



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for August 19, 2024

5:30 PM

District Board Room
6051 Ash Street
Rockford, MN 55373

1.	<u>CALL MEETING TO ORDER</u>	
	A. Pledge of Allegiance	
	B. Board Roll Call	
2.	<u>APPROVAL OF AGENDA</u>	
3.	<u>PUBLIC COMMENTS</u>	
4.	<u>CONSENT ITEMS</u>	
	A. Consent--Approval of Minutes	3
	B. Consent--Personnel	10
	C. Consent--Approval of Bills and Wire Transfers	11
	D. Consent--Approval of Open Enrollments	25
	E. Consent -- READ Act MOU	26
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7.	<u>HEALTHY AND SUPPORTIVE ENVIRONMENT</u>	
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	E. State of the District/DOP SY24-25 Goals	115



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

10. COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP

- A. Resolution of Acknowledgment of Contributions/Donations 183
- B. Negotiations Committee Meeting: Wednesday, September 18, 2024 at 5:00 p.m. in RMS-CES Lower Conference Room 11.
Board of Education Work Session: Monday, September 16, 2024 at 5:30 p.m. in the District Office Board Room.
Regular Meeting of the Board of Education: Monday, September 16, 2024 at 6:30 p.m. in the District Office Board Room.
- C. Board Committee Updates

11. ADJOURNMENT

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

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

Rockford Board of Education

Jamie Hillstrom	Amy Edwards
Eric Gordee	Jessica Johnson
Jenny Kneeland	Dr. Beth Praska

Superintendent Dr. Jeff Ridlehoover



Independent School District #883

Regular School Board Meeting

Monday, July 15, 2024

Pursuant to due call and notice, the Rockford Board of Education met in a Regular School Board Meeting on Monday, July 15, 2024 in the District Board Room. Chair Gordee called the meeting to order at 6:30 pm. Members Gordee, Edwards, Kneeland, Johnson, Praska and Hillstrom were present. Also present was Superintendent Jeff Riddlehoover, Director of Finance and Operations Michael McNulty, Ryan Hoffman (remote), Ekalath Sophaphanh, and Chase Kielmeyer from ICSand Administrative assistant Courtney Neibert.

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

APPROVAL OF AGENDA

Motion by Edwards seconded by Praska to approve the agenda. Motion passed unanimously.

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

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

- **Minutes:**
 - June 17, 2024 Work Session
 - June 17, 2024 Regular Meeting

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
New Hire	Caroline	Agre	RHS SpEd Teacher LTS	09/25/2024-12/18/2024
New Hire	Savannah	Brandt	RHS Ag	2024-2025
New Hire	Jenna	Scheevel	REAMS/RHS Vocal/Music	2024-2025
New Hire	Stacy	Welborn	RHS Spanish LTS	8/26/2024-12/18/2024
Resignation	Bob	Bourdon	RHS Custodian	June 27, 2024
New Hire	Krissa	Baillargeon	REAMS Lead Custodian	July 8, 2024
Resignation	Rachel	Sharp	RMS Math	July 12, 2024

- **Bills and Wire Transfers:**

June 2024 Disbursements Paid (listings attached):

Fund 01 General Fund	\$ 368,135.09
Fund 01 Payroll	\$ 259,240.83
Fund 02 Food Service	\$ 549.58
Fund 04 Community Services	\$ 14,093.02
Fund 06 Building Construction	\$ 858,580.17
Fund 07 Debt Redemption	\$ 0
Fund 21 Student Activities	\$ 520.60
Fund 45 OPEB Trust	\$ 0
 Total All Funds	 \$ 1,501,119.29

- **Open Enrollments:**

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
9	Wayzata	284	9/3/2024	Academics & Athletics
9	Wayzata	284	9/3/2024	Family move; wants to stay enrolled @ Wayzata
10	Orono	278	9/3/2024	Family move; wants to stay enrolled @ Orono
7	Delano	879	9/3/2024	Current online school is closing
K	Buffalo-Hanover-Montrose	877	9/3/2024	older siblings enrolled @ BHM Schools
K	Delano	879	9/3/2024	better curriculum & opportunities
7	Buffalo-Hanover-Montrose	877	9/3/2024	more opportunities
9	Buffalo-Hanover-Montrose	877	9/3/2024	bullying issues in Rockford
K	Orono	278	9/3/2024	closer to home
K	Orono	278	9/3/2024	Sibling enrolled @ Orono
K	Orono	278	9/3/2024	Sibling enrolled @ Orono
K	Orono	278	9/3/2024	smaller class sizes
12	Delano	879	9/3/2024	needs different school environment

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
K	Monticello	882	9/3/2024	NEW ENROLLMENT--daycare is in Rockford
K	Minnnetonka	276	9/3/2024	NEW ENROLLMENT--hoping to move to Rockford
1	Minnnetonka	276	9/3/2024	NEW ENROLLMENT--hoping to move to Rockford
5	Osseo	279	9/3/2024	NEW ENROLLMENT--sibling attends Rockford; STEM curriculum
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--daycare is in Rockford
K	Elk River	728	9/3/2024	NEW ENROLLMENT--sibling attends Rockford; Magnet School curriculum
6	Osseo	279	9/3/2024	NEW ENROLLMENT--wants to continue with a STEM magnet school
K	Elk River	728	9/3/2024	NEW ENROLLMENT; preference for specialty in the arts
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--location and size of school
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--sibling enrolled @ Rockford
6	Osseo	279	9/3/2024	NEW ENROLLMENT--magnet school curriculum
9	Osseo	279	9/3/2024	NEW ENROLLMENT--smaller school
4	Osseo	279	9/3/2024	NEW ENROLLMENT--smaller school
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--sibling enrolled @ Rockford
6	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--sibling enrolled @ Rockford
K	Delano	879	9/3/2024	NEW ENROLLMENT; closer to home
6	Osseo	279	9/3/2024	NEW ENROLLMENT; magnet school program
6	Osseo	279	9/3/2024	NEW ENROLLMENT; smaller classes & STEM program
6	Osseo	279	9/3/2024	NEW ENROLLMENT--magnet program
6	Osseo	279	9/3/2024	NEW ENROLLMENT--High Standard of Education
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--sibling enrolled @ Rockford
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--siblings enrolled @ Rockford
K	Robbinsdale	281	9/3/2024	NEW ENROLLMENT; older siblings attend Rockford; personal preference
K	Watertown	111	9/3/2024	NEW ENROLLMENT--family move; wants to stay enrolled @ Rockford
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--siblings attend Rockford

SUPERINTENDENT'S REPORT

- Dr. Jeff Ridlehoover presented an update on the schools.

- **Enrollment Update:** Dr. Ridlehoover presented an update to the board on enrollment.

STEWARDSHIP OF RESOURCES

- **Project Updates:** Ryan Hoffman, Ekalath Sophaphanh, and Chase Kielmeyer from ICS gave an update on projects associated with abatement, LTFM and capital bonds.
- **284 Negotiations Update:** Director of Finance and Operations Michael McNulty presented an update on the 284 Negotiations.
- **Tech. Levy Process Update:** Dr. Ridlehoover and Administrative Assistant Neibert presented an update on the Tech. Levy process.

CULTURE OF COLLECTIVE PURPOSE

- **MSBA Policy 2nd Read:** The board was presented policies 506, 507, 507.5, and 514 with changes provided by MSBA for review.

Motion by Johnson seconded by Praska to approve MSBA policy 2nd read as presented. Motion withdrawn by Johnson. Motion by Hillstrom seconded by Johnson to approve policies 507, 507.5 514. Motion passed unanimously.

Motion by Kneeland seconded by Edward's to approve policy 506. Kneeland, Edward, Gordee, Johnson, and Praska voted in favor. Hillstrom opposed. Motion passed.

- **Board Policy Review 2nd Read:** The board was presented policies 207, 208, 210, 211, 212, 213, 214, 601 and 504 for approval after being reviewed by the policy committee.

Motion by Praska seconded by Hillstrom to approve to policies as presented with the exception of policy 601 which will revert to the previous language. Motion passed unanimously.

- **Policy Committee Review Final Reading:** The board was presented policies 517, 518, 519, 520, 520 FORM, 523, 524.1R, 524, 526, 525, 527R, 528, 529, 530, 531, 533, 509, 509.1, 510, 511, 512, 513, 515, 515 FORM, 515 Volunteer, 515 Notice, 516, 602, 603, 604, 605, 606, 607, 608, 609, 610R, and 611 for approval after being reviewed by the policy committee.

Motion by Johnson seconded by Gordee to approve the policies presented, removing policy 527R. Policy 527R will be presented as a final read next month. Motion passed unanimously.

COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP

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>
Rockford Education Foundation	\$1,500.00	General Fund (REAMS School Song Video Recording, 1st payment)
Rockford Education Foundation	\$98.97	General Fund (CNA Supplies--scrubs)
Rockford Education Foundation	\$255.00	General Fund (RHS SPED Children's Museum Fieldtrip)
Rockford Education Foundation	\$2,400.00	General Fund (REAMS 2nd grade Artist in Residence)
Rockford Education Foundation	\$3,900.00	General Fund (REAMS 4th grade Artist in Residence)
Rockford Education Foundation	\$1,500.00	General Fund (REAMS School Song Video Recording, 2nd payment)
Rockford Education Foundation	\$660.79	General Fund (Wellness Events for Staff)
Rockford Education Foundation	\$141.32	General Fund (Transportation for RMS Stork House Fieldtrip)
Rockford Education Foundation	\$306.68	General Fund (Transportation for RHS SPED Children's Museum Fieldtrip)
Rockford Education Foundation	\$210.18	General Fund (Transportation for 2nd grade Lake Rebecca Field Trip)
Marlene Socher	\$25.00	General Fund (RHS donation in memory of Lori Stewart Jacobs, Class of 1976)

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

Whereupon said resolution was declared duly passed and adopted.

- **Upcoming Meetings:**

- Board Work Session: Monday, August 5, 2024 at 5:30pm in the District Office Board Room.
- Negotiations Committee Meeting, August 14th, 2024 at 4pm in RMS-CES lower conference room 11
- Regular Meeting of the Board of Education: Monday, August 19, 2024 at 5:30pm in the District Office Board Room.

- **Board Committee Updates:**

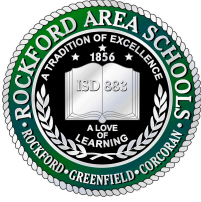
- Gordee - Board Chair Chat, Board prep call, Facilities committee meeting, Northwest Suburban meeting.
- Edwards - Board Prep Call, Facilities Committee, State Championship game.
- Kneeland - Volunteering, State Baseball championship.
- Hillstrom - Negotiations Committee, State Championship game.

- Praska - Negotiations Committee Meeting.
- Johnson - MAWSECO meeting, Negotiations meetings (4), State Championship game.

Kneeland motioned to adjourn the meeting at 7:38 p.m. Gordee seconded. Motion carried unanimously.

*Courtney Neibert
Recorder*

*Jamie Hillstrom
Clerk*



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Work Session Minutes
Monday, July 15, 2024

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, July 15, 2024 in the District Board Room. Amy Edwards called the work session meeting to order at 5:30 pm. Members Gordee, Kneeland, Praska, Johnson, and Hillstrom were present. Also present was Superintendent Jeff Ridlehoover, and Administrative assistant Courtney Neibert.

- Graduation Regalia Discussion
- School Board Handbook
- Notice of Candidate Filing
- Capital Project/Tech. Levy Discussion

Adjourned 6:27 pm

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk



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

Subject: Consent Personnel

Meeting Date: August 19, 2024

Prepared By: Human Resources Office

Date Prepared: August 14, 2024

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

Status	First Name	Last Name	Position	Date(s)
New Hire	Andraya	Hill	RMS - Math	2024-2025
New Hire	Ashley	Pellaton	RMS-Math	2024-2025
Resignation	Amanda	Anderson	REAMS SpEd Paraprofessional	August 5, 2024
New Hire	Elizabeth	Borders	REAMS SpEd Paraprofessional	2024-2025
New Hire	Christine	Huge	REAMS SpEd Paraprofessional	2024-2025
Retirement	Diane	VanOrsdol	REAMS Teacher	June 5, 2024
Rehire	Diane	VanOrsdol	REAMS Teacher	2024-2025
New Hire	Laura	Kuker	REAMS SpEd Teacher	2024-2025
Rehire	Krista	Schroeder	REAMS Kindergarten	2024-2025
Rehire	Ann	Steinle	REAMS 4th Grade	2024-2025



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

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

Meeting Date: August 19, 2024

Prepared by: Mike McNulty

Date Prepared: August 12, 2024

<input checked="" type="checkbox"/> Information	<input type="checkbox"/> Briefing	<input checked="" type="checkbox"/> Action		<input type="checkbox"/> Enclosure Item(s)
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July 2024 Disbursements Paid (listings attached):

Fund 01 General Fund	\$ 837,606.68
Fund 01 Payroll	\$ 704,905.63
Fund 02 Food Service	\$ 114,202.29
Fund 04 Community Services	\$ 6,565.48
Fund 06 Building Construction	\$ 183,584.86
Fund 07 Debt Redemption	\$ 3,000.00
Fund 21 Student Activities	\$ 2230.63
Fund 45 OPEB Trust	\$ 0
 Total All Funds	 \$ 1,852,095.57

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
AS2		61486		Check	1	2009		EDUCATION MINNESOTA ROCKFORD - EI		Yes	No	Yes	07/18/2024	0.00
AS2		61402	106937	Check	1	8244	remit	ACTIVE INTERNET TECHNOLOGIES, LLC	C Corporation	Yes	No	No	07/01/2024	8,500.00
AS2		61391	106938	Check	1	1007		CMERDC		Yes	No	No	07/01/2024	900.00
AS2		61400	106939	Check	1	6297	REMIT	FRONTLINE TECHNOLOGIES LLC		Yes	No	No	07/01/2024	2,788.48
AS2		61392	106940	Check	1	1014		MASA/MASE		Yes	No	No	07/01/2024	1,484.00
AS2		61396	106941	Check	1	1267		MASSP		Yes	No	No	07/01/2024	95.00
AS2		61397	106942	Check	1	1274	remit	MINNESOTA DEPARTMENT OF HEALTH		Yes	No	No	07/01/2024	180.00
AS2		61399	106943	Check	1	6067	remit	MREA		Yes	No	No	07/01/2024	2,500.00
AS2		61395	106944	Check	1	1154		MSBA		Yes	No	No	07/01/2024	9,491.00
AS2		61398	106945	Check	1	1312		NASSP/NHS/NJHS		Yes	No	No	07/01/2024	385.00
AS2		61401	106946	Check	1	8030		PHILADELPHIA INSURANCE COMPANIES		Yes	No	No	07/01/2024	350.00
AS2		61393	106947	Check	1	1152		RESOURCE TRAINING & SOLUTIONS		Yes	No	No	07/01/2024	2,485.80
AS2		61394	106948	Check	1	1153		SCHOOLS FOR EQUITY IN EDUCATION		Yes	No	No	07/01/2024	3,000.00
AS2		61409	106949	Check	1	6557		AVID CENTER - SI PAYMENT		Yes	No	No	07/03/2024	1,099.00
AS2		61406	106950	Check	1	5822		EDMENTUM		Yes	No	No	07/03/2024	2,483.60
AS2		61405	106951	Check	1	4325		IMSE		Yes	No	No	07/03/2024	12,000.00
AS2		61407	106952	Check	1	6021		MAAE		Yes	No	No	07/03/2024	527.00
AS2		61408	106953	Check	1	6271		MARSH & McLENNAN AGENCY LLC		Yes	No	No	07/03/2024	12,950.00
AS2		61403	106954	Check	1	1014	remit1	MASA/MASE		Yes	No	No	07/03/2024	209.00
AS2		61404	106955	Check	1	1039		MINNESOTA ELEVATOR, INC		Yes	No	No	07/03/2024	517.54
AS2		61410	106956	Check	1	8029		SFM		Yes	No	No	07/03/2024	20,044.00
AS2		61411	106957	Check	1	8808		VITAMINK12, LLC	LLC - S Corp	Yes	No	No	07/03/2024	1,200.00
AS2		61415	106958	Check	1	4335		4 POINT 0 SCHOOL SERVICES		Yes	No	No	07/03/2024	7,881.27
AS2		61421	106959	Check	1	6623		ADVANCED IMAGING SOLUTIONS		Yes	No	No	07/03/2024	10,163.80
AS2		61423	106960	Check	1	8399		AMPION PBC	C Corporation	Yes	No	No	07/03/2024	331.42
AS2		61412	106961	Check	1	1180		CENTERPOINT ENERGY		Yes	No	No	07/03/2024	352.00
AS2		61413	106962	Check	1	1181		CITY OF ROCKFORD		Yes	No	No	07/03/2024	1,232.68
AS2		61414	106963	Check	1	1200		CUB FOODS - BUFFALO		Yes	No	No	07/03/2024	600.08
AS2		61426	106964	Check	1	8595	remit	GILBERT MECHANICAL CONTRACTORS,	LLC - Partnership	Yes	No	No	07/03/2024	589.15
AS2		61417	106965	Check	1	5165	remit	ICS CONSULTING, LLC - 138006		Yes	No	No	07/03/2024	30,530.86
AS2		61427	106966	Check	1	8803		JACKSON & ASSOCIATES LLC	LLC - S Corp	Yes	No	No	07/03/2024	147,250.00
AS2		61418	106967	Check	1	5187	remit	NCS PEARSON		Yes	No	No	07/03/2024	12.72
AS2		61424	106968	Check	1	8481		PRAIRIE RESTORATION, INC.	C Corporation	Yes	No	No	07/03/2024	700.00
AS2		61425	106969	Check	1	8574		RADYSYUK, RUSLANA	Ind/Sole Proprietor	Yes	No	No	07/03/2024	154.40
AS2		61419	106970	Check	1	6282		SOUTHWEST METRO EDUCATIONAL CO.		Yes	No	No	07/03/2024	2,260.08
AS2		61420	106971	Check	1	6437		TASC		Yes	No	No	07/03/2024	34.50
AS2		61416	106972	Check	1	5149		TOLL COMPANY		Yes	No	No	07/03/2024	51.00
AS2		61422	106973	Check	1	8391		US OMNI & TSACG COMPLIANCE SERVIC	C Corporation	Yes	No	No	07/03/2024	286.16

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
AS2		61428	106974	Check	1	6377		DISH		Yes	No	No	07/09/2024	125.09
AS2		61437	106975	Check	1	4335		4 POINT 0 SCHOOL SERVICES		Yes	No	No	07/11/2024	48,398.91
AS2		61436	106976	Check	1	2910		ANNANDALE HIGH SCHOOL		Yes	No	No	07/11/2024	100.00
AS2		61441	106977	Check	1	7981		AT&T MOBILITY		Yes	No	No	07/11/2024	38.23
AS2		61438	106978	Check	1	6183		BUFFALO GUN CLUB, INC.		Yes	No	No	07/11/2024	1,540.00
AS2		61430	106979	Check	1	1180		CENTERPOINT ENERGY		Yes	No	No	07/11/2024	704.42
AS2		61431	106980	Check	1	1181		CITY OF ROCKFORD		Yes	No	No	07/11/2024	524.14
AS2		61435	106981	Check	1	2159		DELANO PUBLIC SCHOOLS		Yes	No	No	07/11/2024	2,900.34
AS2		61442	106982	Check	1	8210		HERO'S TIMING	Ind/Sole Proprietor	Yes	No	No	07/11/2024	2,400.00
AS2		61433	106983	Check	1	1394		MBNA/BUSINESS CARD		Yes	No	No	07/11/2024	3,016.00
AS2		61434	106984	Check	1	1394		MBNA/BUSINESS CARD		Yes	No	No	07/11/2024	1,111.91
AS2		61439	106985	Check	1	6913		NEE INVESTMENT 9, LLC		Yes	No	No	07/11/2024	915.35
AS2		61443	106986	Check	1	8402		REPUBLIC SERVICES, INC.	C Corporation	Yes	No	No	07/11/2024	3,130.36
AS2		61444	106987	Check	1	8498		SCHMITT MUSIC ANOKA		Yes	No	No	07/11/2024	254.58
AS2		61429	106988	Check	1	1091		SCHMITT MUSIC CENTER		Yes	No	No	07/11/2024	17.10
AS2		61445	106989	Check	1	8693		STERNE, MEGAN	Ind/Sole Proprietor	Yes	No	No	07/11/2024	325.00
AS2		61440	106990	Check	1	7786	REMIT	TERRAFORM PHOENIX II ARCADIA	LLC - Partnership	Yes	No	No	07/11/2024	72.61
AS2		61432	106991	Check	1	1215		XCEL ENERGY		Yes	No	No	07/11/2024	7,861.38
AS2		61454	106992	Check	1	8613		CITY OF GOLDEN VALLEY	Other	Yes	No	No	07/11/2024	290.00
AS2		61449	106993	Check	1	2211		CROWN COLLEGE		Yes	No	No	07/11/2024	500.00
AS2		61455	106994	Check	1	8678	remit	EDFINMN LLC	S Corporation	Yes	No	No	07/11/2024	9,000.00
AS2		61452	106995	Check	1	7738		GRANITE TELECOMMUNICATIONS, LLC		Yes	No	No	07/11/2024	873.09
AS2		61451	106996	Check	1	4613		KENNEDY AND GRAVEN		Yes	No	No	07/11/2024	125.00
AS2		61447	106997	Check	1	1166		MASBO		Yes	No	No	07/11/2024	110.00
AS2		61448	106998	Check	1	1267		MASSP		Yes	No	No	07/11/2024	890.00
AS2		61446	106999	Check	1	1128		rSchoolToday (DWC)		Yes	No	No	07/11/2024	595.00
AS2		61453	107000	Check	1	8261		TOTAL NETWORKX, INC.	S Corporation	Yes	No	No	07/11/2024	456.00
AS2		61450	107001	Check	1	4194		US BANK		Yes	No	No	07/11/2024	1,000.00
AS2		61456	107002	Check	1	1215		XCEL ENERGY		Yes	No	No	07/15/2024	17,688.88
AS2		61485	107003	Check	1	8595	remit	GILBERT MECHANICAL CONTRACTORS,	LLC - Partnership	Yes	No	No	07/18/2024	1,357.35
AS2		61481	107004	Check	1	7857		MCLEOD COMMUNITY SOLAR ONE LLC		Yes	No	No	07/18/2024	1,538.74
AS2		61482	107005	Check	1	7858		MEEKER COMMUNITY SOLAR ONE LLC		Yes	No	No	07/18/2024	2,170.47
AS2		61484	107006	Check	1	8508		NEW LOOK CONTRACTING, INC	S Corporation	Yes	No	No	07/18/2024	5,804.00
AS2		61483	107007	Check	1	8436		PMA SECURITIES LLC		Yes	No	No	07/18/2024	2,000.00
AS2		61487	107008	Check	1	2009		EDUCATION MINNESOTA ROCKFORD - EI		Yes	No	No	07/18/2024	10,516.86
AS2		61488	107009	Check	1	1644		ISD #883 EDUCATION FOUNDATION		Yes	No	No	07/18/2024	274.50
AS2		61489	107010	Check	1	1644		ISD #883 EDUCATION FOUNDATION		Yes	No	No	07/18/2024	274.50
AS2		61490	107011	Check	1	1969		SCHOOL SERVICE EMPLOYEES		Yes	No	No	07/18/2024	845.46

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
AS2		61491	107012	Check	1	1969		SCHOOL SERVICE EMPLOYEES		Yes	No	No	07/18/2024	947.65
AS2		61505	107013	Check	1	6457	remit	AMSD		Yes	No	No	07/18/2024	7,682.00
AS2		61509	107014	Check	1	7266		AUTISM-PRODUCTS.COM		Yes	No	No	07/18/2024	1,878.00
AS2		61517	107015	Check	1	8390		BLUUM OF MINNESOTA, LLC		Yes	No	No	07/18/2024	5,877.21
AS2		61520	107016	Check	1	8653		BOOM LEARNING	C Corporation	Yes	No	No	07/18/2024	240.00
AS2		61506	107017	Check	1	6601	REMIT	BRAINPOP LLC		Yes	No	No	07/18/2024	605.00
AS2		61499	107018	Check	1	2376	remit1	BSN SPORTS LLC		Yes	No	No	07/18/2024	212.99
AS2		61516	107019	Check	1	8279		CADY BUSINESS TECHNOLOGIES, INC.		Yes	No	No	07/18/2024	8,920.80
AS2		61510	107020	Check	1	7493	remit	CUSTOM COMPUTER SPECIALISTS INC		Yes	No	No	07/18/2024	10,870.50
AS2		61507	107021	Check	1	6619		FACILITIES MANAGEMENT EXPRESS LLC		Yes	No	No	07/18/2024	4,945.95
AS2		61495	107022	Check	1	1130	remit	FUN EXPRES,LLC		Yes	No	No	07/18/2024	150.74
AS2		61521	107023	Check	1	8701	Remit	GAME ONE	LLC - Partnership	Yes	No	No	07/18/2024	7,470.00
AS2		61504	107024	Check	1	4945		GOPHER SPORTS		Yes	No	No	07/18/2024	735.00
AS2		61512	107025	Check	1	7878		HERITAGE EMBROIDERY & DESIGN		Yes	No	No	07/18/2024	771.00
AS2		61503	107026	Check	1	4325		IMSE		Yes	No	No	07/18/2024	1,519.00
AS2		61502	107027	Check	1	4022		INFINITE CAMPUS		Yes	No	No	07/18/2024	39,474.25
AS2		61494	107028	Check	1	1105	remit	LAKESHORE LEARNING MATERIALS		Yes	No	No	07/18/2024	262.26
AS2		61508	107029	Check	1	6743	remit2	LEARNING A-Z		Yes	No	No	07/18/2024	313.00
AS2		61519	107030	Check	1	8615		LIBERTY MUTUAL INSURANCE		Yes	No	No	07/18/2024	218,540.00
AS2		61501	107031	Check	1	3366		MASMS		Yes	No	No	07/18/2024	250.00
AS2		61493	107032	Check	1	1079		OFFICE DEPOT		Yes	No	No	07/18/2024	42.48
AS2		61511	107033	Check	1	7873		ON SITE COMPANIES, INC.		Yes	No	No	07/18/2024	2,642.00
AS2		61498	107034	Check	1	2291		PIONEER		Yes	No	No	07/18/2024	1,662.00
AS2		61518	107035	Check	1	8567		PLANK ROAD PUBLISHING, INC.	C Corporation	Yes	No	No	07/18/2024	130.45
AS2		61496	107036	Check	1	1356	REMIT	REALLY GOOD STUFF, LLC		Yes	No	No	07/18/2024	1,034.72
AS2		61500	107037	Check	1	2640		S & S WORLDWIDE, INC.		Yes	No	No	07/18/2024	52.93
AS2		61497	107038	Check	1	1489	Remit	SCHOOL SPECIALTY		Yes	No	No	07/18/2024	211.75
AS2		61492	107039	Check	1	1012		SCHOOL SPECIALTY INC		Yes	No	No	07/18/2024	809.14
AS2		61513	107040	Check	1	7880		SEESAW LEARNING INC. LOCKBOX		Yes	No	No	07/18/2024	3,250.00
AS2		61514	107041	Check	1	8038		SERGEANT LABORATORIES, INC.		Yes	No	No	07/18/2024	12,819.32
AS2		61515	107042	Check	1	8261		TOTAL NETWORKX, INC.	S Corporation	Yes	No	No	07/18/2024	96.00
AS2		61526	107043	Check	1	4335		4 POINT 0 SCHOOL SERVICES		Yes	No	No	07/25/2024	5,218.97
AS2		61528	107044	Check	1	8382		ECMECC		Yes	No	No	07/25/2024	3,102.00
AS2		61525	107045	Check	1	2448		LHOTKA, MIKE		Yes	No	No	07/25/2024	140.00
AS2		61527	107046	Check	1	7771	remit	MRI SOFTWARE, LLC		Yes	No	No	07/25/2024	14.00
AS2		61524	107047	Check	1	1254		STATE OF MINNESOTA - FIRE MARSHAL		Yes	No	No	07/25/2024	6,615.00
AS2		61530	107048	Check	1	8813		STOLP, RICHARD	Ind/Sole Proprietor	Yes	No	No	07/25/2024	225.00
AS2		61529	107049	Check	1	8391		US OMNI & TSACG COMPLIANCE SERVIC	C Corporation	Yes	No	No	07/25/2024	283.24

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
AS2		61542	107050	Check	1	2480		ARBOR SCIENTIFIC		Yes	No	No	07/25/2024	542.96
AS2		61549	107051	Check	1	6557		AVID CENTER - SI PAYMENT		Yes	No	No	07/25/2024	3,996.00
AS2		61535	107052	Check	1	1059	remit	BLICK ART MATERIALS		Yes	No	No	07/25/2024	658.76
AS2		61544	107053	Check	1	3539		CENGAGE LEARNING		Yes	No	No	07/25/2024	1,500.00
AS2		61547	107054	Check	1	5507		CITY OF GREENFIELD WATER & SEWER I		Yes	No	No	07/25/2024	315.58
AS2		61538	107055	Check	1	1351		CONTINENTAL CLAY COMPANY		Yes	No	No	07/25/2024	325.03
AS2		61552	107056	Check	1	8099		EDPUZZLE, INC.	C Corporation	Yes	No	No	07/25/2024	2,380.00
AS2		61550	107057	Check	1	7344	remit	FIRST		Yes	No	No	07/25/2024	6,000.00
AS2		61551	107058	Check	1	7513		FOLLETT SCHOOL SOLUTIONS		Yes	No	No	07/25/2024	3,592.08
AS2		61554	107059	Check	1	8812		HEAD RUSH TECHNOLOGIES	LLC - Partnership	Yes	No	No	07/25/2024	3,089.83
AS2		61534	107060	Check	1	1057		HILLYARD		Yes	No	No	07/25/2024	1,070.63
AS2		61545	107061	Check	1	3679	remit	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	07/25/2024	296.02
AS2		61537	107062	Check	1	1098		MACGILL & CO		Yes	No	No	07/25/2024	1,485.47
AS2		61533	107063	Check	1	1044		MAWSECO #938		Yes	No	No	07/25/2024	203,638.84
AS2		61536	107064	Check	1	1079		OFFICE DEPOT		Yes	No	No	07/25/2024	1,048.87
AS2		61548	107065	Check	1	6031		POSTMASTER		Yes	No	No	07/25/2024	1,423.59
AS2		61553	107066	Check	1	8806		PRO-TUFF DECALS, INC	S Corporation	Yes	No	No	07/25/2024	45.25
AS2		61543	107067	Check	1	2537		REGION V		Yes	No	No	07/25/2024	6,148.50
AS2		61541	107068	Check	1	2454		SADDLEBACK EDUCATIONAL INC.	S Corporation	Yes	No	No	07/25/2024	872.37
AS2		61531	107069	Check	1	1012		SCHOOL SPECIALTY INC		Yes	No	No	07/25/2024	440.42
AS2		61539	107070	Check	1	1379		SHIFFLER		Yes	No	No	07/25/2024	205.70
AS2		61532	107071	Check	1	1037	remit	STAR TRIBUNE		Yes	No	No	07/25/2024	131.50
AS2		61546	107072	Check	1	3856		TECH ACADEMY/COMPUTER EXPLORER:	S Corporation	Yes	No	No	07/25/2024	900.00
AS2		61540	107073	Check	1	1424		WEST MUSIC	S Corporation	Yes	No	No	07/25/2024	28.94
AS2		61555	107074	Check	1	2009		EDUCATION MINNESOTA ROCKFORD - EI		Yes	No	No	07/25/2024	5,206.02
AS2		61565	107075	Check	1	6282		SOUTHWEST METRO EDUCATIONAL CO.		Yes	No	No	07/31/2024	5,278.50
AS2		61564	107076	Check	1	4387		TAHER INC - BIN# 135092		Yes	No	No	07/31/2024	115,452.04
AS2		61566	107077	Check	1	6288		UNITED STATES TREASURY		Yes	No	No	07/31/2024	15.00
													Bank Total:	\$1,131,467.06
PAY		61462		Wire	1	4050		AFLAC		No	No	No	07/01/2024	295.00
PAY		61463		Wire	1	5459		LEGAL SHIELD		No	No	No	07/01/2024	111.62
PAY		61464		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	No	No	07/01/2024	12,116.39
PAY		61465		Wire	1	1938		TRA		No	No	No	07/01/2024	64,066.44
PAY		61466		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	No	No	07/01/2024	56,238.84
PAY		61467		Wire	1	2470		MSRS		No	No	No	07/01/2024	18,673.10
PAY		61468		Wire	1	3370		MN CHILD SUPPORT PMT CENTER		No	No	No	07/01/2024	296.40
PAY		61469		Wire	1	2006		US GOVERNMENT		No	No	No	07/01/2024	124,769.96
PAY		61470		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	07/01/2024	20,638.92

Rockford ISD #0883 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
PAY		61471		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	07/01/2024	408.75
PAY		61472		Wire	1	3370		MN CHILD SUPPORT PMT CENTER		No	No	No	07/16/2024	296.40
PAY		61473		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	No	No	07/16/2024	10,453.43
PAY		61474		Wire	1	1938		TRA		No	No	No	07/16/2024	58,789.04
PAY		61475		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	07/16/2024	3,756.16
PAY		61476		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	07/16/2024	2,718.27
PAY		61477		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	07/16/2024	11,064.41
PAY		61478		Wire	1	2006		US GOVERNMENT		No	No	No	07/16/2024	64,887.67
PAY		61479		Wire	1	2006		US GOVERNMENT		No	No	No	07/16/2024	23,755.55
PAY		61480		Wire	1	2006		US GOVERNMENT		No	No	No	07/16/2024	15,281.88
PAY		61522		Wire	1	1938		TRA		No	No	No	07/22/2024	278.65
PAY		61523		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	No	No	07/22/2024	297.36
PAY		61556		Wire	1	4050		AFLAC		No	No	No	07/31/2024	295.00
PAY		61557		Wire	1	5459		LEGAL SHIELD		No	No	No	07/31/2024	111.62
PAY		61558		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	07/31/2024	14,965.04
PAY		61559		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	No	No	07/31/2024	9,713.96
PAY		61560		Wire	1	1938		TRA		No	No	No	07/31/2024	57,395.04
PAY		61561		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	No	No	07/31/2024	29,478.48
PAY		61562		Wire	1	2470		MSRS		No	No	No	07/31/2024	6,073.10
PAY		61563		Wire	1	2006		US GOVERNMENT		No	No	No	07/31/2024	88,979.37

Bank Total: \$696,205.85

Report Total: \$1,827,672.91

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	61391	AS2	1	1007		CMERDC	202501	0883	9265		0.00	900.00
										0883	61392	AS2	1	1014		MASA/MASE	202501	0883	9265		0.00	1,484.00
										0883	61393	AS2	1	1152		RESOURCE TRAINING &	202501	0883	9265		0.00	2,485.80
										0883	61394	AS2	1	1153		SCHOOLS FOR EQUITY	202501	0883	9265		0.00	3,000.00
										0883	61395	AS2	1	1154		MSBA	202501	0883	9265		0.00	9,491.00
										0883	61396	AS2	1	1267		MASSP	202501	0883	9265		0.00	95.00
										0883	61398	AS2	1	1312		NASSP/NHS/NJHS	202501	0883	9265		0.00	385.00
										0883	61399	AS2	1	6067	remit	MREA	202501	0883	9265		0.00	2,500.00
										0883	61400	AS2	1	6297	REMI	FRONTLINE TECHNOLO	202501	0883	9265		0.00	2,788.48
										0883	61401	AS2	1	8030		PHILADELPHIA INSURAN	202501	0883	9265		0.00	350.00
										0883	61402	AS2	1	8244	remit	ACTIVE INTERNET TECH	202501	0883	9265		0.00	8,500.00
										0883	61403	AS2	1	1014	remit	MASA/MASE	202501	0883	9265		0.00	209.00
										0883	61404	AS2	1	1039		MINNESOTA ELEVATOR	202501	0883	9265		0.00	517.54
										0883	61405	AS2	1	4325		IMSE	202501	0883	9265		0.00	4,500.00
										0883	61405	AS2	1	4325		IMSE	202501	0883	9265		0.00	6,000.00
										0883	61405	AS2	1	4325		IMSE	202501	0883	9265		0.00	1,500.00
										0883	61406	AS2	1	5822		EDMENTUM	202501	0883	9265		0.00	2,483.60
										0883	61407	AS2	1	6021		MAAE	202501	0883	9265		0.00	527.00
										0883	61408	AS2	1	6271		MARSH & McLENNAN A	202501	0883	9265		0.00	12,950.00
										0883	61409	AS2	1	6557		AVID CENTER - SI PAYM	202501	0883	9265		0.00	1,099.00
										0883	61410	AS2	1	8029		SFM	202501	0883	9265		0.00	20,044.00
										0883	61411	AS2	1	8808		VITAMINK12, LLC	202501	0883	9265		0.00	1,200.00
										0883	61412	AS2	1	1180		CENTERPOINT ENERGY	202501	0883	9265		0.00	110.91
										0883	61412	AS2	1	1180		CENTERPOINT ENERGY	202501	0883	9265		0.00	241.09
										0883	61413	AS2	1	1181		CITY OF ROCKFORD	202501	0883	9265		0.00	10.71
										0883	61413	AS2	1	1181		CITY OF ROCKFORD	202501	0883	9265		0.00	75.08
										0883	61413	AS2	1	1181		CITY OF ROCKFORD	202501	0883	9265		0.00	92.10
										0883	61413	AS2	1	1181		CITY OF ROCKFORD	202501	0883	9265		0.00	1,054.79
										0883	61415	AS2	1	4335		4 POINT 0 SCHOOL SER	202501	0883	9265		0.00	6,370.57
										0883	61416	AS2	1	5149		TOLL COMPANY	202501	0883	9265		0.00	51.00
										0883	61419	AS2	1	6282		SOUTHWEST METRO EI	202501	0883	9265		0.00	2,260.08
										0883	61420	AS2	1	6437		TASC	202501	0883	9265		0.00	34.50
										0883	61421	AS2	1	6623		ADVANCED IMAGING SC	202501	0883	9265		0.00	10,163.80
										0883	61422	AS2	1	8391		US OMNI & TSACG COM	202501	0883	9265		0.00	286.16
										0883	61423	AS2	1	8399		AMPION PBC	202501	0883	9265		0.00	331.42
										0883	61424	AS2	1	8481		PRAIRIE RESTORATION,	202501	0883	9265		0.00	700.00
										0883	61425	AS2	1	8574		RADYSYUK, RUSLANA	202501	0883	9265		0.00	105.00
										0883	61425	AS2	1	8574		RADYSYUK, RUSLANA	202501	0883	9265		0.00	49.40

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	61426	AS2	1	8595	remit	GILBERT MECHANICAL I	202501	0883	9265		0.00	589.15
										0883	61429	AS2	1	1091		SCHMITT MUSIC CENTEF	202501	0883	9265		0.00	17.10
										0883	61430	AS2	1	1180		CENTERPOINT ENERGY	202501	0883	9265		0.00	167.96
										0883	61430	AS2	1	1180		CENTERPOINT ENERGY	202501	0883	9265		0.00	140.67
										0883	61430	AS2	1	1180		CENTERPOINT ENERGY	202501	0883	9265		0.00	395.79
										0883	61431	AS2	1	1181		CITY OF ROCKFORD	202501	0883	9265		0.00	524.14
										0883	61432	AS2	1	1215		XCEL ENERGY	202501	0883	9265		0.00	7,861.38
										0883	61433	AS2	1	1394		MBNA/BUSINESS CARD	202501	0883	9265		0.00	610.58
										0883	61433	AS2	1	1394		MBNA/BUSINESS CARD	202501	0883	9265		0.00	1,262.34
										0883	61433	AS2	1	1394		MBNA/BUSINESS CARD	202501	0883	9265		0.00	153.51
										0883	61433	AS2	1	1394		MBNA/BUSINESS CARD	202501	0883	9265		0.00	471.89
										0883	61434	AS2	1	1394		MBNA/BUSINESS CARD	202501	0883	9265		0.00	1,111.91
										0883	61435	AS2	1	2159		DELANO PUBLIC SCHOC	202501	0883	9265		0.00	1,334.13
										0883	61435	AS2	1	2159		DELANO PUBLIC SCHOC	202501	0883	9265		0.00	1,566.21
										0883	61436	AS2	1	2910		ANNANDALE HIGH SCH	202501	0883	9265		0.00	100.00
										0883	61437	AS2	1	4335		4 POINT 0 SCHOOL SER	202501	0883	9265		0.00	48,398.91
										0883	61438	AS2	1	6183		BUFFALO GUN CLUB, IN	202501	0883	9265		0.00	1,540.00
										0883	61439	AS2	1	6913		NEE INVESTMENT 9, LLC	202501	0883	9265		0.00	487.85
										0883	61439	AS2	1	6913		NEE INVESTMENT 9, LLC	202501	0883	9265		0.00	427.50
										0883	61440	AS2	1	7786	REMI	TERRAFORM PHOENIX I	202501	0883	9265		0.00	72.61
										0883	61441	AS2	1	7981		AT&T MOBILITY	202501	0883	9265		0.00	38.23
										0883	61442	AS2	1	8210		HERO'S TIMING	202501	0883	9265		0.00	2,400.00
										0883	61443	AS2	1	8402		REPUBLIC SERVICES, IN	202501	0883	9265		0.00	3,130.36
										0883	61444	AS2	1	8498		SCHMITT MUSIC ANOKA	202501	0883	9265		0.00	90.58
										0883	61444	AS2	1	8498		SCHMITT MUSIC ANOKA	202501	0883	9265		0.00	164.00
										0883	61446	AS2	1	1128		rSchoolToday (DWC)	202501	0883	9265		0.00	595.00
										0883	61447	AS2	1	1166		MASBO	202501	0883	9265		0.00	110.00
										0883	61448	AS2	1	1267		MASSP	202501	0883	9265		0.00	890.00
										0883	61451	AS2	1	4613		KENNEDY AND GRAVEI	202501	0883	9265		0.00	125.00
										0883	61452	AS2	1	7738		GRANITE TELECOMMUN	202501	0883	9265		0.00	873.09
										0883	61453	AS2	1	8261		TOTAL NETWORK, INC.	202501	0883	9265		0.00	456.00
										0883	61454	AS2	1	8613		CITY OF GOLDEN VALL	202501	0883	9265		0.00	290.00
										0883	61455	AS2	1	8678	remit	EDFINMN LLC	202501	0883	9265		0.00	9,000.00
										0883	61456	AS2	1	1215		XCEL ENERGY	202501	0883	9265		0.00	17,688.88
										0883	61481	AS2	1	7857		MCLEOD COMMUNITY S	202501	0883	9265		0.00	1,538.74
										0883	61482	AS2	1	7858		MEEKER COMMUNITY S	202501	0883	9265		0.00	2,170.47
										0883	61485	AS2	1	8595	remit	GILBERT MECHANICAL I	202501	0883	9265		0.00	1,357.35
										0883	61486	AS2	1	2009		EDUCATION MINNESOT	202501	0883	9265		0.00	5,207.32

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	61486	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9265		5,206.02	0.00
										0883	61486	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9265		0.00	5,206.02
										0883	61486	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9265		0.00	5,309.54
										0883	61486	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9265		5,309.54	0.00
										0883	61486	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9265		5,207.32	0.00
										0883	61487	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9265		0.00	5,309.54
										0883	61487	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9265		0.00	5,207.32
										0883	61488	AS2	1	1644		ISD #883 EDUCATION FC	202501	0883	9265		0.00	274.50
										0883	61489	AS2	1	1644		ISD #883 EDUCATION FC	202501	0883	9265		0.00	274.50
										0883	61490	AS2	1	1969		SCHOOL SERVICE EMPL	202501	0883	9265		0.00	845.46
										0883	61491	AS2	1	1969		SCHOOL SERVICE EMPL	202501	0883	9265		0.00	947.65
										0883	61492	AS2	1	1012		SCHOOL SPECIALTY INC	202501	0883	9265		0.00	300.65
										0883	61492	AS2	1	1012		SCHOOL SPECIALTY INC	202501	0883	9265		0.00	456.97
										0883	61492	AS2	1	1012		SCHOOL SPECIALTY INC	202501	0883	9265		0.00	51.52
										0883	61493	AS2	1	1079		OFFICE DEPOT	202501	0883	9265		0.00	42.48
										0883	61494	AS2	1	1105	remit	LAKESHORE LEARNING	202501	0883	9265		0.00	68.99
										0883	61494	AS2	1	1105	remit	LAKESHORE LEARNING	202501	0883	9265		0.00	59.96
										0883	61494	AS2	1	1105	remit	LAKESHORE LEARNING	202501	0883	9265		0.00	133.31
										0883	61495	AS2	1	1130	remit	FUN EXPRES,LLC	202501	0883	9265		0.00	150.74
										0883	61496	AS2	1	1356	REMI	REALLY GOOD STUFF,	202501	0883	9265		0.00	758.79
										0883	61496	AS2	1	1356	REMI	REALLY GOOD STUFF,	202501	0883	9265		0.00	275.93
										0883	61497	AS2	1	1489	Remit	SCHOOL SPECIALTY	202501	0883	9265		0.00	211.75
										0883	61498	AS2	1	2291		PIONEER	202501	0883	9265		0.00	1,662.00
										0883	61499	AS2	1	2376	remit	BSN SPORTS LLC	202501	0883	9265		0.00	212.99
										0883	61500	AS2	1	2640		S & S WORLDWIDE, INC.	202501	0883	9265		0.00	52.93
										0883	61501	AS2	1	3366		MASMS	202501	0883	9265		0.00	250.00
										0883	61502	AS2	1	4022		INFINITE CAMPUS	202501	0883	9265		0.00	35,790.25
										0883	61503	AS2	1	4325		IMSE	202501	0883	9265		0.00	1,519.00
										0883	61504	AS2	1	4945		GOPHER SPORTS	202501	0883	9265		0.00	735.00
										0883	61505	AS2	1	6457	remit	AMSD	202501	0883	9265		0.00	7,682.00
										0883	61506	AS2	1	6601	REMI	BRAINPOP LLC	202501	0883	9265		0.00	302.50
										0883	61506	AS2	1	6601	REMI	BRAINPOP LLC	202501	0883	9265		0.00	302.50
										0883	61507	AS2	1	6619		FACILITIES MANAGEMEN	202501	0883	9265		0.00	4,945.95
										0883	61508	AS2	1	6743	remit:	LEARNING A-Z	202501	0883	9265		0.00	313.00
										0883	61509	AS2	1	7266		AUTISM-PRODUCTS.COI	202501	0883	9265		0.00	1,878.00
										0883	61510	AS2	1	7493	remit	CUSTOM COMPUTER SP	202501	0883	9265		0.00	10,870.50
										0883	61512	AS2	1	7878		HERITAGE EMBROIDERY	202501	0883	9265		0.00	771.00
										0883	61513	AS2	1	7880		SEESAW LEARNING INC	202501	0883	9265		0.00	3,250.00

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	000			F		Cash & Cash Equiv	0883	61514	AS2	1	8038		SERGEANT LABORATOF	202501	0883	9265	0.00	12,819.32	
										0883	61515	AS2	1	8261		TOTAL NETWORKX, INC.	202501	0883	9265	0.00	96.00	
										0883	61516	AS2	1	8279		CADY BUSINESS TECHN	202501	0883	9265	0.00	8,920.80	
										0883	61517	AS2	1	8390		BLUUM OF MINNESOTA,	202501	0883	9265	0.00	5,877.21	
										0883	61518	AS2	1	8567		PLANK ROAD PUBLISHI	202501	0883	9265	0.00	130.45	
										0883	61519	AS2	1	8615		LIBERTY MUTUAL INSUF	202501	0883	9265	0.00	218,540.00	
										0883	61520	AS2	1	8653		BOOM LEARNING	202501	0883	9265	0.00	240.00	
										0883	61521	AS2	1	8701	Remit	GAME ONE	202501	0883	9265	0.00	7,470.00	
										0883	61524	AS2	1	1254		STATE OF MINNESOTA	202501	0883	9306	0.00	6,615.00	
										0883	61525	AS2	1	2448		LHOTKA, MIKE	202501	0883	9306	0.00	10.00	
										0883	61525	AS2	1	2448		LHOTKA, MIKE	202501	0883	9306	0.00	130.00	
										0883	61526	AS2	1	4335		4 POINT 0 SCHOOL SER	202501	0883	9306	0.00	5,218.97	
										0883	61528	AS2	1	8382		ECMECC	202501	0883	9306	0.00	3,102.00	
										0883	61529	AS2	1	8391		US OMNI & TSACG COM	202501	0883	9306	0.00	283.24	
										0883	61530	AS2	1	8813		STOLP, RICHARD	202501	0883	9306	0.00	225.00	
										0883	61531	AS2	1	1012		SCHOOL SPECIALTY INC	202501	0883	9306	0.00	14.74	
										0883	61531	AS2	1	1012		SCHOOL SPECIALTY INC	202501	0883	9306	0.00	368.30	
										0883	61531	AS2	1	1012		SCHOOL SPECIALTY INC	202501	0883	9306	0.00	57.38	
										0883	61532	AS2	1	1037	remit	STAR TRIBUNE	202501	0883	9306	0.00	131.50	
										0883	61533	AS2	1	1044		MAWSECO #938	202501	0883	9306	0.00	203,638.84	
										0883	61534	AS2	1	1057		HILLYARD	202501	0883	9306	0.00	1,070.63	
										0883	61535	AS2	1	1059	remit	BLICK ART MATERIALS	202501	0883	9306	0.00	658.76	
										0883	61536	AS2	1	1079		OFFICE DEPOT	202501	0883	9306	0.00	101.95	
										0883	61536	AS2	1	1079		OFFICE DEPOT	202501	0883	9306	0.00	175.33	
										0883	61536	AS2	1	1079		OFFICE DEPOT	202501	0883	9306	0.00	668.58	
										0883	61536	AS2	1	1079		OFFICE DEPOT	202501	0883	9306	0.00	33.11	
										0883	61536	AS2	1	1079		OFFICE DEPOT	202501	0883	9306	0.00	69.90	
										0883	61537	AS2	1	1098		MACGILL & CO	202501	0883	9306	0.00	1,485.47	
										0883	61538	AS2	1	1351		CONTINENTAL CLAY CC	202501	0883	9306	0.00	325.03	
										0883	61539	AS2	1	1379		SHIFFLER	202501	0883	9306	0.00	205.70	
										0883	61540	AS2	1	1424		WEST MUSIC	202501	0883	9306	0.00	28.94	
										0883	61541	AS2	1	2454		SADDLEBACK EDUCATI	202501	0883	9306	0.00	872.37	
										0883	61542	AS2	1	2480		ARBOR SCIENTIFIC	202501	0883	9306	0.00	542.96	
										0883	61543	AS2	1	2537		REGION V	202501	0883	9306	0.00	6,148.50	
										0883	61544	AS2	1	3539		CENGAGE LEARNING	202501	0883	9306	0.00	1,500.00	
										0883	61545	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202501	0883	9306	0.00	145.98	
										0883	61545	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202501	0883	9306	0.00	50.37	
										0883	61545	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202501	0883	9306	0.00	40.79	

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	61545	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202501	0883	9306		0.00	37.13																			
										0883	61545	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202501	0883	9306		0.00	21.75																			
										0883	61547	AS2	1	5507		CITY OF GREENFIELD W	202501	0883	9306		0.00	282.58																			
										0883	61547	AS2	1	5507		CITY OF GREENFIELD W	202501	0883	9306		0.00	33.00																			
										0883	61549	AS2	1	6557		AVID CENTER - SI PAYM	202501	0883	9306		0.00	3,996.00																			
										0883	61550	AS2	1	7344	remit	FIRST	202501	0883	9306		0.00	6,000.00																			
										0883	61551	AS2	1	7513		FOLLETT SCHOOL SOLL	202501	0883	9306		0.00	3,592.08																			
										0883	61552	AS2	1	8099		EDPUZZLE, INC.	202501	0883	9306		0.00	2,380.00																			
										0883	61554	AS2	1	8812		HEAD RUSH TECHNOLO	202501	0883	9306		0.00	3,089.83																			
										0883	61555	AS2	1	2009		EDUCATION MINNESOT/	202501	0883	9306		0.00	5,206.02																			
										0883	61564	AS2	1	4387		TAHER INC - BIN# 1350	202501	0883	9306		0.00	4,933.75																			
										0883	61565	AS2	1	6282		SOUTHWEST METRO EI	202501	0883	9306		0.00	5,278.50																			
										0883	61566	AS2	1	6288		UNITED STATES TREAS	202501	0883	9306		0.00	15.00																			
Account Total:																																								\$15,722.88	\$837,606.68
0883	B	01	101	003			F		Cash & Cash Equiv - Payrol	0883	61462	PAY	1	4050		AFLAC	202501	0883	9265		0.00	147.50																			
										0883	61462	PAY	1	4050		AFLAC	202501	0883	9265		0.00	147.50																			
										0883	61463	PAY	1	5459		LEGAL SHIELD	202501	0883	9265		0.00	55.81																			
										0883	61463	PAY	1	5459		LEGAL SHIELD	202501	0883	9265		0.00	55.81																			
										0883	61464	PAY	1	1937		PUBLIC EMPLOYEES RE	202501	0883	9265		0.00	12,116.39																			
										0883	61465	PAY	1	1938		TRA	202501	0883	9265		0.00	62,897.69																			
										0883	61465	PAY	1	1938		TRA	202501	0883	9265		0.00	1,168.75																			
										0883	61466	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9265		0.00	11,964.92																			
										0883	61466	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9265		0.00	18,156.80																			
										0883	61466	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9265		0.00	4,060.20																			
										0883	61466	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9265		0.00	3,959.27																			
										0883	61466	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9265		0.00	7,657.93																			
										0883	61466	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9265		0.00	10,439.72																			
										0883	61467	PAY	1	2470		MSRS	202501	0883	9265		0.00	8,861.55																			
										0883	61467	PAY	1	2470		MSRS	202501	0883	9265		0.00	9,811.55																			
										0883	61468	PAY	1	3370		MN CHILD SUPPORT PM1	202501	0883	9265		0.00	296.40																			
										0883	61469	PAY	1	2006		US GOVERNMENT	202501	0883	9265		0.00	122,628.56																			
										0883	61469	PAY	1	2006		US GOVERNMENT	202501	0883	9265		0.00	2,141.40																			
										0883	61470	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9265		0.00	20,638.92																			
										0883	61471	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9265		0.00	408.75																			
										0883	61472	PAY	1	3370		MN CHILD SUPPORT PM1	202501	0883	9265		0.00	296.40																			
										0883	61473	PAY	1	1937		PUBLIC EMPLOYEES RE	202501	0883	9265		0.00	8,626.97																			
										0883	61473	PAY	1	1937		PUBLIC EMPLOYEES RE	202501	0883	9265		0.00	3,464.98																			
										0883	61473	PAY	1	1937		PUBLIC EMPLOYEES RE	202501	0883	9265		1,638.52	0.00																			

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount
0883	B	01	101	003			F		Cash & Cash Equiv - Payrol	0883	61474	PAY	1	1938		TRA	202501	0883	9265		780.53	0.00
										0883	61474	PAY	1	1938		TRA	202501	0883	9265		0.00	3,698.19
										0883	61474	PAY	1	1938		TRA	202501	0883	9265		0.00	6,148.16
										0883	61474	PAY	1	1938		TRA	202501	0883	9265		0.00	49,723.22
										0883	61475	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9265		0.00	3,756.16
										0883	61476	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9265		0.00	2,718.27
										0883	61477	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9265		0.00	11,064.41
										0883	61478	PAY	1	2006		US GOVERNMENT	202501	0883	9265		0.00	64,887.67
										0883	61479	PAY	1	2006		US GOVERNMENT	202501	0883	9265		0.00	23,755.55
										0883	61480	PAY	1	2006		US GOVERNMENT	202501	0883	9265		0.00	15,281.88
										0883	61522	PAY	1	1938		TRA	202501	0883	9265		0.00	278.65
										0883	61523	PAY	1	1937		PUBLIC EMPLOYEES RE	202501	0883	9265		0.00	297.36
										0883	61556	PAY	1	4050		AFLAC	202501	0883	9306		0.00	44.66
										0883	61556	PAY	1	4050		AFLAC	202501	0883	9306		0.00	66.76
										0883	61556	PAY	1	4050		AFLAC	202501	0883	9306		0.00	80.74
										0883	61556	PAY	1	4050		AFLAC	202501	0883	9306		0.00	22.10
										0883	61556	PAY	1	4050		AFLAC	202501	0883	9306		0.00	80.74
										0883	61557	PAY	1	5459		LEGAL SHIELD	202501	0883	9306		0.00	17.43
										0883	61557	PAY	1	5459		LEGAL SHIELD	202501	0883	9306		0.00	17.43
										0883	61557	PAY	1	5459		LEGAL SHIELD	202501	0883	9306		0.00	38.38
										0883	61557	PAY	1	5459		LEGAL SHIELD	202501	0883	9306		0.00	38.38
										0883	61558	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9306		0.00	242.74
										0883	61558	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9306		947.43	0.00
										0883	61558	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9306		0.00	4,570.25
										0883	61558	PAY	1	1962		MINNESOTA DEPT OF RE	202501	0883	9306		0.00	11,099.48
										0883	61559	PAY	1	1937		PUBLIC EMPLOYEES RE	202501	0883	9306		0.00	9,713.96
										0883	61560	PAY	1	1938		TRA	202501	0883	9306		0.00	7,671.82
										0883	61560	PAY	1	1938		TRA	202501	0883	9306		0.00	49,723.22
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	2,381.12
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	657.52
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	2,747.34
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	5,994.73
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		400.00	0.00
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	610.68
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	2,181.95
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	2,793.14
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	1,691.90
										0883	61561	PAY	1	7649		TSA CONSULTING GROI	202501	0883	9306		0.00	6,048.85

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	003			F		Cash & Cash Equiv - Payrol	0883	61561	PAY	1	7649			TSA CONSULTING GROI	202501	0883	9306	0.00	566.02																				
										0883	61561	PAY	1	7649			TSA CONSULTING GROI	202501	0883	9306	0.00	1,176.86																				
										0883	61561	PAY	1	7649			TSA CONSULTING GROI	202501	0883	9306	0.00	1,691.90																				
										0883	61561	PAY	1	7649			TSA CONSULTING GROI	202501	0883	9306	0.00	678.95																				
										0883	61561	PAY	1	7649			TSA CONSULTING GROI	202501	0883	9306	0.00	657.52																				
										0883	61562	PAY	1	2470			MSRS	202501	0883	9306	0.00	2,811.55																				
										0883	61562	PAY	1	2470			MSRS	202501	0883	9306	0.00	3,061.55																				
										0883	61562	PAY	1	2470			MSRS	202501	0883	9306	0.00	200.00																				
										0883	61563	PAY	1	2006			US GOVERNMENT	202501	0883	9306	0.00	1,378.93																				
										0883	61563	PAY	1	2006			US GOVERNMENT	202501	0883	9306	4,933.30	0.00																				
										0883	61563	PAY	1	2006			US GOVERNMENT	202501	0883	9306	0.00	27,485.13																				
										0883	61563	PAY	1	2006			US GOVERNMENT	202501	0883	9306	0.00	65,048.61																				
Account Total:																																								\$8,699.78	\$704,905.63	
0883	B	02	101	000			F		Cash & Cash Equiv	0883	61502	AS2	1	4022			INFINITE CAMPUS	202501	0883	9265	0.00	3,684.00																				
										0883	61564	AS2	1	4387			TAHER INC - BIN# 13505	202501	0883	9306	0.00	110,518.29																				
Account Total:																																									\$0.00	\$114,202.29
0883	B	04	101	000			F		Cash & Cash Equiv	0883	61397	AS2	1	1274	remit		MINNESOTA DEPARTME	202501	0883	9265	0.00	180.00																				
										0883	61414	AS2	1	1200			CUB FOODS - BUFFALO	202501	0883	9265	0.00	189.21																				
										0883	61414	AS2	1	1200			CUB FOODS - BUFFALO	202501	0883	9265	0.00	47.90																				
										0883	61414	AS2	1	1200			CUB FOODS - BUFFALO	202501	0883	9265	0.00	297.57																				
										0883	61414	AS2	1	1200			CUB FOODS - BUFFALO	202501	0883	9265	0.00	65.40																				
										0883	61418	AS2	1	5187	remit		NCS PEARSON	202501	0883	9265	0.00	12.72																				
										0883	61428	AS2	1	6377			DISH	202501	0883	9265	0.00	125.09																				
										0883	61433	AS2	1	1394			MBNA/BUSINESS CARD	202501	0883	9265	0.00	357.00																				
										0883	61445	AS2	1	8693			STERNE, MEGAN	202501	0883	9265	0.00	325.00																				
										0883	61511	AS2	1	7873			ON SITE COMPANIES, IN	202501	0883	9265	0.00	498.00																				
										0883	61511	AS2	1	7873			ON SITE COMPANIES, IN	202501	0883	9265	0.00	328.00																				
										0883	61511	AS2	1	7873			ON SITE COMPANIES, IN	202501	0883	9265	0.00	990.00																				
										0883	61511	AS2	1	7873			ON SITE COMPANIES, IN	202501	0883	9265	0.00	164.00																				
										0883	61511	AS2	1	7873			ON SITE COMPANIES, IN	202501	0883	9265	0.00	662.00																				
										0883	61546	AS2	1	3856			TECH ACADEMY/COMPL	202501	0883	9306	0.00	900.00																				
										0883	61548	AS2	1	6031			POSTMASTER	202501	0883	9306	0.00	1,423.59																				
Account Total:																																									\$0.00	\$6,565.48
0883	B	06	101	000			F		Cash & Cash Equiv	0883	61417	AS2	1	5165	remit		ICS CONSULTING, LLC -	202501	0883	9265	0.00	30,530.86																				
										0883	61427	AS2	1	8803			JACKSON & ASSOCIATI	202501	0883	9265	0.00	147,250.00																				

Rockford ISD #0883 Payment Distributions

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Pmt Batch	Pmt Co	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Co	JE Cd	Debit Amount	Credit Amount																				
0883	B	06	101	000				F	Cash & Cash Equiv	0883	61484	AS2	1	8508		NEW LOOK CONTRACTII	202501	0883	9265		0.00	5,804.00																				
Account Total:																																								\$0.00	\$183,584.86	
0883	B	07	101	000				F	Cash & Cash Equiv	0883	61450	AS2	1	4194		US BANK	202501	0883	9265		0.00	500.00																				
										0883	61450	AS2	1	4194		US BANK	202501	0883	9265		0.00	500.00																				
										0883	61483	AS2	1	8436		PMA SECURITIES LLC	202501	0883	9265		0.00	2,000.00																				
Account Total:																																								\$0.00	\$3,000.00	
0883	B	21	101	000				F	Cash & Cash Equiv	0883	61415	AS2	1	4335		4 POINT 0 SCHOOL SER	202501	0883	9265		0.00	1,510.70																				
										0883	61433	AS2	1	1394		MBNA/BUSINESS CARD	202501	0883	9265		0.00	160.68																				
										0883	61449	AS2	1	2211		CROWN COLLEGE	202501	0883	9265		0.00	500.00																				
										0883	61527	AS2	1	7771	remit	MRI SOFTWARE, LLC	202501	0883	9306		0.00	14.00																				
										0883	61553	AS2	1	8806		PRO-TUFF DECALS, INC	202501	0883	9306		0.00	45.25																				
Account Total:																																								\$0.00	\$2,230.63	
Report Total:																																									\$24,422.66	\$1,852,095.57



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

Subject: Open Enrollments

Meeting Date: August 19, 2024

Prepared by: Business Office

Date Prepared: August 13, 2024

Information
 Briefing
 Action
 Enclosure Item(s)

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
8	Orono	278	9/3/2024	Prefer Orono curriculum, bus stop close to home
7	Delano	879	9/3/2024	Experienced bullies at RMS
2	Orono	278	9/3/2024	Family move; wants to stay enrolled @ Orono
8	Delano	879	9/3/2024	Highly rated school

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--smaller school & magnet programs
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--moving to Rockford soon
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--arts magnet school
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--older siblings attend Rockford
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--grew up in Rockford; prefer smaller school
9	Osseo	279	9/3/2024	NEW ENROLLMENT--prefers smaller school
8	Osseo	279	9/3/2024	NEW ENROLLMENT--prefers smaller school; aligns more with our values
7	Osseo	279	9/3/2024	NEW ENROLLMENT--prefers smaller school; aligns more with our values
4	Maple Lake	881	9/3/2024	NEW ENROLLMENT--Great schools in Rockford
K	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--closer, better school for our kids
6	Osseo	279	9/3/2024	NEW ENROLLMENT--older siblings attend Rockford
K	Elk River	728	9/3/2024	NEW ENROLLMENT--District size
6	Osseo	279	9/3/2024	NEW ENROLLMENT--plenty of activities offered
9	Buffalo-Hanover-Montrose	877	9/3/2024	NEW ENROLLMENT--previously attended Rockford
11	Anoka Hennepin	11	9/3/2024	NEW ENROLLMENT--family choice, personal reasons
K	Anoka Hennepin	11	9/3/2024	NEW ENROLLMENT--family choice, personal reasons
10	Anoka Hennepin	11	9/3/2024	NEW ENROLLMENT--family choice, personal reasons
3	Anoka Hennepin	11	9/3/2024	NEW ENROLLMENT--family choice, personal reasons
5	Anoka Hennepin	11	9/3/2024	NEW ENROLLMENT--family choice, personal reasons
8	Anoka Hennepin	11	9/3/2024	NEW ENROLLMENT--family choice, personal reasons
5	Osseo	279	9/3/2024	NEW ENROLLMENT--prefers smaller school; aligns more with our values

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.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
Rockford Area Schools #883
(hereinafter referred to as "District")
AND
EDUCATION MINNESOTA-Rockford (EMR) (hereinafter referred to as "Union")**

WHEREAS the District and Union are parties to a collective bargaining agreement (CBA) for the period from July 1, 2023, through June 30, 2025; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training; and,

WHEREAS the District and Union have agreed that K-12 teachers will participate in Consortium on Reaching Excellence in Education (CORE) Learning Online Language and Literacy Academy (OL&LA) Training; and,

WHEREAS the District and Union have agreed that Pre-K ECSE teachers will participate in LETRS for Early Childhood Educators (ECE); and,

WHEREAS the total anticipated number of hours of training required for CORE Learning OL&LA Training is fifty (50);

WHEREAS the total anticipated number of hours of training required for LETRS ECE Training is thirty five (35);

NOW THEREFORE, be it resolved that the parties agree to the following:

1. Eligibility

The Union and District will establish a list of eligible teachers, who must:

- a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
- b. Be employed by the District between July 1, 2024 and June 30, 2025; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.
- d. Administrators, who are also required to complete READ Act training, as outlined by the statute above and who also hold a current Minnesota *teaching* license, are also eligible.

2. Compensation earned for READ Act training

Teachers/educators will earn compensation as follows:

Stipend of \$1,625 (50 hours x \$32.50/hour) will be paid out to all eligible K-12 teachers/educators upon documented completion of OL&LA "CORE" training and a stipend of \$1,137.50 (35 hours x \$32.50/hour) will be paid out to all eligible Early Childhood teachers/educators upon documented completion of EC LETRS training. These payments will be made on the next scheduled payroll upon submission of the documentation.

3. Credit Recognition

A teacher may submit, *at their own expense*, these hours to a university or college for credit and university or college credits may be approved by the District toward lane change, pursuant to terms in the Master Agreement (contract).

4. Proof of completion

In all cases, teachers shall submit proof of training completion to the Superintendent/Director of Learning & Innovation and/or the Learning & Innovation Specialist (Kathy Mattson).

5. Failure to comply with the READ Act

Compliance with the Minnesota READ Act (Minn. Stat. § 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements may result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and could result in discipline pursuant to the EMR Master Agreement (contract).

6. Effective Date and Duration

This MOU shall continue in effect until June 30, 2025 whereas both parties may mutually agree to extend the MOU under the current terms or aligned to new terms outlined in future negotiations.

NOW THEREFORE, be it further resolved that the parties agree to the following:

Impact on Precedent. Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOU or submit it in any proceeding or case as evidence of a precedent or practice.

Entire Agreement. This MOU constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOU. The terms of this MOU constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOU. No changes to this MOU will be valid unless they are in writing and signed by both parties. A copy of this MOU will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOU on the dates shown by their signatures. This MOU will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

For the District:



Dated:

8.15.24

For the Union:



Dated:

8.16.24



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

Subject: August 2024 Superintendent's Report

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 14, 2024

Information Briefing Action Enclosure Item(s)

Dr. Jeff Ridlehoover to give updates on the district.



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

Subject: Website Update

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

Courtney Neibert will give an update on the new website.



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Building & Grounds report*

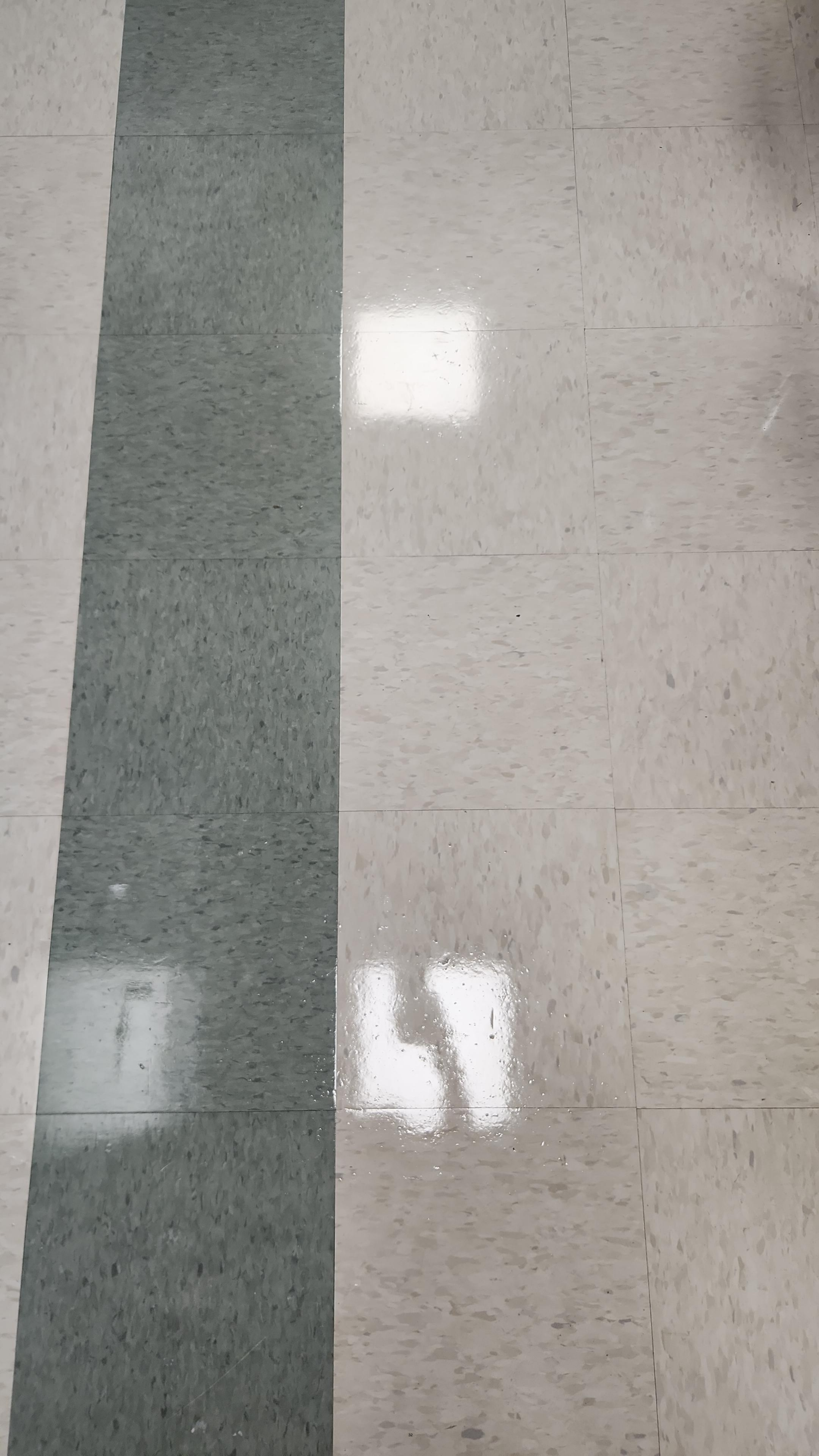
Meeting Date: August 19, 2024

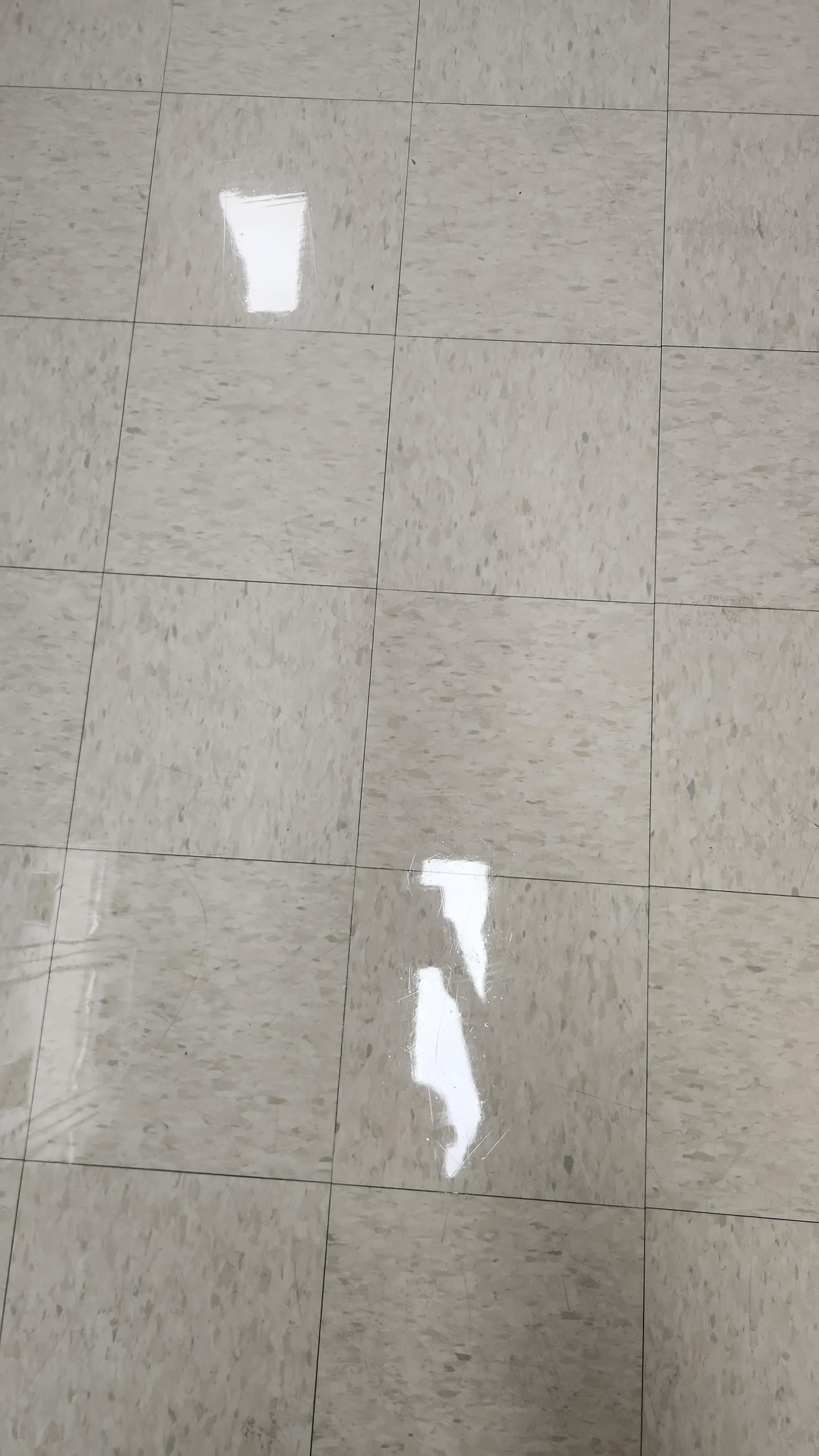
Prepared by: Mike McNulty

Date Prepared: August 14, 2024

<input checked="" type="checkbox"/> Information	<input type="checkbox"/> Briefing	<input type="checkbox"/> Action		<input type="checkbox"/> Enclosure Item(s)
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- Pictures of stripped and nonstripped floors - attached. The team was able to strip 3 rooms between the middle school and elementary school down to bare tile. These floors hadn't been stripped to bare tile in 10-12 years.
- Hired Krissa Reemts as our Lead Custodian at REAMS. She is doing well.
- The district is still looking for one more full time or part-time second shift custodian for REAMS. Mike M will talk with Paul M/Sam B on hiring PT students starting next week.
- Lead in the water plan approval - part of this meeting.
- I have been approving some limited OT due to being short people. MS and HS are on time to be completed and ready for school. ES will have some rooms not completed - plan to complete on one of the breaks.
- **Thanks to the entire team: John Jorgenson, Jim Johnson, Chris Larson, Krissa Reemts, Chad Solomonson, Andrew Kottke, Trevor Schroeder, Scott Larson, Robert Bourdon, Lynn Freeman, Derek Pepin, Luke Pepin, Ryan Schuman, Dillon Lundberg, Howie Brooks, and DeWayne Larson.**







ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Lead in Water Plan*

Meeting Date: August 19, 2024

Prepared by: Mike McNulty

Date Prepared: August 14, 2024

<input checked="" type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action		<input type="checkbox"/>	Enclosure Item(s)
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In working with Resource Training & Solutions and by state requirements, I recommend approving our Lead In Water Management Plan. The plan and the following have to be in place:

- District will need to get the previous lead in water results up on our website.
- Once the board approves, a copy of the new plan you will need be posted on the website.
- We will also need to notify MDH the next time you plan to sample and the link to the website.
- You will need to ensure you give an annual notification to staff and in the parent handbook and your plan to test next. (Due 2028 but any new fixtures after installed) a sample notification is available on the last page of the plan. I've included a copy of it for your reference below.

LEAD IN WATER MANAGEMENT PLAN

Prepared for:

Rockford Area Schools

Prepared by:



Designated Contact:

DeWayne Larson

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Review and Update Log

Date	Reviewer	Status	Notes
05/02/24	Wayne Warzecha & Josh Baumann	Updated ▾	Implemented plan based off of the MDH Model Plan
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	
	Person	Reviewed ▾	

Plan for Lead Testing

Early Care and Education Settings (ECES) must complete these steps or formulate a plan that addresses the core concepts of planning, testing, remediating, reporting, and communicating results. An alternative plan must accurately and efficiently test for the presence of lead in water in facilities serving pre kindergarten students and students in kindergarten through grade 12 and take steps to reduce lead if detected at 5 ppb or above.

Required Components of a Model Plan

Step 1. Sampling Program Development

Step 2. Conduct First Draw Tap Sampling

Step 3. Interpret Results

Step 4. Take Corrective Actions (Remediation)

Step 5. Retest

Step 6. Communicate Results

Step 7. Report Results

Step 8. Water Management Plan

Step 1 - Sampling Program Development

A program to assess and sample for lead in drinking water must incorporate, at a minimum, the items below:

- Designate who will inventory water fixtures and collect water samples.
- Inventory drinking water fixtures. Identify how each fixture is used and identify those used for consumption that will need to be tested. (example, drinking water and food preparation).

A drinking water fixture is the point of access for people to obtain water for drinking or food preparation. Examples of fixtures include but are not limited to taps, faucets, drinking fountains and water coolers. Drinking water fixtures typically do not include bathroom taps, hose bibbs, laboratory faucets/sinks or custodial closet sinks; these should be clearly marked not for drinking. If a fixture that is accessible to staff or children is not tested it must be clearly marked with signage or made inaccessible. Signage should take into consideration the age of children and languages spoken.

Only cold water fixtures should be used for human consumption.

Hot water fixtures should never be used to obtain water for drinking water or food preparation.

Check all drinking fountains to ensure they are not identified as having a lead-lined tank. More information in [Lead Water Coolers Banned in 1988 \(PDF\)](#).

If a fixture within the school is found on this list, it should be removed from use immediately.

The inventory should be updated if taps are added or removed.

- Determine a schedule for sampling.

All fixtures used for drinking water or food preparation must be tested at a minimum of once every five years. (See Appendix A for schedule)

If budget or resources do not allow all fixtures to be tested in the first year, it is suggested that fixtures be prioritized, with all high priority fixtures tested the first year, medium priority the second, and low priority the third. The fourth year should be used as a “makeup” year, if needed.

Recommended priority levels are:

- ❖ High priority: fixtures used by children under the age of six years of age or pregnant women (e.g., drinking fountains, nurse’s office sinks, classrooms used for early childhood education and kitchen sinks)
- ❖ Medium priority: other fixtures regularly used to obtain water for drinking or cooking (e.g., Family and Consumer Science sinks, classroom sinks, and teacher’s lounges)
- ❖ Low priority: other fixtures that could reasonably be used to obtain water for drinking but are not typically used for that purpose.

- Determine logistics for sampling.

Water testing should be consistent with the established schedule. Prior to testing it must be determined if school staff or a contractor will conduct the testing.

It will need to contact an accredited laboratory or purchase field testing equipment. If the facility is participating in the WIIN program, MDH will provide appropriate laboratory analysis and supplies for testing.

The day before sampling the water in the facility should undergo normal water usage. DO NOT plan to sample during an extended closure. DO NOT conduct pre-stagnation or flushing in advance of testing if flushing is not part of your daily building practices.

Option 1: Analysis by an Accredited Laboratory

Laboratory analysis typically involves a school district or consultant contracting with an accredited lab to obtain sample bottles. The laboratory will send instructions for sampling, sample bottles, and a chain-of-custody form to document time and date collected, collector name, and sample location. Table 3 summarizes the limitations and benefits.

Table 3 - Limitations and Benefits of Using an Accredited Laboratory

Limitations	Benefits
Analytical costs. These vary from lab to lab. Currently, typical per sample costs for lead and copper analysis may range from \$20 - \$50, depending on a variety of factors	District and/or consultant will not need to maintain instrument calibration records
May take longer to get results than using a field analyzer	Uses a chain-of-custody to ensure integrity of sample analysis process
Typically requires shipping	Analysis done by third-party may provide more independent review/transparency. Accredited labs use EPA-approved methods and have met industry standards for analysis.
	Analysts are certified and trained

A listing of accredited laboratories may be found at [Search for Accredited Laboratories](#)
 Program = Safe Drinking Water Program | Analyte = Lead | Matrix = Drinking Water

Option 2: Analysis Using Field Analyzers

A field analyzer can be a useful tool for quickly and efficiently testing for lead in drinking water. If staff from the facility is doing the sampling or the consultant uses a field analyzer, it is important that limitations and proper use are understood. The field analyzer must be approved by EPA for lead testing in drinking water. Table 4 summarizes the limitations and benefits.

Table 4 - Limitations and Benefits of Using Field Analyzers

Limitations	Benefits
Some analyzers may not measure all forms of lead in drinking water. It is important that the instrument you use measures <i>total</i> lead (particulate and dissolved). If the instrument does not measure all types of lead in drinking water, your result could be biased low	Get results faster
Staff using an instrument need to ensure that the instrument is properly calibrated and maintained according to manufacturer's specifications, and that records of calibration and maintenance are kept	Useful when doing large numbers of samples or investigative sampling where many samples might be taken from one fixture
Instruments may require chemicals which will need to be stored and that can expire	Can be done on-site (no shipping needed)
Field instruments may not have limits of detection that are as low as an accredited laboratory. Be sure that the method you use can identify concentrations as low as 1 ppb	Can be more cost efficient depending on frequency of use
Some instruments may have interferences with other contaminants and under or overestimate the lead level. This may require that additional tests for iron, manganese, hardness, alkalinity, or other contaminants be done prior to use of the field analyzer, to ensure that the instrument will be operated to meet manufacturer's specifications	

Step 2 - Conduct First Draw Tap Sampling

Once the plan from Step 1 is set, sampling must be conducted according to the established schedule and priority. Water from fixtures used for drinking or food preparation must be tested for lead using “first draw” samples. First draw means that the samples are collected before the fixture is used or flushed during the day. Use only cold water for collecting lead samples. The order in which samples are collected must be considered to avoid the potential of accidentally flushing a fixture. Always start at fixtures closest to where the water enters the building.

Sample site preparation and sample collection must be performed consistent with the following conditions:

Preparation and Planning

- It may be necessary to collect samples over a number of days to ensure only first draw samples are collected
- The day before sampling - normal usage of the sampling fixture should occur
- The night before sampling - secure the fixture from being used (e.g., hang a “Do Not Use” sign)
- Do not use sampling fixtures for a minimum of eight hours. MDH recommends not exceeding 18 hours; and
- Do not remove aerators or attachments.

Sample Collection

EPA recommends using a 2-part sampling procedure.

Part 1

Collect a minimum of 250 mL first draw sample. Be sure to start sampling at fixtures closest to where the water enters the building so that other fixtures are not accidentally flushed.

Part 2

If the result from Part 1 is high, collect a repeat minimum of 250 mL first draw sample as in Part 1. In addition, collect a 30-second flush sample to attempt to identify if the lead is coming from the plumbing behind the fixture or if flushing will help reduce lead. To collect a 30-second flush sample, after the water has been stagnant, as in the sample in Part 1, turn on the fixture and allow the water to run for 30 seconds and then fill the sample container.

ECES with active daily flushing programs or considering flushing may want to consider conducting Parts 1 and 2 during the same sampling event to verify flushing effectiveness and reduce the total number of samples that may need to be collected. Collecting these at the same time will also reduce the response time for investigating a high first draw result. Laboratory analysis may take days to weeks depending on lab capacity.

If not taking these samples at the same time, and elevated lead levels are found in Part 1, the water should not be consumed while preparing follow-up actions.

Have samples analyzed by sending to an accredited laboratory or conduct analysis using field analyzers. Be sure to follow instructions from the lab or field analyzer manufacturer.

Special Sampling Considerations

Sometimes there are special fixtures that schools or child cares may have that need additional care and consideration when conducting sampling. Some common special fixtures include ice makers, in-line coffee makers, and kitchen kettles. Initial sampling for these special situations can be conducted as follows:

Ice Makers: Fill a suitable container (250-mL or larger, wide mouthed bottle or other container) provided by the laboratory at least three-quarters full of ice. Do not touch the ice with bare hands. Use a non-metal scoop or disposable plastic gloves to place the ice in the container.

In-Line Coffee Makers: These are coffee makers that are directly connected to the building plumbing. These often have a hot water spigot used for dispensing hot water for tea or other beverages. If there is a spigot on the coffee maker, you can collect it from the hot water side.

Kitchen Kettles: Many times, these kettles are just used for warming ingredients or food and are not used as a source of water for consumption. If they are labeled as not to be used for consumption and only used for warming, they do not need to be tested. If the kettle is used for consumption and has a spigot that could be used for sampling it can be sampled similar to the in-line coffee makers.

Results for these fixture types need special consideration and review. For guidance on additional samples or sampling after high results the [EPA 3Ts Module 5](#) has information on how to find sources of lead in plumbing using advanced sampling techniques to evaluate fixtures.

Step 3 - Interpret Results

Once an ECES receives its sample results, it should verify that all results are expressed in parts per billion (ppb). For water samples, this will sometimes be stated as micrograms per liter ($\mu\text{g/L}$), which is equivalent to ppb.

Figure 2 presents possible lead hazard reduction options for various lead levels. More comprehensive actions may be necessary to address health threats from higher concentrations. As there is no safe level of lead, it is important to incorporate lead hazard reduction options and communicate at all levels of lead in order to raise awareness and reduce exposure.

The state of Minnesota has set 5 ppb as the threshold to take remediation steps. Public schools, charter schools, and child care centers MUST remediate when lead is 5 ppb or higher. MDH recommends that other facilities serving children clearly identify their policy for remediating.

Guidance on Interpreting Results and Recommended Remediation Options

It is critical to understand that health risks from lead do not abruptly change at varying concentrations of lead. As lead concentrations, the duration of exposure, or the number of fixtures impacted (example, distribution) steadily increases, the risks posed to students steadily increase. Response options should consider vulnerability of those exposed, concentration of lead, duration of exposures, and current practices to reduce lead, among other things. A result of 4 ppb is not appreciably safer than a result of 5 ppb.

Mitigation strategies used will depend on the site-specific conditions of the facility such as building age, plumbing materials, water use pattern, incoming water quality, and population served. It may take a combination of options and multiple steps over a period of time to manage/remove lead in drinking water. Analytical results can be highly variable, and a clear pattern should be identified before implementing any

strategy. ECES may consider prioritizing strategies to prevent exposures to students and staff most at risk. The following discussion provides the most common hazard reduction options but is not intended to be all-inclusive. EPA's 3Ts guidance document is also an excellent resource for strategies on finding lead sources and implementing mitigation.

Figure 2: Remediation Actions

5 ppb or higher	
→	Do not use for cooking or drinking
→	Remove tap from service until problem is addressed
→	Perform corrective action to reduce below 5 ppb and retest to confirm
Non-detect or less than 5 ppb	
→	Non-detect means lead was not present
→	Normal tap use
→	Retest in 5 years

Step 4 - Take Corrective Actions (Remediate)

Individual facilities vary tremendously across the state, it is imperative that final decisions on corrective actions are driven by local conditions and considerations. Actions that may be ideal in one ECES may not be appropriate for another setting.

The recommendations in this section were compiled to assist ECES in choosing the best lead hazard reduction option to reduce exposure to lead in their ECES. Options may be implemented individually, in combination, or not at all, depending on the specific situation at an individual ECES. Because no two facilities are exactly alike, best management practices will likely vary across the state.

In addition to possible remediation options outlined in Figure 2, the options further described here are in priority order (with the highest priority listed first and lowest priority last) of long term effectiveness in reducing lead hazards. Even when lead is detected at very small levels it shows that there is room to examine best practices such as changing or implementing routine maintenance strategies. For additional information, see Appendix D: Detailed Fixture Evaluation found on page 59 of the 2018 [3Ts Revised Manual \(PDF\)](#).

Option 1: Removal and/or Replacement of Lead Sources

Removal of sources of lead is the preferred way to remediate. Engineering plans and specifications for the plumbing system are useful for identifying sources of lead and helpful in determining if sources of lead can be removed from service or replaced with lead free fixtures. Options for eliminating lead sources include:

- Remove the fixture from service. If the fixture is seldom used, it may be disconnected or removed from the water supply line, but first verify the fixture is not required for local building code compliance
- Replace with lead-free fixture/plumbing component
- If the existing fixture is suspected to be the source of contamination, replace with a lead free fixture
- Replace other sources of lead, including lead pipe, lead solder joints, and brass plumbing

components with lead free materials

- To minimize the introduction of lead into drinking water systems, go to EPA's website to identify lead free certification marks for drinking water systems and plumbing materials. More information can be found in [How to Identify Lead Free Certification Marks for Drinking Water System & Plumbing Products](#).

Option 2. Implement a Flushing Program

Flushing the drinking water fixtures (letting the water run for a set amount of time on a regular basis) can effectively reduce lead concentrations in drinking water. A flushing program works to reduce lead concentrations by clearing the fixtures of water that has been in contact with plumbing components that may contain lead. While flushing can work to reduce lead, it requires staff time, diligence, and commitment to ensure effectiveness. Verify the effectiveness of your flushing program by conducting follow up lead testing. Flushing programs do not remove the source of lead from buildings and must be continuously followed to prevent lead from building up.

A facility should develop standard operating procedures to conduct flushing that it maintains onsite and should ensure that facility staff are aware of the responsibility and importance of maintaining flushing programs. Flushing programs are a water management strategy and can work to maintain high quality of water by reducing corrosion, maintaining chlorine residual, and if your public water system uses corrosion control treatment (such as orthophosphate) it can help bring this treatment through your buildings to protect plumbing materials. Flushing programs can also help with legionella management. Warm, stagnant water can be an incubator for legionella and other biological activity.

There are two primary types of flushing programs: **Individual Tap Flushing and Main Pipe Flushing**

Individual Tap Flushing Program

- May be implemented if lead concentrations are found to be high at certain fixtures.
- Flush individual fixtures that have been tested and found to have high lead levels. This procedure is to be followed each day the facility is in session.
- During periods of normal use:
- Run each fixture in the morning before children arrive and again at midday. Site specific conditions will determine how long a fixture needs to be flushed and the number of times a day a fixture needs to be flushed. Refer to [3Ts Flushing Best Practices \(PDF\)](#) for guidance on flushing.
- Periodic testing may be done prior to and after the midday flushing to ensure the lead concentrations have remained low throughout the morning hours. If they have not, the flushing time should be increased, or another option should be implemented.
- After weekends or breaks, run each fixture for ten to fifteen minutes before children return to the facility, then return to normal use; and
- Frequency and duration of flushing should be reasonably documented.

Main Pipe Flushing Program

- May be implemented if lead concentrations are found to be high throughout the entire facility or confined to a certain area of the facility. This procedure is to be followed each day the facility is in session
- Begin by flushing the fixture furthest away from the water source for at least ten minutes

- Next flush the fixture the second furthest away and continue in this manner until all have been flushed
- Flushed samples should be periodically collected and analyzed for lead to confirm the effectiveness of flushing programs
- It is recommended that midday samples and end of the day samples be taken periodically to ensure the lead concentrations have remained low throughout the day. If they have not, another option should be implemented
- Review the results upon receipt and continue to optimize the procedure to reduce lead.

More on Flushing

Flushing is a best management practice used to reduce lead levels by controlling the age of the water. It can be an interim or long-term option. This guidance presents flushing procedures that MDH has found effective in reducing the lead level in drinking water. Site-specific conditions will determine how long a fixture needs to be flushed and the number of times a day a fixture needs flushing. The key to using flushing as a best management practice is monitoring that demonstrates the lead level has been reduced.

Flushing can be done manually or can be automated with flushing devices. Flushing done for the purposes of lead reduction needs to be done and tracked at a fixture level. Manual flushing can take significant staff time depending on the size of the building and scope of flushing needed. Automatic flushing can help reduce the time needed to flush individual fixtures or be part of a routine water management plan.

Note that facilities implementing a flush program may wish to identify non-consumptive uses for the flushed water (watering plants, cleaning, etc.) in order to make use of this resource.

If a flushing program is stopped, MDH recommends the facility document why it stopped flushing and complete lead testing within 3 months of stopping the flushing program to assess any impacts to lead levels in drinking water. Flushing as a remediation option is only effective if it continues to be implemented consistently.

Cleaning Aerators

Cleaning aerators is a routine maintenance strategy that can help reduce lead levels if implemented consistently. Aerators are screens located at the end of some fixtures. Cleaning aerators once after a high lead test will not prevent lead levels from increasing later.

- As a routine maintenance strategy we recommend cleaning aerators once every 6 months or once per quarter.
- Clean aerators more often if visible build up or changes to water flow are observed.
- If aerator cleaning is used as a remediation strategy, retest to make sure it was effective and implement a regular cleaning program to ensure lead does not build up again.
- Cleaning aerators does not remove the source of lead from the plumbing. Removing aerators so that they do not have to be cleaned can be an option but will impact the water usage and flow of the water through the fixtures.

Option 3: Treatment

Point-of-Use (POU) Treatment Device

A POU water treatment device may be installed at fixtures where lead has been detected. These include reverse osmosis, on-sink water filters, filtered hydration stations, pitcher filters, and other devices. A POU device should be approved to meet NSF Standard 53, NSF Standard 58, or an equivalent standard along

with a claim of lead reduction. The device must be installed, operated, and maintained in accordance with the manufacturer's recommendations. POU treatment systems may be subject to Department of Labor and Industry (DLI) or local administrative authority plan review and approval prior to installation. Contact DLI at (651) 284-5063 for more information. For some examples of home treatment options that will reduce lead in drinking water see [Home Water Treatment factsheet](#).

Check that the device you are using is NSF certified for lead reduction at: [NSF Certified Drinking Water Treatment Units. Water Filters](#).

Point of Entry (POE) Chemical Treatment

POE chemical treatment involves adjusting the water chemistry to reduce the amount of lead absorbed by the water. This may be done by adding a chemical to the water as it enters the building. Typical methods of chemical treatment include addition of a phosphate-based or silica-based corrosion inhibitor or an adjustment to the water's pH or hardness. These chemicals provide a protective barrier along the pipes (pipe scale) that prevents lead from getting into the Water.

All chemical treatment systems are subject to MDH plan review and approval prior to installation. In addition, a school that installs POE corrosion control treatment becomes a public water system and is required to meet the regulatory requirements of the SDWA. If classified as a public water system, the school is responsible for meeting all of the water quality standards of the SDWA, is subject to inspection of the water distribution system, and is required to have a certified water operator.

POE chemical treatment does not take away the need for a water management or flushing program to ensure treatment consistency throughout the building. In parts of facilities with low water usage it may still be possible for elevated lead levels to be detected.

Contact the Minnesota Department of Health Drinking Water Protection Program at 651-201-4700 to determine if additional requirements will apply to your school prior to installing treatment.

Building Relationships with your Public Water System

If the ECES receives its water from a municipal water supply, the ECES is encouraged to work with them to assess the source contribution of lead coming into the ECES and if the ECES has a lead service line.

Most ECES obtain their water from a public water system or municipal water supply. ECES should maintain good relationships with their water system.

1. Contact the water system if you have questions or concerns about your incoming water quality. If there are sudden changes in taste, odor, or color the water system is the best contact to help you address those concerns.
2. Check with your water system to see if your facility has a lead service line, lead gooseneck, or galvanized steel service line. These lines may need to be replaced and coordinating with the city is the best way to ensure the whole line is fully removed. The city may have funds available to assist in removal of these lines.
3. Community water systems report their annual water quality in a Consumer Confidence Report that is available every year. Search for your Consumer Confidence Report (CCR). Water systems will also notify their customers if there is a water quality problem that requires special actions (flushing, boiling etc..) Be sure you know how your water system will communicate concerns to your organization.

It is rare for lead to be coming from the public water supply itself, most lead in drinking water comes from

corrosion of plumbing materials such as service line or premise plumbing. For ECES on their own well, the only way to characterize lead contribution from the water source is to do a test of water coming into the building.

Step 5 – Retest

All fixtures affected by a lead hazard reduction action must be retested to confirm the remediation action was effective at lowering the level of lead below 5 ppb. A first draw sample is to be taken using the procedure outlined in Step 2. If a flushing program was not implemented as part of the remediation, you may also want to collect a flushed sample(s) to identify if flushing would be helpful for reducing lead in the facility.

Interpreting Results after Implementing Remediation Actions

Different facilities will choose different actions or combine actions. It is very common to combine aerator cleaning and flushing for example.

- If the analysis does not detect lead or lead is less than 5ppb, no further action is required, as long as the remediation or water management option remains in place. The next sample should be collected within five years.
- If the analysis shows lead remains present and is still at or above 5 ppb: A new remediation option can be implemented followed by retesting as specified in Step 2.
- When evaluating flushing both first draw and midday samples should be evaluated to ensure that lead levels do not rebound during the day. If lead remains present after flushing additional options such as filters, or fixture removal/replacement may be necessary.

If results show persistent elevated lead levels, testing/remediation should continue until the lead source is found and hazard reduction options implemented. The overall goal is to have the state agencies, ECES, parents, and students all work together to ensure that available resources are best targeted to minimize exposure to lead in drinking water.

Step 6 - Communicate Results

Schools

(a) A school district or charter school must send parents an annual notice that includes the district's or charter school's annual testing and remediation plan, information about how to find test results, and a description of remediation efforts on the district website. The district or charter school must update the lead testing and remediation information on its website at least annually. In addition to the annual notice, the district or charter school must include in an official school handbook or official school policy guide information on how parents may find the test results and a description of remediation efforts on the district or charter school website and how often this information is updated.

(b) If a test conducted under subdivision 3, paragraph (a), reveals the presence of lead at or above five parts per billion, the school district or charter school must, within 30 days of receiving the test result, either remediate the presence of lead to below five parts per billion, verified by retest, or directly notify parents of the test result.

In addition to testing for lead and meeting the remediation requirements, a lead hazard reduction program should include a comprehensive communication plan. The purpose of a communication plan is to provide a process for school employees, students, and parents to address questions, report results and provide ongoing, up-to-date information regarding sampling efforts.

School management should:

- Assign a designated person(s) to be the contact.
- Notify affected individuals about the availability of the testing and results; in a period not to exceed 30 days. School employees, students, and parents should be informed and involved in the communication process. Results of initial and any follow-up testing should be easily accessible along with documentation of lead hazard reduction options.
- Posting the information on a website is preferred, but the information should also be available to those without easily accessible internet access. Examples of other information venues are meetings, open houses, and public notices.
- Whenever lead is detected, identify, and share specific activities taken to minimize lead exposure by following the guidance in Figure 2 or refer to EPA 3Ts for additional remediation strategies.

MDE and MDH have developed an [Education and Communication Toolkit A Technical Guidance and Model Plan for Minnesota's Public Schools \(PDF\)](#) to aid schools in implementing this technical guidance/model plan.

Child Care Centers -

MN Statute 145.9273 creates a communication requirement for child care centers as follows:

“A licensed or certified child care provider that tested its buildings for the presence of lead shall make the results of the testing and any remediation steps taken available to parents and staff and notify them of the availability of results. Reporting shall occur no later than 30 days from receipt of results and annually thereafter.”

Head Start programs that are classified as a licensed or certified childcare provider must make the results of testing and remediation steps taken available to parents and staff and notify them of the availability of the results. Reporting shall occur no later than 30 days from receipt of results and annually thereafter.

A facility that is sampling once every 5 years would share the old results each year until it tests again. The [Education and Communication Toolkit: Reducing Lead in Drinking Water in Child Care Settings \(PDF\)](#) will assist child care settings in implementing this technical/guidance.

Step 7 - Report Results

Schools -

MN State Statute 121A.335 creates a reporting requirement for schools as follows:

(a) Starting July 1, 2024, school districts and charter schools must report their test results and remediation activities to the commissioner of health in the form and manner determined by the commissioner in consultation with school districts and charter schools, by July 1 of each year. The commissioner of health must post and annually update the test results and remediation efforts on the department website by school site.

(b) A district or charter school must maintain a record of lead testing results and remediation activities for at least 15 years.

Keeping records is useful for identifying trends/anomalies in results at any drinking water fixture or the school distribution system as a whole.

Child Care Centers -

MN Statute 145.9273 creates a reporting requirement for child care centers as follows:

(a) A licensed or certified child care provider that tested its buildings for the presence of lead shall make the results of the testing and any remediation steps taken available to parents and staff and notify them of the availability of results. Reporting shall occur no later than 30 days from receipt of results and annually.

(b) Beginning July 1, 2024, a licensed or certified child care provider must report the provider's test results and remediation activities to the commissioner of health annually on or before July 1 of each year.

Head Starts

Many Head Start programs are classified as child care centers or are located within a school program. These child cares would be required to report results to MDH. Head Start programs that do not meet these requirements would not have to report results to MDH.

Step 8 – Water Management Plan

[MN State Statute 121A.335](#) states:

By July 1, 2024, a school district or charter school must revise its plan to include its policies and procedures for ensuring consistent water quality throughout the district's or charter school's facilities. The plan must document the routine water management strategies and procedures used in each building or facility to maintain water quality and reduce exposure to lead. A district or charter school must base the plan on the United States Environmental Protection Agency's "Ensuring Drinking Water Quality in Schools During and After Extended Closures" fact sheet and the United States Environmental Protection Agency's "3Ts Toolkit for Reducing Lead in Drinking Water in Schools and Child Care Facilities" manual. A district or charter school's plan must be publicly available upon request.

A water management plan is a helpful tool for ECES to use to maintain and improve facility water quality. Every building is different, and the scope of a water management plan may look vastly different from a small building to a large building or campus-style facility.

Key components of water management plan include:

1. Identify all water fixtures and identify how they are used. This will help determine which fixtures you will test for lead and which fixtures should be labeled/posted for non consumption. Identifying fixtures will also help identifying hazards.
2. Identify areas of concern where lead levels are likely to be highest or where biological activity may be a concern (warm, stagnant water).
3. Decide what routine maintenance strategies (engineering controls) should be used and how to access their effectiveness (lead testing, chlorine testing, pH, temperature, etc.). This will be highly specific to your building.
4. Decide how you will intervene when assessments reveal that controls are not being met.
 - a. Ex. A lead test was above 5 ppb at an old fixture. Intervention: replaced with a new fixture and retested showing non-detect for lead.
 - b. Ex. Biofilm/pipe scale was observed on a faucet. Intervention: the faucet and aerator were cleaned and flushed.
 - c. Ex. A weekly chlorine test shows no detected chlorine residual in areas not used frequently. Intervention: Flushing was done until a chlorine residual was observed. Chlorine was tested daily for several days to ensure the regular flushing protocol was working.
 - d. Ex. Hot water lines are not hot. This is a hazard because when hot water is allowed to cool it can provide growth for bacteria. Intervention: Temperature regulator and mixing valves were checked. A mixing valve was broken, after repair the problem was corrected.
5. Make sure the program is running as designed and is effective.
6. Document and share results.

The larger the building and more complex the plumbing system is the more information and details may be needed in your water management plan.

Resources for building water management plans include:

- [Developing a Water Management Program to Reduce Legionella Growth & Spread in Buildings \(PDF\)](#); and
- [Ensuring Drinking Water Quality in Schools During and After Extended Closures](#).

Glossary of Terms and Acronyms

Aerator - An aerator is found at the tip of the faucet. Aerators are screwed onto the faucet head, creating a non-splashing stream, and delivering a mixture of water and air.

Child Cares - A licensed or certified child care provider is a child care center licensed under Minnesota Rules, chapter 9503, or a certified license-exempt child care center under chapter 245H.

Corrosion - A dissolving and wearing-away of metal caused by a chemical reaction between water and plumbing materials in contact with the water.

Department of Human Services (DHS) - State agency that regulates child cares.

Detected - An amount of lead above the detection level. A concentration of lead analyzed with a certainty of precision to be at or above the detected level.

Detection Level (DL) - The lowest concentration of lead that can be analyzed with a certainty of precision. Results below this level are often expressed as “non-detected,” “nd,” or “<DL.” For the purposes of this document, 2 ppb is the maximum detection level recommended for lead analysis.

Drinking Water Faucet/Tap - Point of access for people to obtain water for drinking or food preparation. A faucet/tap can be a fixture, faucet, drinking fountain or water cooler. Drinking water taps typically do not include bathroom taps, hose bibs, laboratory faucets/sinks or custodial closet sinks when clearly marked as not for drinking water or food preparation.

EPA 3Ts – Environmental Protection Agency 3Ts for Reducing Lead in Drinking Water is a guidance document to help schools and child care facilities implement a program for reducing lead in drinking water. The document focuses on training, testing, and taking action.

Federal Safe Drinking Water Act (SDWA) – Federal law regulating the public drinking water supply.

Field Analyzer - Instrument suitable for water analysis in the field and provides results.

First Draw Sample - The first water drawn from a fixture after the water has sat undisturbed in the plumbing system for at least eight hours.

Fittings - Plumbing components used to join sections of pipe or to join pipe to fixtures.

Fixture - Exchangeable device connected for the distribution and use of water in a building. Examples: drinking fountain, sinks, shower, tub, toilet, hydrant.

Flush(ing) - Running water at a fixture or fixtures to clear standing water from the plumbing system.

Flush Sample - A water sample that has been collected following the flushing of a drinking water fixture.

Flux - A substance applied during soldering to facilitate the flow of solder. Flux used prior to 1986 contains lead and can itself be a source of lead contamination in water.

Lead-Free - Weighted average of not more than 0.25% lead in wetted surface material for pipe, pipe and plumbing fittings and fixtures, and 0.2% lead for solder and flux.

Limit of Detection (LOD) - The lowest quantity of a substance that can be distinguished from the absence of the substance due to the instrument’s analytical process. It is usually lower than the detection level.

Minnesota Department of Education (MDE) – State public education agency.

Minnesota Department of Health (MDH) – State public health agency.

National Standards (NSF) – Authority for health standards, testing, certification, consulting and training for food, water, health products, and the environment.

Non-Detect - A lead result below the limit of detection, often expressed as “non-detected,” “nd,” or “<DL.”

pH - A measure of acidity and alkalinity between 0 (highly acidic) and 14 (highly basic); 7 is neutral.

Parts per Billion (ppb) - A standard unit of measurement commonly used to describe the concentration of lead in drinking water. Also expressed as micrograms/liter (µg/L).

pH - A measure of acidity and alkalinity between 0 (highly acidic) and 14 (highly basic); 7 is neutral.

Point of Entry (POE) - A water treatment device installed to treat all water entering a single school, building, facility or home. Example: water softener.

Point of Use (POU) - A water treatment device intended to treat water for direct consumption, typically at a single fixture or a limited number of fixtures. Example: faucet-mount cartridge filter.

Primary Prevention - aims to prevent disease or injury before it ever occurs. It is done by preventing exposures to hazards that cause disease or injury, altering unhealthy or unsafe behaviors that can lead to disease or injury, and increasing resistance to disease or injury should exposure occur.

Public Water System (PWS) - A system that has at least 15 service connections or regularly serves an average of 25 individuals daily at least 60 days out of the year.

Community Public Water System (CPWS) - A PWS which serves at least 15 service connections used by year-round residents or regularly serves at least 25 year-round residents. Examples: municipalities, manufactured mobile home parks.

Nontransient Noncommunity (NTNC) Public Water System - A PWS that is not a CPWS and that regularly serves at least 25 of the same persons over 6 months per year. Examples: schools, child care centers, factories.

Schools - Minnesota’s public and charter schools serving students in pre-kindergarten through grade 12.

Service Connection - The pipe that carries fixture water from the public water main to a building.

Solder - A metallic compound used to seal the joints between pipes. Until 1988, solder containing up to 50% lead was legally used in potable water plumbing. Lead free solders, which can contain up to 0.2% lead, often contain one or more of the following metals: antimony, tin, copper, or silver.

Technical Guidance/Model Plan - The plan developed by the commissioners of health and education to accurately and efficiently test for the presence of lead in drinking water in public school buildings, as required under [MN State Statute 121A.335](#) and [MN State Statute 145.9273](#).

United States Environmental Protection Agency (EPA) - Federal agency with a mission to protect human health and the environment; oversees implementation of the SDWA.

Water Infrastructure Improvements for the Nation (WIIN) - A federal grant from the EPA to states to develop and implement a lead testing program for eligible schools and child cares. This program is designed to provide sample kits and laboratory analysis for lead in drinking water.

References

Applicable references:

- ❖ MN Rules, part 121A.335 Lead in School Drinking Water
<https://www.revisor.mn.gov/statutes/cite/121A.335>
- ❖ MN Rules, part 145.9273 Testing for Lead in Drinking Water in Child Care Settings
<https://www.revisor.mn.gov/statutes/cite/145.9273>
- ❖ Centers for Disease Control and Prevention - Childhood Lead Poisoning Prevention
<https://www.cdc.gov/nceh/lead/>
- ❖ MDH Lead Program
<https://www.health.state.mn.us/communities/environment/lead/index.html>
- ❖ Ensuring Drinking Water Quality in Schools During and After Extended Closures
https://www.epa.gov/sites/production/files/2021-03/documents/us_epa_schools_extended_closures_factsheet_508_3-4-2021_0.pdf
- ❖ How to Identify Lead Free Certification Marks for Drinking Water System & Plumbing Products
<https://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100LVYK.txt>
- ❖ The Role of Head Start Programs in Addressing Lead in Water ACF-IM-HS-23-01
<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-01>
- ❖ Lead and Copper Rule
<https://www.epa.gov/dwreginfo/lead-and-copper-rule>
- ❖ Lead and Copper Rule 40 CFR Part 141 Subpart I
<https://www.ecfr.gov/current/title-40/chapter-I/subchapter-D/part-141/subpart-I>
- ❖ Lead Water Coolers Banned in 1988 (PDF)
https://www.epa.gov/sites/production/files/2018-09/documents/module_4_leaded_water_coolers_banned_in_1988_508.pdf
- ❖ Lead Contamination Control Act 1988
<https://www.epa.gov/sites/default/files/2015-09/documents/epalccapamphlet1989.pdf>
- ❖ Final "Lead Free" Rule
<https://www.epa.gov/sdwa/use-lead-free-pipes-fittings-fixtures-solder-and-flux-drinking-water>
- ❖ 3Ts for Reducing Lead in Drinking Water Toolkit
<https://www.epa.gov/ground-water-and-drinking-water/3ts-reducing-lead-drinking-water-toolkit>
- ❖ Guidelines for Canadian Drinking Water Quality
<https://www.canada.ca/en/health-canada/services/environmental-workplace-health/reports-publications/water-quality/guidelines-canadian-drinking-water-quality-summary-table.html>
- ❖ Long Term Facilities Maintenance
<https://education.mn.gov/MDE/dse/schfin/fac/ltfm/>
- ❖ DHS Grants and RFPs
<https://mn.gov/dhs/partners-and-providers/grants-rfps/>

- ❖ Child Care Facility Revitalization Grants
<https://www.firstchildrensfinance.org/for-businesses/grants/>
- ❖ Child Care Aware - Child Care Service Grants
<http://childcareawaremn.org/professionals/caregivers/grants-scholarships/ccrr-grants>
- ❖ Child Care Aware - Local Resources
<http://childcareawaremn.org/local-resources>
- ❖ WIIN Grant: Voluntary School and Child Care Lead Testing and Reduction Program
<https://www.epa.gov/dwcapacity/wiin-grant-voluntary-school-and-child-care-lead-testing-and-reduction-grant-program>
- ❖ Minnesota Lead Testing in Schools and Child Care in Drinking Water
<https://www.health.state.mn.us/communities/environment/water/schools/mngrant.html>
- ❖ Drinking Water Protection Grant Information
<https://www.health.state.mn.us/communities/environment/water/com/grants.html>
- ❖ Lead Remediation in Drinking Water in Schools and Child Care setting Grant Program
<https://www.health.state.mn.us/communities/environment/water/com/leadremgrant.html>
- ❖ Accredited Laboratories
<http://www.health.state.mn.us/labsearch>
- ❖ EPA 3Ts Module 5
https://www.epa.gov/system/files/documents/2021-08/module_5_detailed_fixture_evaluation_508.pdf
- ❖ 3Ts Revised Manual (PDF)
<https://nepis.epa.gov/Exe/ZyPDF.cgi/P100VLI2.PDF?Dockey=P100VLI2.PDF>
- ❖ Consumer Confidence Report (CCR)
<https://mnccr.web.health.state.mn.us/index.faces>
- ❖ 3Ts Flushing Best Practices (PDF)
https://www.epa.gov/sites/default/files/2018-09/documents/flushing_best_practices_factsheet_508.pdf
- ❖ Home Water Treatment Fact Sheet
<https://www.health.state.mn.us/communities/environment/water/factsheet/hometreatment.html>
- ❖ NSF Certified Drinking Water Treatment Units, Water Filters
<https://info.nsf.org/Certified/dwtu/>
- ❖ Education and Communication Toolkit A Technical Guidance and Model Plan for Minnesota's Public Schools (PDF)
<https://www.health.state.mn.us/communities/environment/water/docs/toolkit.pdf>
- ❖ Education and Communication Toolkit: Reducing Lead in Drinking Water in Child Care Settings (PDF)
<https://www.health.state.mn.us/communities/environment/water/docs/toolkitccare.pdf>
- ❖ Developing a Water Management Program to Reduce Legionella Growth & Spread in Buildings (PDF)
<https://www.cdc.gov/legionella/downloads/toolkit.pdf>

APPENDIX

Appendix A - Sampling Schedule

The ECES will perform testing as follows in Chart 1A renewing the cycle every 5 years afterwards.

Chart 1A: Sampling Schedule		
<u>Year</u>	<u>Facility</u>	<u>Fixtures</u>
2024	New fixtures at district buildings	All Fixtures In Building Except Those Labeled
2025	New fixtures at district buildings	All Fixtures In Building Except Those Labeled
2026	New fixtures at district buildings	All Fixtures In Building Except Those Labeled
2027	New fixtures at district buildings	All Fixtures In Building Except Those Labeled
2028	All buildings fixtures	All Fixtures In Building Except Those Labeled

Appendix B - Fixture Location Map

Appendix C - Sampling Results

Appendix D - Remediation Actions

Appendix E - Communication

Sample Communication Notification

We have conducted sampling for lead in drinking water. While the major source of lead exposure for most Minnesota children is paint, lead in plumbing fixtures can add to a person's overall exposure. Drinking water in buildings may contain lead from old lead pipes, plumbing fixtures (ex., fountains and faucets), or solder that joins pipe sections together. A school designee sampled fixtures that are commonly used for drinking and cooking and sent them to a certified drinking water laboratory for analysis. Testing results can be found on the District's website. If you have questions about a lead sample result at a specific tap and actions taken, or if you have concerns, please contact DeWayne Larson at larsond@rockford.k12.mn.us or call 763-477-5846

To learn more about lead hazards and lead poisoning prevention, MDH Lead Program

<https://www.health.state.mn.us/communities/environment/lead/index.html>



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Negotiations update with SEIU 284*

Meeting Date: August 19, 2024

Prepared by: Mike McNulty

Date Prepared: August 15, 2024

<input checked="" type="checkbox"/>	Information	<input checked="" type="checkbox"/>	Briefing	<input type="checkbox"/>	Action		<input type="checkbox"/>	Enclosure Item(s)
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Met 4 times - last meeting was August 14.

1. Meeting again on September 18.
2. 284 offer highlights - from previous meetings
 - dates changed appropriately to 2024-2026 throughout
 - language changes to managerial rights and dues language
 - increases in district contributions to - 403b, health insurance, health savings account, dental insurance, personal days off, and salary %
 - total fiscal package: first offer-16% over two years, 11.5% counter offer
 - adding Juneteenth to paid holidays off
3. District 2nd counter offer highlights from 8-14-24
 - increases in district contributions to - 403b, health insurance (to start on Jan 1, 2025), health savings account and salary %
 - added Step 4 to the pay schedule
 - total fiscal package = 7.95% over two years
 - change of years in the longevity section



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

Subject: Fee Approvals

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

The Board is being presented the following fee structures for approval

- Activities
- Galaxy
- Meals



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Activity fees for FY2025

Meeting Date: August 19, 2024

Prepared by: Mike McNulty

Date Prepared: August 15, 2024

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

Board Approved

Fees for High School Students (High School-Level Participation)

High School (Grades 9-12) Sports Fee	\$180.00	Family Maximum: \$900.00
Includes the following high school sports: Baseball, Boys and Girls Basketball, Boys and Girls Cross Country, Cheerleading, Dance, Boys and Girls Golf, Gymnastics, Boys and Girls Hockey Co-op w/Delano, Boys and Girls Lacrosse Co-op w/Delano, Boys and Girls Soccer, Softball, Boys and Girls Tennis, Boys and Girls Track and Field, Volleyball, Wrestling.		
High School (Grades 9-12) Co-curricular Fee	\$120.00	Family Maximum: \$900.00
Includes the following activities: Fall Musical, One-Act Play, Robotics, Speech.		
High School Trap Shooting Fee (Grades 8-12)	\$165.00	Family Maximum: \$900.00
If under 50 participants, 7th grade students may be accepted. <i>Please note, this is the district fee only and does not include league fees paid directly to the league by each participant.</i>		

Fees for Middle School Students (Important: If a middle school student participates in a high school activity/sport, the fee assignment will reflect the high school fee.)



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

Middle School (Grades 7-8) Sports Fee

\$135.00

Family Maximum:

\$900.00

Includes the following 7th & 8th grade team sports: Baseball, Boys and Girls Basketball, Boys and Girls Soccer, Softball, Volleyball. *Please note, the following sports allow 7th and 8th grade athletes to try-out and/or participate on high school team(s): Boys and Girls Cross Country, Cheerleading, Dance, Boys and Girls Golf, Gymnastics, Boys and Girls Lacrosse Co-op w/Delano, Boys and Girls Tennis, Boys and Girls Track and Field, Wrestling. For these sports, the fee assignment will reflect the high school fee.*

Middle School Co-curricular Fee

\$90.00

Family Maximum:

\$900.00

Includes the following activities: Fall Musical, Robotics*, Speech. If there is not a dedicated middle school co-curricular program, students may try-out and/or participate in the high school program; the fee assignment will reflect the high school co-curricular fee.

**Rockford Community Education manages Robotics programs and fees for grades 5-6 & 7-8. For information, please go to: <https://www.rockford883.org/community>*

Note: All activity fees and costs are being reviewed for FY26. It is recommended that the stated activity fees are approved by the School Board for coming FY2025.



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

Subject: Galaxy Fees

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

A Fee increase is being recommended for Galaxy programing.

2023-2024 School Year Fees		
Before School Care 6:00am-8:05am	\$9.25 per day \$10.25 per day \$11.25 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
Preschool Half-Day Care 8:00am-12:15pm or 10:45am-2:55pm	\$15.50 per day \$16.50 per day \$17.50 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
Preschool School-Day Care 8:05am-2:55pm	\$25.75 per day \$26.75 per day \$27.75 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
After School Care 2:55pm-6:00pm	\$14.00 per day \$15.00 per day \$16.00 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
1 hour, Before or After School 7:00am-8:05am or 2:55pm-4:00pm	\$6.25 per session \$7.25 per session \$8.25 per session	Consistent Schedules Pick Your Day Schedules Drop-In Care
Non-School Day 6:00am-6:00pm	\$36.00 per day \$38.00 per day	Consistent Schedules Drop-In Care
Activity Fee for field trip or on-site presenter	Cost of Activity	
2023 Summer Fees		
Full Day 6:00am-6:00pm	\$36.00 per day \$37.00 per day \$38.00 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
Weekly Rate Monday- Friday, 6:00am-6:00pm	\$164.75 per week	Consistent Schedules Only
Activity Fee for field trip or on-site presenter	Cost of Activity	
Partial Day AM or PM 6:00am-12:00pm OR 12:00pm-6:00pm	\$25.75 per day \$26.75 per day \$27.75 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
Additional Fees as Needed		
Finder's Fee	\$5.00	
Late Payment Fee	\$25.00	
Late Schedule Fee <i>For Pick Your Day Schedules</i>	\$25.00	
Late Pick-Up Fee	\$5/First 10 minutes, \$1 per minute after the first 10 minutes.	
Registration Fees		
Registration (required fall and summer)	\$40.00 per child OR \$75 max per family	

2024-2025 School Year Fees		
Before School Care 6:00am-8:05am	\$11.25 per day \$12.25 per day \$13.25 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
Preschool Half-Day Care 8:00am-12:15pm or 10:45am-2:55pm	\$17.50 per day \$18.50 per day \$19.50 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
Preschool School-Day Care 8:05am-2:55pm	\$27.75 per day \$28.75 per day \$29.75 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
After School Care 2:55pm-6:00pm	\$16.00 per day \$17.00 per day \$18.00 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
1 hour, Before or After School 7:00am-8:05am or 2:55pm-4:00pm	\$8.25 per session \$9.25 per session \$10.25 per session	Consistent Schedules Pick Your Day Schedules Drop-In Care
Non-School Day 6:00am-6:00pm	\$38.00 per day \$40.00 per day	Consistent Schedules Drop-In Care
Activity Fee for field trip or on-site presenter	Cost of Activity	
2024 Summer Fees		
Full Day 6:00am-6:00pm	\$36.00 per day \$37.00 per day \$38.00 per day	Consistent Schedules Pick Your Day Schedules Drop-In Care
Weekly Rate Monday- Friday, 6:00am-6:00pm	\$164.75 per week	Consistent Schedules Only
Activity Fee for field trip or on-site presenter	Cost of Activity	
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Late Schedule Fee <i>For Pick Your Day Schedules</i>	\$25.00	
Late Pick-Up Fee	\$5/First 10 minutes, \$1 per minute after the first 10 minutes.	
Registration Fees		
Registration (required fall and summer)	\$40.00 per child OR \$75 max per family	



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Meal prices for SY2024-25*

Meeting Date: August 19, 2024

Prepared by: Mike McNulty

Date Prepared: August 15, 2024

<input checked="" type="checkbox"/>	Information	<input type="checkbox"/>	Briefing	<input checked="" type="checkbox"/>	Action		<input type="checkbox"/>	Enclosure Item(s)
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The required minimum meal prices for adults and other non-program meals for SY2024-25 are:

Breakfast = \$2.40

Lunch = \$5.00

Note: any second meal after the first meal for a student is \$5. It is recommended that the stated meal prices are approved by the School Board for coming SY2024-25.



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

Subject: Capital Levy Discussion

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

The board will discuss the Capital Levy



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

Subject: Enrollment Update

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 14, 2024

Information Briefing Action Enclosure Item(s)

Dr. Jeff Ridlehoover to give an update on enrollment.



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

Subject: IOwA Reauthorization Resolution

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

Resolution to Authorize Superintendent Jeff Ridlehoover as the IOwA.

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Instructions for Districts and Schools: Copy the form below onto your district or school letterhead, complete the information requested in the six spaces shown, then scan and email the completed form to: useraccess.mde@state.mn.us.

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Rockford Area School District ISD 883

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 0883-01

Superintendent or Exec. Director Name: Jeffery Ridlehoover

Will act as the IOwA? Yes No

If no, identify below the individual who will act as the IOwA for your organization.

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: _____

Title: _____

Board Member Signature:

Name: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us



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

Subject: Policy 527R Final Read

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

Policy 527R has been reviewed by the policy committee and is up for a final read.

Policy Number	Policy Name	Changes
527R	Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches	Updated Parking Rules



Adopted: 08/20/01

Orig. 1998

Reviewed: 2024

Revised: 01/18/17, 11/21/2022

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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



IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

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

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

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

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

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

VI. PATROLS, INSPECTIONS AND SEARCHES

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

A. Patrols and Inspections.

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

B. Search of Interior of Student Motor Vehicle.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will



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

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

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

D. Seizure of Contraband.

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

E. Dissemination of Policy

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

VII. DIRECTIVES AND GUIDELINES

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

VIII. VIOLATIONS

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

IX. ADDENDUM

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

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



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

Legal References: U.S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02 (Independent School District Specific Powers and Duties)
Minn. Stat. § 123B.38 (Hearing)
New Jersey v. T.L.O., 469 U.S. 325 (1985)

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



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

Subject: Board Handbook 1st Read

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

The board will review the new Board Handbook.



BOARD MEMBER HANDBOOK

2024-2025 SCHOOL YEAR



OUR MISSION

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

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INTRODUCTION

This document has been prepared as a guide for current board members and prospective board candidates on the roles, responsibilities, and expectations of the Rockford Area Schools Board of Education. It is also intended to inform the general community on how the Board fulfills professional responsibilities.

BOARD POLICY GOVERNANCE

Like many school districts in the state of Minnesota and around the nation, the Rockford board utilizes the tenets of policy and governance to support its work and to assist it in defining the roles of the Board and the mission, vision, and values of the District. It is the Board's role with direction from the community to set policy, develop clear expectations for results, and to evaluate progress. The Superintendent, with the assistance of the district leadership team, carries out the district's daily operations in alignment with board policies and expectations. This allows the board to maintain a system-wide focus and supports an appropriate distinction between policy, management, and administration.

REPRESENTATIVE GOVERNMENT

The community's voice is most directly heard in their vote for whom they select to represent them. *Each board member represents the whole district.* As elected representatives, Board members are responsible for making many decisions on behalf of the community. There are just a handful of exceptions where the board is allowed/required, by state law, to conduct a community-wide vote. Examples of this provision are when the school board moves forward with a levy referendum to raise taxes in the community to support the ongoing operation of the district and when the board may decide to move forward with a bond referendum to increase taxes to improve or expand district facilities or capital projects.

LEADERSHIP DIRECTORY 2024-2025

Eric Gordee- Chair
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egordee@rockford883.org

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Jenny Kneeland- Treasurer
952-292-6956
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Dr. Beth Praska- Director
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Jessica Johnson- Director
612-709-1221
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BOARD COMMITTEES

SCHOOL BOARD COMMITTEES		2024
1	FINANCE COMMITTEE	Kneeland
		Gordee
		Edwards
2	POLICY COMMITTEE	Johnson
		Hillstrom
		Praska
3	DISTRICT OPERATIONS COMMITTEE	Gordee
		Kneeland
		Edwards
4	NEGOTIATIONS COMMITTEE	Johnson
		Praska
		Edwards/Hillstrom
SCHOOL BOARD AD HOC COMMITTEES		2024
5	FACILITIES COMMITTEE	Gordee
		Edwards
6	CONTINUING EDUCATION COMMITTEE	Johnson
		Kneeland
7	CURRICULUM ADVISORY SYSTEM ACCOUNTABILITY COMMITTEE	Hillstrom
		Praska
8	COMMUNITY EDUCATION ADVISORY BOARD	Kneeland
		Hillstrom
9	DISTRICT STAFF DEVELOPMENT	Kneeland
		Praska
10	COMMITTEE AT-LARGE	Kneeland
		Gordee
		Edwards
11	COMMUNICATIONS COMMITTEE	Praska
		Edwards
SCHOOL BOARD REPRESENTATIVE		2024
12	MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL)	Kneeland
		Hillstrom
13	CHAMBER COMMITTEE	Hillstrom
		Praska
15	LEGISLATIVE/MSBA DELEGATE ASSEMBLY	Gordee
		Praska
16	ASSOCIATION OF METRO SCHOOL DISTRICTS	Gordee
		Edwards
17	MEEKER & WRIGHT SPECIAL EDUCATION COOPERATIVE (MAWSECO)	Johnson
		Hillstrom
18	NORTHWEST SUBURBAN INTEGRATION SCHOOL DISTRICT (NWSISD)	Gordee
		Hillstrom
19	SEE (SAFF) and MREA REPRESENTATIVE	Praska (SEE)
		Kneeland (MREA)

EXECUTIVE TEAM

Superintendent - Dr. Jeff Ridlehoover
763-477-9165 Ext. 4002
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Director of Technology - Jeff Kienitz
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Director of Community Education - Melissa Joseph
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Consultant CFO - Bridget Peterson
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THE STORY OF THE ROCKFORD PUBLIC SCHOOLS

Our History

Rockford Area Schools have a rich history and storied tradition, originating in 1856, two years before Minnesota became a state! From our earliest days, until the present, we have continued to educate and serve district residents with a commitment of strong academics and a comprehensive educational program that encompasses arts, activities, and the three magnet school programs offered today. For more information, and a detailed description of the history of Rockford Area Schools, please visit <https://www.rockford.k12.mn.us/district/history>.

Rockford Area Schools Today

The Rockford School District encompasses over 42.43 square miles. The district has a Pre-K through twelfth grade enrollment of approximately 1680 students and a total district population of 9,450 residents. Rockford Area Schools serves all or a portion of the communities of Buffalo, Rockford, Greenfield, and Corcoran and is located in Hennepin and Wright counties.

District Mission (Our Core Purpose)

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

Our Vision (What we Intend to Create)

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

Our Core Values (What Drives Our Words and Actions)

- **Excellence:** To be our best, expect our best; to be inspired daily to become the very best we can be
- **Students First:** A safe, healthy environment to challenge, engage and inspire all students
- **Community:** It's about all of us, all the time
- **Integrity:** Align actions and words with values and beliefs while respecting differences
- **Stewardship:** Care and responsibility with our resources including natural and social environments
- **Student Experience:** All students have access to engage in a rich arts and academics environment, and an abundance of extracurricular opportunities

Strategic Directions (Drivers of Our Continuous Improvement)

Student Achievement and Growth

- Elevate instruction through quality curriculum and professional development, to provide our students with a robust schooling experience that encourages them to reach their full potential.
- Rationale: To provide each and every student with a comprehensive education that provides opportunities to pursue their own personal/professional goals and life aspirations.

Healthy and Supportive Learning Environment

- Definition: Promote respect and collaboration at all levels to foster secure relationships where people feel valued and safe, empowering them to share new and innovative ideas and advocate for their own wellbeing and the wellbeing of others.
- Rationale: People do better when they feel better.

Community, School, and Family Partnerships

- Develop supportive and trusting relationships through community outreach and partnerships that encourage engagement that drives school and community growth.
- Rationale: Community and family engagement drives school success and enrollment. Partnerships where there is mutual trust and support helps to foster this involvement.

Culture of Collective Purpose

- Definition: Through interconnectedness and interdependence, we create a school community where each person belongs, contributes, and feels a sense of ownership.

- Rationale: To create a culture of connectedness where each individual understands their unique value and vital role as part of the collective entity.

Stewardship of Resources

- Managing our resources in a responsible and ethical way by effectively investing in our people, infrastructure, and finances.
- Rationale: To create systems and structures that allow our resources to be maximized and provide transparency and trust throughout the school community.

LISTING OF DISTRICT FACILITIES/SCHOOLS

Facilities Maps

Rockford Area Schools District Office

- 6051 Ash Street | Rockford, MN 55373
- Ph. 763-477-9165
- Fax 763-477-5833

Rockford Elementary Arts Magnet School (REAMS)

- 7650 County Road 50 | Rockford, MN 55373
- Ph. 763-477-5837
- Fax 763-477-5025
- Principal: Brenda Nyhus
- Principal email: breanda.nyhus@rockford883.org
- Serves grades PreK-4

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

- 6051 Ash Street | Rockford, MN 55373
- Ph. 763-477-5831
- Fax 763-477-5832
- Principal: Paul Warzecha
- Principal email: paul.warzecha@rockford883.org
- Serves grades 5-8

Rockford High School - IB (RHS)

- 7600 County Road 50 | Rockford, MN 55373
- Ph. 763-477-5846
- Fax 763-477-6123
- Principal: Paul Menard
- Principal email: paul.menard@rockford883.org
- Serves grades 9-12

Rockford Community Center (RCC)

- 7650 County Road 50 | Rockford, MN 55373
- Ph. 763-477-5846
- Fax 763-477-6123
- Director of Community Education: Melissa Joseph
- email: melissa.joseph@rockford883.org

Requirements for School Board Candidates

School District #833 Board of Education members are elected officials. Elections are held in November of even-numbered years. To avoid having all six seats up for election simultaneously, the seats are scheduled for election on an alternating basis, with three seats open one year and the remaining three being open two years later. This pattern and process then repeats itself.

Eligibility Requirements (Source: *Minnesota School Boards Association*)

To be eligible for a School Board seat, you must be:

- At least 21 years old
- An eligible voter
- A district resident for at least 30 days prior to the election/appointment
- Not a convicted sex offender

Term of Office

Board members are elected to four-year terms commencing on January 1 of the year following the November election and ending on December 31, four years later. A member who has been appointed to fill the unfinished term of a member will need to run for election depending on when they were appointed. There is no limit on the number of consecutive terms a member can serve.

Filling Vacancies (Source: *MN Statute 123B.09*)

A vacancy on the Board shall occur when a member dies, resigns, or ceases to be a resident of District #833. In addition, if a member of the Board of Education is unable to serve on the Board and attend its meetings for ninety (90) days or more because of illness or prolonged absence from the District, the Board may, at any regular or special meeting thereof, through resolution declare a vacancy to exist. All vacancies will be filled according to Minnesota Statutes.

The term of a member elected during a special election shall not exceed the term of the member they are replacing. Nor can the term of a Board of Education member be lengthened by the Member's resignation and subsequent selection by the Board.

Minnesota Statute requires that once the Board approves an appointment, the appointed board member cannot be seated until 30 days after the appointment.

STANDARDS FOR SCHOOL BOARD LEADERSHIP

(Source: *MSBA 2017 and TeamWorks International*)

School boards are most effective when members focus on the big picture: creating policy, setting goals, and engaging stakeholders, all with the ultimate goal of improving student achievement. When boards focus on administrative issues, school districts suffer. Divided boards lead to a divided community, Rockford Board members vote according to district interests as they interpret, listen, and seek to understand the diverse perspectives of individuals and group interests on any issue or situation.

The Rockford Board strives for excellence in governance, operates in partnership with the Superintendent, strives for excellence in management, and partners for excellence in consultation with students, families, the general public, and staff.

Standard 1: Conduct and Ethics

The School Board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

1. Recognizes that the School Board team consists of school board members and the Superintendent and evaluates its performance at least annually.
2. Takes full responsibility for its activity and behavior, at and away from the school board table.
3. Encourages its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
4. Speak with one voice after reaching a decision.
5. Spending time on board governance work rather than staff work – focuses on the ends and not the means.
6. Provide for orientation, onboarding, and ongoing training for all School Board members.
7. Follow established policies, including the chain of command, by directing families, members of the general public, and staff to the appropriate person to resolve their concern.
8. Set an example of respectful and civil leadership.

Standard 2: Vision

The School Board in close collaboration with the Superintendent and with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective and high-performing School Board strives to meet the following benchmarks:

1. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.

2. Develop a multi-year plan, which includes well-crafted school district belief statements, a mission statement, a vision statement, strategic directions, and an annual district operational plan (DOP) with goals and objectives that enable the school board to evaluate school district performance.
3. Regularly monitor the district operational plan (DOP) to evaluate progress toward goal achievement and school district success.
4. Ensure that the school district belief statements, mission statement, vision statement, strategic directions, and operational plan goals and objectives are reflected in School Board policies, mirrored in the budget planning and implementation efforts, and supported district-wide.
5. Communicate the strategic directions and progress on the annual operational plan goals to the community.

Standard 3: Structure

To achieve its vision, the School Board establishes organizational and physical structures for student and staff success.

An effective, high-performing School Board strives to meet the following benchmarks:

1. Create organizational and physical structures in which all students and staff have the resources and support to maximize achievement and success. The School Board creates the conditions for success throughout the district.
2. Advocate and provide for learning through a rigorous curriculum, effective technology, and a safe and secure environment.
3. Select and employ one person – the Superintendent – as the school district’s chief executive officer to lead and manage the school district.
4. Hold the Superintendent accountable for school district performance and compliance with written school board policy.
5. Delegate the authority to the Superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
6. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The School Board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole. The School Board and individual members are also accountable to themselves, students, families, other Board members, the Superintendent, and staff.

An effective, high-performing School Board strives to meet the following benchmarks.

1. Recognize the duty to itself and the community to determine whether the authority delegated to the Superintendent is being used as intended.

2. The School Board shall engage in a self-evaluation process at least annually to determine how successfully they have performed in meeting the expectations established in district policies, the district mission statement, vision statement, core values, strategic directions, and district operational plan.
3. Evaluate the Superintendent's performance annually.
4. Use student achievement data and other agreed-upon indicators as the basis for assessing progress toward school district goals and compliance with School Board policies and state and federal laws.
5. Recognize the distinction between "monitoring data" (data used by the school board to address accountability) and "management data" (data used by staff for making operational decisions).

Standard 5: Advocacy and Communication

The School Board advances its vision at the local, regional, state, and national levels.

An effective, high-performing School Board strives to meet the following benchmarks.

1. Focus on community-wide concerns and values that best support student achievement and a positive daily student experience rather than being overly influenced by special interests.
2. Develop communication strategies to build trust between the School Board and the Superintendent, staff, students, and community.
3. Utilize a public relations strategy that supports the flow of information in/out of the district.
4. Engage and build relationships with both public and private stakeholders.
5. Advocate on local, state, and national levels.

In general, Board members are expected to follow a code of ethics that will guide their decision-making as it relates to the unique expectations and needs of the Rockford Area Schools. MN Statute 123B.09 as well as the District's Code of Ethics Policy 209 which expectations, functions, and legal obligations for board members: Source ISD #883 Policy 209.

EXPECTATIONS OF A SCHOOL BOARD MEMBER

Source: School District #833 Policy 209, Code of Ethics

Attendance, Participation, and Professionalism in Meetings:

- Attend all School Board meetings, including work sessions, committee meetings, Board retreats, and required professional development sessions.
- Come to meetings prepared for discussion of the agenda items.
- Listen to the opinions and views of others including, but not limited to other school board members, administration, staff, students, and community members.
- Whenever possible (and as soon as possible), email the Superintendent and Chair with questions or concerns that arise when reviewing materials for a meeting, along with any errors that you may notice. This will allow the administration to prepare and address the questions in their presentations, along with correcting any errors in advance of the meeting.
- Vote your conscience after informed discussion unless abstaining because of a conflict of interest.
- Support the decision of the Board even if it differs from your position concerning the issue.
- Recognize the integrity of your predecessors and associates and show appreciation and respect for their work.
- Be motivated by a desire to provide the best possible education for the students of our district.
- Consistently remind yourself about the proper duties and functions of a school board member.

The Functions and Work of a School Board Member:

- Focus on governance and policy work as much as possible.
- Remember, your responsibility is to set policy – not to implement policy.
- Consider yourself a trustee of public education and do your best to protect, conserve, and lead the work.
- Recognize that your responsibility, exercised through the actions of the school board as a whole, is to see that the school district is effectively managed and operated – not to manage it yourself.
- Work in partnership with the Superintendent/chief executive.
- Delegate the implementation and management of School Board decisions to the Superintendent.
- Develop new district policies as needed and review existing Board policies on a scheduled basis.
- Develop a vision for the district along with strategic directions to guide the work of the board and administration.
- Collaborate with the Superintendent to develop the priority goals for the annual district operational plan.
- Establish a plan for consistently monitoring progress in reaching the goals in the operational plan.

- Align the annual budget and allocation of resources with the priorities identified in the annual operational plan.
- Ensure that facilities are safe, and secure and meet the needs of students and staff.
- Communicate effectively with all stakeholders.
- Collaborate with community partners.
- Advocate for preK–12 public education at the local, state, and national levels.
- Provide by levy of tax, necessary funds for the operation of the school district.
- Approve and/or negotiate contracts with employee groups and with other entities for services appropriate and necessary for the operation of the school district.
- Hire and annually appraise the Superintendent.
- Perform other acts as the School Board shall deem reasonable and necessary for the operation and governance of the school district.
- Commit to ongoing professional development both as individual board members and collectively as a board.

Legal Obligations of a School Board Member:

- Comply with all federal, state, and local laws related to work as a school board member.
- Comply with all school district policies as adopted by the School Board.
- Abide by the rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
- Recognize that school district business may be legally transacted only in an open meeting of the School Board.
- Avoid conflicts of interest and refrain from using a school board position for personal gain.
- Take no private action that will compromise the school board or administration.
- Guard the confidentiality of information that is protected under applicable law.

ADDRESSING SCHOOL BOARD ACCOUNTABILITY AND SELF-EVALUATION

The Board and each of its members must be committed to faithful compliance with the provisions of the board’s policies. Failure to deal with violations of its policies risks the loss of public confidence in the Board’s ability to govern effectively. In the event of a member’s violation of policy or other forms of misconduct, the board shall address the issue by using the following steps:

1. Conversation in a private setting between the offending member and the school board Chair or other individual members; such conversation will be reported to the balance of the board.
2. Discussion in a public meeting between the offending member and the full school board.
3. Public censure, by simple majority vote, of the offending member of the school board, as well as removal from committees and leadership positions, to which the member has been appointed or elected.
4. Removal from the School Board for proper cause by a concurrent vote of at least four members. The Board member to be removed will be duly notified of the time and place

of the meeting for which the vote is to be taken and for the reasons for the proposed removal. The Board member will be given an opportunity to be heard in defense against the removal (MN 123.B.09; Subd. 9).

NOTE: Most Board member issues and situations are intended to fall into Category 1. Categories 2, 3, and 4 are intended for extreme and/or repeated instances of violations where Category 1 has not resulted in a change in member behaviors.

School Board Self Evaluation:

Effective School Board leadership practice recommends that a board go through a process of self-evaluation on at least an annual basis. Self-evaluation is a proactive step that a School Board can take to hold themselves collectively accountable for monitoring their ongoing effectiveness. The purpose of the self-evaluation is to provide the board with an opportunity to reflect on their work over the previous year and identify areas where they could benefit from further discussion and/or training. Suggested components of the self-evaluation process are:

- Collectively identifying the most important categories of board work in the previous year (or those categories that have been previously identified as high priorities).
- Board members are allowed to individually and with anonymity to respond to a survey regarding these categories. NOTE: This information is typically sent to the administrative assistant, who supports the school board, to be collated and then all responses are shared with board members.
- A work session is then scheduled for the Board in which discussion can take place to identify themes that have emerged from the survey.
- Based on this discussion an action plan is developed to address the issue/s which have been identified.

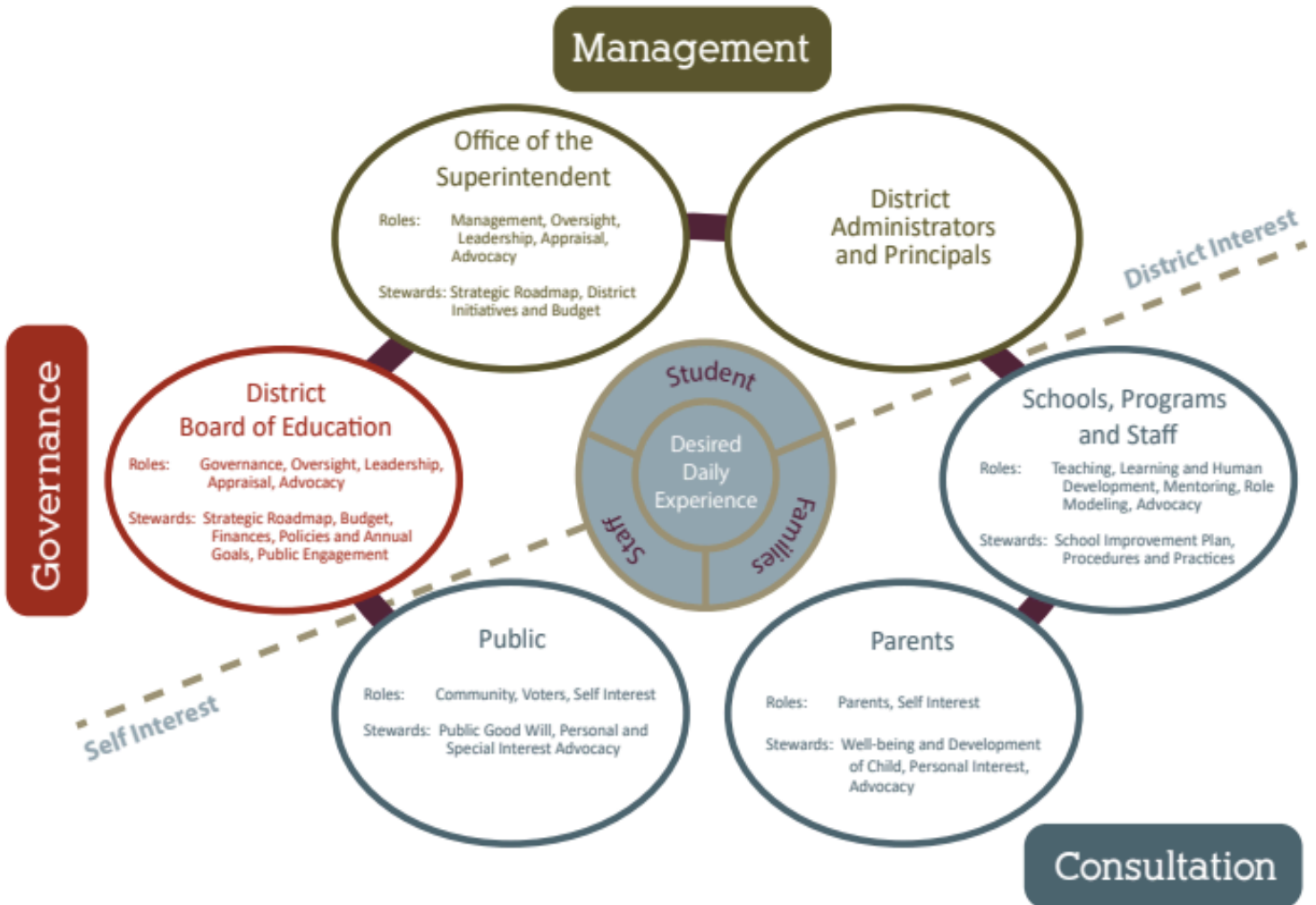
CHARACTERISTICS OF EFFECTIVE SCHOOL BOARDS

Source: MSBA; Center for Public Education, 2019

- Effective School Boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
- Effective School Boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
- Effective School Boards are accountability-driven, spending less time on operational issues and more time focused on policies to improve student achievement.
- Effective School Boards have a collaborative relationship with staff and the community and establish a strong communication structure to inform and engage internal and external stakeholders in setting and achieving district goals.
- Effective School Boards are data-savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
- Effective School Boards align and sustain resources, such as professional development, to meet district goals.

- Effective School Boards lead as a united team with the superintendent, each form their respective roles, with strong collaboration and mutual trust.
- Effective School Boards participate in team development and training, sometimes with their Superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

Rockford Area Schools operate under the tenants of the Educational Leadership Support Systems Framework, created and shared by *Teamworks International* (outlined below). This framework places the desired daily experience of students at the center and outlines the parameters and partnership of effective governance, management, and consultation.



ROLES OF THE SCHOOL BOARD AND ADMINISTRATION

Source: TeamWorks International

While there is some degree of overlap in roles and responsibilities, it is more important to understand the difference between the groups, especially in teams of authority.

Governance, Management, and Consultation:

Acting as a group, the **School Board** has the sole authority (no other entity has it) of school district **governance** and the board has six primary responsibilities:

- Create the conditions in the district for all students to be successful and for all staff to be able to do their best work.
- District governance and policy review and development.
- Operational performance oversight and organizational direction.
- Board governance policy.
- Superintendent relations.
- Public engagement, community relations, and advocacy for public education.

Roles Related to Board Responsibilities:

- Establishing, reviewing, and updating policies based on legislative changes and recommendations from the Superintendent.
- Hiring and evaluating the Superintendent, the chief administrator, and the only employee whom the Board supervises.
- Addressing questions and concerns about items on the Board/s agendas and/or the Superintendent.
- Annually approving budget parameters, and the subsequent annual overall budget established within the parameters.
- Identifying decisions that require community engagement and directing the administration to seek input and/or feedback before board action.
- Advocating for students and the school district with legislators.
- Approving policies, as recommended by the Superintendent, that will support/guide the management and operation of the school district.
- Working with the Superintendent to establish goals aligned with the district's strategic directions and monitoring progress toward the attainment of those goals.

*The above roles are primary examples and are not intended to be a full and complete list of all roles and responsibilities of the Board of Education.

District administration has the sole authority (no other entity has it) of school district **management** and the administration has six primary responsibilities:

- Resource management: financial, human and physical.
- Instructional leadership at the district and principal levels.
- Performance management & appraisal and professional development.
- Continuous improvement.
- Aligning procedures and practices with district policy.
- Relationships with parents, community members, and staff.

Roles Related to administrative responsibilities:

- Implement policy and make recommendations for policy updates and changes.
- Hiring, supervising, and evaluating all staff and all operations.
- Addressing questions and concerns about school/district operations including questions and/or concerns about staff members (other than the superintendent).
- Allocating and managing resources (financial, human, and physical) within the board-approved budget and budget parameters. Examples include determining specific class sizes and class offerings within the board's parameters.
- Engage in ongoing efforts to assess and develop meaningful relationships with parents and the general community.
- Support the board's advocacy including but not limited to, information gathering and issue identification.
- Review, select, and implement curriculum, including materials, in a manner consistent with board-approved policies.
- Develop and implement in collaboration with the board an annual district operational plan to achieve district goals. This process is focused on continuous improvement, system accountability, professional development, and a robust communications plan to inform all internal and external stakeholder groups of progress toward goal attainment

*The above roles are primary examples and are not intended to be a full and complete list of all roles and responsibilities of the Board of Education.

Staff, students, parents, guardians, and the general public have the sole authority (no other entity has it) of **consultation** and these entities have four primary responsibilities.

- Voice of self and collective interest.
- Assessing risks and merits of various options as part of the decision-making processes and/or the daily operations of the district.
- Responsibly resisting or opposing change.
- Provide input and feedback to the School Board and the administration.

Application of Excellence in Governance

NOTE: The following scenarios are intended to provide examples of how it is recommended that School Board members address various types of concerns from the general public, parents, staff, and students.

Situation:

What do I do if I get a call with concerns from a:

- Staff member
- Student
- Parent

Sound governance practice:

Check the name, status, and phone number for contact.

Always seek to identify the situation or interest, but generally, do not agree or commit to resolving the concern personally.

1. Redirect the staff member to their supervisor, and notify the Superintendent's Office. CAUTION: Do not get involved in employment/contractual issues.
 2. Redirect the student to the principal and notify the Superintendent's Office. CAUTION: Follow district procedures if a safety concern is raised.
 3. Redirect parent to teacher/principal/administrator as appropriate and notify the Superintendent's Office. CAUTION: Don't attempt to deal with issues of groups, only the individual parent.
- Overall: do not agree to confidentiality or commit to limit your options of notification.
 - Be available for contact in the future if redirecting does not address the concern.
 - Be alert to patterns of like concerns, and if present, notify the superintendent's office.
 - If concern raises governance or political questions, contact the Board Chair in addition to the Superintendent's Office.

Situation:

What do I do if I get an email with concerns from a:

- Staff member
- Student
- Parent

Sound governance practice:

- It is important to send an acknowledgment email to the person who emailed, thanking them for reaching out and then letting them know that you have forwarded their concern to the Superintendent's Office.
- After you respond to the email's author and forward their concern to the Superintendent's Office as stated above, additional engagement or seeking to understand the issue is not necessary.

- Do not cc or bc to any individual or group, do not “reply to all.”
- Be alert to patterns of like concerns, and if present, notify the Superintendent’s office.
- If concern raises governance or political questions/concerns, contact the Board Chair in addition to the Superintendent’s Office.

Situation:

What do I do if I get stopped in public (school event, grocery store, garage sale, etc.) by a concerned:

- Staff member
- Student
- Parent

Sound governance practice:

- Check the name, status, and get a phone number for contact.
- Always seek to identify the situation or interest, but generally, do not agree or commit to resolve personally.
 1. Redirect the staff member to their supervisor, and notify the Superintendent’s Office. CAUTION: Do not get involved in employment/contractual issues.
 2. Redirect parent to teacher/principal/administrator as appropriate and notify the Superintendent’s Office. CAUTION: Don’t attempt to deal with issues of groups, only the individual parent.
 3. Redirect the student to their principal and notify the Superintendent’s Office. CAUTION: If a safety concern is raised, follow district procedures.

Overall:

- Do not agree to confidentiality or commit to limiting your options of notification.
- Be available for contact in the future if redirecting does not address the concern.
- Be alert to patterns of like concerns, and if present, notify the Superintendent’s Office.
- If the concern raises governance or political questions/concerns, contact the Board Chair in addition to the Superintendent’s Office.

Situation:

As a Board member, what do I do when information about me, the school board, or the school district is incorrectly referenced in a social media post?

Sound governance practice:

CAUTION: As a School Board member, it is not advised to engage in social media debates and criticisms.

- Contact the Board Chair and the Superintendent’s Office directly to make them aware of the issue so that, if warranted, appropriate district staff can quickly provide factual information on the social media platform. Also, it may be determined that legal counsel

and/or law enforcement may be contacted if there is a concern regarding confidentiality or safety.

- Ideally, the school district will have staff and community advocates who will participate in social media groups regularly to communicate district information and monitor news and activity that pertains to the school district.

Situation:

As a Board member, what do I do if I have a concern or complaint?

Sound governance practice:

- Contact the Board Chair and the Superintendent directly, preferably in person or by phone to express your specific concern.
- Don't engage in serial meetings with other board members (a violation of the Open Meeting Law).
- Be clear as to the nature of your concern, is it about another board member, an administrator, a staff member, a policy, or a current issue before the board? Be clear as to:
 1. What you have experienced.
 2. What your thoughts are about the issue?
 3. What are your feelings about the issue and the circumstances related to it?
 4. What do you want to see happen to address your concern?
- Identify what in your concern is governance work and what is management work.
- Seek to increase your understanding, with an assumption of trust and competence for your board colleagues and district staff.
- Don't represent other individual's interests or other group interests as your own.
- Don't raise issues as a surprise in work sessions or business meetings. Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted.

Situation:

What if I disagree with a report or presentation to the Board?

Sound governance practice:

- Submit questions and concerns to the Superintendent's Office following the existing Board protocols.
- Reflect and identify the specific reasons for your concern/s.
- Request a meeting with the Superintendent to discuss your concern/s.
- Do not surprise administrators or board colleagues in business meetings or work sessions with your disagreements and/or concern/s.
- Praise publicly and confront privately.

COMPENSATION AND REIMBURSEMENT

Compensation

Board compensation is reviewed annually by the board during the organizational meeting and voted on for approval. All board members receive a base yearly stipend. Additional stipends are given based on officer status, participation in required school board committees and attendance at ad hoc committee meetings. All compensation details are provided in the [School Board Compensation guide](#).

Reimbursement Procedures

Board members are expected to fill out a [board report voucher](#) monthly indicating any meetings attended that month along with the duration of each meeting. For board members actively involved in negotiations indicate your monthly activity on the voucher. This form is provided in the board members folders at each board meeting and is to be given back to the administrative assistant to be processed in a timely manner.

ELECTION AND ROLES OF SCHOOL BOARD OFFICERS

Source: Rockford Public Schools Policies 201 and 202.

Election of Officers

The Chair, Vice-Chair, Treasurer, and Clerk of the Board are elected annually at the Board's January Organizational Meeting. Before the Organizational Meeting, during a December work session, the Board will have a conversation and discussion regarding officers for the subsequent year. In the event of an election year, newly elected board members will be invited to the December work session and asked to partake in the board conversation and discussion to ensure sound transition plans by exiting board members and create a positive collaborative environment to facilitate the subsequent year planning. To elect Board Officers, Board policy and MSBA first meeting in January guidelines will be used to determine acting chair. The new acting chair will guide the elections of the remaining board officers by following the Board policy and MSBA processes and procedures. In the case of a stalemate, the Board will follow proper MSBA processes and procedures to elect officers. Once elected and sworn into office, the Chair, Vice-Chair, Treasurer, and Clerk will immediately assume their duties. In the event of an election year, newly elected board members will be invited to the December work session to ensure sound transition plans by exiting board members and create a positive collaborative environment to facilitate the subsequent year planning.

Roles of Board Officers

There are four official officers of the School Board: Chair, Vice-Chair, Treasurer and Clerk. These positions are determined annually at the Board's Organizational Meeting. Officers must be elected to maintain the order of meeting proceedings. In addition, all board members maintain equal rights and equal voices.

Role of the Chair:

Provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises responsibilities with integrity, reflects the spirit and intent of the Board's policies, and serves as the Board's official spokesperson. The Chair has the following specific authority and duties:

- Monitor Board actions to ensure that they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the Board's authority.
- Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues, as defined in Board policy.
- Assure that Board meeting discussions are productive, efficient, orderly, and open.
- Conduct Board meetings using the authority as described in Robert's Rules of Order.
- Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.
- The Chair is not authorized to exercise any power as an individual to supervise or direct the Superintendent or any employee of the district.
- The Chair may delegate authority, when appropriate to other Board members but the Chair remains accountable for members' use of that delegated authority.
- Execute all documents authorized by the Board, except as otherwise provided by law.
- Countersign all orders upon the Treasurer for claims allowed by the Board, represent the district in all actions and perform all the duties usually incumbent on the Chair.
- Facilitate the process of assigning board members to district committees and as liaisons with other organizations.
- On behalf of the Board and in concert with the Superintendent and Vice-Chair, develop proposed meeting agendas for business meetings, work sessions and retreats.

Role of the Vice-Chair:

- The Vice-Chair shall perform the Chair's duties in the event of the Chair's temporary absence.
- Serves in an executive capacity, participating in all governance prep meetings with the Superintendent and Board Chair.
- Facilitates Board Work sessions.
- Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues, as defined in Board policy, in partnership with Board Chair.
- Assure that Board meeting discussions are productive, efficient, orderly, and open, in partnership with Board Chair.

Role of the Treasurer:

- Works closely with the Director of Business Operations.
- Serves as chair of the finance committee consistent with policy 213.
- Makes all reports which are called for by the Board and which are consistent with Minn. Stat. 123B.14

Role of the Clerk:

- The Clerk shall keep and maintain permanent records of the Board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law will be recorded for that purpose. Public records maintained by the school district shall be available to members of the public during the school district's regular business hours. Minutes of school board meetings shall be available for review at the school district's administrative offices after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting.
- Serves as chair of the policy committee consistent with policy 213.
- Review meeting minutes with the Executive Assistant prior to approval of the board.
- Other duties of the Clerk as defined in Minn. Stat. 123B.14
- Performs the duties of the Chair in the absence of temporary absence of the Chair and Vice-Chair.

Meetings and Expectations

Board Meetings

A quorum of members is defined as four (4) or more members of the Board and a quorum must be present for a Board meeting to be official and before any action can be taken by the board. All meetings of the Board are considered public meetings, including committee meetings, and therefore shall be open to the public to attend.

At the organizational meeting (held no later than January 15th each year) the Board will set its meeting schedule for the upcoming year. Additional "special" meetings may be called, as needed, throughout the year. All meetings not previously approved during the organizational meeting are considered special meetings and must be properly noticed to the public.

The Board Chair presides over all meetings, and along with the Vice-Chair and Superintendent, sets the agenda for the committee-of-the-whole and regular board meetings. Meetings are conducted in accordance with Robert's Rules Order.

Attendance at Board Meetings

All Board members are expected to attend all meetings (including work sessions, committee meetings, special meetings, and Board retreats). However, it is recognized that sometimes scheduling conflicts will occur. Therefore, a member should notify the Board Chair and the Superintendent, or the Executive Assistant to the School Board at least 24 hours (and preferably sooner) before the meeting whenever they are unable to attend a scheduled meeting.

Organizational Meeting

The Board is required to hold an organizational meeting no later than January 15th of each year. The primary purpose of this meeting is to elect members to serve as Chair, Vice-Chair, Treasurer and Clerk. The Rockford School Board also uses this meeting to establish regular meeting dates for the year as well as a number of other business items.

Regular Business Meetings

The school board conducts their regular Board Business Meetings on the third Monday of each month. Odd months are held after the board work session beginning at 6:30 pm, even months beginning at 5:30 pm. Regular business meetings are held in the boardroom of the Rockford Area Schools District Office, located 6051 Ash St. Rockford, Minnesota.

Work Sessions

Odd months are held prior to the regular meeting of the board beginning at 5:30 pm. Even months are held on the first Monday of the month beginning at 5:30 pm. Work Sessions are held in the boardroom of the Rockford Area Schools District Office, located at 6051 Ash St. Rockford, Minnesota.

The work session is used to provide the Board with additional information regarding important topics that are either currently in front of the Board or those that will be coming to the Board soon. These sessions also provide board members with additional time for discussion of the items.

Board Retreats

The School Board will schedule retreats as needed during the year for planning work and for professional development sessions.

Special Meetings

A meeting is labeled a “special meeting” if it is called after the meetings for the year have been scheduled and approved by the Board at the Organizational Meeting in January.

For a special meeting, the School Board will post written notice of the meeting’s date, time, place, and purpose/s. The School Board’s actions at the special meeting are limited to those topics included in the notice. The notice will also be delivered, by standard or electronic mail, to each person who has filed a written request for notice of special meetings. The notice will be posed and mailed, or delivered at least three days before the date of the meeting.

Emergency Meetings

An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate attention. If the school board discusses or acts upon any matters not specifically related to the emergency, the minutes of the meeting must include specific descriptions of those matters.

Closed Sessions

Minnesota Statutes govern what constitutes a closed session. They are the Labor negotiations strategy, Bureau of Mediation Services, preliminary considerations of charges, performance evaluations, attorney-client meetings, dismissal hearings, coaches’ opportunity to respond to non-renewal, discuss certain non-public data, purchase and sale of property, and security matters. For additional information on how the Rockford School Board addresses closed sessions reference Board Policy #205.

Annual Review Items

Some items are reviewed as a part of an [annual rotation](#). These items are updated by the District office.

Call to Order

The following call to order statement is read at the beginning of each board meeting.

As a reminder, this is a meeting in public, not a public meeting. Public input shall be taken during the Public Comment section of the agenda.

The School Board's purpose is to ensure that the educational system within our jurisdiction operates effectively and efficiently to meet the needs of students, parents, teachers, and the community at large under 6 main tenants

1. Setting Vision and Direction
2. Policy Creation and Oversight
3. Budget Approval and Financial Oversight
4. Hiring and Evaluation of Superintendent
5. Community Engagement
6. Advocacy and Leadership

Overall, the school board's role is to provide strategic leadership and governance to ensure that all students have access to a high-quality education that prepares them for success in school and beyond.

Definitions

- Setting Vision and Direction- The school board is responsible for setting the overall vision and direction for the school district. This involves establishing goals, priorities, and objectives that align with the needs and expectations of the community.
- Policy Creation and Oversight- School boards develop policies that govern various aspects of the educational system, including curriculum, student conduct, staff hiring and evaluation, budgeting, facilities management, and more. These policies provide a framework for decision-making and ensure consistency and fairness across the district.
- Budget Approval and Financial Oversight- School boards play a crucial role in approving the district's budget and ensuring that financial resources are allocated appropriately to support educational programs and initiatives. They also oversee financial management practices to ensure accountability and transparency.
- Hiring and Evaluation of Superintendent- The school board hires and evaluates the superintendent, who serves as the chief executive officer of the school district. The superintendent is responsible for implementing the board's policies and managing the day-to-day operations of the district. This is the only employee the board has authority. All other employees falls under the superintendent's management responsibility.
- Community Engagement- School boards serve as a link between the school district and the community, representing the interests and concerns of various stakeholders. They engage with parents, teachers, students, and other community members to gather input, address issues, and foster collaboration.

- Advocacy and Leadership- School boards advocate for the needs of the district and its students at the local, state, and sometimes national levels. They may work with legislators, government agencies, and other organizations to promote policies and initiatives that support educational excellence and equity.

COMMITTEES OF THE SCHOOL BOARD

There are numerous committees on which Board members serve. Some of these are internal committees that operate within the purview of the district and others which may be governed by external entities. Committee meetings (formal meetings in which a quorum of the Board is in attendance) convened by the school board are subject to the Open Meetings Act of Minnesota, meaning that they are open to the public to attend.

It is the responsibility of the School Board to assign members to serve on committees as well as liaisons to the various organizations and partnerships affiliated with the school district. Board committee assignments for the subsequent year are discussed during the December work session and the slate is approved at the annual organizational meeting in January. The work session discussion is to ensure board alignment between member interest/s, abilities, and time commitment with the committees on which they serve. Many of the roles on Board Committees are connected to officer appointments; therefore, officer appointment is a critical consideration when discussing official Board Committees. Board committees consist of 3 members each, Finance Committee (Chair, Treasurer & Director), Policy Committee (Clerk & 2 other board members), District Operations Committee (One officer and two board member), and Negotiations (One officer and two board members).

Rockford Area Schools have four main committees:

Finance:

The finance committee meets with the District Director of Business Services and Superintendent to discuss key issues related to the financial health of the district. These items typically include budget planning, enrollment & revenue projections, potential levy or bonding needs, and the impact of current and future employee contracts.

Policy:

One of the primary responsibilities of a School board is to develop new policies and to review existing policies. The Board Policy Committee reviews policies and recommends them to the full Board for review, discussion, and approval. The committee meets quarterly to review policies that arise either from legislative changes (due to changes in state statute or federal law) or from administrative changes (arising from district staff or board members). Once reviewed and approved by the Policy Committee, the policies are brought forward to the Board, which presents them to the community for a “first reading” by placing them on the regular business meeting agenda.

“First Readings” serve as an introduction of the policy or changes to the policy, to district staff and the community. It is a way of providing notice that the Board is seeking to implement these rules and regulations. The public is afforded two additional school board meetings to review the proposed policy and to provide feedback.

District Operations:

This meets with the District Director of Business Operations and/or Superintendent and other related designees as needed to review the status and needs of the physical resources. This includes all infrastructure needs of the district with a priority placed on deferred and current maintenance needs of all district buildings and athletic facilities.

Negotiations:

The negotiations committee meets with the Superintendent, Finance Director, and other members of the district administrative team to develop strategies for contract negotiations with all district employee groups. Committee members also attend all negotiations meetings with bargaining units.

AD HOC COMMITTEES

Board members serve as liaisons to various organizations and partnerships affiliated with the school district. It is the Board's responsibility to assign members to these ad hoc committees and this is typically done at the Board Organization Meeting in January. Ad hoc committee assignments for the subsequent year are discussed during the December work session. The assignments from the previous year are reviewed and the Board considers as a whole if any committee assignments should be added or removed for the subsequent calendar year. The Board then discusses and determines assignment during the December work session. The work session discussion is to ensure board alignment between member interest/s, abilities, and time commitment with the committee roles they are asked to serve. Committee assignments will be confirmed at the January Organizational Meeting. Examples of liaison roles are listed below:

Facilities Committee

Board Chair and Treasurer serve on this committee with community business representatives, Director of Operations and Superintendent. Meets three times per year to review finance and business topics as well as buildings and grounds projects as needed.

Continuing Education Committee

Serve as Rockford Board representative. The purpose of the committee is to promote professional growth of certified staff. It will also verify Continuing Education Units (CEUs) and requirements for clock hours for relicensure. Meets regularly as needed.

Curriculum Advisory System Accountability Committee

Serve as Board representative on this advisory committee. The purpose of the committee is to provide community input for new initiatives and curriculum instruction. Committee plans to meet two to three times per year; meeting time and location TBD.

Community Education Advisory Committee

Serve as Rockford Board representative on committee. The advisory board makes program recommendations to the school board. Meets quarterly, usually in the evening. This committee also includes the ECFE/School Readiness Advisory Committee. Committee meets four times a year as needed in the evening.

Meeker & Wright Special Education Cooperative (MAWSECO)

Serve as Rockford representative on MAWSECO governing board. Usually meets monthly in the evening on the fourth Tuesday at the MAWSECO building in Howard Lake. For more information, go to www.mawseco.k12.mn.us.

Northwest Suburban Integration School District (NWSISD)

Is a collaboration of seven school districts in the northwest metro region. The member districts are Anoka–Hennepin, Brooklyn Center, Buffalo-Hanover-Montrose, Elk River, Fridley, Osseo, and Rockford. The purpose of the collaboration is to establish educational programming at one or more sites located within the boundaries of the seven school districts. The programming shall include comprehensive performance-oriented curricula and instruction, including magnet school programming, and may include, but shall not necessarily be limited to, early childhood education, elementary education, secondary education, adult learning, extended day/extended year learning opportunities, childcare, parent education, and community outreach.

Schools Advocating for Fair Funding (SAFF) & Minnesota Rural Educators Association (MREA)

- SAFF: In collaboration with approximately 30 other K-12 school districts, SAFF advocates for improved tax equalization to address the unfair tax burden on taxpayers in low-property wealth school districts. SAFF does so by engaging with state leaders, facilitating collaboration between both administrators and school board members, and by providing financial analysis and comparison to highlight the funding needs.
- MREA: Focuses, lobbies, and educates member districts on topics that are of highest importance to schools in greater Minnesota. This includes funding sources and equitable distribution as well as other resources such as human capital, technology, and instructional needs.

District Staff Development

Serve as board representative on the District Staff Development Committee. Committee meets with the board representative as needed.

Committee At-Large

Serve as Rockford board representative. The committee meets as needed to discuss items under study such as activities, technology, transportation, food service, student data support, referendum steering committee, spearheading of superintendent search and other district needs.

Association of Metropolitan School Districts (AMSD)

Rockford Area Schools along with approximately 40 other K-12 school districts, is a member of the AMSD organization. The mission of AMSD is to advocate for metropolitan school districts and advance legislation that supports student achievement. AMSD is a strong voice for public education both at the Legislature and in the media with a proactive agenda and a commitment to action. AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. However, AMSD's Board believes that its lobbying efforts are most effective when the organization plays a role in shaping the broader public debate on K-12 issues and advocates for policies that benefit the State as a whole.

Communications Committee

This committee is composed of two board appointees with the Board Chair serving in an advisory capacity. Meetings will occur as needed.

Minnesota State High School League (MSHSL)

Serve as board representative to the Minnesota State High School League. Receives mailings and usually has state level meetings at MSBA Leadership Conference. For more information, go to www.mshsl.org

Chamber Committee

Serve as Rockford School District representative to the Rockford/Greenfield Chamber of Commerce. Meets on a regular bi-monthly basis during the day in Rockford. Only one member, representing the board, can attend the meetings.

Minnesota School Board Association (MSBA)

The Minnesota School Boards Association (MSBA) is a private, nonprofit organization that exists to support public school boards and public education. The MSBA is a leading advocate for public education: supports, promotes, and strengthens the work of public school boards through professional development opportunities, policy development and maintenance, legislative guidance and information, and legal advice.

MSBA offers a four-phase training program for board members which supports them in developing a foundational understanding of their work as educational leaders.

POSITIONS THAT REPORT TO THE SCHOOL BOARD

NOTE: There is only one position that reports to the school board.

Role of the Superintendent

The Superintendent of Schools reports directly to the board and holds all executive and administrative authority and responsibility for the effective operation of the school, excluding those areas of control that are required by statute to be exercised directly by the Board. The Superintendent acts as the district leader with the support of the district's administrative team. The Superintendent may delegate specific powers or duties to assistants and subordinates while maintaining final responsibility for any actions taken. The Superintendent is also responsible for evaluating her/his leadership team.

Key Functions and Responsibilities of the Superintendent

- Vision, Continuous Improvement, And Focus of District Work.
 1. Partner with the board to design a vision for high student achievement and for every student to have a high-quality daily school experience.
 2. Responsible for the structure, practices, and outcomes for continuous improvement in all aspects of school and district functions, in alignment with the district strategic directions and annual district operational plan (DOP).
 3. Facilitate the process of identifying/executing the district's goals and objectives.

- Communication and Collaboration
 1. Interact effectively with the School Board.
 2. Establish and maintain effective internal and external communication systems.

- Policies and Governance
 1. Develop procedures that define how policy will be implemented.
 2. Work with the Policy Committee to draft policy for the full board.
 3. Recommend to the Board policies on all school system functions.
 4. Implement Board policies.
 5. Demonstrate effective leadership skills and professionalism in the daily management of the school district.

- Instruction
 1. Lead the district in the development and implementation of a rigorous and relevant curriculum that leads to increased student achievement.
 2. Set clear expectations for district-wide high-quality instruction and comprehensive assessment.
 3. Set clear expectations for a district-wide commitment that every student will have a positive daily school experience.
 4. Provide full access and full opportunity for all students.
 5. Develop and maintain a leadership culture where professional development is highly valued and all staff are expected to grow and develop their skills to meet the needs of all students.

- Resources
 1. Recommend to the Board the employment and selection of the administrative, instructional, and support staff.
 2. Assign, evaluate, and support district staff.
 3. Oversees and administers the procurement and use of district funds and facilities to maximize efficiency and minimize waste.
 4. Identify and address specific district tasks or problems that emerge (such as the need for new facilities or the need for a levy campaign).

SCHOOL BOARD POLICIES

Policy 201 - Legal Status of the School Board

Policy 202 - School Board Officers

Policy 203 - Operation of School Board - Governing Rules

Policy 203.1 - School Board Procedures; Rules of Order

Policy 203.2 - Order of the Regular School Board Meeting

Policy 203.5 - School Board Meeting Agenda

Policy 203.6 - Consent Agenda

Policy 204 - School Board Meeting Minutes

Policy 205 - Open Meetings and Closed Meetings

Policy 206 - Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings

Policy 207 - Public Hearings

Policy 208 - Development, Adoption and Implementation of Policies

Policy 209 - Code of Ethics

Policy 209 - Code of Ethics Addendum

Policy 210 - Conflict of Interest - School Board Members

Policy 211 - Criminal or Civil Action Against School District, School Board Member, Employee or Student

Policy 212 - School Board Member Development

Policy 213R - School Board Committees

Policy 214 - Out-of-State Travel by School Board Members

WORKS CITED

Eligibility Requirements for School Board Members, Minnesota School Boards Association (MSBA)

Rockford Public Schools 200 Series Policies

Standards for School Board Leadership, Minnesota School Boards Association (MSBA)
Governance and Management, TeamWorks International

Minnesota School Boards Association (MSBA) School Board Workshop Series

Last updated: _____

This handbook will be reviewed and updated each summer.



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

Subject: Resolution Calling General Election

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

The Board to approve the Resolution Calling General Election

**RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS
AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION**

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

1. It is necessary for the school district to hold its general election for the purpose of electing three school board members for terms of four (4) years each.

The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

2. The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, the 5th day of November, 2024.

3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on Election Day.

5. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.


6. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

General Election Ballot

**Independent School District No. 883
(Rockford)**

November 5, 2024

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: 

**School Board Member
Vote for Up to Three**

- Christopher Morgan
- Jessica Johnson
- Kevin Sjodin
- _____
write-in, if any
- _____
write-in, if any
- _____
write-in, if any

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The individuals designated as judges for the state general election shall act as election judges for this election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

10. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post

the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.



NOTICE OF GENERAL ELECTION
INDEPENDENT SCHOOL DISTRICT NO. 883
(ROCKFORD)
STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN, that the general election has been called and will be held in and for Independent School District No. 883, (Rockford Area Schools), State of Minnesota, on Tuesday, the 5th day of November, 2024, for the purpose of electing three (3) school board members for four year terms. The ballot shall provide as follows:

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: 

School Board Member
Vote for Up to Three

-
- Christopher Morgan
 - Jessica Johnson
 - Kevin Sjodin
 - _____
write-in, if any
 - _____
write-in, if any
 - _____
write-in, if any
-

The precincts and polling places and voting hours at those polling places for this election shall be the same as those for the state general election.

Any eligible voter residing in the school district may vote at said election at the polling place designated above for the precinct in which he or she resides. The polls for said election will open at 7 o'clock a.m. and will close at 8:00 o'clock p.m. on the date of said election.

A voter must be registered to vote to be eligible to vote in this election. An unregistered individual may register to vote at the polling place on Election Day.

Dated: August 19, 2024

BY ORDER OF THE SCHOOL BOARD

/s/ _____
School District Clerk
Independent School District No. 883
(Rockford)
State of Minnesota



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

Subject: State of the District/DOP SY24-25 Goals

Meeting Date: August 19, 2024

Prepared by: Superintendent's Office

Date Prepared: August 16, 2024

Information Briefing Action Enclosure Item(s)

Dr. Jeff Ridlehoover to give a state of the district and DOP update.



Rockford Area Schools

District Operational Plan (DOP)

Goals, strategies and performance indicators

School Year 2024-25

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

The Mission of Rockford Area Schools

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

Rockford Area Schools Strategic Directions

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

Student Growth and Achievement

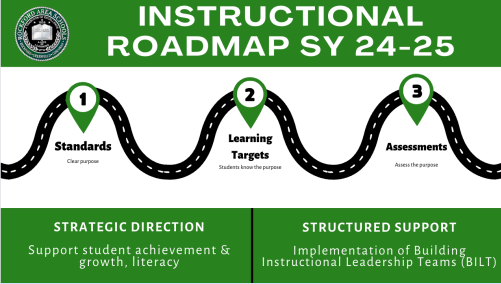
Rationale

Leader(s)

Our purpose as a school district is to educate our students and maximize their individual gifts and talents. Providing quality programming, ensuring our teachers are trained in best practices, and partnering with students and families to offer opportunities that connect to their passions is important to overall student growth and achievement.

Dr. Jeff Ridlehoover
Kathy Mattson

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

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

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

Healthy and Supportive Environment

Rationale

<i>Per the rationale established by the Board of Education, “people do better when they feel better,” our work will center on ensuring that every student and member of our staff is treated with respect and kindness. In addition, we are committed to a proactive approach of establishing clear processes to assist students, families, and staff when challenges occur.</i>	Leader(s) Dr. Jeff Ridlehoover Mike McNulty Melissa Joseph Jim Leuer Jeff Kienitz
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Goals	Strategies	Performance Indicators	Timeframe
Create and implement a Student Connectedness Survey	Create and utilize a tool of information gathering to acquire knowledge as to our students' sense of belonging and connectedness.	Student Connectedness Survey	SY 2024-25
Implementation of Restorative Practices - (note: this work is a continuation of our work that began in the late winter of 2024)	Ongoing training provided to interested staff, via pre-recorded videos, for the purpose of reducing conflict and creating a stronger sense of humanity among students	Restorative Folder Restorative Practices in Rockford Area Schools	SY 2024-25 (ongoing)
Create and implement a District Wellness Plan for all employees	Monthly wellness activities Focusing on: <ul style="list-style-type: none"> ● Mental health ● Physical health ● Social activities ● Nutrition ● Wellness speakers (mindfulness, balance, etc) ● Wellness Contests 	Staff Attendance Staff Survey -TBD Monitoring the volume of insurance claims as compared to past trends	SY 2024-25 (ongoing)

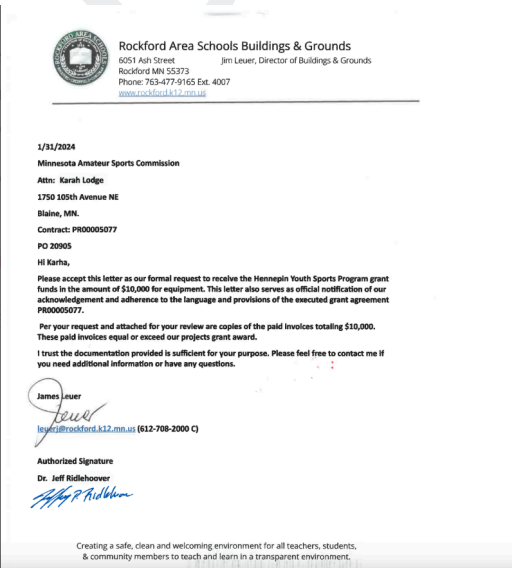
Goals	Strategies	Performance Indicators	Timeframe
Enhance our District Safety Committee	<p>Create, communicate, and distribute new crisis preparedness manuals.</p> <p>Review safety standards and protocols for students and staff via regular meetings of the committee.</p>	<p>Emergency Procedures 2024-2025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

Community, School, and Family Partnerships

Rationale

<i>Students perform better when strong partnerships exist between our schools, our families, and the greater community. Clear and transparent communication as well as the solicitation of feedback from all stakeholders ensures that all voices are heard and greater understanding is gained.</i>	Leader(s) Dr. Jeff Ridlehoover Melissa Joseph Jeff Kienitz Jim Leuer
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Goals	Strategies	Performance Indicators	Timeframe
Establish a district communications/public relations committee	Highlight and share the happenings of Rockford Area Schools by creating videos, publications, and hosting community meetings.	RAS Communications Committee April 2024	SY 2024-25
	Develop a coordinated outreach plan that builds connections and promotes programs with our Early Childhood/Kindergarten/Galaxy families.	Brochure - TBD	SY 2024-25
		Social Media Analytics	SY 2024-25
		Create E-12 Brand & Culture - TBD	SY 2024-25
Create, distribute, and analyze a new community survey to assess perceptions on strengths and areas for improvement	Utilize survey data to inform our work with respect to community and parent/guardian satisfaction.	RAS Community & Parent/Guardian Survey	Spring/Summer 2024
Technology and Communication Enhancements	To assist in user-friendliness and to increase engagement, technology enhancements will take place in the areas of website redesign and the use of new staff email addresses.	Conversations with our website provider, Finalsity, to enhance our web presence.	Summer 2024
		Change in our domain name from rockford.k12.mn.us (state owned) to rockford883.org (domain owned by RAS).	Summer 2024

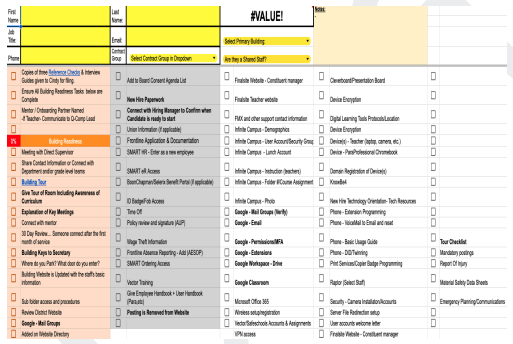
Goals	Strategies	Performance Indicators	Timeframe
<p>Promote the use of District facilities and for the purpose of community usage and enjoyment</p>	<p>Work with the RCE Advisory Council to share our openness to community use and engagement by marketing our District facilities via social media, handouts, and word of mouth. Special consideration of the wonderful spaces at the RCC, our new Rock Wall at RMS-CES, and the fields and gymnasiums will be mentioned.</p>	<p>Community Education Report - TBD</p>	<p>SY 2024-25</p>
<p>Enhance partnerships with our local nonprofits to strengthen our community and foster collaboration</p>	<p>Copy of Hennepin County Youth Sports Grants (HCYSP)</p> <p>Attend RAAA monthly Board Meetings at least twice a year.</p> <p>Engage with the leadership of 1,000 Hearts to facilitate projects that will be beneficial to RAS as well as the community.</p>	 <p>Rockford Area Schools Buildings & Grounds 6051 Ash Street Rockford MN 55373 Phone: 763-477-9155 Ext. 4007 www.rockford.k12.mn.us</p> <p>Jim Leuer, Director of Buildings & Grounds</p> <p>1/31/2024 Minnesota Amateur Sports Commission Attn: Karah Lodge 1750 105th Avenue NE Blaine, MN. Contract: PR00005077 PO 20905</p> <p>Hi Karah,</p> <p>Please accept this letter as our formal request to receive the Hennepin Youth Sports Program grant funds in the amount of \$10,000 for equipment. This letter also serves as official notification of our acknowledgement and adherence to the language and provisions of the executed grant agreement PR00005077.</p> <p>Per your request and attached for your review are copies of the paid invoices totaling \$10,000. These paid invoices equal or exceed our projects grant award.</p> <p>I trust the documentation provided is sufficient for your purpose. Please feel free to contact me if you need additional information or have any questions.</p> <p>James Leuer <i>James Leuer</i> jleuer@rockford.k12.mn.us (612-708-2000 C)</p> <p>Authorized Signature Dr. Jeff Riddlehoover <i>Jeff Riddlehoover</i></p> <p>Creating a safe, clean and welcoming environment for all teachers, students, & community members to teach and learn in a transparent environment.</p>	<p>SY 2024-25 (ongoing)</p>

Culture of Collective Purpose

Rationale

<p><i>Strong organizations are built on trust, collaboration, partnership, and understanding. Establishing clear direction, strong lines of internal and external communication, and a shared leadership model will provide all stakeholders with common purpose related to our individual and collective work.</i></p>	<p>Leader(s) Dr. Jeff Ridlehoover Kathy Mattson Bridget Peterson Mike McNulty Jim Leuer Melissa Joseph Jeff Kienitz</p>
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Goals	Strategies	Performance Indicators	Timeframe
The implementation of the annual District Operational Plan (DOP)	Utilize a transparent and fully comprehensive annual goal setting process to increase the strength of RAS with respect to the established District Strategic Directions.	Board/Superintendent/Cabinet Satisfaction - Annual Survey	SY 2024-25
	Utilize the DOP to evaluate the annual goals of the Superintendent.	Objective performance indicators as outlined by the annual DOP	SY 2024-25
Reorganize District Operations	Establish a roles and relationship document	RAS Roles & Responsibilities (this work began in SY 2023-24)	SY 2024-25
Quarterly Superintendent Updates at all 3 school sites	Regular Staff/Superintendent meetings at REAMS, RMS-CES, and RHS IB World School will be held in the fall, winter, and spring with the purpose of engagement and clarity around our collective work.	Presentations - TBD	SY 2024-25 (ongoing)

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

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

Stewardship of Resources

Rationale

<p><i>As stewards of resources consisting of physical assets, human capital, and monetary reserves, it is prudent to provide the public, as well as our internal stakeholders, with accurate, relevant, and timely reporting of district affairs.</i></p>	<p>Leader(s) Dr. Jeff Ridlehoover Bridget Peterson Mike McNulty Jim Leuer Melissa Joseph Jeff Kienitz</p>
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Goals	Strategies	Performance Indicators	Timeframe
Ensure fiscal transparency and oversight by implementing quarterly budget updates at board meetings	Provide members of the school board, as well as the public, with regular updates related to expenditures, revenue, and budget to date reports.	Finance Committee Meeting Notes	SY 2024-2025
	Provide monthly enrollment reports	Monthly Board Meeting Minutes	SY 2024-25
Negotiate fair and fiscally sound employee contracts	Establish financial parameters that demonstrate fair compensation packages to all employee bargaining groups while also remaining cognizant of the need to balance current and future financial constraints and obligations of RAS.	EMR Teacher Contract - Completed in February 2024 284 Contract - TBD	Completed Goal of Summer 2024
	Create a fiscal spreadsheets for each bargaining unit.	Fiscal Spreadsheets	Winter 2024-25 - EMR Winter/Spring 2024 - 284
	Review language in contract for clarity in fiscal, policy, and procedural accuracy.	Finalized Contracts	SY 2024-2025

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

Working

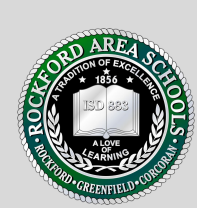


State of the District

Dr. Jeff Ridlehoover - Superintendent



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



2024: Celebrating 20 Years

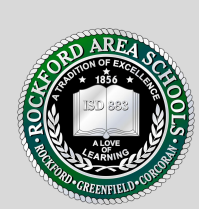
Now, two decades later, the Rockford Education Foundation celebrates 20 years of empowering students and enriching education in the community.



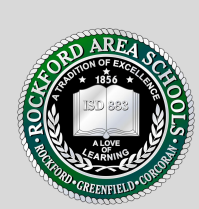


New Staff

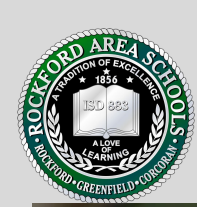


A photograph of several hands of various skin tones reaching towards the center and overlapping to form a circle. The hands are positioned around the central text, creating a sense of unity and shared purpose.

Circle of Wisdom



Every day is a Great Day!!

A background image showing a pair of hands working on documents. The documents feature various charts, including a pie chart and a bar chart. The hands are positioned as if they are pointing at or writing on the documents.

OUR WORK

Care for our Students - Empathy, Kindness, & and Genuine Belief in Each Learner

School Safety and Security

High Quality Instruction

Comprehensive Academic Excellence tied to Student Passions

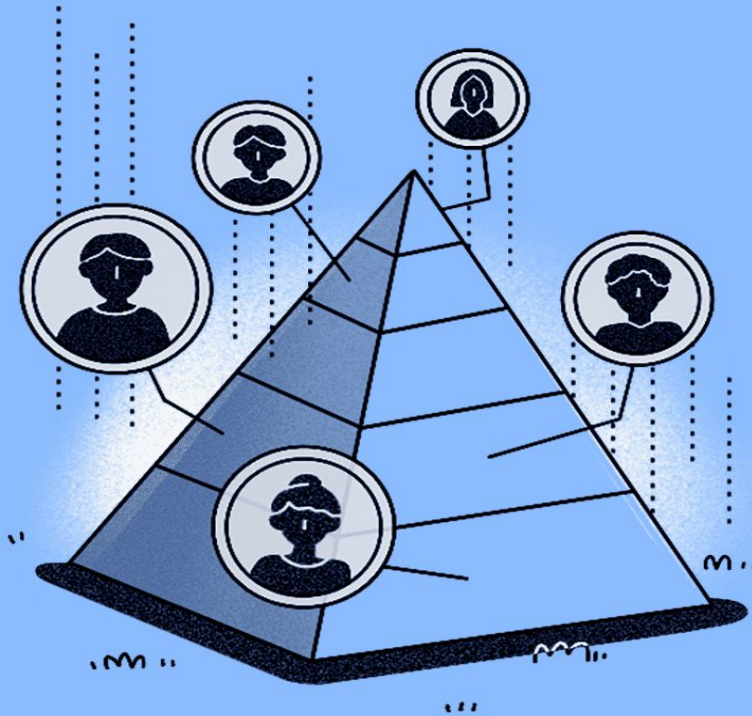
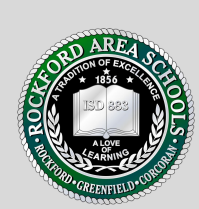
Strong School-to-Home Communication & Partnership



YEAR IN REVIEW



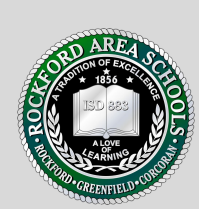
ALIGNMENT

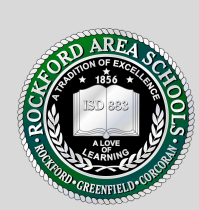


Organizational Structure

[ˈɔr-gə-nə-ˈzā-shnəl ˈstræk-chər]

A system that outlines how certain activities are directed in order to achieve the goals of an organization.

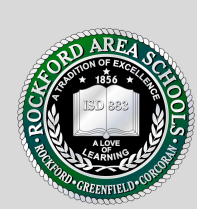




A close-up photograph of a person's hand holding several small, colorful paper cutouts of human figures. The figures are in various colors (yellow, green, blue, pink) and some have their arms raised. The background is blurred, showing what appears to be an indoor setting with bright lights.

Shared Leadership Model







2023-2024
STRATEGIC PLAN
ROCKFORD
AREA SCHOOLS

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

OUR STRATEGIC DIRECTIONS COVER...

HEALTHY & SUPPORTIVE ENVIRONMENT

Promote respect and collaboration in order to foster secure relationships where all people feel valued and safe. Cultivating a culture to empower all to share new and innovative ideas, and advocate for their own wellbeing, as well as the wellbeing of others.

CULTURE OF COLLECTIVE PURPOSE

Through interconnectedness & interdependence, we create a school community where each person belongs, contributes and feels a sense of ownership.

763-477-9165

www.rockford.k12.mn.us

STUDENT ACHIEVEMENT & GROWTH

Provide high quality instruction, curriculum, and professional development for staff, to impact our students through a robust learning experience.

COMMUNITY, SCHOOL AND FAMILY PARTNERSHIPS

Strengthen and grow supportive and trusting relationships through community outreach and partnerships that encourage collaboration to drive school and community growth.

STEWARDSHIP OF RESOURCES

Strategically investing our resources in a responsible and efficient way that ensures the best possible educational experience for students while also promoting sustainability and ethical financial practices.



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ROCKFORD AREA SCHOOLS VALUE...

EXCELLENCE

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

STUDENTS FIRST

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

COMMUNITY

It's about all of us, all the time

INTEGRITY

Align actions and words with values and beliefs while respecting differences

STEWARDSHIP

Care and responsibility with our resources including natural and social environments

STUDENT EXPERIENCE

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



Rockford Area Schools District Office
 6051 Ash Street
 Rockford, MN 55373



Rockford Area Schools

District Operational Plan (DOP)

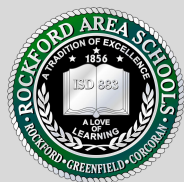
Goals, strategies and performance indicators

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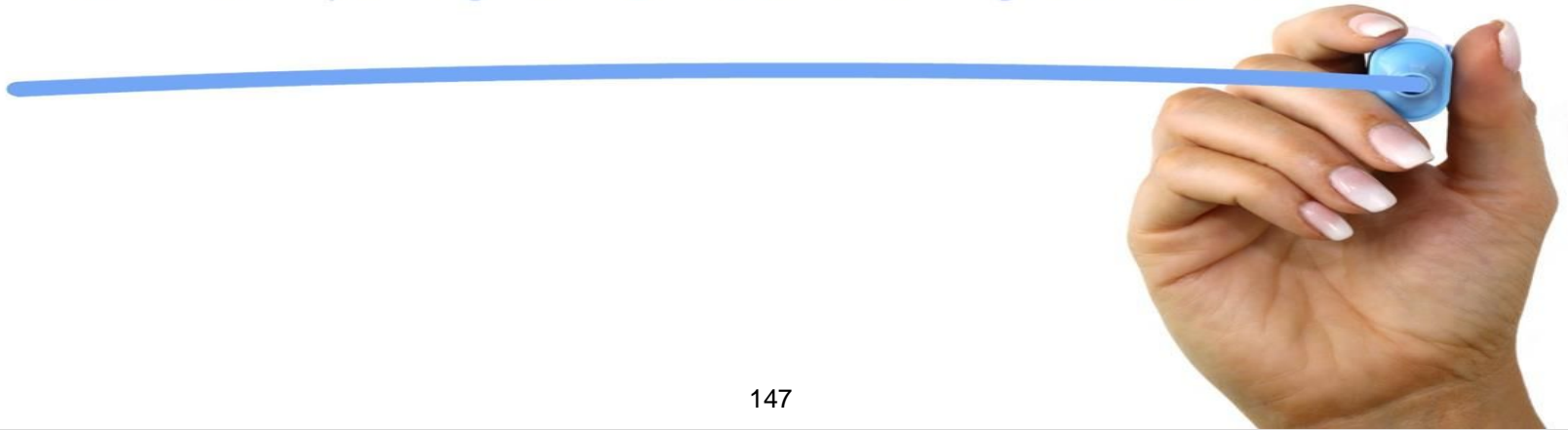


Rockford Area Schools Strategic Directions

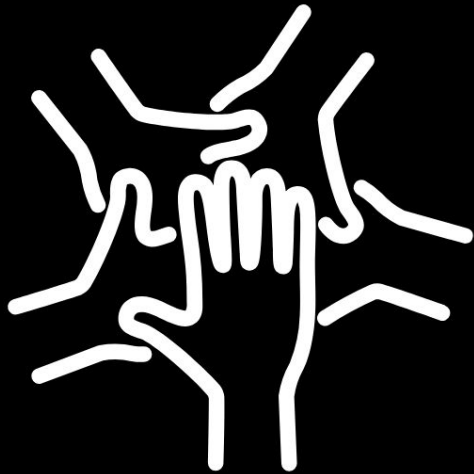
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PARTNERSHIP



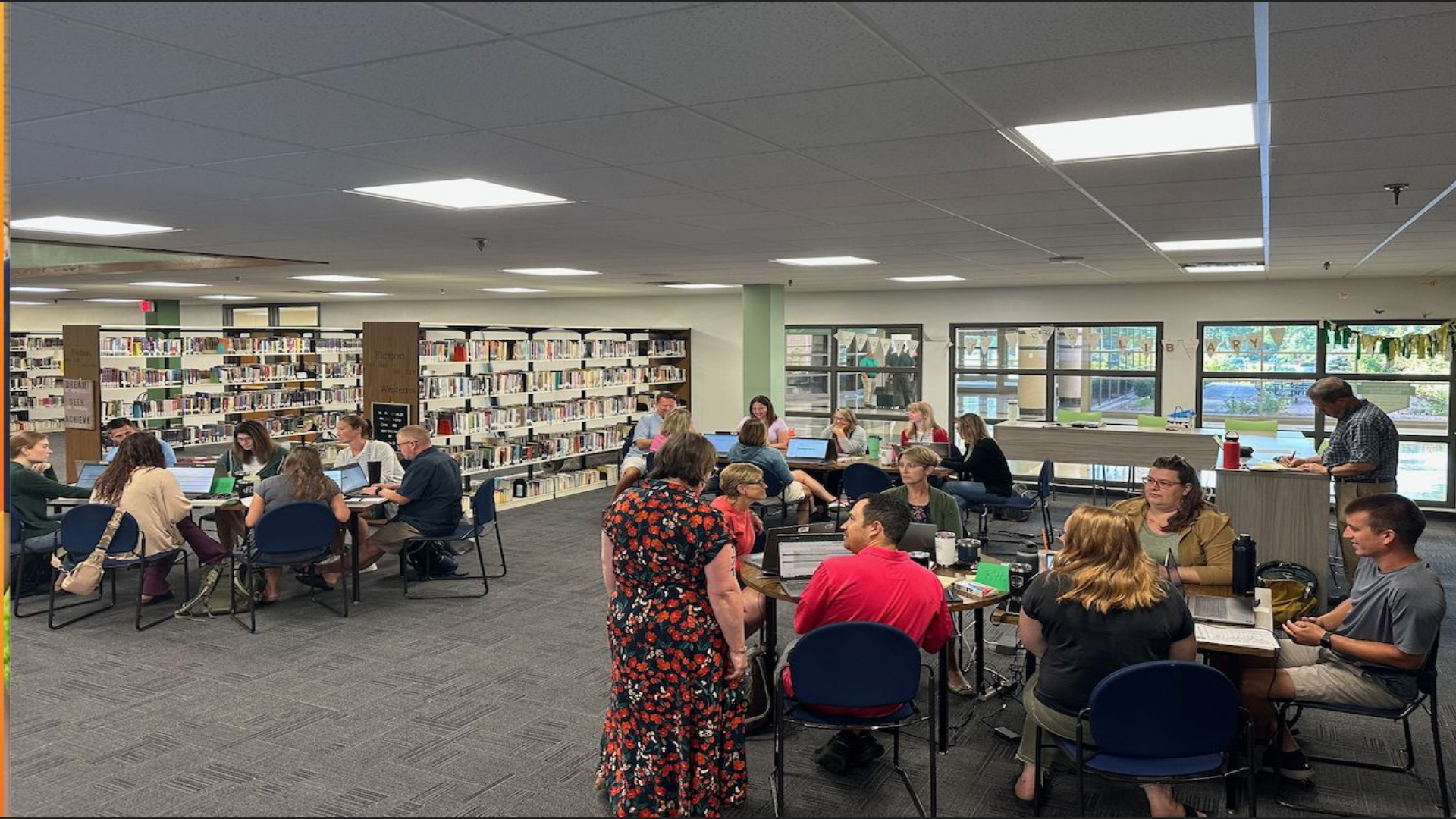
Building Instructional



Leadership Team

148

The purpose of BILT is to **empower a team of teachers to lead instructional practices** within their buildings in alignment with district goals, building goals, team goals, and individual goals. The BILT **works in partnership** with school and district administration to **lead meaningful, collaborative work that results in increased student achievement and growth**. This work will take shape through building/team meetings, Professional Learning Communities (PLCs), and professional development opportunities throughout the year.





INSTRUCTIONAL ROADMAP SY 24-25



1

Standards

Clear purpose

2

Learning Targets

Students know the purpose

3

Assessments

Assess the purpose

STRATEGIC DIRECTION

Support student achievement & growth, literacy

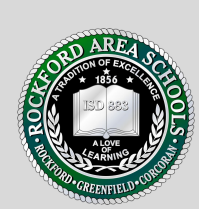
STRUCTURED SUPPORT

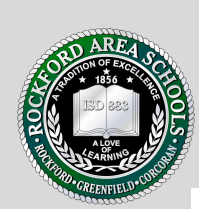
Implementation of Building Instructional Leadership Teams (BILT)



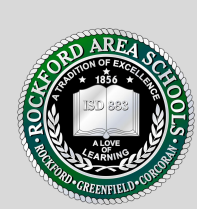
The READ Act





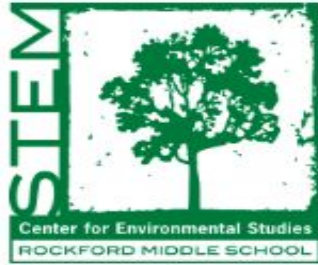
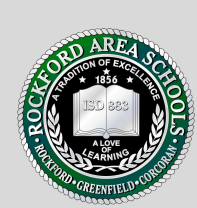


STUDENT ENROLLMENT



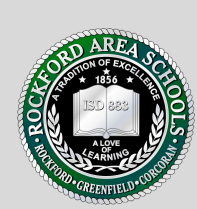
Kindergarten		118
1st Grade		111
2nd Grade		129
3rd Grade		117
4th Grade		112
REAMS Totals	154	587

*As of 8.19.24



Rockford Middle School - Center for Environmental Studies

5th Grade	126
6th Grade	115
7th Grade	127
8th Grade	124
RMS Totals	492



Rockford High School

9th Grade	108
10th Grade	143
11th Grade	120
12th Grade	119
RHS Totals	490

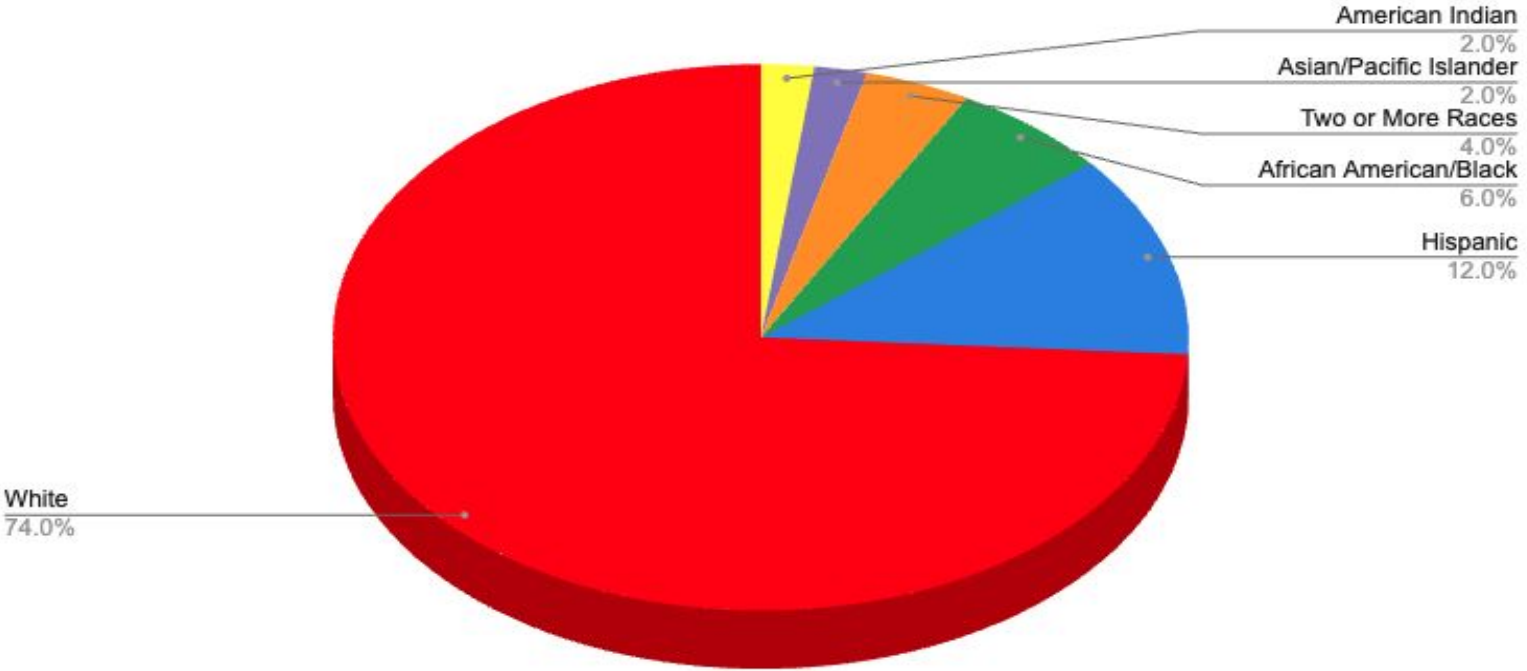


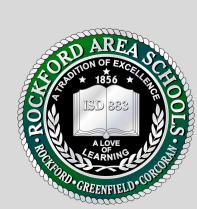
156

Total District Enrollment (K-12: 1554 Students)



RAS Student Demographics



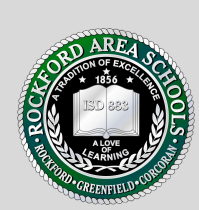


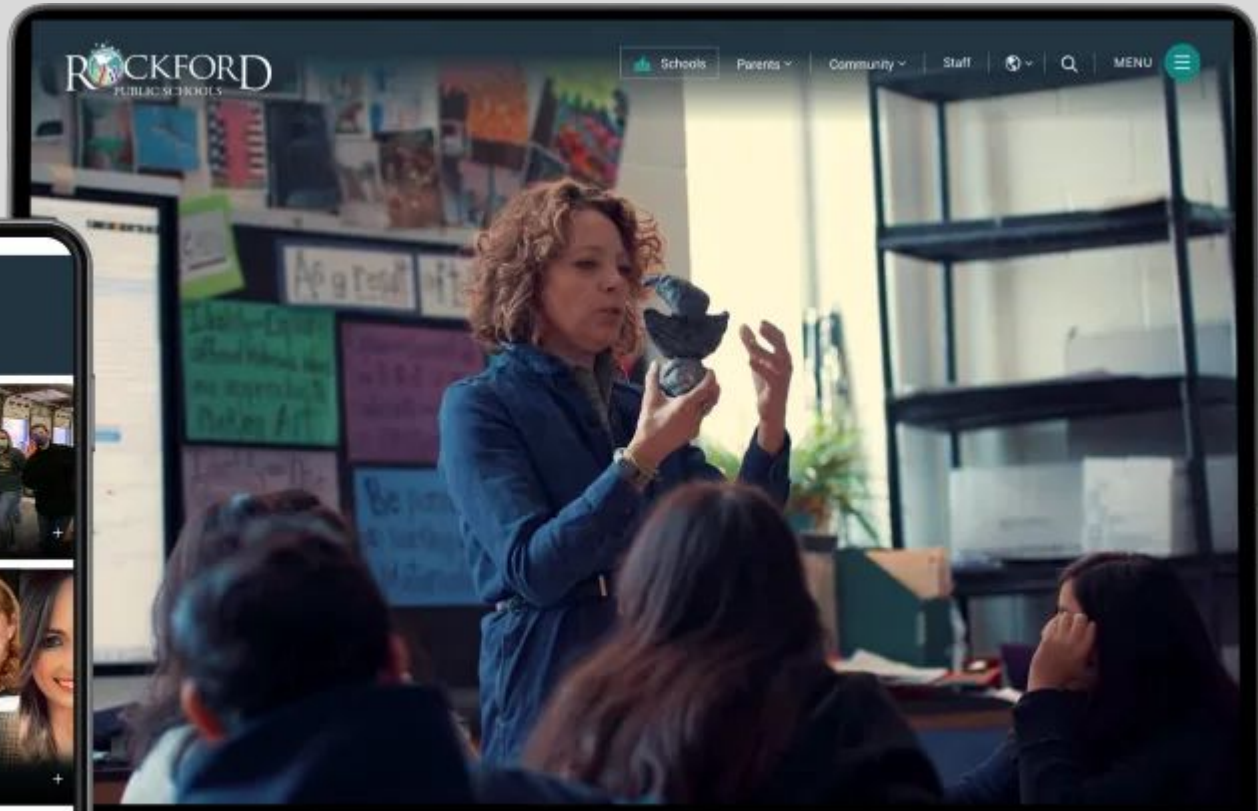
7% English Learners (EL)

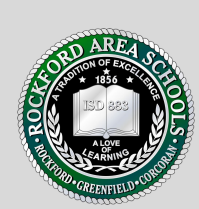
17% Special Education

35% FRP (Educational Benefits)

20% NWSISD



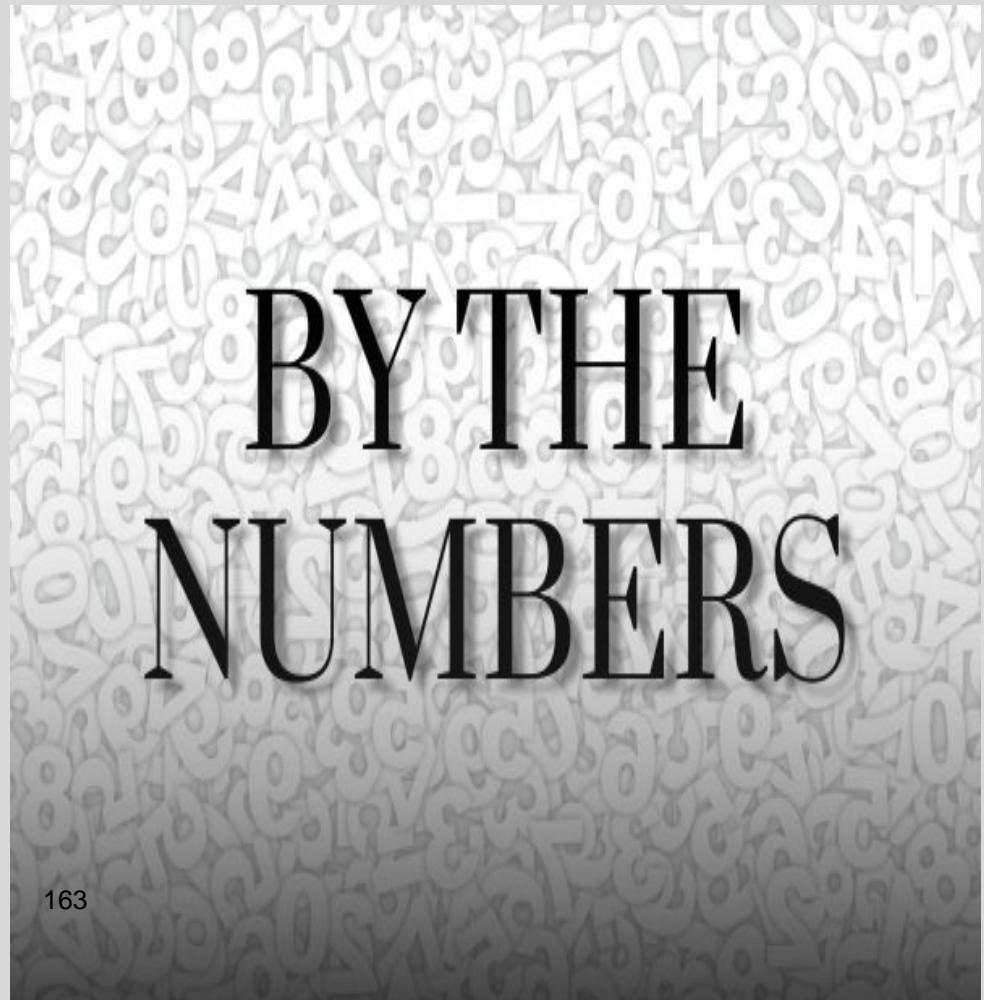
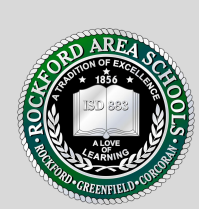




COMMUNITY SURVEY



#ADVANTAGEROCKFORD





Incredible Magnet Programs

3



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

ARTS MAGNET

Instruction that integrates content and skills from the **arts areas of dance, drama, music, and visual art** with core subjects

Arts Integration:

- The Arts are integrated daily into core subjects
- **Artist in Residence Visits:** Local artists, musicians, and other creatives share their skills at our school
- **Weekly Piano Lessons** for 3rd and 4th graders
- **Partnerships and Field Trips:** The Cowles Center for Dance & Performing Arts, The Minnesota Orchestra, Perpich Center for Arts Education, The Ordway Center for Performing Arts, Children's Theatre Company, CLIMB Theatre, The National Theatre for Children, The North Star Boys' Choir, Prairie Fire Children's Theatre, VSA Minnesota, and VocalEssence Choir
- **Student Activities:** Visual Art Troupe, Spotlight Concerts, African Drumming Ensemble and more!

Benefits of Arts Instruction:

- Students learn using a creative, hands-on approach
- Students are able to demonstrate understanding through the arts
- Increased critical and creative thinking skills
- The arts develop a well-rounded student



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

STEM MAGNET

Instruction that integrates **science, technology, engineering, and math** with an **environmental emphasis**

STEM Integration:

- **STEM is integrated daily into core subjects**
- **Unique Campus:** Students learn from projects in our school forests, vegetable gardens, rain garden, flower gardens, vineyards, and the Crow River
- **STEM Exploratory Classes:** Students will explore Engineering, Agriculture, and Technology
- **Digital Skills:** Students learn how to create a web page, code, and create visual projects
- **Makerspace:** Makerspace fosters innovation through hands-on experimentation and problem-solving collaboration
- **Partnerships and Field Trips:** U of M Raptor Center, Baker Near Wilderness Settlement, 3-Day Deep Portage Trip (grade 6), and more!

Benefits of STEM Instruction:

- Career aspirations begin in Middle School
- STEM training teaches problem solving
- STEM education facilitates hands-on learning
- STEM education facilitates innovation



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

IB MAGNET

Infuses a core curriculum with a **world focus** that can help young people understand their role as responsible world citizens

IB Integration:

- **IB is for ALL:** Middle Years Programme (MYP) are for grades 9 and 10, and Diploma Programme (DP) and Career-Related Programme (CP) are for grades 11 and 12
- **Student Interests:** Students have the opportunity to work on topics they are passionate about and dig deeper to learn more
- **Trained Staff:** Additional staff training helps to develop skills needed for academic and personal success
- **Global Influence:** Students gain respect and understanding for other perspectives, cultures and languages
- **Community Engagement:** Students take an active role in their community and develop civic responsibility

Benefits of IB Instruction:

- An IB Diploma can earn college credit and ALL students are given the opportunity to test for credit
- IB Diploma graduates have a higher college and university acceptance rate and higher college completion rate
- The rigor of IB closely models the demands of a student's first year in college
- IB students learn by doing, connecting the classroom to the larger world

**IB
is for
ALL!**

High School Curriculum

Grades 9 and 10

IB Middle Years Programme (MYP)

Provides a framework of learning that encourages students to become creative, critical and reflective thinkers.

9th Grade MYP Courses:
English, US History, Physics, Math

10th Grade MYP Courses:
English, Geography, Chemistry, Math

➤ All students take these MYP courses

Grades 11 and 12

➤ Students choose from 3 pathways
HL = High Level, SL = Standard Level

1 IB Diploma Programme (DP)

DP is an academically challenging and balanced programme of education, with final examination, that prepares students for success at university and in life beyond.

Course requirements to earn an IB Diploma:

- Language & Literature HL/SL
- European History HL or DP Economics SL
- Mathematics Analysis and Approaches HL
- Biology HL/SL
- Spanish SL
- Film HL/SL
- Theory of Knowledge
- Independent Research Project & Extended Essay
- Creativity, Action & Service

2 IB Career-Related Programme (CP)

CP is an innovative programme tailored for students who want to focus on career related learning. It allows students to create an individualized pathway that leads to further study, apprenticeships or employment after graduation.

Course requirements for CP Programme in Business:

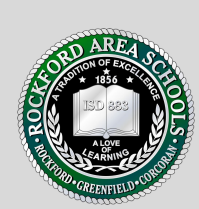
- Language & Literature HL/SL
- Business Management SL
- Marketing
- Accounting
- Intro to Business
- Computer Applications
- Personal and Professional Skills Course
- Service Learning Project
- Language Development Portfolio
- Reflective Project

3 Optional Pathway

Our school counselors can help students tailor their own pathway with a combination of DP, CP, and general courses.

Additional Graduation Requirements

- 2 credits Fine Arts
- 1 credit Phy-Ed
- 1 credit Health
- 1 credit CTE



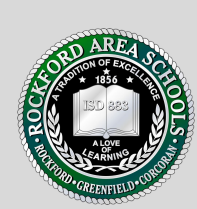
5



International Baccalaureate

165





5

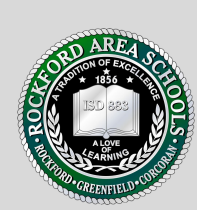


International Baccalaureate

166

IB CERTIFICATE

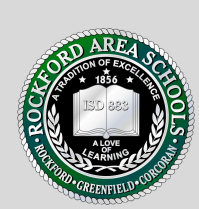




Fine Arts & Activities

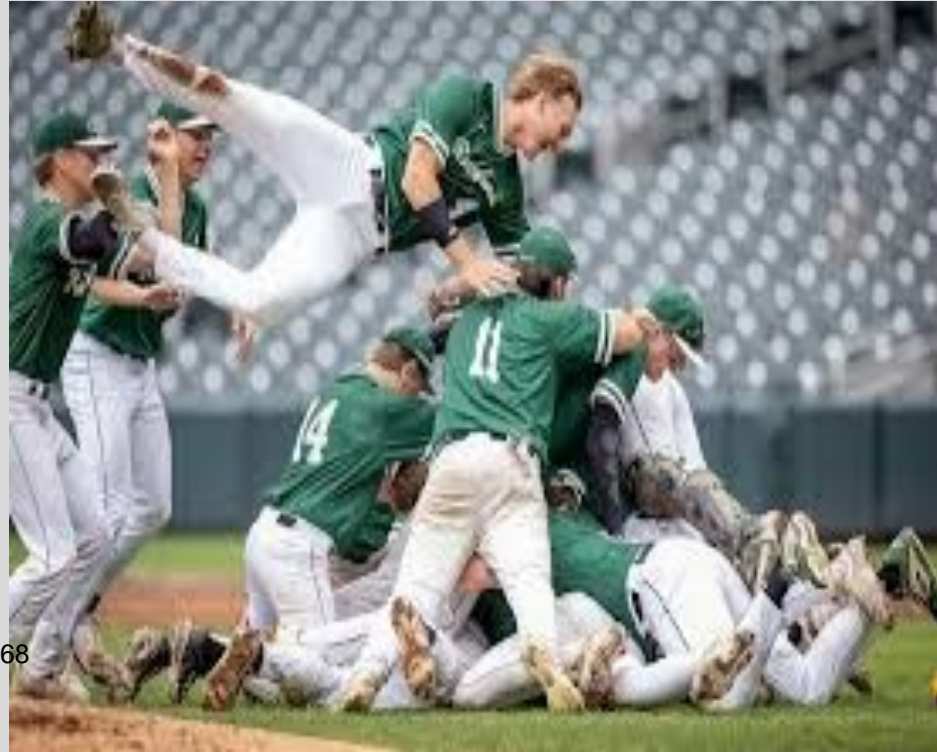
23





Athletic Teams

28



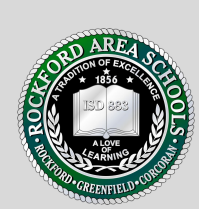


78%

Of Rockford High School Students Participate in at Least One Athletic, Fine Arts, or other School Sponsored Activity!

169

In Addition, 50% Participate in 2 or More Activities



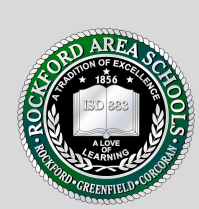
24.1

The **ACT**®



70%

Of Rockford Area Schools Teachers have Obtained an Advanced Degree!



172

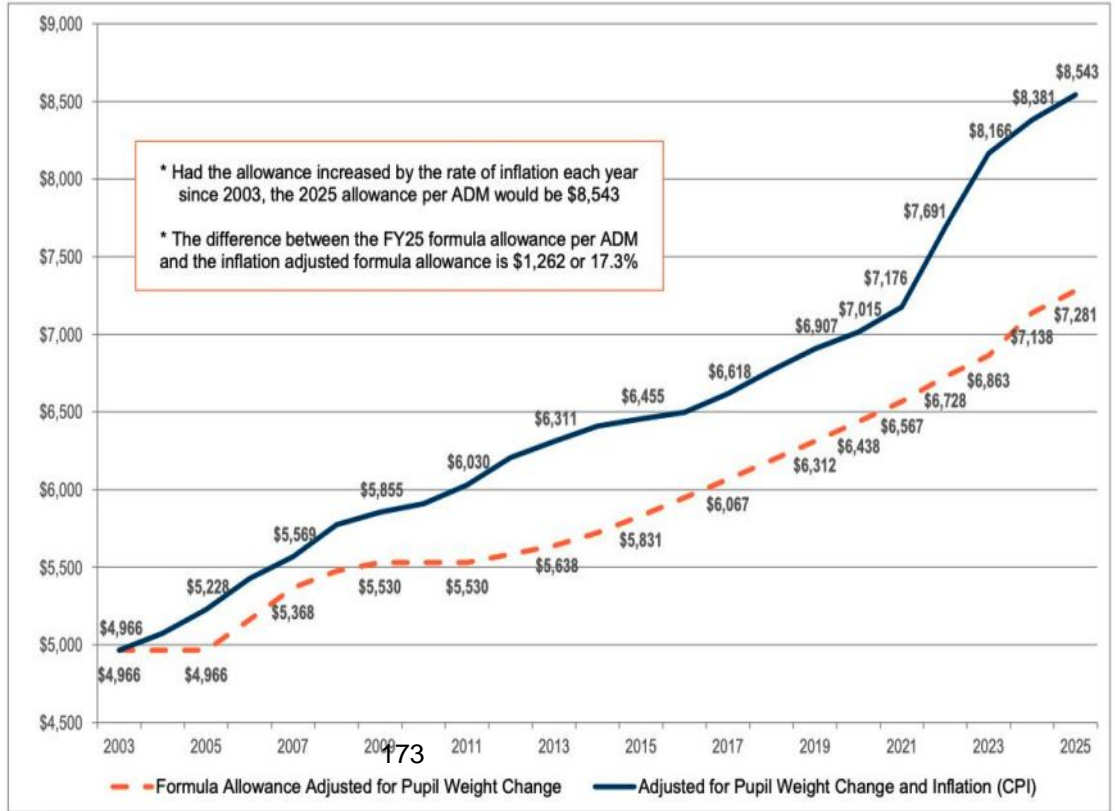
\$ District Finances \$

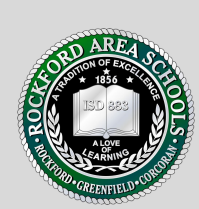


General Education Formula Allowance, 2003-2025

Adjusted for Pupil Weight Change and Inflation (CPI)

Funding Formula History





RUNNING

LEAN



Student Instruction & Support 74¢

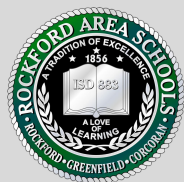


Transportation 13¢

District & School Administration 5¢

District Support Services 7¢

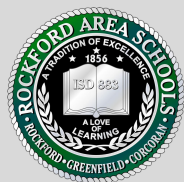
Fixed Cost 1¢



Association of Metro School Districts

FY 2023-2024 Combined Projected Operating Referendum and Capital Projects Levy

District	Voter Approved Operating Referendum	Local Optional Revenue (LOR)	Total Voter Referendum and LOR	Capital Projects Levy Per Pupil Unit *	Total Operating Referendum, LOR and Capital Projects
Minneapolis	\$2,245.86	\$724.00	\$2,969.86	\$539.28	\$3,509.14
South St. Paul	\$2,001.97	\$724.00	\$2,725.97	\$267.61	\$2,993.58
Anoka-Hennepin	\$1,125.03	\$724.00	\$1,849.03	\$119.70	\$1,968.73
Centennial	\$932.78	\$724.00	\$1,656.78	—	\$1,656.78
Columbia Heights	\$308.93	\$724.00	\$1,032.93	\$435.87	\$1,468.80
Fridley	\$583.69	\$724.00	\$1,307.69	\$371.12	\$1,678.81
Spring Lake Park	\$193.98	\$724.00	\$917.98	\$238.81	\$1,156.79
Mankato	\$570.16	\$724.00	\$1,294.16	—	\$1,294.16
Eastern Carver County	\$1,581.74	\$724.00	\$2,305.74	\$532.58	\$2,838.32
Burnsville	\$2,229.48	\$724.00	\$2,953.48	\$459.26	\$3,412.74
Farmington	\$652.52	\$724.00	\$1,376.52	—	\$1,376.52
Lakeville	\$1,629.61	\$724.00	\$2,353.61	\$241.79	\$2,595.40
Rosemount-Apple Valley-Eagan	\$1,838.35	\$724.00	\$2,562.35	\$233.56	\$2,795.91
West St. Paul-Mendota Heights-Eagan	\$1,404.40	\$724.00	\$2,128.40	\$360.87	\$2,489.27



District	Voter Approved Operating Referendum	Local Optional Revenue (LOR)	Total Voter Referendum and LOR	Capital Projects Levy Per Pupil Unit *	Total Operating Referendum, LOR and Capital Projects
Inver Grove Heights	\$683.51	\$724.00	\$1,407.51	\$262.27	\$1,669.78
Hastings	\$1,622.40	\$724.00	\$2,346.40	—	\$2,346.40
Hopkins	\$2,191.81	\$724.00	\$2,915.81	\$1,814.59	\$4,730.40
Bloomington	\$2,095.73	\$724.00	\$2,819.73	\$887.00	\$3,706.73
Eden Prairie	\$2,138.36	\$724.00	\$2,862.36	\$827.51	\$3,689.87
Edina	\$2,134.91	\$724.00	\$2,858.91	\$794.05	\$3,652.96
Minnetonka	\$2,264.90	\$724.00	\$2,988.90	\$620.84	\$3,609.74
Westonka	\$1,696.30	\$724.00	\$2,420.30	\$706.91	\$3,127.21
Orono	\$2,120.84	\$724.00	\$2,844.84	\$391.25	\$3,236.09
Osseo	\$2,190.60	\$724.00	\$2,914.60	\$489.52	\$3,404.12
Richfield	\$1,114.60	\$724.00	\$1,838.60	\$1,003.19	\$2,841.79
Robbinsdale	\$2,087.52	\$724.00	\$2,811.52	\$509.19	\$3,320.71
St. Anthony-New Brighton	\$929.86	\$724.00	\$1,653.86	\$443.62	\$2,097.48
St. Louis Park	\$2,206.15	\$724.00	\$2,930.15	\$726.82	\$3,656.97
Wayzata	\$2,101.74	\$724.00	\$2,825.74	\$705.80	\$3,531.54
Brooklyn Center	\$252.18	\$724.00	\$976.18	—	\$976.18
Rochester	\$915.54	\$724.00	\$1,639.54	—	\$1,639.54
Mounds View	\$2,036.35	\$724.00	\$2,760.35	—	\$2,760.35



District	Voter Approved Operating Referendum	Local Optional Revenue (LOR)	Total Voter Referendum and LOR	Capital Projects Levy Per Pupil Unit *	Total Operating Referendum, LOR and Capital Projects
North St. Paul-Maplewood-Oakdale	\$979.05	\$724.00	\$1,703.05	—	\$1,703.05
Roseville	\$2,055.22	\$724.00	\$2,779.22	—	\$2,779.22
White Bear Lake	\$1,519.06	\$724.00	\$2,243.06	\$257.82	\$2,500.88
St. Paul	\$1,094.71	\$724.00	\$1,818.71	—	\$1,818.71
Duluth	\$646.78	\$724.00	\$1,370.78	—	\$1,370.78
Prior Lake-Savage	\$623.97	\$724.00	\$1,347.97	—	\$1,347.97
Shakopee	\$1,386.14	\$724.00	\$2,110.14	\$533.10	\$2,643.24
Elk River	\$1,428.18	\$724.00	\$2,152.18	—	\$2,152.18
St. Cloud	—	\$724.00	\$724.00	—	\$724.00
Mahtomedi	\$1,295.00	\$724.00	\$2,019.00	\$221.86	\$2,240.86
South Washington County	\$2,065.64	\$724.00	\$2,789.64	\$137.70	\$2,927.34
Stillwater	\$1,858.66	\$724.00	\$2,582.66	\$571.65	\$3,154.31
Buffalo-Hanover-Montrose	\$750.00	\$724.00	\$1,474.00	—	\$1,474.00
Rockford	\$886.83	\$724.00	\$1,610.83	—	\$1,610.83
St. Michael-Albertville	—	\$724.00	\$724.00	—	\$724.00
AMSD Totals / Average	1,498.15	724	2,222.15	456.8	2,678.95
State Totals / Average	1,049.62	717.47	1,767.08	443.75	2,210.84

Source: MDE 6/26/23 - FY 24 Whatif and Pay 23 School Tax Report 178
 * AMSD and State averages include only districts with Capital Projects Levy





Technology Plan



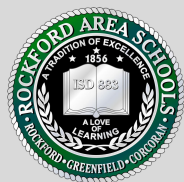
Interactive Boards	\$312,500
Phone/911	\$451,000
PA system	\$426,800
Operations/Servers	\$349,000
Desktop/Device	\$260,000
Wireless	\$160,000
Wired Network	\$400,000
Physical Security	\$350,000
Cyber Ops/Software	\$281,500
Innovation/Theater	\$100,000
Copiers	\$300,000
Curriculum	\$100,000
1:1	\$873,000
Staffing	\$3,125,000
Building Operations	\$5,300,200

1 Year - ~~\$2,557,800~~ - ~10% of total District Budget

Our "Ask" \$900,000/Year

10 Year - ~~\$25,578,000~~

Our "Ask" \$¹⁷⁹9,000,000 Total (10 Years)



NOTICE OF SPECIAL ELECTION

INDEPENDENT SCHOOL DISTRICT NO. 883 (ROCKFORD AREA SCHOOLS) WRIGHT AND HENNEPIN COUNTIES, MINNESOTA

NOTICE IS HEREBY GIVEN that a special election has been called and will be held in and for Independent School District No. 883 (Rockford Area Schools), Wright and Hennepin Counties, Minnesota, in conjunction with the statewide general election on November 5, 2024, between the hours of 7:00 a.m. and 8:00 p.m. to vote on the following question:

SCHOOL DISTRICT BALLOT QUESTION 1

APPROVAL OF CAPITAL PROJECT LEVY AUTHORIZATION FOR TECHNOLOGY

The board of Independent School District No. 883 (Rockford Area Schools) has proposed a capital project levy authorization in the amount of 4.2289% times the net tax capacity of the School District. The proposed authorization would raise approximately \$900,000 for taxes payable in 2025, the first year it would be levied, and would be applicable for ten (10) years unless otherwise revoked or reduced as provided by law. The estimated cost of the projects to be funded over that time period is approximately \$9,000,000. The proposed authorization will provide funds for the acquisition and maintenance of technology and technology systems, and the payment of technology-related personnel and training.

Shall the capital project levy proposed by the board of Independent School District No. 883 (Rockford Area Schools) be approved?

YES

NO

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE.



ISD No. 883, Rockford Public Schools

Capital Projects Levy Amount	Capital Project Referendum
NTC Tax Rate	\$900,000
	4.2289%

Property Type	Estimated Market Value	Estimated Tax Increase	
		Annual	Monthly
Residential Homestead	\$100,000	\$26	\$2
	200,000	73	6
	300,000	119	10
	400,000	165	14
	500,000	211	18
	600,000	264	22
	700,000	317	26
	800,000	370	31
Commercial / Industrial	900,000	423	35
	1,000,000	476	40
	200,000	\$137	\$11
	300,000	222	19
Apartments	500,000	264	21
	750,000	396	33
	1,000,000	529	44



- November 5, 2024
- General Election

Land & Buildings			
Agricultural Homestead	250,000	\$53	\$4
	500,000	106	9
Agricultural Non-Hmstd	250,000	\$106	\$9
	500,000	211	18

* Homestead land limited to first \$3,500,000 in value. All additional land taxed like Ag non-homestead land.



Thank You.



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: August 19, 2024

Prepared by: Business Office

Date Prepared: August 13, 2024

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

RESOLUTION

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

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

<i>Donor</i>	<i>Amount</i>	<i>Fund</i>
Caseys	\$10.80	General Fund (REAMS Gift Account) Loyalty Donation
Anonymous Donation	\$2,000.00	Football Activity Fund
Rocket Boosters	\$271.14	Girls Soccer Activity Fund
Rocket Boosters	\$562.67	Track Activity Fund
Rocket Boosters	\$3,000.00	Concessions Startup Funds (General Fund Donation)