rockford Elementary Arts Magnet School (REAMS) Grades 3 & 4 non-white students on the MCA Reading assessment will meet or exceed that group's five-year average. (Current five-year average = 39.02%)

Aligns with WBWF area:

- All racial and economic achievement gaps between students are closed.

Goal type:

- Achievement Disparity ¹⁰⁷



A&I Plan for FY24-26

Highlights of A&I Plan for FY24-26

Goal #2:

Rockford Area Schools will annually provide the opportunity to participate in job-embedded professional development to 100% of licensed teachers that “shows evidence of self-reflection and discussion of the following topics in a way that deepens teachers’ understanding of their own frames of reference, potential bias in these frames, and the impact of bias on expectations for and relationships with students, students’ families, and school communities.” (PELSB)

Aligns with WBWF area:

- All racial and economic achievement gaps between students are closed.

Goal type:

- Teacher Equity



A&I Plan for FY24-26

Highlights of A&I Plan for FY24-26

Goal #3:

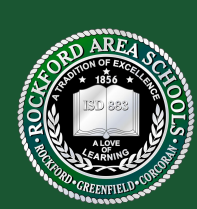
The annual number of Rockford Area Schools student participations in NWSISD programming as reported in the annual “NWSISD Participation Summary” will meet or exceed the district’s five-year average. (Current five-year average = 188 student participations)

Aligns with WBWF area:

- All students are ready for career and college.

Goal type:

- Integration



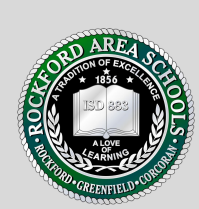
A&I Plan for FY24-26

Highlights of A&I Plan for FY24-26

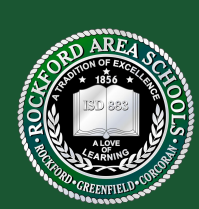
Funding allocation: \$220,481

Items funded:

- Magnet Coordinators at each REAMS, RMS-CES, and RHS
- AVID instructor (RHS)
- IB positions (RHS)
- IB and MSA annual dues (REAMS; RMS-CES; RHS)
- NWSISD integration position stipends (RMS-CES; RHS)
- Artist-in-Residence Program (REAMS)



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



ADSIS Plan for FY24-25

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



ADSIS Plan for FY24-25

Highlights of ADSIS Plan for FY24-25

Addition of ADSIS Behavior

FY22-23: 4.0FTE ADSIS Reading

FY24-25: 2.5FTE ADSIS Reading + 2.2FTE ADSIS Behavior

Rationale:

Aligns ADSIS Reading staffing to number of students served while allowing RAS to maintain many of the behavior supports onboarded through ESSER funds



ADSIS Plan for FY24-25

Highlights of ADSIS Plan for FY24-25

FY24-25 RAS ADSIS Staffing

REAMS:

2.0FTE ADSIS Reading

1.0FTE ADSIS Behavior

RMS-CES:

0.25FTE ADSIS Reading

0.60FTE ADSIS Behavior

RHS:

0.25FTE ADSIS Reading

0.60FTE ADSIS Behavior



ADSIS Plan for FY24-26

Highlights of ADSIS Plan for FY24-26

Funding request: \$397,782.49

Items funded:

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



Thank You.

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD #883, Rockford Area
Schools

District Integration Status: A

Superintendent: Rhonda Dean

Phone: 763-477-9165 x4002

Email: deanr@rockford.k12.mn.us

Plan submitted by: Robert Danneker

Title: Director of Teaching & Learning

Phone: 763-477-9165 x4005

Email: dannekerr@rockford.k12.mn.us

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: North West Suburban Integration School District (NWSISD)

1. Anoka-Hennepin ISD #11 (RI – Racially Isolated)
2. Buffalo-Hanover-Montrose ISD #877 (A – Adjoining)
3. Brooklyn Center ISD #286 (RI – Racially Isolated)
4. Elk River ISD #178 (A – Adjoining)
5. Fridley ISD #14 (RI – Racially Isolated)
6. Osseo – Maple Grove ISD #279 (RI – Racially Isolated)

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Rhonda Dean

Signature:

Date Signed: 02/22/2023

School Board Chair: Eric Gordee

Signature:

Date Signed: 02/22/2023

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: 02/22/2023

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Our district participates in a Multidistrict Collaborative Council to include the following: 1) Nate Manaen, Director of Student Support Services with the Anoka-Hennepin School District, 2) Jena Carlson, Director of Teaching and Learning and Michelle Ford, Director of Assessment with the Brooklyn Center School District, 3) Nancy Eiyneck, Educational Equity Coordinator and Pam Miller, Director of Teaching and Learning with the Buffalo-Hanover-Montrose School District, 4) Jason Bodey, Director of Teaching and Learning Coordinator with the Fridley School District, 5) Kristin Hall, Curriculum Specialists and Kelly Corbett, Director of Teaching and Learning with ISD 728, 6) Duane Wardally, Director of Equity and Inclusion with the Osseo School District, and 7) Rob Danneker Director of Teaching and Learning with the Rockford School District.

Community Collaboration Council for Racially Identifiable School(s): NA

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1:

The performance of Rockford Elementary Arts Magnet School (REAMS) Grades 3 & 4 non-white students on the MCA Reading assessment will meet or exceed that group's five-year average. (Current five-year average = 39.02%)

Aligns with WBWF area:

- All racial and economic achievement gaps between students are closed.

Goal type:

- Achievement Disparity

Goal #2:

Rockford Area Schools will annually provide the opportunity to participate in job-embedded professional development to 100% of licensed teachers that “shows evidence of self-reflection and discussion of the following topics in a way that deepens teachers’ understanding of their own frames of reference, potential bias in these frames, and the impact of bias on expectations for and relationships with students, students’ families, and school communities.” (PELSB)

Aligns with WBWF area:

- All racial and economic achievement gaps between students are closed.

Goal type:

- Teacher Equity

Goal #3:

The annual number of Rockford Area Schools student participations in NWSISD programming as reported in the annual “NWSISD Participation Summary” will meet or exceed the district’s five-year average. (Current five-year average = 188 student participations)

Aligns with WBWF area: Enter one of the following:

- All students are ready for career and college.

Goal type:

- Integration

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy’s unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy #1: Rockford Area Schools will use the Minnesota open enrollment process and desegregation transportation legislation to promote racial integration across the NWSISD collaborative using the NWSISD magnet school system.

Type of Strategy:

- Innovative and integrated pre-K through grade 12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input checked="" type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

NWSISD magnet schools are free public PreK-12 schools of choice operated by the collaborative districts. The magnet schools are designed to provide opportunities for students to learn in an integrated environment that provide rigorous course work for all students. The magnet school’s curriculum is aligned to one of the three themes including the Arts, International Baccalaureate, or STEM/STEAM. The NWSISD magnet schools do not have entrance criteria: eligibility is based on a student’s interest in the thematic area resulting in students from a wide array of backgrounds enrolled in the magnet schools. NWSISD magnet system is unique in the fact that it uses both racially identified schools and non-racially identified schools to move students across district boundaries seeking racial integration.

Location of services: Within Rockford Area Schools and in partnership with the other six (6) North West Suburban Integration School District (NWSISD) consortium member districts.

Strategy #2: Rockford Area Schools will participate in a variety of professional learning opportunities provided by NWSISD for district staff members using a variety of delivery models and topics based on district needs and requests.

Type of Strategy:

- Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Professional learning is provided to improve student academic achievement by building capacity in district staff to work with diverse groups of students and their families, increasing knowledge and skill in high quality instruction and

providing methods to increase parent engagement. Topics may include but are not limited to: 1) Inquiry-based instruction, 2) Cultural Fluency, 3) magnet themed instruction strategies, 4) Authentic cultural experiences, and 5) Use of the NWSISD Multicultural Resource Center including cultural artifacts culture kits and lesson plans.

Location of services: Within Rockford Area Schools and in partnership with the other six (6) North West Suburban Integration School District (NWSISD) consortium member districts.

Strategy #3: Rockford Area Schools will participate in the NWSISD-sponsored student support service opportunities promoting integrated learning environments and practices to reduce academic and enrollment disparities based on students' racial, ethnic, and economic backgrounds.

Type of Strategy:

- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

NWSISD provides multiple opportunities promoting career and college readiness skills. Programs include mentorship programs, college and career conferences, Educators Rising clubs promoting careers in education, college and career field trips, as well as support for AVID. Mentorship programs focus on four education concepts of Aspirations, Expectations, Opportunities, and Achievement.

Location of services: Within Rockford Area Schools and in partnership with the other six (6) North West Suburban Integration School District (NWSISD) consortium member districts.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP): Goal #1

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
4 and 5 year-olds enrolled in the Launching Pad preschool will meet or exceed the program's five-year average on the literacy proficiency benchmark as measured by the Teaching Strategies GOLD Assessment. (2022-23 five-year average = 91.2%)	91.2%	TBD (see goal language)	TBD (see goal language)
The performance of REAMS Grade 3 on the Spring FAST Reading assessment will meet or exceed that group's five-year average. (2022-23 five-year average = 75.8%)	75.8%	TBD (see goal language)	TBD (see goal language)
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Key Indicators of Progress (KIP): Goal #2

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of licensed staff reporting that the job-embedded professional development "deepens teachers' understanding of their own frames of reference, potential bias in these frames, and the impact of bias on expectations for and relationships with students, students' families, and school communities" (PELSB) as reported on a post-training survey will increase over the three years of this plan.	50%	62.5%	75%
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Key Indicators of Progress (KIP): Goal #3

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The annual number of Rockford Area Schools student participations in NWSISD college tours as reported in the annual "NWSISD Participation Summary" will meet or exceed the district's five-year average. (Current five-year average = 64 student participations)	64	TBD (see goal language)	TBD (see goal language)
The annual number of Rockford Area Schools student participations in NWSISD multi-district events as reported in the annual "NWSISD Participation Summary" will meet or exceed the district's five-year average. (Current five-year average = 32 student participations)	32	TBD (see goal language)	TBD (see goal language)
The annual number of Rockford Area Schools participations in NWSISD MRC Items Checked-Out as reported in the annual "NWSISD Participation Summary" will meet or exceed the district's five-year average. (Current five-year average = 14 check-outs)	14	TBD (see goal language)	TBD (see goal language)

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Rockford Area Schools is dedicated to efficiency in programming and services along with the responsible and appropriate use of state funding. The articulated Achievement and Integration Plan above has been purposefully created to interact as seamlessly as possible with other district plans and programs including: WBWF; AIPAC; ADSIS; Title; EL; and others. As a part of this A&I Plan, Rockford Area Schools commits to efficiency in programming and the elimination of duplicative programs where and whenever possible.

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

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

Application Narrative Questions

Your complete application should consist of the following:

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

Application Submission and Signature

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

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

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

- ABC Public Schools Application Coversheet and Assurances

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

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

Section I. Local Education Agency (LEA) Overview

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

ADSIS Leadership Team

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

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

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

ADSIS Enrollment Overview

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

Yes

No

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

School Year	Reading	Math	Behavior
2021-2022	86	0	0

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2022-2023

90

0

0

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

School	Reading	Math	Behavior	Projected 2024 school enrollment	Projected count of ADSIS students
Rockford Elementary Arts Magnet School (REAMS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	575	110
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	460	55
Rockford High School (RHS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	500	55

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

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

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

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

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

Students Served in Special Education (Ages 6 to 17)

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

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

- Other Health Disability

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

Special Education Narrative

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

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

2020-21

Total Population:

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

39 out of 1286 White are SLD (3%)

In Special Education:

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

39 out of 155 White are SLD (25%)

2021-22

Total Population:

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

33 out of 1190 White are SLD (3%)

In Special Education:

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

33 out of 162 White are SLD (20%)

2022-23

Total Population:

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

27 out of 1208 White are SLD (2%)

In Special Education:

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

27 out of 172 White are SLD (16%)

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

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

Special Education Referral SMART Goal

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

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

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

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

1B. Coordination and Communication – 15 Points

Multi-Tiered Systems of Support (MTTS)

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

Yes

No

Partially/To some extent

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

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

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

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

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

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

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

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

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

NA

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

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

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

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

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

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

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

Roles in Planning, Implementing, and Evaluating ADSIS Services

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

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

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

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

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

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

1. General Education Teachers (all teachers)

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

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

2. ADSIS interventionists (providing direct service)

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

3. Special Education Teachers (not providing direct service)

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

4. ADSIS Leadership Team

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

Parents/Guardians of ADSIS Students

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

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

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

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

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

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

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

1C. Fidelity of Implementing ADSIS – 10 points

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

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

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

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

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

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

1D. Cultural Responsiveness – 10 points

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

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

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

All Rockford Area Schools is committed to cultural responsiveness.

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

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

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

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

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

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

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

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

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

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

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

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

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

1E. Measuring Indirect Impacts- 5 points

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

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

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

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

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

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

Rockford Area Schools also utilizes the following tools:

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

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

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

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

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

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

Section II. School Work Plan – 30 points

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

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

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

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

Rockford High School
(RHS)

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

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

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

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

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

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

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

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	FastBridge early Reading English	121	63%
Grade 1	FAST aReading	118	53%
Grade 2	FAST aReading	95	28%
Grade 9	FAST aReading	114	38%

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

Reading Narrative

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

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

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

- g. 2022: REAMS grade 3 students were **51.6%** proficient in reading, and students grade 3 statewide were **48.1%** proficient in reading
- 3) According to the MDE report card, the most recent data indicates our Rockford Middle School-Center for Environmental Science (RMS-CES) students in grades 5-8 consistently outperformed the statewide proficiency of their peers. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgld--10883003000_test--allAccount_subject--R_accountabilityFlg--Y_year--trend_grade--all_p--8080822)
- a. 2016: 5th grade RMS-CES students were **79.7%** proficient in reading, and students statewide were **68.1%** proficient in reading
 - b. 2016: 6th grade RMS-CES students were **74.2%** proficient in reading, and students statewide were **62.6%** proficient in reading
 - c. 2016: 7th grade RMS-CES students were **70.4%** proficient in reading, and students statewide were **57.2%** proficient in reading
 - d. 2016: 8th grade RMS-CES students were **65.5%** proficient in reading, and students statewide were **57.8%** proficient in reading
 - e. 2017: 5th grade RMS-CES students were **77.0%** proficient in reading, and students statewide were **68.1%** proficient in reading
 - f. 2017: 6th grade RMS-CES students were **71.7%** proficient in reading, and students statewide were **63.8%** proficient in reading
 - g. 2017: 7th grade RMS-CES students were **78.7%** proficient in reading, and students statewide were **57.9%** proficient in reading
 - h. 2017: 8th grade RMS-CES students were **67.4%** proficient in reading, and students statewide were **59.3%** proficient in reading
 - i. 2018: 5th grade RMS-CES students were **71.8%** proficient in reading, and students statewide were **67.5%** proficient in reading
 - j. 2018: 6th grade RMS-CES students were **69.5%** proficient in reading, and students statewide were **64.9%** proficient in reading
 - k. 2018: 7th grade RMS-CES students were **74.0%** proficient in reading, and students statewide were **58.7%** proficient in reading
 - l. 2018: 8th grade RMS-CES students were **74.8%** proficient in reading, and students statewide were **59.1%** proficient in reading
 - m. 2019: 5th grade RMS-CES students were **67.7%** proficient in reading, and students statewide were **66.2%** proficient in reading
 - n. 2019: 6th grade RMS-CES students were **65.9%** proficient in reading, and students statewide were **63.2%** proficient in reading
 - o. 2019: 7th grade RMS-CES students were **68.1%** proficient in reading, and students statewide were **57.9%** proficient in reading
 - p. 2019: 8th grade RMS-CES students were **72.3%** proficient in reading, and students statewide were **58.2%** proficient in reading
 - q. 2020: No MCA assessments
 - r. 2021: 5th grade RMS-CES students were **71.3%** proficient in reading, and students statewide were **59.4%** proficient in reading
 - s. 2021: 6th grade RMS-CES students were **64.3%** proficient in reading, and students statewide were **55.1%** proficient in reading
 - t. 2021: 7th grade RMS-CES students were **53.6%** proficient in reading, and students statewide were **48.3%** proficient in reading
 - u. 2021: 8th grade RMS-CES students were **61.4%** proficient in reading, and students statewide were **49.7%** proficient in reading
 - v. 2022: 6th grade RMS-CES students were **69.4%** proficient in reading, and students statewide were **54.4%** proficient in reading
 - w. 2022: 7th grade RMS-CES students were **54.6%** proficient in reading, and students statewide were **45.4%** proficient in reading
- 4) According to the MDE report card, the most recent data indicates students, the most recent data indicates our Rockford High School students in grades 10 consistently outperformed the statewide proficiency of their peers. (source:

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

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

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

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

- 1) According to the MDE report card, the most recent data indicates our Rockford Elementary Arts Magnet School (REAMS) Hispanic/Latinx students in 3rd and 4th grade have stagnated between 60-70% of students in this demographic who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#mySchool/orgId--10883002000_p--3).
 - a. 2016: REAMS Hispanic or Latinx students were **30.4%** proficient in reading
 - b. 2017: REAMS Hispanic or Latinx students were **41.2%** proficient in reading
 - c. 2018: REAMS Hispanic or Latinx students were **34.8%** proficient in reading
 - d. 2019: REAMS Hispanic or Latinx students were **40.7%** proficient in reading
 - e. 2020: No MCA assessment
 - f. 2021: REAMS Hispanic or Latinx students were **22.2%** proficient in reading
 - g. 2022: REAMS Hispanic or Latinx students were **28.5%** proficient in reading
- 2) According to the MDE report card, the most recent data indicates our Rockford Middle School - Center for Environmental Science (RMS-CES) Hispanic/Latinx students are demonstrating a lack of sufficient academic growth in terms of students who are not meeting proficiency on the MCA III Reading assessment. (source: https://rc.education.mn.gov/#assessmentsParticipation/orgId--10883003000_test--MCA-III_subject--R_accountabilityFlg--Y_year--trend_grade--all_categories--hispanic_p--8080822)
 - a. 2016: RMS-CES Hispanic or Latinx students were **46.2%** proficient in reading
 - b. 2017: RMS-CES Hispanic or Latinx students were **60.5%** proficient in reading

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

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

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

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

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

Reading SMART Goal

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

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

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

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

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

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

Identifying ADSIS Reading Students

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

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

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

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

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

Evidence-Based ADSIS Reading Interventions

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

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

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

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

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

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

Reading Service Delivery Model

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

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

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

Progress Monitoring

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

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

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

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

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

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

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

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

School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	None
Enter here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math Achievement Data

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

- Note that for FY2019 and later years, assessment data for the MCA only is no longer available in the Data Center on the Minnesota Department of Education website. The public assessment files in that location now present combined MCA and MTAS data.
- To obtain data for only those students taking the MCA, go to the Minnesota Report Card <https://rc.education.mn.gov/#mySchool/p--3>.
- Enter your district name in the ‘Search to find your school: School or District’ field
- Select **How Well are Students Doing? → Are students mastering standards → Test Achievement Levels, Test Results and Participation** from the menu at left.
- Click the arrow next to the magnifying glass icon that appears at the top-right of the pane and make sure the following options are selected in the dropdown menus that appear:

- Test: MCA-III
- Subject: Math
- Students Included: All Tested
- Year: 2022
- Grade: Note that you will need to individually select each grade served by your district (i.e. you will need to select 'Grade 3,' click 'Done,' record the data in the table below, return to the dropdown menus, select 'Grade 4,' and so forth)
- Click 'Done'

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	Enter here	Enter here	Enter here
Grade 4	Enter here	Enter here	Enter here
Grade 5	Enter here	Enter here	Enter here
Grade 6	Enter here	Enter here	Enter here
Grade 7	Enter here	Enter here	Enter here
Grade 8	Enter here	Enter here	Enter here
Grade 10	Enter here	Enter here	Enter here

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

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

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	Enter here	Enter here	Enter here
Grade 1	Enter here	Enter here	Enter here
Grade 2	Enter here	Enter here	Enter here
Grade 9	Enter here	Enter here	Enter here
Grade 10	Enter here	Enter here	Enter here
Grade 12	Enter here	Enter here	Enter here

Mathematics Narrative

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

Enter here

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

Enter here

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

School	What need does this school have for an ADSIS Mathematics intervention?
Enter here	Enter here
Enter here	Enter here
Enter here	Enter here
Enter here	Enter here

Mathematics SMART Goal

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

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

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

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

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

School	Mathematics SMART Goal
Enter here	Enter here
Enter here	Enter here
Enter here	Enter here

Identifying ADSIS Mathematics Students

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

School	Math screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Enter here	Enter here	Enter here	Enter here
Enter here	Enter here	Enter here	Enter here
Enter here	Enter here	Enter here	Enter here

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

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

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

Evidence-Based ADSIS Mathematics Interventions

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

School	Name of evidence-based intervention or strategy	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Enter here	Enter here	Enter here
Enter here	Enter here	Enter here
Enter here	Enter here	Enter here

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

- Number Sense (Burns, Math Solutions)
- Study Island (Edmentum)
- Peer Assisted Learning Strategies (PALS) (Fuchs & Fuchs, Vanderbilt University)

- Do the Math (Houghton Mifflin Harcourt)
- Math 180 (Houghton Mifflin Harcourt)
- Math Expressions (Houghton Mifflin Harcourt)
- Saxon Math (Houghton Mifflin Harcourt)
- IXL Math (IXL Learning)
- Math Navigator (Pearson)
- Accelerated Math (Renaissance)
- Rocket Math
- Small group direct instruction (an approach)
- Everyday Math Toolkit (University of Chicago School Mathematics Project)
- Math Recovery (US Math Recovery Council)

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

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
Enter here	Enter here	Enter here	Enter here	Enter here	Enter here
Enter here	Enter here	Enter here	Enter here	Enter here	Enter here
Enter here	Enter here	Enter here	Enter here	Enter here	Enter here

Progress Monitoring

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

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

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

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

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

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

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

Behavior Narrative

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

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

1. DD-Disruptive/Disorderly Conduct/Insubordination (34)

2. Ft-Fighting (24)

3. To-Tobacco (13)

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

a. Overall? 110 days

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

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

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

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

85.8% (2019)

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

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

Student Group	Yes, there is a difference	No, there is no difference	N/A (the LEA does not serve this student group or it is too small to	If “Yes,” please describe the difference(s):
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			compare to the general student population)	
Hispanic or Latinx	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
American Indian or Alaska Native	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Black or African-American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Two or more races	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
English Language Learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Special Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Free or Reduced-Priced Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here
Homeless or Highly Mobile	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Enter here

Other student group (please specify): Enter here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter here
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45. In the table below, for each school that will be implementing ADSIS Behavior, please provide a brief summary of the school’s behavior needs assessment. What need does each school have for an ADSIS Behavior intervention? Consider each school’s unique needs in responses. Add additional rows for more schools, as needed.

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

Behavior SMART Goal

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

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

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

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

Identifying ADSIS Behavior Students

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

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	Formative Assessment System for Teachers – Social, Academic, and	2x / year	Students identified as “high risk” will:

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

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

--	--

and home regarding identified risk (if appropriate)

Students identified as “some risk” will:

--meet with school counselor and/or behavior dean 1:1 until risk is satisfied

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

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

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

Evidence-Based ADSIS Behavior Interventions

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

School	Name of evidence-based intervention or strategy	If the intervention is not included on the list above, share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	Committee for Children: Second Step Teach executive function skills	Enter here
Rockford Middle School – Center for Environmental Studies (RMS-CES)	CharacterStrong Restorative Practices Teach executive function skills	Enter here
Rockford High School (RHS)	Teach executive function skills Restorative Practices	Enter here

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

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

Behavior Service Delivery Model

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

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

Progress Monitoring

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

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

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

			Intervention Team (“iTeam”) meeting agenda; in addition, modifications to their ongoing interventions will be made to reflect a more intensive level of support	Special Education evaluation by the iTeam and in consultation with the Special Education evaluation team
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Examples of Commonly used tools include, but are not limited to:

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

Section III. Budget narrative for 2024 – 10 points

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

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

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

Area 1. Salaries and Wages

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

\$ 397,482.49

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

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

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

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

- 1) We will begin our efforts to insure we have highly qualified staff by requiring a teacher to hold a PELSB approved teaching license, in reading, elementary, or in a particular subject or subjects at the secondary level.
- 2) Professional Learning Community (PLC): The ADSIS team of teachers (aka, the "A Team") will meet twice a month to discuss student progress, answer questions, analyze data, and professionally develop to make sure we are utilizing best practices in our interventions.
- 3) Professional Development: We will utilize funds from our district professional development fund to find opportunities for our ADSIS teachers to train, build connections, learn best practices, ask questions of the presenters, and collaborate as the A Team to discuss how new learning can be integrated into our current learning environment in Rockford Area Schools.
- 4) Inclusion in the Intervention Team ("iTeam"): We will strive to have our ADSIS teachers participate in the intervention team at each of our three (3) buildings (REAMS, RMS-CES, and RHS). This will allow our ADSIS teachers to provide updates to the classroom teachers as

well as gather feedback from the classroom teachers and administrative team. Additionally, we will be able to discuss how students will enter/exit the ADSIS program based on data.

- 5) Coaching opportunities: We will utilize a peer coaching model to allow ADSIS teachers to observe each other and provide feedback on a set of pre-determined areas of focus (e.g., class management, pace of lesson, clarify of instruction, etc.). Coaching may be provided by the ADSIS administrator as well.
- 6) Participation in district Q-Comp program: As licensed teachers in our school district, our ADSIS teachers will be observed by their Q-Comp leader (a fellow teacher), receive feedback, and have an opportunity to discuss strengths and areas of growth in individual and group discussions with their Q-Comp team.
- 7) Team Teaching: We will provide opportunities for teachers to team teach various topics during the school year. ADSIS teachers will work together to plan and deliver a lesson, as well as debrief afterward to discuss what worked well and what could be refined. This will be an empowering opportunity for our teachers to collaborate and to actually see each other in action with students; this is an incredibly rare occurrence in schools and one we are excited to utilize.

Area 2. Contracted Services/Personnel

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

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

Area 3. Individualized Instructional Capital Expenditures

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

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

Area 4. Individualized Instructional Supplies and Materials Expenditures

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

In consultation with our current ADSIS teachers and administrators, as well as with several vendors of reading intervention materials, we have requested **\$300.00** to provide digital resources for our students to utilize in their effort to bolster their reading abilities and/or behavior skills.

Area 5. Non-federal Expenditures

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

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

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

Submission Reminder

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



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: February 22, 2023

Prepared by: Business Office

Date Prepared: February 14, 2023

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

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

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

<i>Donor</i>	<i>Amount</i>	<i>Fund</i>
Ronald Jorgenson Family Trust Tanya D'Amico	\$100.00	Dance Activity Fund
Cargill	\$30.00	General Fund Donation
Trissa Shelton	Early Childhood Classroom Supplies (paper, stickers, scissors)	Early Childhood Fund
Harley McSheehy	Early Childhood Classroom Supplies (craft sticks, game)	Early Childhood Fund
Quilling Family	Early Childhood Classroom Supplies (Peg/Beard board)	Early Childhood Fund
Hope Laakonen Family	2 books	Early Childhood Fund
Delano Legion	\$500.00	RHS Band Fund (towards saxophone purchase)
Rockford Education Foundation	\$1,812.50	General Fund (RMS MN Social Studies Online Program 1 yr subscription and REAMS 2nd gr Stages Theatre Co Fieldtrip)
Rockford Education Foundation	\$819.00	General Fund (REAMS Kindergarten MN Children's Museum Fieldtrip)

Rockford Education Foundation	\$1,350.00	General Fund (RMS SPARK STEM Conference)
Rockford Education Foundation	\$279.60	General Fund (RMS Soldier's Heart Novel for 6th grade)
Rockford Education Foundation	\$996.00	General Fund (2 iPads and smart covers for REAMS Phy Ed)
Rockford Education Foundation		Game Table in RHS Media Center in memory of Monica Lockett
Casey's General Store	\$13.80	RMS Gift Fund
The White Family	\$165.00	Food Service Account (to help pay REAMS student lunch accounts for students who have outstanding lunch account balances)



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

Subject: Resolution of Facilities Bonds

Meeting Date: February 22, 2023

Prepared by: Ryan Hoffman, ICS

Date Prepared: February 22,2023

Information Briefing Action Enclosure Item(s)

- Ryan Hoffman from ICS will present a Capital Facilities Project Review



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

Subject: Resolution of Facilities Bonds

Meeting Date: February 22, 2023

Prepared by: Michael Hart, PMA

Date Prepared: February 16,2023

Information Briefing Action Enclosure Item(s)

Michael Hart, PMA will present on Facilities Bonds

- Resolution to Approve General Obligation Capital Facilities Bond



PMATM
SECURITIES

February 22, 2023

ISD 883
Rockford Area Schools
Capital Facilities Bonds

Michael Hart

Director, Public Finance
mhart@pmanetwork.com
612-509-2569

Steve Pumper

Vice President
spumper@pmanetwork.com
612-509-2565



Capital Facilities Bonds

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

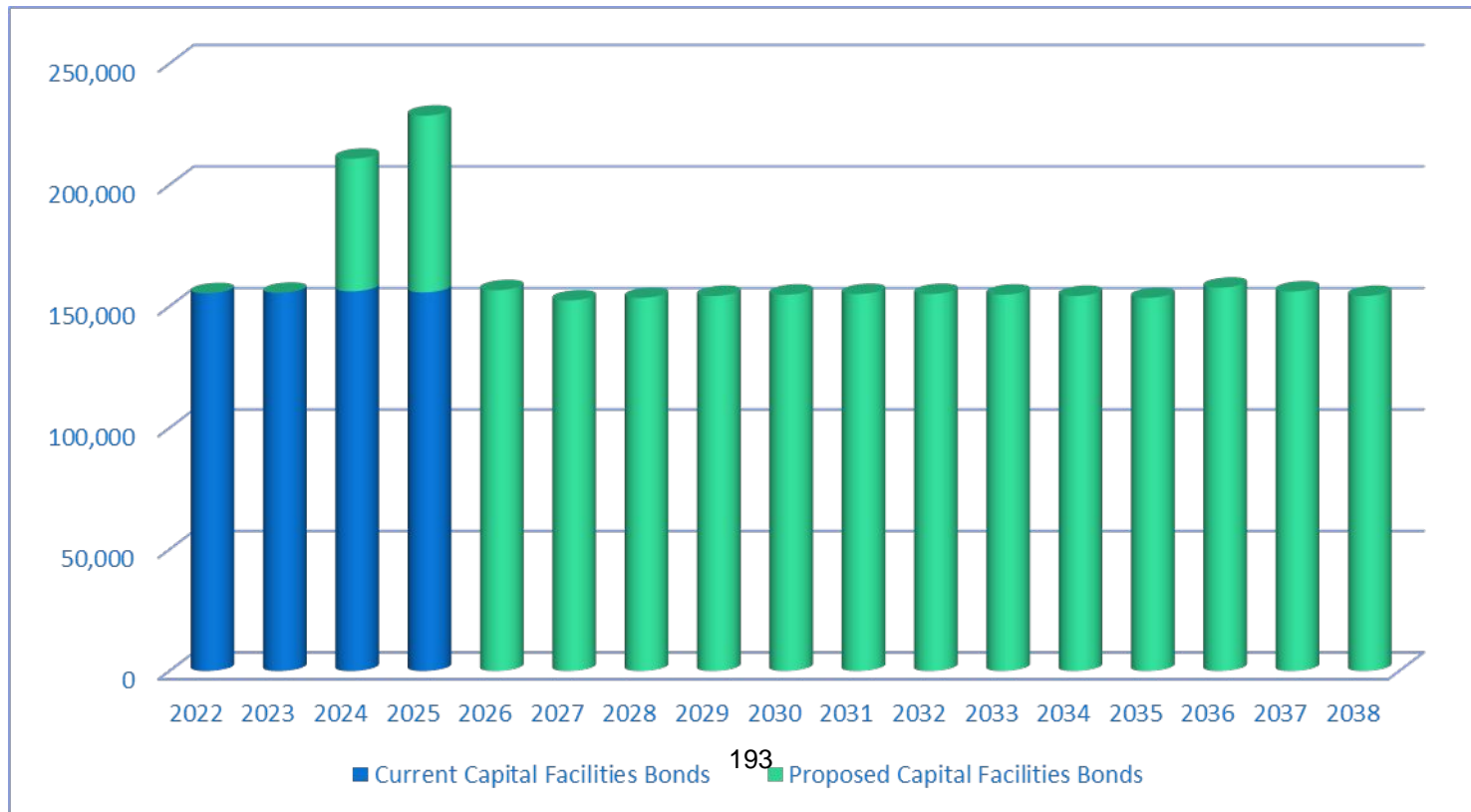


Capital Facilities Bonding - 15 year

Proposed Est. Bond Size (Par + Premium)	\$ 1,540,000
Available Project Amount	\$ 1,480,000
Proposed Bond Term	15
Est. All Inclusive Cost	4.08%

Operating Capital Revenue	\$ 393,859
Combined Bond Payments average	\$ 154,875
Available General Fund Operating Capital Revenues	\$ 238,984

Current rates as of 2-6-2022 plus .50%



193



Capital Facilities Bonding - 15 year

General Obligation Capital Facilities Bonds, Series 2023A

Date	Principal	Coupon	Interest	Fiscal Total	Cap. Int.	105% Levy
02/01/24			51,937.50	51,937.50	-	54,534
08/01/24			34,625.00			
02/01/25			34,625.00	69,250.00	-	72,713
08/01/25			34,625.00			
02/01/26	80,000	5.00% *	34,625.00	149,250.00	-	156,713
08/01/26	-		32,625.00			
02/01/27	80,000	5.00% *	32,625.00	145,250.00	-	152,513
08/01/27	-		30,625.00			
02/01/28	85,000	5.00% *	30,625.00	146,250.00	-	153,563
08/01/28	-		28,500.00			
02/01/29	90,000	5.00% *	28,500.00	147,000.00	-	154,350
08/01/29	-		26,250.00			
02/01/30	95,000	5.00% *	26,250.00	147,500.00	-	154,875
08/01/30	-		23,875.00			
02/01/31	100,000	5.00% *	23,875.00	147,750.00	-	155,138
08/01/31	-		21,375.00			
02/01/32	105,000	5.00% *	21,375.00	147,750.00	-	155,138
08/01/32	-		18,750.00			
02/01/33	110,000	5.00% *	18,750.00	147,500.00	-	154,875
08/01/33	-		16,000.00			
02/01/34	115,000	5.00% *	16,000.00	147,000.00	-	154,350
08/01/34	-		13,125.00			
02/01/35	120,000	5.00% *	13,125.00	146,250.00	-	153,563
08/01/35	-		10,125.00			
02/01/36	130,000	5.00% *	10,125.00	150,250.00	-	157,763
08/01/36	-		6,875.00			
02/01/37	135,000	5.00% *	6,875.00	148,750.00	-	156,188
08/01/37	-		3,500.00			
02/01/38	140,000	5.00% *	3,500.00	147,000.00	-	154,350
Totals	1,385,000		653,688	2,038,688	-	2,140,622



Board Action 2-22-2023

General Obligation Capital Facilities Bonds

- Projects: Secure entries and improving, repairing, and equipping all District facilities
- Submittal of Approval by MDE
- Publication of Notice and begin petition period
- Establishes parameters for sale of Bonds

Bond Parameters:

- Authority given to the Superintendent AND a School Board Officer to execute the documents to complete the bond sale if:
 - Establishes a maximum true interest cost of 5.00%
 - Establishes a maximum par amount of \$1,550,000
- Full Board ratifies the sale at its next Board Meeting



Next Steps - Calendar

February 2023						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Board Action Dates

Est. Bond Pricing Date

Bond Closing

Date	Action Item
February 22, 2023	Review of project scope and parameters resolution
Late February 2023	Publish notice in newspaper and submit projects to state for approval
March 2023	MDE approval of project and preparation of bond documents
April 12, 2023	Bond sale @ 10am
April 17, 2023	Board considers ratifying resolution
May 11, 2023	196 Funds available for project (bond closing)



Contact Us



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Disclosure

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

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

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Extract of Minutes of Meeting
of the Board of Education of
Independent School District No. 883
(Rockford Area Schools)
Wright and Hennepin Counties, Minnesota

Pursuant to due call and notice thereof, a regular meeting of the Board of Education of Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota, was duly held in the District Office Board Room at Rockford Middle School-Center for Environmental Studies in the City of Rockford, Minnesota, on Wednesday, February 22, 2023, commencing at 6:30 p.m.

The following directors were present:

and the following were absent:

* * *

* * *

* * *

The Chair announced that the next order of business was consideration of the following resolution providing for the issuance and sale of the District's General Obligation Capital Facilities Bonds, Series 2023A, subject to certain parameters, declaring the official intent of the District to reimburse certain expenditures from the proceeds of such bonds, and taking other actions with respect thereto.

Director _____ introduced the following resolution and moved its adoption:

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

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

1. Authorization.

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

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

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

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

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

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

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

6. Covenant as to State Credit Enhancement.

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

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

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

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

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

prior to commencement of acquisition, construction, or rehabilitation of a project, other than land acquisition, site preparation, and similar costs incident to commencement of construction.

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

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

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

and the following voted against:

whereupon the resolution was declared duly passed and adopted.

EXHIBIT A

NOTICE OF CAPITAL FACILITIES PROJECTS

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

Notice is hereby given that the Board of Education (the “Board”) of Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota (the “District”), intends to issue its general obligation capital facilities bonds in the maximum aggregate principal amount of \$1,550,000 (the “Capital Facilities Bonds”) pursuant to Minnesota Statutes, Chapter 475, as amended, and Minnesota Statutes, Section 123B.62, as amended. The proceeds of the Capital Facilities Bonds will be used to finance certain capital facilities projects, including but not limited to securing entries at all District facilities as well as improving, repairing, and equipping all District facilities.

The total amount of District indebtedness as of February 15, 2023 is \$29,826,000. If these proposed Capital Facilities Bonds are issued, the total indebtedness of the District will be \$31,376,000.

If a petition calling for a referendum on the Capital Facilities Bonds signed by more than fifteen percent (15%) of the registered voters of the District is filed with the Board within thirty (30) days of February 22, 2023 (the date of adoption of a resolution stating the District’s intent to issue the Capital Facilities Bonds), the Capital Facilities Bonds may not be issued unless approved by fifty percent (50%) plus one (1) of the voters voting at a referendum on the question of their issuance.

Dated: February 22, 2023

BY ORDER OF THE BOARD OF
EDUCATION

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

STATE OF MINNESOTA)
)
COUNTIES OF WRIGHT) SS.
)
AND HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota (the “District”), do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the Board of Education of the District held on February 22, 2023, with the original minutes on file in my office and the extract is a full, true and correct copy of the minutes insofar as they relate to the issuance and sale of the District’s General Obligation Capital Facilities Bonds, Series 2023A, subject to certain parameters, and declaring the official intent of the District to reimburse certain expenditures from the proceeds of such bonds.

WITNESS My hand officially as such Clerk this _____ day of February, 2023.

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



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

Subject: Storage Optimization Proposal

Meeting Date: February 22, 2023

Prepared by: James Leuer, Director of Buildings and Grounds

Date Prepared: February 17, 2023

Information Briefing Action Enclosure Item(s)

Being that we are looking at storage areas and reconfiguring many of these areas we will be selling items on public websites that are no longer in use, older items, and items outdated.



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

Subject: Superintendent Search Profile

Meeting Date: February 22, 2023

Prepared by: Superintendent's Office

Date Prepared: February 17, 2023

Information Briefing Action Enclosure Item(s)

David Clough and Kenneth Dragseth with School Exec Connect to present to the board their top 7 candidates.

APPLICANT POOL FOR ROCKFORD AREA SCHOOLS SUPERINTENDENT

Position	Submitted	Not Submitted	
Superintendent	3		
Retired Superintendent	1		
Interim Superintendent	1		
Assoc/Assist Superintendent	3		
Executive Director	1		
Director	2	1	
Coordinator	1		
Principal	6	1	
Construction Supt	1		
Total	19	2	=21

State	Submitted	Not Submitted	
MN	12	2	
WI	2		
ND	1		
IL	1		
IN	1		
NH	1		
MD	1		
Total	19	2	=21



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

Subject: Policy Updates – Second Reading

Meeting Date: February 22, 2023

Prepared by: Superintendent’s Office

Date Prepared: February 17, 2023

Information
 Briefing
 Action
 Enclosure Item(s)

Below is a summary of the changes of several policies. Some of the changes update references and commissioner titles. This is a **second reading** of the following policies:

534	School Meals Policy	Updating to include MSBA Model Policy language; combining Policy 534 and 730R into Policy 534R
701	Establishment District Budget	Update References and Commissioner title
701.1	Modification of District Budget	Update Reference
702	Accounting	Update References
703	Annual Audit	Update References and Commissioner title
704	Fixed Assets	Update Reference
705	Investments	Update References
706	Acceptance of Gifts	Update References
707	Transportation Public School	Update Reference, adds physician assistant and deletes “handicapped”
710	Extracurricular Transportation	Update Reference
711	Video Recording on Bus	Update Reference
712	Video Surveillance	Update Reference
713	Student Activity Accounting	Update Reference
714	Fund Balances	Update Reference
720	Vending Machines	Update References



Adopted: 08-21-17

Reviewed: 2019

Revised: 02-19-20, 2022, 01-23-2023

Orig. 2017

534R SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting ~~lunch-meal~~ shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. ~~From MSBA policy~~ Students are issued a meal account when they enroll in the district. It is the parent(s)' or guardian's responsibility to make sure adequate funds are available in the meal account. Meal payments may be made online through the Infinite Campus Parent Portal for each individual student. Payments can be made in any school building office via cash or check. ~~Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$ 5.00 (negative five dollars) to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid. Parents can make deposits to student lunch accounts in the Infinite Campus Portal or mailing a check to the high school kitchen, attention: Deb Graunke. Students can also bring deposits to their building office.~~
- B. If the school district receives school ~~breakfast aid under Minnesota Statutes section 124D.1158 or lunch aid under Minnesota Statutes section 124D.111~~, it must make ~~breakfast and lunch~~ available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance. ~~All kindergarten students receive a breakfast without charge.~~
- C. A student with an outstanding ~~meal lunch-account balance meal-charge-debt~~ will be allowed to ~~purchase a meal if the student pays for the meal when it is received. receive a meal without providing payment.~~ The cost of the meal will be added to the student's meal ~~lunch~~ account balance.
- ~~D. A student who has been determined to be eligible for free and reduced-price lunch All students must always be served a reimbursable meal even if the student has an outstanding lunch-account balance-debt.~~
- E-D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school



official, whether or not the student has an outstanding ~~meal lunch-account meals~~-balance with the exception of a la carte items.

~~F. Deleted from MSBA model policy~~ The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. There is no cost of the alternative meal that will be charged to the student's account.

E.G.F. When a student has a negative five (-\$5) account balance, the student will not be allowed to charge a la carte items or a second additional entree. ~~a snack item.~~

~~F.H.G. From 730R Policy~~ Each student will have their own meal ~~lunch~~-account number. A single common number for families with more than one student in the school system will not be used. Each student's account is managed separately. ~~If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.~~

G.H. **From 730R Policy** Families may apply for free or reduced price meal benefits at any time during the school year. Families need to apply annually for benefits. If the household size or income changes during the year, families can reapply. Applications are available online on the district website.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low, starting at positive ~~ten~~ (\$10.00) or less.

~~B. Families will be notified of an outstanding negative balance once the negative balance reaches \$-5.00 (negative five dollars). Families will be notified by email or a letter sent home.~~

~~C. B.~~ Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.



- C. Negative balances of more than \$-10.00, not paid prior to the end of the fiscal year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to material, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111, (Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None



Adopted: 11/15/04

Orig. 1995

Reviewed: 2011

Revised: 07/24/17, 01/23/2023

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with [Minn. Stat. § Minnesota Statutes section 123B.76](#).
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the [Minnesota Commissioner of Education](#) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the



school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by ~~Minn. Stat. § Minnesota Statutes section~~ 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Minnesota Commissioner of Education as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

Legal References: Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.10 (Publication of Financial Information)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)



MSBA Service Manual, Chapter 7, Education Funding



Adopted: 11/15/04

Reviewed: 2000

Revised: 06/15/15 , 01/23/2023

Orig. 1996

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes]

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an amendment to the expenditure budget by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. §123B.77 (Accounting, Budgeting and Reporting Requirements)



Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
[MSBA Service Manual, Chapter 7, Education Funding](#)



Adopted: 11/15/04

Reviewed: 2006

Revised: 04/30/07, 01/23/2023

Orig. 1995

702 ACCOUNTING

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § Minnesota Statutes Section 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. § Minnesota Statutes Section 123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minn. Stat. § Minnesota Statutes Section 123B.10 in the manner specified therein.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts) School District Powers)
Minn. Stat. § 123B.09 (Boards of Independent School Districts) School Board Powers)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts) Duties of School Board Clerk)
Minn. Stat. § 123B.75 (Revenue ; Reporting)



Minn. Stat. § 123B.76 (Expenditures ; [Reporting](#))
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.78 (Cash Flow; ~~;~~ [School District](#) Revenues; ~~;~~ [Borrowing for Current Operating Costs; Capital Expenditure;](#) Deficits)
Minn. Stat. § 123B.79 (Permanent Fund Transfers)
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)
~~MSBA Service Manual, Chapter 7, Education Funding~~



Adopted: 11/15/04

Reviewed: 2019

Revised: 12/16/19, 01/23/2023

Orig. 1995

703 ANNUAL AUDIT

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the [Minnesota](#) Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by [Minn. Stat. § Minnesota Statute section 123B.14, subdivision Subd-7](#).
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.



- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act, and the Minnesota Legal Audit Compliance Guide [for School Districts](#) issued by the Office of the State Auditor.
- F. The school board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in [Minnesota Statutes chapter Minn. Stat. Ch. 6](#).

Legal References:

- Minn. Stat. Ch. 6 (State Auditor)
- Minn. Stat. §123B.09 (~~General Powers of Independent School Districts~~[School Board Powers](#))
- Minn. Stat. §123B.14, Subd. 7 (~~Duties of School Board Clerk~~[Officers of Independent School Districts](#))
- Minn. Stat. §123B.02 (~~School District Powers~~[Boards of Independent School Districts](#))
- Minn. Stat. § 123B.77, Subds. 2 and 3 (~~Audited Financial Statements; Statement for comparison and correction~~[Accounting, Budgeting, and Reporting Requirement](#))

Cross References:

- MSBA Model Policy 702 (Accounting)
- ~~MSBA Service Manual, Chapter 7, Education Funding~~



Adopted: 11/15/04

Reviewed: 2009

Revised: 06/21/11, 01/23/2023

Orig. 1995

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district, and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

Legal References: Minn. Stat. §123B.02 (~~General Powers of Independent School Districts~~
~~District Powers~~)
Minn. Stat. §123B.09 (~~School Board Powers~~
~~Districts~~)
Minn. Stat. §123B.51 (Schoolhouse and Sites; ~~Uses for School and Nonschool~~
~~Purposes; Closings~~
~~Access for Noncurricular Purposes~~)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
~~MSBA Service Manual, Chapter 7, Education Funding~~



Adopted: 11/15/04

Reviewed: 2009

Revised: 06/21/11, 01/23/2023

Orig. 1995

705 INVESTMENTS

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, ~~Minn. Stat. Ch.~~ Minnesota Statutes chapter 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable and debt service.
 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The Business Manager of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment



program consistent with this policy. The investment officer may delegate certain duties to a designee or designees, but shall remain responsible for the operation of the program.

- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust, and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the “prudent person standard.” Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment and care commensurate with the risk, shall not be held personally responsible for a specific security’s performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district’s investment portfolio, the available markets and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district’s independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by officers, employees or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in ~~Minn. Stat. §§~~ [Minnesota Statutes sections](#) 118A.04 and 118A.05, as these sections may be amended from time



to time, or any other law governing the investment of school district funds. The assets of another postemployment benefits (OPEB) trust or trust account established pursuant to [Minnesota Statutes section Minn. Stat. § 471.6175](#) to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under [Minn. Stat. Ch. Minnesota Statutes chapter 118A](#) or [Minnesota Statutes section § 356A.06, subdivision Subd. 7](#). Investment of funds in an OPEB trust account under [Minn. Stat. § Minnesota Statutes section 356A.06, Subd. Subdivision 7](#), as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
 - 1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.
 - 2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.
 - 3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS



Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in [Minn. Stat. § Minnesota Statutes section 118A.06](#). The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by [Minn. Stat. § Minnesota Statutes section 118A.03](#) for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against



payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.
- B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.
- C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.
- D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of ~~Minn. Stat. §~~ [Minnesota Statutes section 118A.03](#) and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.



XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with [Minn. Stat. § Minnesota Statutes section 471.38](#).

- Legal References:**
- Minn. Stat. § 118A.01 (~~Public Funds; Depositories and Investments~~ [Definitions](#))
 - Minn. Stat. § 118A.02 (~~Authorization for Deposit and Investment~~ [Depositories; Investing; Sales, Proceeds, Immunity](#))
 - Minn. Stat. § 118A.03 (~~Depositories and Collateral~~ [When and What Collateral Required](#))
 - Minn. Stat. § 118A.04 (Investments)
 - Minn. Stat. § 118A.05 (Contracts and Agreements)
 - Minn. Stat. § 118A.06 (~~Delivery and Safekeeping ;~~ [Acknowledgements](#))
 - Minn. Stat. § 356A.06, Subd. 7 (~~Authorized Investment Securities~~ [Investments; Additional Duties](#))
 - Minn. Stat. § 471.38 (Claims)
 - Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

- Cross References:**
- MSBA/MASA Model Policy 703 (Annual Audit)
 - ~~MSBA Service Manual, Chapter 7, Education Funding~~
 - Minnesota Legal Compliance Audit Guide [for School Districts](#) Prepared by the Office of the State Auditor



Adopted: 10/21/02

Orig. 1995

Reviewed: 2007

Revised: 06/16/08, 01/23/2023

706 ACCEPTANCE OF GIFTS

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References: Minn. Stat. §123B.02, Subd. 6 (~~bequests, donations, gifts~~General Powers of Independent School Boards)

Minn. Stat. § 465.03 (Gifts to Municipalities)

Cross References: None



Adopted: 10/21/02

Reviewed: 2017

Revised: 12/17/18, 1/23/2023

Orig. 1995

707R TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Child with a disability" includes every child identified under federal and state special education law as; deaf or hard of hearing, blind or visually impaired, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of [the Minnesota Department of Education \("Commissioner"\)](#). A licensed physician, an advanced practice nurse, [a physician assistant](#), or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. ~~(Minn. Stat. § 125A.02)~~
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. ~~(Minn. Stat. § 123B.92, Subd.~~



~~1(b)(1); Minn. Stat. § 127A.47, Subd. 2)~~

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. ~~(42 U.S.C. § 11434a)~~
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of ~~Minn. Stat. § Minnesota Statutes section~~ 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964. ~~(42 U.S.C. § 2000d, et seq.) (Minn. Stat. §123B.41, Subd. 9)~~
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. ~~(Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)~~
- F. "Pupil support services" are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located. ~~(Minn. Stat. § 123B.41, Subd. 4)~~
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. ~~(42 U.S.C. § 11432(g)(3)(G))~~
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of ~~Minn. Stat. § Minnesota Statutes section~~ 120A.22 by attendance at a nonpublic school. ~~(Minn. Stat. § 126C.01, Subd. 8)~~
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. ~~(Minn. Stat. § 123B.41, Subd. 11)~~

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to



and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation. ~~(Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)~~
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. ~~(Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)~~
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. ~~(Minn. Stat. § 123B.88, Subd. 6)~~
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. ~~(Minn. Stat. § 127A.47, Subd. 3(b))~~
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. ~~(Minn. Stat. § 123B.92, Subd. 3(b))~~

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS



- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (~~Minn. Stat. § 123B.88, Subds. 1 and 4~~)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (~~Minn. Stat. § 124D.041~~)

VII. SPECIAL EDUCATION STUDENTS/ STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with ~~Minnesota Statutes section Minn. Stat. § 123B.92, Subd. Subdivision~~ 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten-for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (~~Minn. Stat. § 123B.88, Subd. 1~~)
- B. Resident students with a disability whose ~~handicapped disabling~~ conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the ~~handicapping disabling~~ condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (~~Minn. Stat. § 123B.88, Subd. 19, Minn. Rules Part 7470.1600~~)
- C. Resident students with a disability who are boarded and lodged at Minnesota state



academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (~~Minn. Stat. § 125A.65~~)

- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (~~Minn. Stat. § 125A.12~~)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (~~Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d)~~)
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (~~Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e)~~)
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (~~Minn. Rules Part 7470.1700~~)
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 125A. (~~Minn. Rules Part 7470.1600, Subd. 2~~)

VIII. TRANSPORTATION OF STUDENTS PLACED IN DAY TREATMENT PROGRAMS

A. PURPOSE



Consistent with the authority granted by Minnesota law, the purpose of this policy is to impose reasonable restrictions on the transportation of students who are temporarily placed for care and treatment in a day program and who continue to live in the District during the care and treatment. In adopting this policy, the School Board has given consideration to social, political, economic, and educational factors.

B. SCOPE OF POLICY

This policy applies to regular education and special education students who: (1) are legal residents of Independent School District No. 883; (2) are temporarily placed for care and treatment in a day program by a person or entity other than the District, a Minnesota court, or a Minnesota governmental agency; and (3) continue to live in the District during the care and treatment.

C. DEFINITIONS

For purposes of this policy, students who are placed in any of the following facilities are considered to be placed for “care and treatment”: (1) chemical dependency and other substance abuse treatment centers; (2) shelter care facilities; (3) hospitals; (4) day treatment centers; (5) correctional facilities; (6) residential treatment centers; and (7) mental health program facilities. Such facilities must be licensed by the Minnesota Department of Human Services or the Minnesota Department of Corrections.

For purposes of this policy, the phrase “sufficient to meet the needs of the student” means that the facility provides treatment or services that are consistent with the established professional standard of care applicable to the individual needs of the student. In the event a student, parent, or legal guardian contends that a facility is not sufficient to meet the needs of the student, the student, parent, or legal guardian must provide a signed statement from a qualified physician explaining why the facility is not sufficient to meet the needs of the student.

D. TRANSPORTATION RESTRICTIONS

Independent School District No. 883 may refuse to provide transportation to or from a care and treatment facility outside the District’s regular operating hours.

Independent School District No. 883 may refuse to provide transportation to a care and treatment facility if another care and treatment facility is at least ten miles closer to the student’s home and is sufficient to meet the needs of the student. The following exception applies: If the closest care and treatment facility is not covered by the parent’s or legal guardian’s insurer (if any) or does not have any openings, and the student or the student’s parent or legal guardian submits written documentation to the District office showing that the insurer has formally denied coverage for a requested placement at the closest facility or that the facility has denied a requested placement because it has no openings, the District will provide transportation to the next closest facility that is covered by the student’s insurer and has an opening.

IX. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. ~~(42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))~~



- B. Upon request by the student’s parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student’s school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. ~~(42 U.S.C. § 11432(g)(1)(J)(iii)(I))~~
 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student’s school of origin and the shelter or other non-shelter on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. ~~(Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))~~
 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student’s school of origin outside of the school district upon agreement with the school district in which the school of origin is located. ~~(Minn. Stat. § 125A.51(f))~~
 4. A homeless nonresident student enrolled under ~~Minn. Stat. § Minnesota Statutes section~~ 124D.08, ~~Subd. Subdivision~~ 2a, must be provided transportation from the student’s district of residence to and from the school of enrollment. ~~(Minn. Stat. § 123B.92, Subd. 3(c)).~~

X. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. ~~(Minn. Stat. § 123B.88, Subd. 21)~~

XI. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by



that means. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

XII. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 [U.S.C. § United States Code section 1415](#) (Individuals with Disabilities Act), 29 [U.S.C. § United States Code section 794](#) (the Rehabilitation Act), and 42 [U.S.C. § United States Code section 12132](#), (Americans with Disabilities Act) are governed by these provisions. ~~(Minn. Stat. § 121A.59)~~

XIII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional. ~~(Minn. Stat. § 123B.36, Subd. 1(10))~~
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in [Minn. Stat. § Minnesota Statutes section 190.05](#). ~~(Minn. Stat. § 123B.36, Subds. 1(11) and 6)~~
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. ~~(Minn. Stat. § 123B.36, Subd. 1(13))~~
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. ~~(Minn. Stat. § 123B.36, Subd. 3)~~

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation ~~is~~ a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (~~Educational Aids for Nonpublic School Children;~~
Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)



Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (~~Enrollment Options Programs in Border States~~) Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (~~Children With a Disability Special Education and Special Programs~~)
Minn. Stat. § 125A.02 (Children wWith a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (~~General Education Revenue~~ -- Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilityies)
20 U.S.C. § 1415 (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition aAgainst Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132, *et seq.* (Americans wWith Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
~~MSBA Service Manual, Chapter 2, Transportation~~

Attachment A



Adopted: 10/21/02

Reviewed: 2012

Revised: 05/19/14 , 01/23/2023

Orig. 1995

710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.



All vehicles used to transport students shall be properly registered and insured.

[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An “emergency or other unforeseeable circumstance” does not include situations where regular transportation is available or scheduled.

For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee’s use of this exception.

Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definitions ~~of a School Bus~~)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards ~~—Exemption~~)

Cross References: MSBA Model Policy 610 (Field Trips)
MSBA Model Policy 709 (Student Transportation Safety Policy)
~~MSBA Service Manual, Chapter 10, Transportation~~



Adopted: 10/21/02

Reviewed: 2012

Revised: 11/18/13, 01/23/2023

Orig. 1995

711 VIDEO RECORDING ON SCHOOL BUSES

1. PURPOSE

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

2. GENERAL STATEMENT OF POLICY

A. Placement.

Each and every school bus owned, leased, contracted and/or operated by the school district shall be equipped with a fully-enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.

1. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.
2. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings.

1. A video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee, arising out of the student's or employee's conduct on the bus.
2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, [Minn. Stat. Ch. Minnesota Statutes chapter 13](#) and the Family Educational Rights and Privacy Act, 20 [U.S.C. §United States Code section 1232g](#) and the rules and/or regulations promulgated thereunder.



3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.
4. A video recording will be retained by the school district until relouped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device)
Minn. Stat. § 138.17 (Government Records, Administration)
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 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Student Records)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)
[MSBA Service Manual, Chapter 2, Transportation](#)



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Reviewed: 2012

Revised: 11/18/13, 01/23/2023

Orig. 1996

712 VIDEO SURVEILLANCE OTHER THAN ON BUSES

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video/electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

II. GENERAL STATEMENT OF POLICY

A. Placement.

1. School district buildings and grounds may be equipped with video cameras.
2. Video surveillance may occur in any school district building or on any school district property.
3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

B. Use of Video Recordings.

1. Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.
2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.
3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, ~~Minn. Stat. Ch.~~ [Minnesota Statutes chapter 13](#) and the Family Educational Rights and Privacy Act, 20 ~~U.S.C. §~~ [United States Code section 1232g](#) and the rules and/or regulations promulgated thereunder.



C. Security and Maintenance

1. The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, [Minn. Stat. Ch. Minnesota Statutes chapter 13](#), and the Family Educational Rights and Privacy Act, 20 [U.S.C. § United States Code section 1232g](#), and the rules and/or regulations promulgated thereunder.
2. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device)
Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA Model Policy 506 (Student Discipline)
MSBA Model Policy 515 (Protection and Privacy of Student Records)
MSBA Model Policy 709 (Student Transportation Safety Policy)
MSBA Model Policy 711 (Video Recording on School Buses)
[MSBA Service Manual, Chapter 10, Transportation](#)



Adopted: 4/19/10 (Eff. 7-1-2010)

Reviewed: 2019

Revised: 09/16/19, 01/23/2023

Orig. 2004

713R STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

B. Extracurricular Activities

The school board shall take charge of, and control over all student activity accounting that relates to extracurricular activities.

[Note: The school board is required by Minn. Stat. § Minnesota Statutes section 123B.49, Subd. 4, to take charge of and control over all extracurricular activities, including all money received for such activities.]

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Cocurricular Activity

A "cocurricular activity" means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, band, etc.). Cocurricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;



2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A "curricular activity" means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An "extracurricular (noncurricular/supplementary) activity" means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A "public purpose expenditure" is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the treasurer (or business manager/superintendent as delegated), who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
2. The treasurer (or business manager/superintendent as delegated) shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS), and school district policies and procedures.

B. Extracurricular Activities



1. Any and all costs of extracurricular activities may be provided from school revenues.
2. All money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
3. The treasurer (*or business manager/superintendent as delegated*) shall account for all revenues and expenditures related to extracurricular activities in accordance with UFARS and school district policies and procedures.
 - i. *Any items purchased for an extracurricular activity account shall follow district ordering procedures as noted in the staff handbook. Reimbursements requested for expenditures that did not follow current district procedures may be only be considered for payment with prior approval by the Activity Director on a case-by case basis.*
 - ii. *Extracurricular trip expenses or apparel purchases for students and coaches/advisors may be considered an allowable expenditure with prior approval by the Activity Director, providing the funds are available in the specific extracurricular activity account, following Policy 511 Student Fundraising and Policy 707 Accounting, as warranted.*
4. All student activity funds will be collected and expended:
 - a. in compliance with school district policies and procedures;
 - b. under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;
 - c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;
 - d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
 - e. in a manner which meets a public purpose.
5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will remain in the general fund and may be used for any school district purpose. Prior to depositing such accounts, all donations or gifts



accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

6. *Overnight travel plans for extracurricular activities need to be approved by the school board prior to scheduling the event, following Policy 610R Field Trips. Each activities annual trip schedule for their planned overnight trips are to be presented for school board approval at the September regular board meeting. Any additional overnight event travel outside of regular season travel (ie: tournaments, sections, state qualifiers, etc.) needs to be presented for school board approval as soon as knowledge of trip occurs.*

V. DEMONSTRATION OF ACCOUNTABILITY

A. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

B. Fundraiser Report

The Committee will prepare a fundraising report semi-annually which will be reviewed by the school board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results.

[Note The school board should conduct periodic reviews of student fundraising. The manner in which such reviews are conducted is in the discretion of the school board.]

Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.145, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References: Uniform Financial Accounting and Reporting Standards (UFARS)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)



MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)



Adopted: 06/21/11

Reviewed: _____

Revised: 01/23/2023

Orig. 2011

714 FUND BALANCES

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be



maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

- F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of 8 percent of the annual budget.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent and Business Manager. Assignments so made shall be reported to



the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: [MSBA Service Manual, Chapter 7, Education Funding](#)



Adopted: 1999

Reviewed: 2019

Revised: 12/16/19, 01/23/2023

Orig. 1996

720 VENDING MACHINES

I. PURPOSE

The purpose of this policy is to establish procedures to govern vending machines installed in school facilities in the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to contract for, supervise, maintain, and account for the proceeds from vending machines located in school facilities in a manner that is fair, that maximizes the revenues from those machines, that allows those revenues to be included in the budget of the facility in which they are generated, and that establishes controls to avoid fraud, theft, or the appearance of impropriety.

III. AUTHORIZATION

Automatic vending machines for the dispensing of food, beverages, or other approved items are authorized in any school facility in the school district provided that all contracts for such vending machines must be approved by the school board as provided in this policy.

IV. SUPERVISION; APPROVAL; LOCATION

- A. All vending machines shall be under the supervision of the school principal or other person in charge of the facility in which the machine is located. That administrator shall be responsible to supervise the machine in compliance with this policy and any applicable laws.
- B. The items to be dispensed from a vending machine located in a school facility shall be approved by the principal or other person in charge of that facility. All food, beverages, or other items approved shall be appropriate to the school setting. Machines dispensing cigarettes or tobacco products are not authorized under any circumstances. In the event a written complaint is filed with the superintendent regarding the approval or disapproval of any item, the school board, after proper review, shall make the final determination.
- C. Vending machines may be approved that will dispense items only during certain hours, through the use of timers or otherwise. Vending machines should not be operated in competition with the school cafeteria or food service. The principal or other person in charge of the school facility may regulate the hours of operation of any machine.
- D. Vending machines shall be located to meet any applicable building, fire, or life/safety codes and to provide convenience of operation, accessibility, and ease of maintenance. The principal or other person in charge of the facility shall review the location of each machine with appropriate maintenance and food service staff.



V. CONTRACT APPROVAL

- A. All contracts for the purchase or rental of vending machines shall be considered by the school board on a facility-by-facility basis.
- B. If the estimated aggregate receipts from all vending machines located in a school facility will be \$10,000 or more in a fiscal year, the contract for any vending machine in that facility must be awarded after the receipt of sealed bids and compliance with [Minnesota Statutes section Minn. Stat. § 123B.52](#).
- C. If the estimated aggregate receipts from all vending machines located in a school facility will be less than \$10,000 in a fiscal year, the contract for any vending machine in that facility may be awarded after the receipt of two or more quotations after taking into consideration conformity with the specifications, terms of delivery, other conditions imposed in the call for quotations, and compliance with [Minn. Stat. § Minnesota Statutes section 123B.52](#).
- D. The contracting process shall be conducted in compliance with [Minn. Stat. § Minnesota Statutes section 123B.52](#). A copy of this policy shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.
- E. Any bid or quotation must specify all commissions to be paid from the machine and any other noncommission amounts to be paid as a result of the award of the contract. The noncommission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The noncommission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.
- F. If a contract contains a provision allowing exclusivity, such as all machines in the building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the administration prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.
- G. All contracts for vending machines must be approved by the school board. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.
- H. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.
- I. No teacher, administrator, school district employee, or school board member shall be interested, directly or indirectly, in a vending machine contract with the school district or personally benefit financially therefrom.



VI. ACCOUNTING

- A. Proceeds from vending machine sales and contracts shall be under the control of the school board, shall be accounted for in one of the regular school district funds, and must be accounted for and reported in compliance with UFARS.
- B. An amount equal to the amount of the proceeds from the machines in each facility shall be included in the budget of the facility in which the proceeds are generated. That amount may be expended in accordance with established expenditure procedures.
- C. Pursuant to the vending machine contract or otherwise, proper auditing and inventory control procedures shall be established to ensure that commissions are being correctly calculated and paid. These controls must include daily, weekly, or other periodic inventories and written reconciliations of variances between inventory and cash. Each time cash is removed from, or inventory is added to a machine, a written reconciliation between cash and inventory must be performed by the person taking the cash from the machine and must be signed by the principal or other person in charge of the facility. The original written reconciliation reports shall be filed with the business office monthly and a copy shall be retained by the principal's office.

Legal References: Minn. Stat. § 123B.20 (Dealing in School Supplies)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law~~Contracts~~)
Minn. Stat. § 471.87 (Public Officers, Interest in Contract; Penalty~~Conflict of Interest~~)

Cross References: MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 702 (Accounting)