



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for February 19, 2025

6:30 PM

District Board Room

6051 Ash Street

Rockford, MN 55373

1. **CALL MEETING TO ORDER**
 - A. Pledge of Allegiance
 - B. Board Roll Call
2. **APPROVAL OF AGENDA**
3. **PUBLIC COMMENTS**
4. **CONSENT ITEMS**
 - A. Consent--Approval of Minutes 3
 - B. Consent--Personnel 12
 - C. Consent--Approval of Bills and Wire Transfers 13
 - D. Consent--Approval of Open Enrollments 31
 - E. Consent -- Teacher Seniority 32
 - F. Consent -- DECA Overnight Trip 39
5. **SUPERINTENDENT REPORT** **46**
 - A. Superintendent Report
 - B. RMS-CES Celebration 47
6. **STEWARDSHIP OF RESOURCES**
 - A. AIPAC Vote of Concurrence 48
 - B. Quarterly Budget Review 49
 - C. Revised SY 24-25 Budget 54
7. **STUDENT ACHIEVEMENT AND GROWTH**
 - A. RMS-CES Principal Report 57
 - B. Learning and Innovation Report 71
8. **HEALTHY AND SUPPORTIVE ENVIRONMENT**
 - A. ADSIS Application 25-26 & 26-27 113
9. **CULTURE OF COLLECTIVE PURPOSE**
 - A. SY 25-26 Calendar Revision 180
 - B. Policy Review - Final Read 182
10. **COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP** 237
 - A. Resolution of Acknowledgment of Contributions/Donations
 - B. Board of Education Work Session: Wednesday, March 12, 2025 at 5:30 pm in the District Office Board Room.



ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Regular Meeting of the Board of Education: Wednesday, March 12, 2025 at 6:30 pm in the District Office Board Room.

C. Board Committee Updates

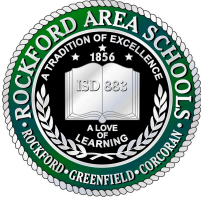
11. **ADJOURNMENT**

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

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



ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Work Session Minutes
Wednesday, January 22, 2025

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Wednesday, January 22, 2025 in the District Board Room. Jessica Johnson called the work session meeting to order at 5:32 pm. Members Gordee, Johnson, Hillstrom, and Praska were present. Also present was Superintendent Jeff Ridlehoover, and Administrative assistant Courtney Neibert. Morgan arrived at 5:35 pm. Sjodin arrived at 5:38 pm.

- Upcoming board meetings including moving the March meeting and the need of a February work session.
- School year calendar discussion

Adjourned 6:15 pm

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk



Independent School District #883

Regular School Board Meeting

Wednesday, January 22, 2025

Pursuant to due call and notice, the Rockford Board of Education met in a Regular School Board Meeting on Wednesday, January 22, 2025 in the District Board Room. Chair Gordee called the meeting to order at 6:30 pm. Members Gordee, Johnson, Morgan, Hillstrom, Praska, and Sjodin were present. Also present was Superintendent Jeff Ridlehoover, REAMS Principal Brenda Nyhus, Director of Business Operations Mike McNulty, and Administrative Assistant Courtney Neibert.

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

APPROVAL OF AGENDA

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

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

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

- **Minutes:**

- December 2, 2024 Work Session

- December 16, 2024 Regular Meeting

- January 6, 2025 Organizational Meeting

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
New Hire	Jersey	Marth	RMA SpEd Paraprofessional	January 13, 2025
Tenure	Elizabeth	Thell	REAMS 4th Grade	missed on October list
New Hire	Nathan	Stanek	RMS SpEd Teacher	January 2, 2025
New Hire	Sarah	Burch	RMS SpEd Paraprofessional	January 2, 2025
Resignation	Sarah	Burch	RMS SpEd Paraprofessional	January 13, 2025
Resignation	Anna	Sarkinen	REAMS SpEd Paraprofessional	January 24, 2025

- **Bills and Wire Transfers:**

December 2024 Disbursements Paid (listings attached):

Fund 01 General Fund	\$ 498,078.51
Fund 01 Payroll	\$ 696,990.25
Fund 01 BankWest	\$ 165,922.34
Fund 02 Food Service	\$ 133,500.88
Fund 04 Community Services	\$ 16,461.34
Fund 04 CEd-BWest/KSBank	\$ 3,262.86
Fund 06 Building Construction	\$ 34,275.00
Fund 07 Debt Redemption	\$ 500.00
Fund 21 Student Activities	\$ 7,471.63
Fund 45 OPEB Trust	\$ 0
 Total All Funds	 \$ 1,556,462.81

- **Open Enrollments:**

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
5	Buffalo Hanover Montrose	877	9/3/2024	change of school for personal reasons
5	Buffalo Hanover Montrose	877	9/3/2024	family move; want to stay enrolled at Buffalo
2	Buffalo Hanover Montrose	877	9/3/2024	family move; want to stay enrolled at Buffalo
3	Buffalo Hanover Montrose	877	9/3/2024	family move; want to stay enrolled at Buffalo
6	Delano	879	1/2/2025	hoping Delano will be a better fit
EC	Anoka-Hennepin	11	9/9/2024	attends daycare in Anoka-Hennepin district
4	Anoka-Hennepin	11	10/25/2024	family move; wants to stay enrolled at Anoka-Hennepin
7	Elk River	728	1/2/2025	family move; wants to stay enrolled at Elk River

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
2	Anoka Hennepin	11	10/15/2024	family move; wanted to stay enrolled at Rockford
3	Anoka Hennepin	11	10/15/2024	family move; wanted to stay enrolled at Rockford
9	Delano	879	9/3/2024	family move; wanted to stay enrolled at Rockford
9	Buffalo Hanover Montrose	877	10/28/2024	family move; wanted to stay enrolled at Rockford
6	Delano	879	9/3/2024	family move; wanted to stay enrolled at Rockford
6	Buffalo Hanover Montrose	877	10/28/2024	family move; wanted to stay enrolled at Rockford
K	Anoka Hennepin	11	1/2/2025	family move; wanted to stay enrolled at Rockford
3	Anoka Hennepin	11	1/2/2025	family move; wanted to stay enrolled at Rockford
5	Anoka Hennepin	11	1/2/2025	family move; wanted to stay enrolled at Rockford
8	Anoka Hennepin	11	1/2/2025	family move; wanted to stay enrolled at Rockford
10	Anoka Hennepin	11	1/2/2025	family move; wanted to stay enrolled at Rockford
11	Anoka Hennepin	11	1/2/2025	family move; wanted to stay enrolled at Rockford
10	Wayzata	284	1/2/2025	NEW ENROLLMENT: desired a smaller school

- **24-25 Principals Seniority:**

Number	Name	First Day	File Folder	Tier/Scope	Current Valid Licensure	Expiration	General Assignment
1	Nyhus, Brenda	7/10/2006	367945	4	Vocal & Classroom Music	2029	Elementary Principal
				Prof Admin	Principal K-12		
2	Menard, Paul	1/27/2020	422891	4	Communication Arts/Lit 5-12	2026	High School Principal
				Prof Admin	Principal K-12		
3	Warzecha, Paul	7/1/2022	436203	4	Mathematics (5-8)	2027	Middle School Principal
				4	Elementary Education K-6		
				Prof Admin	Principal K-12		

- **24-25 EC Seniority:**

Number	Name	First Day	File Folder	Yrs - Rockford as of December 2024	Months	Tier	Current Valid Licensure	Expiration	General Assignment
1	Michelle Jane Anderson	8/21/2007	350831	17	4	4	PRE-KINDERGARTEN	2028	School Readiness/PreSchool
2	Deann Denise Lommel	8/25/2015	361902	9	4	4	ELEMENTARY EDUCATION (K-6) PRE-KINDERGARTEN	2025 2025	School Readiness/PreSchool
3	Bethann Joy Brooks	8/25/2015	371516	9	4	4	PRE-KINDERGARTEN PARENT AND FAMILY EDUCATION	2026 2026	School Readiness/PreSchool
4	Lindsey S Stotts	8/10/2016	413378	8	4	4	EARLY CHILDHOOD EDUCATION (B-Grade 3)	2029	School Readiness/PreSchool
5	Jessica Marie Koch	3/16/2021	446342	3	9	4	LIFE SCIENCES (9-12) PARENT AND FAMILY EDUCATION	2027 2027	ECFE Parent Educator
6	Lori Vigesaa	10/14/2021	395787	3	3	4	EARLY CHILDHOOD SPECIAL EDUCATION (B-Age 6)	2027	ECFE/ECSE Teacher

SUPERINTENDENT'S REPORT

- **January 2025 Superintendent's Report:** Dr. Jeff Ridlehoover presented an update on the schools.

STUDENT ACHIEVEMENT AND GROWTH

- **REAMS Celebration:** The Board Celebrated Letter Leaders and Math Masters program students.
- **REAMS Principals Report:** REAMS Principal Brenda Nyhus presented a goals update.

HEALTHY AND SUPPORTIVE ENVIRONMENT

- **REAMS Rocket Spotlight:** The board recognized Erika Abel as the REAMS Rocket Spotlight recipient.
- **HR Report:** Director of Business Services Mike McNulty presented an update on the HR department.

STEWARDSHIP OF RESOURCES

- **Resolution for Reduction in Programs and Positions:** The board was presented the Resolution for Reduction for approval.

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

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

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

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

Gordee motioned, seconded by Johnson, to approve the resolution Directing the Administration to Make Recommendations for Reduction in Programs and Positions:

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

Whereupon said resolution was declared duly passed and adopted.

CULTURE OF COLLECTIVE PURPOSE

- **Mid Year DOP Review:** Dr. Jeff Ridlehoover presented a mid year DOP review/update.
- **Policy Updates First Read:** The board was presented with the following policy updates that were reviewed by the Policy Committee for a first reading. Policies 614, 615, 619, 620R, 624, 524, and 613R.

COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP

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

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

WHEREAS Minnesota Statute 123B.02 permits school boards to “receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the

purpose designated. On that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof.”

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

<i>Donor</i>	<i>Amount</i>	<i>Fund</i>
Anonymous Donations	\$134.00	RHS Band/Choir Activity Fund (donations for band/choir trip)
Stephen & Kathryn Iverson	\$100.00	RHS Band/Choir Activity Fund (donations for band/choir trip)
Rockford Education Foundation	\$379.10	General Fund (RMS Hardcover copies of Starfish book)
Rockford Education Foundation	\$953.00	General Fund (REAMS 1st grade Children's Theater Fieldtrip)
Rockford Education Foundation	\$134.19	General Fund (RHS Games for Rocket Block)
Rockford Education Foundation	\$479.20	General Fund (RHS Nurses Watches and Scrubs for CNA students)
Nick Klonne	REAMS Donation: large fabric parachute	General Fund Donation (REAMS)
Nick Klonne	RHS Donation: Wide Dry Erase Markers & Classroom Kleenex	General Fund Donation (RHS)
Nick Klonne	Galaxy Kids Donation: Floor Puzzle & box of liquid water colors	General Fund Donation (Galaxy Kids)
Cathy & Cory Jones	REAMS Donation: drum set	General Fund Donation (REAMS)
Rocket Boosters	\$1,800.00	Boys Basketball Activity Fund
Haas Family	Baseball Field Improvement Donations (see attached) totaling \$142,141.31	Baseball Program
Sheena Swanson	\$82.80	General Fund Donation

Rockford Education Foundation	Rocket Wish Gift Items (\$4,783.91)	General Fund Donation
Rockford Education Foundation	Kwik Trip Gift Cards for Nurse Volunteers with CNA Program (\$40.00)	General Fund Donation
Heinzen-Ditter VFW Post 5903	\$1,000 donation for Bass Clarinet	Band Activity Fund
Anonymous Donations	\$265.00	Football Activity Fund
Box Tops	\$69.10	RMS Gift Fund

2024 Baseball Field Improvement Donations

\$49,875.00	Artificial turf installation in new bullpen and existing batting cages
\$22,595.12	Concrete stair and metal railing installation; bleacher sidewalk landing widened
\$17,366.00	Infield/outfield/warning track grading, seeding, topdressing, general rehab work
\$15,655.00	Rehab of mound and batters boxes with clay brick installed
\$11,937.75	Cleaning/rust removal of dugout backs & sides, bleachers, fences, poles, and backstop
\$10,995.00	First baseline bullpen fencing/gate installation
\$4,648.00	Two (2) portable mounds
\$2,762.24	Dugout liquid sandblasting
\$2,550.34	Dugout cleaning/rust removal
\$1,320.00	Dugout doors and facias cleaning and repainting
\$542.63	Preliminary test of hard surface cleaning with rust removal
\$499.00	Dugout exteriors full washed with soap and fungicide
\$396.28	Bullpen wind screens (2)
\$383.00	Replacement and installation of dugout door hinges and door sweeps
\$263.48	Baseball carry cart
\$182.27	Tarp for batting practice turtle
\$170.20	Cleat cleaners
\$142,141.31	

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

Whereupon said resolution was declared duly passed and adopted.

● **Upcoming Meetings:**

- RAS School Board Retreat: Thursday, January 30, 2025 at 9:00 AM in the District Office Conference Room.
- Policy Committee Meeting: Monday, February 3, 2025 at 4:00 PM in the District Office Conference Room.
- Board of Education Work Session: Monday, February 3, 2025 at 5:30 PM in the District Office Board Room.
- Facilities Committee Meeting: Wednesday, February 19, 2025 at 4:30 PM in the District Office Conference Room.
- Regular Meeting of the Board of Education: Wednesday, February 19, 2025 at 5:30 PM in the District Office Board Room.

- **Closed Session:** Motion by Praska seconded by Sjodin to enter into closed session to discuss the mid-year Superintendent's review pursuant to Minnesota Statute section 13D.05. Motion passed unanimously. The Board entered into closed session to discuss the mid-year Superintendent's review at 8:17 pm.

Johnson motioned to return to open session. Gordee seconded. Motion passed unanimously. Returned to open session at 8:35 pm.

- **Board Committee Updates:**
 - Gordee - MSBA Conference, Northwest Suburban Meeting, AMSD meeting, Board Prep Call.
 - Johnson - Early Childhood Committee Meeting, MAWSECO Meeting, MSBA Conference, Board Prep Call.
 - Morgan - None.
 - Hillstrom - Mini Concert at REAMS, Coffee & Conversations, MSBA Conference.
 - Praska - None.
 - Sjodin - MSBA Conference.

Gordee motioned to adjourn the meeting at 8:48 p.m. Johnson seconded. Motion carried unanimously.

*Courtney Neibert
Recorder*

*Jamie Hillstrom
Clerk*



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

Subject: Consent Personnel

Meeting Date: February 19, 2025

Prepared By: Human Resources Office

Date Prepared: February 14, 2025

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

Status	First Name	Last Name	Position	Date(s)
Rehire	Caroline	Agre	RHS ADSIS	January 21, 2025
New Hire	Jamalyn	Weege-Soland	RMS SpEd Paraprofessional	January 31, 2025
New Hire	Lindsey	Menard	RMS Nurse	February 10, 2025
New Hire	Amber	Cordova	REAMS LTS Kindergarten	February 18, 2025
New Hire	Byron	Vieau	On Call Custodian Sub	February 18, 2025
Resignation	Mary	Hurley	DO-Tach	February 14, 2025
Resignation	Cecelia	Clarke	REAMS SpEd Paraprofessional	February 28, 2025



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

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

Meeting Date: February 19, 2025

Prepared by: Mike McNulty

Date Prepared: February 11, 2025

Information Briefing Action Enclosure Item(s)

January 2025 Disbursements Paid (listings attached):

Fund 01 General Fund	\$ 778,267.77
Fund 01 Payroll	\$ 632,902.00
Fund 01 BankWest	\$ 140,172.75
Fund 02 Food Service	\$ 306,368.16
Fund 04 Community Services	\$ 8,483.44
Fund 04 CEEd-BWest/KSBank	\$ 3,272.37
Fund 06 Building Construction	\$ 1,000.00
Fund 07 Debt Redemption	\$ 500.00
Fund 21 Student Activities	\$ 5,239.67
Fund 45 OPEB Trust	\$ 0
 Total All Funds	 \$ 1,875,706.16

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		62475	107838	Check	1	7163		MINNEAPOLIS PUBLIC SCHOOLS		Yes	No	Yes	01/13/2025	(4,134.06)
AS2		62624	107953	Check	1	6623		ADVANCED IMAGING SOLUTIONS		Yes	No	No	01/07/2025	5,719.08
AS2		62625	107954	Check	1	7981		AT&T MOBILITY		Yes	No	No	01/07/2025	38.23
AS2		62623	107955	Check	1	6377		DISH		Yes	No	No	01/07/2025	132.09
AS2		62622	107956	Check	1	1846		MINNTEX CITRUS, INC.		Yes	No	No	01/07/2025	3,877.70
AS2		62626	107957	Check	1	8170	remit	US BANCORP GOV'N'T LEASING & FINAN		Yes	No	No	01/07/2025	7,569.12
AS2		62627	107958	Check	1	8391		US OMNI & TSACG COMPLIANCE SERVIC		Yes	No	No	01/07/2025	289.08
AS2		62628	107959	Check	1	1644		ISD #883 EDUCATION FOUNDATION		Yes	No	No	01/07/2025	1,234.00
AS2		62629	107960	Check	1	1969		SCHOOL SERVICE EMPLOYEES		Yes	No	No	01/07/2025	4,186.28
AS2		62679	107961	Check	1	8399		AMPION PBC		Yes	No	No	01/10/2025	120.91
AS2		62690	107962	Check	1	8859		BARASA, ALEX		Yes	No	No	01/10/2025	60.00
AS2		62667	107963	Check	1	6791		BARFKNECHT, ALAN		Yes	No	No	01/10/2025	155.00
AS2		62651	107964	Check	1	1825		BARTH, BRIAN		Yes	No	No	01/10/2025	155.00
AS2		62655	107965	Check	1	2237		BERGMANN, TROY		Yes	No	No	01/10/2025	410.00
AS2		62677	107966	Check	1	8311		BIG LAKE HIGH SCHOOL		Yes	No	No	01/10/2025	300.00
AS2		62642	107967	Check	1	1059	remit	BLICK ART MATERIALS		Yes	No	No	01/10/2025	141.26
AS2		62660	107968	Check	1	4581		BREAKDOWN SPORTS USA		Yes	No	No	01/10/2025	225.00
AS2		62646	107969	Check	1	1285		BURG, JOHN		Yes	No	No	01/10/2025	80.00
AS2		62643	107970	Check	1	1180		CENTERPOINT ENERGY		Yes	No	No	01/10/2025	14,317.94
AS2		62675	107971	Check	1	8126		COLEMAN, TAMMIE		Yes	No	No	01/10/2025	135.00
AS2		62644	107972	Check	1	1200		CUB FOODS - BUFFALO		Yes	No	No	01/10/2025	326.41
AS2		62688	107973	Check	1	8852		CYBER ADVISORS LLC		Yes	No	No	01/10/2025	2,235.19
AS2		62653	107974	Check	1	2159		DELANO PUBLIC SCHOOLS		Yes	No	No	01/10/2025	225.00
AS2		62689	107975	Check	1	8856		DUNN, ALIJAH		Yes	No	No	01/10/2025	135.00
AS2		62678	107976	Check	1	8382		ECMECC		Yes	No	No	01/10/2025	3,102.94
AS2		62684	107977	Check	1	8678	remit	EDFINMN LLC		Yes	No	No	01/10/2025	9,000.00
AS2		62683	107978	Check	1	8595	remit	GILBERT MECHANICAL CONTRACTORS,		Yes	No	No	01/10/2025	2,500.00
AS2		62672	107979	Check	1	7738		GRANITE TELECOMMUNICATIONS, LLC		Yes	No	No	01/10/2025	926.91
AS2		62669	107980	Check	1	7414		HAAS, CASEY		Yes	No	No	01/10/2025	155.00
AS2		62664	107981	Check	1	6054	Food tru	HENNEPIN COUNTY TREASURER		Yes	No	No	01/10/2025	194.00
AS2		62641	107982	Check	1	1057		HILLYARD		Yes	No	No	01/10/2025	27.70
AS2		62657	107983	Check	1	2323		HOUSE OF PRINT		Yes	No	No	01/10/2025	4,159.80
AS2		62661	107984	Check	1	5165	remit	ICS CONSULTING, LLC - 138006		Yes	No	No	01/10/2025	1,000.00
AS2		62691	107985	Check	1	8860		INSTRUCTURE, INC.		Yes	No	No	01/10/2025	117.67
AS2		62673	107986	Check	1	8010		LANGUAGE LINE SERVICES		Yes	No	No	01/10/2025	69.05
AS2		62665	107987	Check	1	6479		MAREK, MATTHEW		Yes	No	No	01/10/2025	310.00
AS2		62647	107988	Check	1	1394		MBNA/BUSINESS CARD		Yes	No	No	01/10/2025	5,328.69

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		62648	107989	Check	1	1394		MBNA/BUSINESS CARD		Yes	No	No	01/10/2025	522.15
AS2		62654	107990	Check	1	2216		MENARDS INC		Yes	No	No	01/10/2025	178.85
AS2		62640	107991	Check	1	1039		MINNESOTA ELEVATOR, INC		Yes	No	No	01/10/2025	517.54
AS2		62666	107992	Check	1	6517		MYLES, JOHN		Yes	No	No	01/10/2025	240.00
AS2		62686	107993	Check	1	8723		PAYROLLORG		Yes	No	No	01/10/2025	299.00
AS2		62676	107994	Check	1	8300		PENNINGS, JILL		Yes	No	No	01/10/2025	80.00
AS2		62671	107995	Check	1	7641		PERRY, JOHN		Yes	No	No	01/10/2025	155.00
AS2		62681	107996	Check	1	8515		PETERSEN, THEODORE		Yes	No	No	01/10/2025	155.00
AS2		62685	107997	Check	1	8715		PRATT, ELIZABETH		Yes	No	No	01/10/2025	200.00
AS2		62692	107998	Check	1	8865		PRATT, MAX		Yes	No	No	01/10/2025	120.00
AS2		62645	107999	Check	1	1226		PRO-TEC DESIGN		Yes	No	No	01/10/2025	457.50
AS2		62682	108000	Check	1	8538		SEIFERT, LONNIE		Yes	No	No	01/10/2025	310.00
AS2		62694	108001	Check	1	8867		STECKLER, RYAN		Yes	No	No	01/10/2025	155.00
AS2		62663	108002	Check	1	5735		STRUMBEL, JENNIFER		Yes	No	No	01/10/2025	320.00
AS2		62650	108003	Check	1	1820		SUITS, ANN		Yes	No	No	01/10/2025	135.00
AS2		62693	108004	Check	1	8866		SWANSON, JULIA		Yes	No	No	01/10/2025	120.00
AS2		62659	108005	Check	1	4387		TAHER INC - BIN# 135092		Yes	No	No	01/10/2025	97,346.41
AS2		62670	108006	Check	1	7545		TEACHERS ON CALL		Yes	No	No	01/10/2025	5,657.44
AS2		62687	108007	Check	1	8755		THE ACCIDENTAL ADULT, LLC		Yes	No	No	01/10/2025	731.25
AS2		62674	108008	Check	1	8081		TURNBULL, BLAINE		Yes	No	No	01/10/2025	155.00
AS2		62668	108009	Check	1	6834		URBAN, NICHOLAS		Yes	No	No	01/10/2025	155.00
AS2		62662	108010	Check	1	5327		VIDMAR, GERALD		Yes	No	No	01/10/2025	115.00
AS2		62680	108011	Check	1	8513		VON HOLDT, TROY		Yes	No	No	01/10/2025	295.00
AS2		62658	108012	Check	1	2897		WOOD, NICOLE		Yes	No	No	01/10/2025	135.00
AS2		62649	108013	Check	1	1416		WRIGHT COUNTY JOURNAL PRESS		Yes	No	No	01/10/2025	39.38
AS2		62652	108014	Check	1	1841		WRIGHT TECHNICAL CENTER		Yes	No	No	01/10/2025	2,459.29
AS2		62656	108015	Check	1	2298		YANKE, MICK		Yes	No	No	01/10/2025	155.00
AS2		62699	108016	Check	1	3403		RANDY'S SANITATION INC		Yes	No	Yes	01/13/2025	0.00
AS2		62698	108017	Check	1	1215		XCEL ENERGY		Yes	No	No	01/13/2025	17,310.60
AS2		62700	108018	Check	1	8402		REPUBLIC SERVICES, INC.		Yes	No	No	01/13/2025	4,361.04
AS2		62707	108019	Check	1	1826		ANDERSON, BRIAN		Yes	No	No	01/17/2025	90.00
AS2		62743	108020	Check	1	8859		BARASA, ALEX		Yes	No	No	01/17/2025	105.00
AS2		62708	108021	Check	1	2237		BERGMANN, TROY		Yes	No	No	01/17/2025	90.00
AS2		62709	108022	Check	1	2435		BUFFALO HIGH SCHOOL		Yes	No	No	01/17/2025	300.00
AS2		62736	108023	Check	1	8279		CADY BUSINESS TECHNOLOGIES, INC.		Yes	No	No	01/17/2025	2,717.85
AS2		62719	108024	Check	1	6727		DAIKIN APPLIED		Yes	No	No	01/17/2025	1,566.00
AS2		62747	108025	Check	1	8869		DEPATTO, DONAVAN		Yes	No	No	01/17/2025	245.00

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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		62735	108026	Check	1	8265		DOMINO'S PIZZA		Yes	No	No	01/17/2025	81.33
AS2		62724	108027	Check	1	7348		DRAMATIC PUBLISHING CO		Yes	No	No	01/17/2025	120.00
AS2		62720	108028	Check	1	6829		DRUSCH, MERLYN		Yes	No	No	01/17/2025	155.00
AS2		62742	108029	Check	1	8856		DUNN, ALIJAH		Yes	No	No	01/17/2025	45.00
AS2		62726	108030	Check	1	7393		FRITZ, BRIAN		Yes	No	No	01/17/2025	155.00
AS2		62722	108031	Check	1	7162		GRAMS, RYAN		Yes	No	No	01/17/2025	310.00
AS2		62744	108032	Check	1	8862		GUSSE, LOGAN		Yes	No	No	01/17/2025	150.00
AS2		62727	108033	Check	1	7414		HAAS, CASEY		Yes	No	No	01/17/2025	155.00
AS2		62730	108034	Check	1	7615		HASTY AWARDS		Yes	No	No	01/17/2025	300.76
AS2		62713	108035	Check	1	5177		HOLT - PETERSON CHARTER BUS		Yes	No	No	01/17/2025	985.00
AS2		62740	108036	Check	1	8536		INNOVATIONAL WATER SOLUTIONS, INC		Yes	No	No	01/17/2025	716.00
AS2		62706	108037	Check	1	1566		ISD 2687-HLWW		Yes	No	No	01/17/2025	220.00
AS2		62705	108038	Check	1	1437		KOIVISTO ELECTRICAL		Yes	No	No	01/17/2025	250.00
AS2		62731	108039	Check	1	7628		KOPPI, WILLIAM		Yes	No	No	01/17/2025	155.00
AS2		62729	108040	Check	1	7612		LANGE, JEFFREY		Yes	No	No	01/17/2025	155.00
AS2		62750	108041	Check	1	8872		LEVASSEUR, PATRICK		Yes	No	No	01/17/2025	210.00
AS2		62751	108042	Check	1	8874		LIVESTOCKJUDGING.COM		Yes	No	No	01/17/2025	300.00
AS2		62732	108043	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	No	No	01/17/2025	60.00
AS2		62723	108044	Check	1	7163		MINNEAPOLIS PUBLIC SCHOOLS		Yes	No	No	01/17/2025	1,278.57
AS2		62749	108045	Check	1	8871		MONTPLAISIR, DERRICK		Yes	No	No	01/17/2025	175.00
AS2		62746	108046	Check	1	8868		MOUNDS PARK ACADEMY		Yes	No	No	01/17/2025	21.00
AS2		62733	108047	Check	1	7771	remit	MRI SOFTWARE, LLC		Yes	No	No	01/17/2025	86.00
AS2		62718	108048	Check	1	6517		MYLES, JOHN		Yes	No	No	01/17/2025	80.00
AS2		62721	108049	Check	1	6913		NEE INVESTMENT 9, LLC		Yes	No	No	01/17/2025	140.94
AS2		62711	108050	Check	1	4341		NORTH STAR AWARDS & TROPHIES		Yes	No	No	01/17/2025	96.00
AS2		62745	108051	Check	1	8863		PARDINO, AIDEN		Yes	No	No	01/17/2025	245.00
AS2		62737	108052	Check	1	8300		PENNINGS, JILL		Yes	No	No	01/17/2025	80.00
AS2		62725	108053	Check	1	7389		PIKET, JOSEPH		Yes	No	No	01/17/2025	155.00
AS2		62710	108054	Check	1	4155		REGION 4A		Yes	No	No	01/17/2025	50.00
AS2		62748	108055	Check	1	8870		ROFF, DANIEL		Yes	No	No	01/17/2025	295.00
AS2		62741	108056	Check	1	8816		SEALEVEL INC.		Yes	No	No	01/17/2025	125.00
AS2		62738	108057	Check	1	8369		STORHAUG, BRADY		Yes	No	No	01/17/2025	245.00
AS2		62715	108058	Check	1	5735		STRUMBEL, JENNIFER		Yes	No	No	01/17/2025	120.00
AS2		62712	108059	Check	1	4387		TAHER INC - BIN# 135092		Yes	No	No	01/17/2025	129,262.91
AS2		62717	108060	Check	1	6437		TASC		Yes	No	No	01/17/2025	125.00
AS2		62728	108061	Check	1	7545		TEACHERS ON CALL		Yes	No	No	01/17/2025	2,292.96
AS2		62734	108062	Check	1	7786	REMIT	TERRAFORM PHOENIX II ARCADIA		Yes	No	No	01/17/2025	64.79

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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		62714	108063	Check	1	5327		VIDMAR, GERALD		Yes	No	No	01/17/2025	90.00
AS2		62739	108064	Check	1	8513		VON HOLDT, TROY		Yes	No	No	01/17/2025	90.00
AS2		62704	108065	Check	1	1416		WRIGHT COUNTY JOURNAL PRESS		Yes	No	No	01/17/2025	68.00
AS2		62716	108066	Check	1	6120		ZAYO GROUP, LLC		Yes	No	No	01/17/2025	4,671.05
AS2		62766	108067	Check	1	4335		4 POINT 0 SCHOOL SERVICES		Yes	No	No	01/22/2025	168,612.23
AS2		62788	108068	Check	1	8859		BARASA, ALEX		Yes	No	No	01/22/2025	60.00
AS2		62762	108069	Check	1	2237		BERGMANN, TROY		Yes	No	No	01/22/2025	115.00
AS2		62753	108070	Check	1	1059	remit	BLICK ART MATERIALS		Yes	No	No	01/22/2025	431.26
AS2		62772	108071	Check	1	7544		CAPTIVATE MEDIA + CONSULTING		Yes	No	No	01/22/2025	1,000.00
AS2		62758	108072	Check	1	1180		CENTERPOINT ENERGY		Yes	No	No	01/22/2025	10,046.36
AS2		62782	108073	Check	1	8621		CESO TRANSPORTATION, LLC		Yes	No	No	01/22/2025	130,844.54
AS2		62767	108074	Check	1	5507		CITY OF GREENFIELD WATER & SEWER I		Yes	No	No	01/22/2025	902.31
AS2		62786	108075	Check	1	8852		CYBER ADVISORS LLC		Yes	No	No	01/22/2025	108.75
AS2		62787	108076	Check	1	8856		DUNN, ALIJAH		Yes	No	No	01/22/2025	60.00
AS2		62780	108077	Check	1	8382		ECMECC		Yes	No	No	01/22/2025	25.00
AS2		62754	108078	Check	1	1113		GRAINGER		Yes	No	No	01/22/2025	357.07
AS2		62769	108079	Check	1	6054	remit 3	HENNEPIN COUNTY TREASURER		Yes	No	No	01/22/2025	814.69
AS2		62752	108080	Check	1	1057		HILLYARD		Yes	No	No	01/22/2025	4,141.59
AS2		62765	108081	Check	1	3679	remit	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	01/22/2025	1,819.20
AS2		62778	108082	Check	1	8361		KAMIDA CONCRETE CONSTRUCTION, INC		Yes	No	No	01/22/2025	5,870.00
AS2		62789	108083	Check	1	8875		KENDALL, MARLEY		Yes	No	No	01/22/2025	90.00
AS2		62779	108084	Check	1	8377		KNOPS, MEGAN		Yes	No	No	01/22/2025	135.00
AS2		62763	108085	Check	1	2367		KOHL, JEFF		Yes	No	No	01/22/2025	90.00
AS2		62770	108086	Check	1	6064		KOPPEL, KELSIE		Yes	No	No	01/22/2025	135.00
AS2		62774	108087	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	No	No	01/22/2025	200.00
AS2		62757	108088	Check	1	1166		MASBO		Yes	No	No	01/22/2025	3,790.00
AS2		62776	108089	Check	1	7857		MCLEOD COMMUNITY SOLAR ONE LLC		Yes	No	No	01/22/2025	480.78
AS2		62768	108090	Check	1	5795	remit 2	MEDCO SURGICAL SUPPLY SERVICE		Yes	No	No	01/22/2025	2,345.86
AS2		62777	108091	Check	1	7858		MEEKER COMMUNITY SOLAR ONE LLC		Yes	No	No	01/22/2025	613.47
AS2		62771	108092	Check	1	6187		MN FFA		Yes	No	No	01/22/2025	580.00
AS2		62783	108093	Check	1	8715		PRATT, ELIZABETH		Yes	No	No	01/22/2025	120.00
AS2		62764	108094	Check	1	2537		REGION V		Yes	No	No	01/22/2025	6,205.25
AS2		62755	108095	Check	1	1152		RESOURCE TRAINING & SOLUTIONS		Yes	No	No	01/22/2025	1,650.00
AS2		62756	108096	Check	1	1152		RESOURCE TRAINING & SOLUTIONS		Yes	No	No	01/22/2025	175.00
AS2		62760	108097	Check	1	1946		SCHMIDT, AMY		Yes	No	No	01/22/2025	135.00
AS2		62773	108098	Check	1	7545		TEACHERS ON CALL		Yes	No	No	01/22/2025	5,543.72
AS2		62761	108099	Check	1	2208		TECH/CHECK		Yes	No	No	01/22/2025	185.00

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
AS2		62784	108100	Check	1	8717		THALMANN, ERIC		Yes	No	No	01/22/2025	90.00
AS2		62785	108101	Check	1	8846	remit	THE BOELTER COMPANIES INC.		Yes	No	No	01/22/2025	62,297.19
AS2		62781	108102	Check	1	8513		VON HOLDT, TROY		Yes	No	No	01/22/2025	205.00
AS2		62759	108103	Check	1	1424		WEST MUSIC		Yes	No	No	01/22/2025	25.85
AS2		62775	108104	Check	1	7835		WOLF DEN BOOSTER CLUB		Yes	No	No	01/22/2025	450.00
AS2		62790	108105	Check	1	1044		MAWSECO #938		Yes	No	No	01/31/2025	11,198.64
AS2		62827	108106	Check	1	8365		ALLEY, NICOLE		Yes	No	No	01/31/2025	194.25
AS2		62834	108107	Check	1	8859		BARASA, ALEX		Yes	No	No	01/31/2025	120.00
AS2		62813	108108	Check	1	6791		BARFKNECHT, ALAN		Yes	No	No	01/31/2025	90.00
AS2		62799	108109	Check	1	1825		BARTH, BRIAN		Yes	No	No	01/31/2025	155.00
AS2		62800	108110	Check	1	2237		BERGMANN, TROY		Yes	No	No	01/31/2025	450.00
AS2		62795	108111	Check	1	1181		CITY OF ROCKFORD		Yes	No	No	01/31/2025	1,444.68
AS2		62814	108112	Check	1	6826		DAY, ROGER		Yes	No	No	01/31/2025	155.00
AS2		62825	108113	Check	1	8172		DRENNAN, CHRISTOPHER		Yes	No	No	01/31/2025	155.00
AS2		62815	108114	Check	1	6829		DRUSCH, MERLYN		Yes	No	No	01/31/2025	245.00
AS2		62833	108115	Check	1	8856		DUNN, ALIJAH		Yes	No	No	01/31/2025	180.00
AS2		62818	108116	Check	1	7513	remit	FOLLETT SCHOOL SOLUTIONS		Yes	No	No	01/31/2025	23.97
AS2		62830	108117	Check	1	8701	Remit	GAME ONE		Yes	No	No	01/31/2025	5,900.02
AS2		62822	108118	Check	1	7842		GUENTHER, LINDA		Yes	No	No	01/31/2025	160.65
AS2		62840	108119	Check	1	8881		HOMERUN LEADERSHIP, LLC		Yes	No	No	01/31/2025	2,580.00
AS2		62835	108120	Check	1	8860		INSTRUCTURE, INC.		Yes	No	No	01/31/2025	131.88
AS2		62806	108121	Check	1	4111	REMIT	JOSTENS INC		Yes	No	No	01/31/2025	38.17
AS2		62794	108122	Check	1	1102		JW PEPPER		Yes	No	No	01/31/2025	30.49
AS2		62801	108123	Check	1	2367		KOHL'S, JEFF		Yes	No	No	01/31/2025	180.00
AS2		62812	108124	Check	1	6479		MAREK, MATTHEW		Yes	No	No	01/31/2025	155.00
AS2		62821	108125	Check	1	7697		MARISELA V NELSON INTERPRETING		Yes	No	No	01/31/2025	400.00
AS2		62791	108126	Check	1	1014		MASA/MASE		Yes	No	No	01/31/2025	339.00
AS2		62797	108127	Check	1	1213		MINNESOTA CHILDREN'S MUSEUM		Yes	No	No	01/31/2025	617.50
AS2		62798	108128	Check	1	1751		MINNESOTA HISTORICAL SOCIETY		Yes	No	No	01/31/2025	216.00
AS2		62828	108129	Check	1	8384		MINNESOTA TRUE TEAM TRACK		Yes	No	No	01/31/2025	170.00
AS2		62807	108130	Check	1	4341		NORTH STAR AWARDS & TROPHIES		Yes	No	No	01/31/2025	135.00
AS2		62793	108131	Check	1	1079		OFFICE DEPOT		Yes	No	No	01/31/2025	121.99
AS2		62839	108132	Check	1	8880		PACT CHARTER SCHOOL		Yes	No	No	01/31/2025	320.00
AS2		62836	108133	Check	1	8876		PAULSON, JOHN		Yes	No	No	01/31/2025	197.75
AS2		62826	108134	Check	1	8300		PENNINGS, JILL		Yes	No	No	01/31/2025	40.00
AS2		62820	108135	Check	1	7641		PERRY, JOHN		Yes	No	No	01/31/2025	155.00
AS2		62817	108136	Check	1	7389		PIKET, JOSEPH	18	Yes	No	No	01/31/2025	155.00

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
													Date		
AS2		62831	108137	Check	1	8715		PRATT, ELIZABETH		Yes	No	No	01/31/2025		240.00
AS2		62802	108138	Check	1	3518		REVENIG, GARY		Yes	No	No	01/31/2025		155.00
AS2		62805	108139	Check	1	3880		SCHERBER DREW		Yes	No	No	01/31/2025		155.00
AS2		62829	108140	Check	1	8518		SCHLENNER WENNER & CO.		Yes	No	No	01/31/2025		23,400.00
AS2		62837	108141	Check	1	8877		SMITH, TOM		Yes	No	No	01/31/2025		197.75
AS2		62803	108142	Check	1	3692		STATE OF MN DEPT PUBLIC SAFETY		Yes	No	No	01/31/2025		50.00
AS2		62810	108143	Check	1	5735		STRUMBEL, JENNIFER		Yes	No	No	01/31/2025		240.00
AS2		62809	108144	Check	1	5574		SUMMIT FIRE PROTECTION		Yes	No	No	01/31/2025		2,190.00
AS2		62811	108145	Check	1	6437		TASC		Yes	No	No	01/31/2025		34.50
AS2		62819	108146	Check	1	7545		TEACHERS ON CALL		Yes	No	No	01/31/2025		3,602.90
AS2		62804	108147	Check	1	3856		TECH ACADEMY/COMPUTER EXPLORER:		Yes	No	No	01/31/2025		60.00
AS2		62832	108148	Check	1	8846	remit	THE BOELTER COMPANIES INC.		Yes	No	No	01/31/2025		17,461.65
AS2		62823	108149	Check	1	8081		TURNBULL, BLAINE		Yes	No	No	01/31/2025		155.00
AS2		62816	108150	Check	1	7197		UNIVERSITY OF MINNESOTA DULUTH		Yes	No	No	01/31/2025		1,196.00
AS2		62824	108151	Check	1	8170	remit	US BANCORP GOV'N'T LEASING & FINAN		Yes	No	No	01/31/2025		7,569.12
AS2		62796	108152	Check	1	1192		VERIZON WIRELESS		Yes	No	No	01/31/2025		251.05
AS2		62808	108153	Check	1	5327		VIDMAR, GERALD		Yes	No	No	01/31/2025		90.00
AS2		62792	108154	Check	1	1016		WRIGHT-HENNEPIN COOP. ELECTRIC		Yes	No	No	01/31/2025		206.70
AS2		62838	108155	Check	1	8879		ZIMMERMAN, ALEX		Yes	No	No	01/31/2025		180.00
Bank Total:														\$841,839.38	
PAY		62613		Wire	1	4050		AFLAC		No	Yes	No	01/03/2025		295.00
PAY		62614		Wire	1	5459		LEGAL SHIELD		No	No	No	01/03/2025		111.62
PAY		62615		Wire	1	2006		US GOVERNMENT		No	Yes	No	01/03/2025		123,757.33
PAY		62616		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	Yes	No	01/03/2025		23,576.16
PAY		62617		Wire	1	1938		TRA		No	Yes	No	01/03/2025		61,120.73
PAY		62618		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	No	No	01/03/2025		35,709.38
PAY		62619		Wire	1	2009		EDUCATION MINNESOTA ROCKFORD - EI		No	No	No	01/03/2025		9,266.26
PAY		62620		Wire	1	2470		MSRS		No	Yes	No	01/03/2025		15,802.58
PAY		62621		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	Yes	No	01/03/2025		21,258.92
PAY		62841		Wire	1	2006		US GOVERNMENT		No	Yes	No	01/16/2025		108,450.76
PAY		62842		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	Yes	No	01/16/2025		18,152.35
PAY		62843		Wire	1	1938		TRA		No	Yes	No	01/16/2025		59,093.65
PAY		62844		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASSO		No	Yes	No	01/16/2025		19,408.05
PAY		62912		Wire	1	8119		GIS BENEFITS, INC.		No	No	No	01/15/2025		18,644.92
Bank Total:														\$514,647.71	
WES		62905		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	01/09/2025		2,519.43
WES		62906		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	01/03/2025		147.75

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Pay/Void				Amount
										Print	Recon	Void	Date	
WES		62907		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	01/06/2025	25.00
WES		62908		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	01/16/2025	19.44
WES		62909		Wire	1	8480		Kansas State Bank		No	Yes	No	01/02/2025	253.50
WES		62910		Wire	1	8480		Kansas State Bank		No	Yes	No	01/28/2025	480.00
WES		62911		Wire	1	1968		BANKWEST ROCKFORD		No	Yes	No	01/06/2025	140,000.00
Bank Total:													\$143,445.12	
Report Total:													\$1,499,932.21	

Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62475	AS2	1	7163		MINNEAPOLIS PUBLIC S	202507	9690	4,134.06	0.00
B	01	101	000				F			62624	AS2	1	6623		ADVANCED IMAGING SC	202507	9690	0.00	5,719.08
B	01	101	000				F			62625	AS2	1	7981		AT&T MOBILITY	202507	9690	0.00	38.23
B	01	101	000				F			62626	AS2	1	8170	remit	US BANCORP GOVN'T L	202507	9690	0.00	7,569.12
B	01	101	000				F			62627	AS2	1	8391		US OMNI & TSACG COM	202507	9690	0.00	289.08
B	01	101	000				F			62628	AS2	1	1644		ISD #883 EDUCATION FC	202507	9690	0.00	308.50
B	01	101	000				F			62628	AS2	1	1644		ISD #883 EDUCATION FC	202507	9690	0.00	308.50
B	01	101	000				F			62628	AS2	1	1644		ISD #883 EDUCATION FC	202507	9690	0.00	308.50
B	01	101	000				F			62628	AS2	1	1644		ISD #883 EDUCATION FC	202507	9690	0.00	308.50
B	01	101	000				F			62629	AS2	1	1969		SCHOOL SERVICE EMPL	202507	9690	0.00	1,046.57
B	01	101	000				F			62629	AS2	1	1969		SCHOOL SERVICE EMPL	202507	9690	0.00	1,046.57
B	01	101	000				F			62629	AS2	1	1969		SCHOOL SERVICE EMPL	202507	9690	0.00	1,046.57
B	01	101	000				F			62629	AS2	1	1969		SCHOOL SERVICE EMPL	202507	9690	0.00	1,046.57
B	01	101	000				F			62640	AS2	1	1039		MINNESOTA ELEVATOR	202507	9690	0.00	517.54
B	01	101	000				F			62641	AS2	1	1057		HILLYARD	202507	9690	0.00	27.70
B	01	101	000				F			62642	AS2	1	1059	remit	BLICK ART MATERIALS	202507	9690	0.00	141.26
B	01	101	000				F			62643	AS2	1	1180		CENTERPOINT ENERGY	202507	9690	0.00	31.83
B	01	101	000				F			62643	AS2	1	1180		CENTERPOINT ENERGY	202507	9690	0.00	359.46
B	01	101	000				F			62643	AS2	1	1180		CENTERPOINT ENERGY	202507	9690	0.00	12,381.38
B	01	101	000				F			62643	AS2	1	1180		CENTERPOINT ENERGY	202507	9690	0.00	635.13
B	01	101	000				F			62643	AS2	1	1180		CENTERPOINT ENERGY	202507	9690	0.00	910.14
B	01	101	000				F			62644	AS2	1	1200		CUB FOODS - BUFFALO	202507	9690	0.00	88.72
B	01	101	000				F			62644	AS2	1	1200		CUB FOODS - BUFFALO	202507	9690	0.00	43.76
B	01	101	000				F			62644	AS2	1	1200		CUB FOODS - BUFFALO	202507	9690	0.00	86.12
B	01	101	000				F			62644	AS2	1	1200		CUB FOODS - BUFFALO	202507	9690	0.00	54.40
B	01	101	000				F			62645	AS2	1	1226		PRO-TEC DESIGN	202507	9690	0.00	457.50
B	01	101	000				F			62646	AS2	1	1285		BURG, JOHN	202507	9690	0.00	80.00
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	2,108.86
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	499.00
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	72.99	0.00
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	30.38
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	275.96
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	508.59
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	137.37
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	479.20
B	01	101	000				F			62647	2AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	64.99
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	54.18

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	241.02
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	9.00
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	71.97
B	01	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	59.72
B	01	101	000				F			62648	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	522.15
B	01	101	000				F			62649	AS2	1	1416		WRIGHT COUNTY JOUR	202507	9690	0.00	39.38
B	01	101	000				F			62650	AS2	1	1820		SUITS, ANN	202507	9690	0.00	135.00
B	01	101	000				F			62651	AS2	1	1825		BARTH, BRIAN	202507	9690	0.00	155.00
B	01	101	000				F			62652	AS2	1	1841		WRIGHT TECHNICAL CEI	202507	9690	0.00	1,458.77
B	01	101	000				F			62652	AS2	1	1841		WRIGHT TECHNICAL CEI	202507	9690	0.00	1,000.52
B	01	101	000				F			62654	AS2	1	2216		MENARDS INC	202507	9690	0.00	178.85
B	01	101	000				F			62655	AS2	1	2237		BERGMANN, TROY	202507	9690	0.00	115.00
B	01	101	000				F			62655	AS2	1	2237		BERGMANN, TROY	202507	9690	0.00	115.00
B	01	101	000				F			62655	AS2	1	2237		BERGMANN, TROY	202507	9690	0.00	180.00
B	01	101	000				F			62656	AS2	1	2298		YANKE, MICK	202507	9690	0.00	155.00
B	01	101	000				F			62657	AS2	1	2323		HOUSE OF PRINT	202507	9690	0.00	4,159.80
B	01	101	000				F			62658	AS2	1	2897		WOOD, NICOLE	202507	9690	0.00	135.00
B	01	101	000				F			62660	AS2	1	4581		BREAKDOWN SPORTS I	202507	9690	0.00	225.00
B	01	101	000				F			62662	AS2	1	5327		VIDMAR, GERALD	202507	9690	0.00	115.00
B	01	101	000				F			62663	AS2	1	5735		STRUMBEL, JENNIFER	202507	9690	0.00	80.00
B	01	101	000				F			62663	AS2	1	5735		STRUMBEL, JENNIFER	202507	9690	0.00	120.00
B	01	101	000				F			62663	AS2	1	5735		STRUMBEL, JENNIFER	202507	9690	0.00	120.00
B	01	101	000				F			62664	AS2	1	6054	Food	HENNEPIN COUNTY TRE	202507	9690	0.00	194.00
B	01	101	000				F			62665	AS2	1	6479		MAREK, MATTHEW	202507	9690	0.00	155.00
B	01	101	000				F			62665	AS2	1	6479		MAREK, MATTHEW	202507	9690	0.00	155.00
B	01	101	000				F			62666	AS2	1	6517		MYLES, JOHN	202507	9690	0.00	80.00
B	01	101	000				F			62666	AS2	1	6517		MYLES, JOHN	202507	9690	0.00	80.00
B	01	101	000				F			62666	AS2	1	6517		MYLES, JOHN	202507	9690	0.00	80.00
B	01	101	000				F			62667	AS2	1	6791		BARFKNECHT, ALAN	202507	9690	0.00	155.00
B	01	101	000				F			62668	AS2	1	6834		URBAN, NICHOLAS	202507	9690	0.00	155.00
B	01	101	000				F			62669	AS2	1	7414		HAAS, CASEY	202507	9690	0.00	155.00
B	01	101	000				F			62670	AS2	1	7545		TEACHERS ON CALL	202507	9690	0.00	5,657.44
B	01	101	000				F			62671	AS2	1	7641		PERRY, JOHN	202507	9690	0.00	155.00
B	01	101	000				F			62672	AS2	1	7738		GRANITE TELECOMMUN	202507	9690	0.00	926.91
B	01	101	000				F			62673	AS2	1	8010		LANGUAGE LINE SERVI	202507	9690	0.00	69.05
B	01	101	000				F			62674	AS2	1	8081		TURNBULL, BLAINE	202507	9690	0.00	155.00
B	01	101	000				F			62675	AS2	1	8126		COLEMAN, TAMMIE	202507	9690	0.00	135.00

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62676	AS2	1	8300		PENNINGS, JILL	202507	9690	0.00	80.00
B	01	101	000				F			62677	AS2	1	8311		BIG LAKE HIGH SCHOOL	202507	9690	0.00	300.00
B	01	101	000				F			62678	AS2	1	8382		ECMECC	202507	9690	0.00	3,102.94
B	01	101	000				F			62679	AS2	1	8399		AMPION PBC	202507	9690	0.00	120.91
B	01	101	000				F			62680	AS2	1	8513		VON HOLDT, TROY	202507	9690	0.00	115.00
B	01	101	000				F			62680	AS2	1	8513		VON HOLDT, TROY	202507	9690	0.00	180.00
B	01	101	000				F			62681	AS2	1	8515		PETERSEN, THEODORE	202507	9690	0.00	155.00
B	01	101	000				F			62682	AS2	1	8538		SEIFERT, LONNIE	202507	9690	0.00	155.00
B	01	101	000				F			62682	AS2	1	8538		SEIFERT, LONNIE	202507	9690	0.00	155.00
B	01	101	000				F			62683	AS2	1	8595	remit	GILBERT MECHANICAL	202507	9690	0.00	2,500.00
B	01	101	000				F			62684	AS2	1	8678	remit	EDFINMN LLC	202507	9690	0.00	9,000.00
B	01	101	000				F			62685	AS2	1	8715		PRATT, ELIZABETH	202507	9690	0.00	120.00
B	01	101	000				F			62685	AS2	1	8715		PRATT, ELIZABETH	202507	9690	0.00	80.00
B	01	101	000				F			62686	AS2	1	8723		PAYROLLORG	202507	9690	0.00	299.00
B	01	101	000				F			62687	AS2	1	8755		THE ACCIDENTAL ADUL	202507	9690	0.00	731.25
B	01	101	000				F			62688	AS2	1	8852		CYBER ADVISORS LLC	202507	9690	0.00	2,235.19
B	01	101	000				F			62689	AS2	1	8856		DUNN, ALIJAH	202507	9690	0.00	30.00
B	01	101	000				F			62689	AS2	1	8856		DUNN, ALIJAH	202507	9690	0.00	30.00
B	01	101	000				F			62689	AS2	1	8856		DUNN, ALIJAH	202507	9690	0.00	75.00
B	01	101	000				F			62690	AS2	1	8859		BARASA, ALEX	202507	9690	0.00	30.00
B	01	101	000				F			62690	AS2	1	8859		BARASA, ALEX	202507	9690	0.00	30.00
B	01	101	000				F			62691	AS2	1	8860		INSTRUCTURE, INC.	202507	9690	0.00	117.67
B	01	101	000				F			62692	AS2	1	8865		PRATT, MAX	202507	9690	0.00	120.00
B	01	101	000				F			62693	AS2	1	8866		SWANSON, JULIA	202507	9690	0.00	120.00
B	01	101	000				F			62694	AS2	1	8867		STECKLER, RYAN	202507	9690	0.00	155.00
B	01	101	000				F			62698	AS2	1	1215		XCEL ENERGY	202507	9690	0.00	17,310.60
B	01	101	000				F			62699	AS2	1	3403		RANDY'S SANITATION II	202507	9690	4,361.04	0.00
B	01	101	000				F			62699	AS2	1	3403		RANDY'S SANITATION II	202507	9690	0.00	4,361.04
B	01	101	000				F			62700	AS2	1	8402		REPUBLIC SERVICES, IN	202507	9690	0.00	4,361.04
B	01	101	000				F			62704	AS2	1	1416		WRIGHT COUNTY JOUR	202507	9690	0.00	68.00
B	01	101	000				F			62705	AS2	1	1437		KOIVISTO ELECTRICAL	202507	9690	0.00	250.00
B	01	101	000				F			62706	AS2	1	1566		ISD 2687-HLWW	202507	9690	0.00	220.00
B	01	101	000				F			62707	AS2	1	1826		ANDERSON, BRIAN	202507	9690	0.00	90.00
B	01	101	000				F			62708	AS2	1	2237		BERGMANN, TROY	202507	9690	0.00	90.00
B	01	101	000				F			62709	AS2	1	2435		BUFFALO HIGH SCHOOL	202507	9690	0.00	300.00
B	01	101	000				F			62710	AS2	1	4155		REGION 4A	202507	9690	0.00	50.00
B	01	101	000				F			62711	AS2	1	4341		NORTH STAR AWARDS	202507	9690	0.00	96.00

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62713	AS2	1	5177		HOLT - PETERSON CHAI	202507	9690	0.00	555.15
B	01	101	000				F			62714	AS2	1	5327		VIDMAR, GERALD	202507	9690	0.00	90.00
B	01	101	000				F			62715	AS2	1	5735		STRUMBEL, JENNIFER	202507	9690	0.00	120.00
B	01	101	000				F			62716	AS2	1	6120		ZAYO GROUP, LLC	202507	9690	0.00	4,671.05
B	01	101	000				F			62717	AS2	1	6437		TASC	202507	9690	0.00	125.00
B	01	101	000				F			62718	AS2	1	6517		MYLES, JOHN	202507	9690	0.00	80.00
B	01	101	000				F			62719	AS2	1	6727		DAIKIN APPLIED	202507	9690	0.00	1,566.00
B	01	101	000				F			62720	AS2	1	6829		DRUSCH, MERLYN	202507	9690	0.00	155.00
B	01	101	000				F			62721	AS2	1	6913		NEE INVESTMENT 9, LLC	202507	9690	0.00	39.64
B	01	101	000				F			62721	AS2	1	6913		NEE INVESTMENT 9, LLC	202507	9690	0.00	101.30
B	01	101	000				F			62722	AS2	1	7162		GRAMS, RYAN	202507	9690	0.00	155.00
B	01	101	000				F			62722	AS2	1	7162		GRAMS, RYAN	202507	9690	0.00	155.00
B	01	101	000				F			62723	AS2	1	7163		MINNEAPOLIS PUBLIC S	202507	9690	0.00	1,278.57
B	01	101	000				F			62724	AS2	1	7348		DRAMATIC PUBLISHING	202507	9690	0.00	120.00
B	01	101	000				F			62725	AS2	1	7389		PIKET, JOSEPH	202507	9690	0.00	155.00
B	01	101	000				F			62726	AS2	1	7393		FRITZ, BRIAN	202507	9690	0.00	155.00
B	01	101	000				F			62727	AS2	1	7414		HAAS, CASEY	202507	9690	0.00	155.00
B	01	101	000				F			62728	AS2	1	7545		TEACHERS ON CALL	202507	9690	0.00	2,082.16
B	01	101	000				F			62729	AS2	1	7612		LANGE, JEFFREY	202507	9690	0.00	155.00
B	01	101	000				F			62731	AS2	1	7628		KOPPI, WILLIAM	202507	9690	0.00	155.00
B	01	101	000				F			62732	AS2	1	7697		MARISELA V NELSON IN'	202507	9690	0.00	30.00
B	01	101	000				F			62732	AS2	1	7697		MARISELA V NELSON IN'	202507	9690	0.00	30.00
B	01	101	000				F			62733	AS2	1	7771	remit	MRI SOFTWARE, LLC	202507	9690	0.00	86.00
B	01	101	000				F			62734	AS2	1	7786	REMI	TERRAFORM PHOENIX I	202507	9690	0.00	64.79
B	01	101	000				F			62735	AS2	1	8265		DOMINO'S PIZZA	202507	9690	0.00	81.33
B	01	101	000				F			62736	AS2	1	8279		CADY BUSINESS TECHN	202507	9690	0.00	2,717.85
B	01	101	000				F			62737	AS2	1	8300		PENNINGS, JILL	202507	9690	0.00	80.00
B	01	101	000				F			62738	AS2	1	8369		STORHAUG, BRADY	202507	9690	0.00	245.00
B	01	101	000				F			62739	AS2	1	8513		VON HOLDT, TROY	202507	9690	0.00	90.00
B	01	101	000				F			62740	AS2	1	8536		INNOVATIONAL WATER	202507	9690	0.00	716.00
B	01	101	000				F			62741	AS2	1	8816		SEALEVEL INC.	202507	9690	0.00	125.00
B	01	101	000				F			62742	AS2	1	8856		DUNN, ALIJAH	202507	9690	0.00	45.00
B	01	101	000				F			62743	AS2	1	8859		BARASA, ALEX	202507	9690	0.00	60.00
B	01	101	000				F			62743	AS2	1	8859		BARASA, ALEX	202507	9690	0.00	45.00
B	01	101	000				F			62744	AS2	1	8862		GUSSE, LOGAN	202507	9690	0.00	150.00
B	01	101	000				F			62745	AS2	1	8863		PARDINO, AIDEN	202507	9690	0.00	245.00
B	01	101	000				F			62746	AS2	1	8868		MOUNDS PARK ACADEI	202507	9690	0.00	21.00

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62747	AS2	1	8869		DEPATTO, DONAVAN	202507	9690	0.00	245.00
B	01	101	000				F			62748	AS2	1	8870		ROFF, DANIEL	202507	9690	0.00	295.00
B	01	101	000				F			62749	AS2	1	8871		MONTPLAISIR, DERRICK	202507	9690	0.00	175.00
B	01	101	000				F			62750	AS2	1	8872		LEVASSEUR, PATRICK	202507	9690	0.00	210.00
B	01	101	000				F			62751	AS2	1	8874		LIVESTOCKJUDGING.CC	202507	9690	0.00	300.00
B	01	101	000				F			62752	AS2	1	1057		HILLYARD	202507	9690	0.00	825.70
B	01	101	000				F			62752	AS2	1	1057		HILLYARD	202507	9690	0.00	1,625.56
B	01	101	000				F			62752	AS2	1	1057		HILLYARD	202507	9690	0.00	1,690.33
B	01	101	000				F			62753	AS2	1	1059	remit	BLICK ART MATERIALS	202507	9690	0.00	431.26
B	01	101	000				F			62754	AS2	1	1113		GRAINGER	202507	9690	0.00	357.07
B	01	101	000				F			62755	AS2	1	1152		RESOURCE TRAINING &	202507	9690	0.00	1,650.00
B	01	101	000				F			62756	AS2	1	1152		RESOURCE TRAINING &	202507	9690	0.00	175.00
B	01	101	000				F			62757	AS2	1	1166		MASBO	202507	9690	0.00	1,895.00
B	01	101	000				F			62757	AS2	1	1166		MASBO	202507	9690	0.00	1,895.00
B	01	101	000				F			62758	AS2	1	1180		CENTERPOINT ENERGY	202507	9690	0.00	3,745.67
B	01	101	000				F			62758	AS2	1	1180		CENTERPOINT ENERGY	202507	9690	0.00	6,300.69
B	01	101	000				F			62759	AS2	1	1424		WEST MUSIC	202507	9690	0.00	25.85
B	01	101	000				F			62760	AS2	1	1946		SCHMIDT, AMY	202507	9690	0.00	135.00
B	01	101	000				F			62761	AS2	1	2208		TECH/CHECK	202507	9690	0.00	185.00
B	01	101	000				F			62762	AS2	1	2237		BERGMANN, TROY	202507	9690	0.00	115.00
B	01	101	000				F			62763	AS2	1	2367		KOHL, JEFF	202507	9690	0.00	90.00
B	01	101	000				F			62764	AS2	1	2537		REGION V	202507	9690	0.00	6,205.25
B	01	101	000				F			62765	AS2	1	3679	remit	INNOVATIVE OFFICE SO	202507	9690	0.00	1,819.20
B	01	101	000				F			62766	AS2	1	4335		4 POINT 0 SCHOOL SER'	202507	9690	0.00	53,519.69
B	01	101	000				F			62766	AS2	1	4335		4 POINT 0 SCHOOL SER'	202507	9690	0.00	9,536.52
B	01	101	000				F			62766	AS2	1	4335		4 POINT 0 SCHOOL SER'	202507	9690	0.00	100,064.78
B	01	101	000				F			62767	AS2	1	5507		CITY OF GREENFIELD W	202507	9690	0.00	869.31
B	01	101	000				F			62767	AS2	1	5507		CITY OF GREENFIELD W	202507	9690	0.00	33.00
B	01	101	000				F			62768	AS2	1	5795	remit	MEDCO SURGICAL SUPI	202507	9690	0.00	364.04
B	01	101	000				F			62768	AS2	1	5795	remit	MEDCO SURGICAL SUPI	202507	9690	0.00	1,981.82
B	01	101	000				F			62769	AS2	1	6054	remit	HENNEPIN COUNTY TRE	202507	9690	0.00	814.69
B	01	101	000				F			62770	AS2	1	6064		KOPPEL, KELSIE	202507	9690	0.00	135.00
B	01	101	000				F			62772	AS2	1	7544		CAPTIVATE MEDIA + CO	202507	9690	0.00	1,000.00
B	01	101	000				F			62773	AS2	1	7545		TEACHERS ON CALL	202507	9690	0.00	5,543.72
B	01	101	000				F			62774	AS2	1	7697		MARISELA V NELSON IN'	202507	9690	0.00	100.00
B	01	101	000				F			62774	AS2	1	7697		MARISELA V NELSON IN'	202507	9690	0.00	100.00
B	01	101	000				F			62776	AS2	1	7857		MCLEOD COMMUNITY S	202507	9690	0.00	480.78

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62777	AS2	1	7858		MEEKER COMMUNITY S	202507	9690	0.00	613.47
B	01	101	000				F			62778	AS2	1	8361		KAMIDA CONCRETE CO	202507	9690	0.00	5,870.00
B	01	101	000				F			62779	AS2	1	8377		KNOPS, MEGAN	202507	9690	0.00	135.00
B	01	101	000				F			62780	AS2	1	8382		ECMECC	202507	9690	0.00	25.00
B	01	101	000				F			62781	AS2	1	8513		VON HOLDT, TROY	202507	9690	0.00	115.00
B	01	101	000				F			62781	AS2	1	8513		VON HOLDT, TROY	202507	9690	0.00	90.00
B	01	101	000				F			62782	AS2	1	8621		CESO TRANSPORTATIO	202507	9690	0.00	130,844.54
B	01	101	000				F			62783	AS2	1	8715		PRATT, ELIZABETH	202507	9690	0.00	120.00
B	01	101	000				F			62784	AS2	1	8717		THALMANN, ERIC	202507	9690	0.00	90.00
B	01	101	000				F			62786	AS2	1	8852		CYBER ADVISORS LLC	202507	9690	0.00	108.75
B	01	101	000				F			62787	AS2	1	8856		DUNN, ALIJAH	202507	9690	0.00	60.00
B	01	101	000				F			62788	AS2	1	8859		BARASA, ALEX	202507	9690	0.00	60.00
B	01	101	000				F			62789	AS2	1	8875		KENDALL, MARLEY	202507	9690	0.00	90.00
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	33,098.88
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	15,964.00
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	248,951.57	0.00
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	69.96
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	96.24
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	543.33
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	715.76
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	25,685.65
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	20,917.45
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	34,109.19
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	16,278.27
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	11,032.99
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	6,791.28
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	187.22
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	52,635.65
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	1,480.94
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	40,000.00
B	01	101	000				F			62790	AS2	1	1044		MAWSECO #938	202507	0	0.00	543.40
B	01	101	000				F			62791	AS2	1	1014		MASA/MASE	202507	0	0.00	339.00
B	01	101	000				F			62792	AS2	1	1016		WRIGHT-HENNEPIN COC	202507	0	0.00	206.70
B	01	101	000				F			62793	AS2	1	1079		OFFICE DEPOT	202507	0	0.00	121.99
B	01	101	000				F			62794	AS2	1	1102		JW PEPPER	202507	0	0.00	30.49
B	01	101	000				F			62795	AS2	1	1181		CITY OF ROCKFORD	202507	0	0.00	505.65
B	01	101	000				F			62795	AS2	1	1181		CITY OF ROCKFORD	202507	0	0.00	21.81

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62795	AS2	1	1181		CITY OF ROCKFORD	202507	0	0.00	89.01
B	01	101	000				F			62795	AS2	1	1181		CITY OF ROCKFORD	202507	0	0.00	828.21
B	01	101	000				F			62796	AS2	1	1192		VERIZON WIRELESS	202507	0	0.00	150.63
B	01	101	000				F			62797	AS2	1	1213		MINNESOTA CHILDREN'S	202507	0	0.00	617.50
B	01	101	000				F			62798	AS2	1	1751		MINNESOTA HISTORICA	202507	0	0.00	216.00
B	01	101	000				F			62799	AS2	1	1825		BARTH, BRIAN	202507	0	0.00	155.00
B	01	101	000				F			62800	AS2	1	2237		BERGMANN, TROY	202507	0	0.00	450.00
B	01	101	000				F			62801	AS2	1	2367		KOHL, JEFF	202507	0	0.00	180.00
B	01	101	000				F			62802	AS2	1	3518		REVENIG, GARY	202507	0	0.00	155.00
B	01	101	000				F			62803	AS2	1	3692		STATE OF MN DEPT PUE	202507	0	0.00	25.00
B	01	101	000				F			62803	AS2	1	3692		STATE OF MN DEPT PUE	202507	0	0.00	25.00
B	01	101	000				F			62805	AS2	1	3880		SCHERBER DREW	202507	0	0.00	155.00
B	01	101	000				F			62806	AS2	1	4111	REMI	JOSTENS INC	202507	0	0.00	38.17
B	01	101	000				F			62807	AS2	1	4341		NORTH STAR AWARDS	202507	0	0.00	105.00
B	01	101	000				F			62807	AS2	1	4341		NORTH STAR AWARDS	202507	0	0.00	30.00
B	01	101	000				F			62808	AS2	1	5327		VIDMAR, GERALD	202507	0	0.00	90.00
B	01	101	000				F			62809	AS2	1	5574		SUMMIT FIRE PROTECTIC	202507	0	0.00	2,190.00
B	01	101	000				F			62810	AS2	1	5735		STRUMBEL, JENNIFER	202507	0	0.00	120.00
B	01	101	000				F			62810	AS2	1	5735		STRUMBEL, JENNIFER	202507	0	0.00	120.00
B	01	101	000				F			62811	AS2	1	6437		TASC	202507	0	0.00	34.50
B	01	101	000				F			62812	AS2	1	6479		MAREK, MATTHEW	202507	0	0.00	155.00
B	01	101	000				F			62813	AS2	1	6791		BARFKNECHT, ALAN	202507	0	0.00	90.00
B	01	101	000				F			62814	AS2	1	6826		DAY, ROGER	202507	0	0.00	155.00
B	01	101	000				F			62815	AS2	1	6829		DRUSCH, MERLYN	202507	0	0.00	155.00
B	01	101	000				F			62815	AS2	1	6829		DRUSCH, MERLYN	202507	0	0.00	90.00
B	01	101	000				F			62816	AS2	1	7197		UNIVERSITY OF MINNES	202507	0	0.00	1,196.00
B	01	101	000				F			62817	AS2	1	7389		PIKET, JOSEPH	202507	0	0.00	155.00
B	01	101	000				F			62818	AS2	1	7513	remit	FOLLETT SCHOOL SOLI	202507	0	0.00	23.97
B	01	101	000				F			62819	AS2	1	7545		TEACHERS ON CALL	202507	0	0.00	3,602.90
B	01	101	000				F			62820	AS2	1	7641		PERRY, JOHN	202507	0	0.00	155.00
B	01	101	000				F			62821	AS2	1	7697		MARISELA V NELSON IN	202507	0	0.00	100.00
B	01	101	000				F			62821	AS2	1	7697		MARISELA V NELSON IN	202507	0	0.00	100.00
B	01	101	000				F			62823	AS2	1	8081		TURNBULL, BLAINE	202507	0	0.00	155.00
B	01	101	000				F			62824	AS2	1	8170	remit	US BANCORP GOVN'T L	202507	0	0.00	7,569.12
B	01	101	000				F			62825	AS2	1	8172		DRENNAN, CHRISTOPHE	202507	0	0.00	155.00
B	01	101	000				F			62826	AS2	1	8300		PENNINGS, JILL	202507	0	0.00	40.00
B	01	101	000				F			62828	AS2	1	8384		MINNESOTA TRUE TEAM	202507	0	0.00	170.00

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		62829	AS2	1	8518		SCHLENNER WENNER &	202507	0	0.00	23,400.00
B	01	101	000				F			62830	AS2	1	8701	Remit	GAME ONE	202507	0	0.00	5,900.02
B	01	101	000				F			62831	AS2	1	8715		PRATT, ELIZABETH	202507	0	0.00	240.00
B	01	101	000				F			62833	AS2	1	8856		DUNN, ALIJAH	202507	0	0.00	180.00
B	01	101	000				F			62834	AS2	1	8859		BARASA, ALEX	202507	0	0.00	120.00
B	01	101	000				F			62835	AS2	1	8860		INSTRUCTURE, INC.	202507	0	0.00	131.88
B	01	101	000				F			62838	AS2	1	8879		ZIMMERMAN, ALEX	202507	0	0.00	180.00
B	01	101	000				F			62839	AS2	1	8880		PACT CHARTER SCHOC	202507	0	0.00	320.00
B	01	101	000				F			62840	AS2	1	8881		HOMERUN LEADERSHIP	202507	0	0.00	2,580.00
Account Total:																		\$257,519.66	\$778,267.77
B	01	101	003				F	Cash & Cash Equiv -		62613	PAY	1	4050		AFLAC	202507	9690	0.00	147.50
B	01	101	003				F			62613	PAY	1	4050		AFLAC	202507	9690	0.00	147.50
B	01	101	003				F			62614	PAY	1	5459		LEGAL SHIELD	202507	9690	0.00	55.81
B	01	101	003				F			62614	PAY	1	5459		LEGAL SHIELD	202507	9690	0.00	55.81
B	01	101	003				F			62615	PAY	1	2006		US GOVERNMENT	202507	9690	0.00	123,757.33
B	01	101	003				F			62616	PAY	1	1937		PUBLIC EMPLOYEES RE	202507	9690	0.00	23,576.16
B	01	101	003				F			62617	PAY	1	1938		TRA	202507	9690	0.00	61,120.73
B	01	101	003				F			62618	PAY	1	7649		TSA CONSULTING GRO	202507	9690	0.00	3,999.21
B	01	101	003				F			62618	PAY	1	7649		TSA CONSULTING GRO	202507	9690	0.00	8,672.81
B	01	101	003				F			62618	PAY	1	7649		TSA CONSULTING GRO	202507	9690	0.00	5,215.53
B	01	101	003				F			62618	PAY	1	7649		TSA CONSULTING GRO	202507	9690	0.00	3,999.21
B	01	101	003				F			62618	PAY	1	7649		TSA CONSULTING GRO	202507	9690	0.00	8,672.81
B	01	101	003				F			62618	PAY	1	7649		TSA CONSULTING GRO	202507	9690	0.00	5,149.81
B	01	101	003				F			62619	PAY	1	2009		EDUCATION MINNESOT	202507	9690	0.00	4,633.13
B	01	101	003				F			62619	PAY	1	2009		EDUCATION MINNESOT	202507	9690	0.00	4,633.13
B	01	101	003				F			62620	PAY	1	2470		MSRS	202507	9690	0.00	7,901.29
B	01	101	003				F			62620	PAY	1	2470		MSRS	202507	9690	0.00	7,901.29
B	01	101	003				F			62621	PAY	1	1962		MINNESOTA DEPT OF R	202507	9690	0.00	21,258.92
B	01	101	003				F			62841	PAY	1	2006		US GOVERNMENT	202507	0	0.00	108,450.76
B	01	101	003				F			62842	PAY	1	1962		MINNESOTA DEPT OF R	202507	0	0.00	18,152.35
B	01	101	003				F			62843	PAY	1	1938		TRA	202507	0	0.00	59,093.65
B	01	101	003				F			62844	PAY	1	1937		PUBLIC EMPLOYEES RE	202507	0	0.00	19,408.05
B	01	101	003				F			62912	PAY	1	8119		GIS BENEFITS, INC.	202507	0	0.00	18,644.92
B	01	101	003				F			62913	PAY	1	3431		MEDICA	202507	0	0.00	117,868.66
B	01	101	003				F			62914	PAY	1	1962		MINNESOTA DEPT OF R	202507	0	0.00	96.43

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	003				F	Cash & Cash Equiv -		62915	PAY	1	8696		MN UI Fund Unemployme	202507	0	0.00	289.20
Account Total:																		\$0.00	\$632,902.00
B	01	101	004				F	Cash & Cash Equiv -		62906	WES	1	1968		BANKWEST ROCKFORD	202507	0	0.00	147.75
B	01	101	004				F			62907	WES	1	1968		BANKWEST ROCKFORD	202507	0	0.00	25.00
B	01	101	004				F			62911	WES	1	1968		BANKWEST ROCKFORD	202507	0	0.00	140,000.00
Account Total:																		\$0.00	\$140,172.75
B	02	101	000				F	Cash & Cash Equiv		62659	AS2	1	4387		TAHER INC - BIN# 13509	202507	9690	0.00	97,346.41
B	02	101	000				F			62712	AS2	1	4387		TAHER INC - BIN# 13509	202507	9690	0.00	129,262.91
B	02	101	000				F			62785	AS2	1	8846	remit	THE BOELTER COMPANI	202507	9690	0.00	62,297.19
B	02	101	000				F			62832	AS2	1	8846	remit	THE BOELTER COMPANI	202507	0	0.00	2,052.81
B	02	101	000				F			62832	AS2	1	8846	remit	THE BOELTER COMPANI	202507	0	0.00	15,408.84
Account Total:																		\$0.00	\$306,368.16
B	04	101	000				F	Cash & Cash Equiv		62623	AS2	1	6377		DISH	202507	9690	0.00	132.09
B	04	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	61.29
B	04	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	462.75
B	04	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	195.32
B	04	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	68.37
B	04	101	000				F			62728	AS2	1	7545		TEACHERS ON CALL	202507	9690	0.00	210.80
B	04	101	000				F			62730	AS2	1	7615		HASTY AWARDS	202507	9690	0.00	300.76
B	04	101	000				F			62766	AS2	1	4335		4 POINT 0 SCHOOL SER	202507	9690	0.00	1,086.35
B	04	101	000				F			62766	AS2	1	4335		4 POINT 0 SCHOOL SER	202507	9690	0.00	2,232.19
B	04	101	000				F			62766	AS2	1	4335		4 POINT 0 SCHOOL SER	202507	9690	0.00	2,172.70
B	04	101	000				F			62775	AS2	1	7835		WOLF DEN BOOSTER CI	202507	9690	0.00	450.00
B	04	101	000				F			62796	AS2	1	1192		VERIZON WIRELESS	202507	0	0.00	100.42
B	04	101	000				F			62804	AS2	1	3856		TECH ACADEMY/COMPL	202507	0	0.00	60.00
B	04	101	000				F			62821	AS2	1	7697		MARISELA V NELSON IN	202507	0	0.00	100.00
B	04	101	000				F			62821	AS2	1	7697		MARISELA V NELSON IN	202507	0	0.00	100.00
B	04	101	000				F			62822	AS2	1	7842		GUENTHER, LINDA	202507	0	0.00	138.25
B	04	101	000				F			62822	AS2	1	7842		GUENTHER, LINDA	202507	0	0.00	22.40
B	04	101	000				F			62827	AS2	1	8365		ALLEY, NICOLE	202507	0	0.00	138.25
B	04	101	000				F			62827	AS2	1	8365		ALLEY, NICOLE	202507	0	0.00	56.00
B	04	101	000				F			62836	AS2	1	8876		PAULSON, JOHN	202507	0	0.00	59.50
B	04	101	000				F			62836	AS2	1	8876		PAULSON, JOHN	202507	0	0.00	138.25
B	04	101	000				F			62837	AS2	1	8877		SMITH, TOM	202507	0	0.00	59.50

Payment Distributions

Period: 202507-202507 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	04	101	000				F	Cash & Cash Equiv		62837	AS2	1	8877		SMITH, TOM	202507	0	0.00	138.25
Account Total:																		\$0.00	\$8,483.44
B	04	101	004				F	Cash & Cash Equiv -		62905	WES	1	1968		BANKWEST ROCKFORD	202507	0	0.00	2,519.43
B	04	101	004				F			62908	WES	1	1968		BANKWEST ROCKFORD	202507	0	0.00	19.44
B	04	101	004				F			62909	WES	1	8480		Kansas State Bank	202507	0	0.00	253.50
B	04	101	004				F			62910	WES	1	8480		Kansas State Bank	202507	0	0.00	480.00
Account Total:																		\$0.00	\$3,272.37
B	06	101	000				F	Cash & Cash Equiv		62661	AS2	1	5165	remit	ICS CONSULTING, LLC -	202507	9690	0.00	1,000.00
Account Total:																		\$0.00	\$1,000.00
B	21	101	000				F	Cash & Cash Equiv		62622	AS2	1	1846		MINNTEX CITRUS, INC.	202507	9690	0.00	3,877.70
B	21	101	000				F			62644	AS2	1	1200		CUB FOODS - BUFFALO	202507	9690	0.00	53.41
B	21	101	000				F			62647	AS2	1	1394		MBNA/BUSINESS CARD	202507	9690	0.00	73.71
B	21	101	000				F			62653	AS2	1	2159		DELANO PUBLIC SCHO	202507	9690	0.00	225.00
B	21	101	000				F			62713	AS2	1	5177		HOLT - PETERSON CHAI	202507	9690	0.00	429.85
B	21	101	000				F			62771	AS2	1	6187		MN FFA	202507	9690	0.00	580.00
Account Total:																		\$0.00	\$5,239.67
Report Total:																		\$257,519.66	\$1,875,706.16



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

Subject: Open Enrollments

Meeting Date: February 19, 2025

Prepared by: Business Office

Date Prepared: February 10, 2025

Information
 Briefing
 Action
 Enclosure Item(s)

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
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Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
11	Buffalo Hanover Montrose	877	9/3/2024	family move--wants to stay in Rockford Schools
7	Buffalo Hanover Montrose	877	9/3/2024	family move--wants to stay in Rockford Schools
6	Osseo	279	1/6/2025	NEW ENROLLMENT--wanted schools with smaller class sizes
6	Anoka Hennepin	11	1/9/2025	NEW ENROLLMENT--interested in magnet program
4	Anoka Hennepin	11	1/9/2025	NEW ENROLLMENT--interested in magnet program
1	Anoka Hennepin	11	1/9/2025	NEW ENROLLMENT--interested in magnet program
7	Brooklyn Center	286	9/3/2024	family move--wants to stay in Rockford Schools
1	Robbinsdale	281	9/3/2024	family move--wants to stay in Rockford Schools
1	Osseo	279	1/2/2025	family move--wants to stay in Rockford Schools
10	Osseo	279	1/2/2025	family move--wants to stay in Rockford Schools

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



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

Subject: 2024-25 Continuing Contract Teacher Seniority List

Meeting Date: February 19, 2025

Prepared by: Mike McNulty

Date Prepared: February 1, 2025

Information Briefing Action Enclosure Item(s)

Per the current Master Agreement between the Rockford Area Schools and Education Minnesota - Rockford, here is presented the 2024-2025 Continuing Contract Teacher Seniority List for Board of Education for approval.

Action item:

Section 5. Establishment of Seniority List:

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

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

Rockford Area Schools
Independent School District No. 883

2024-25 updated 12/31/2024

CONTINUING CONTRACT TEACHER SENIORITY LIST

1. This list is intended to reflect the first day of the most recent continuous service in the district and major and minor licensure filed with the school district office as of December 31, 2024.
2. Time off for leave of any kind authorized by the school district shall not be deemed to be a break in continuous service.
3. Expiration refers to licensure expiration. A license expires June 30 in the year indicated.
4. Per the current Master Agreement, for teachers hired prior to Jan. 1, 2024, means date of board approval with the school board; ties go to the lower File Folder number.
For teachers hired after January 1, 2024, seniority will be defined by the date and time the employee's contract was signed with the school district in a position requiring a license.

Number	Name	First Day	File Folder	Yrs - Rockford as of December 2024	Months	Tier	Current Valid Licensure	Expiration	General Assignment
1	Sprague, Jennifer	9/8/1989	295950	32	3	4	Elementary Education (1-6)	2028	ES ADSIS Reading
2	Engebretson, Dawn	8/31/1993	327256	31	4	4	Elementary Education (K-6) Coaching (7-12)	2025 2025	ES Grade 3
3	Ulen, Cheryl	8/31/1993	341845	31	4	4	Mathematics (7-12)	2025	HS Math
4	Merila, Julie	8/29/1994	350771	30	4	4	English/Language Arts (7-12) Coaching (7-12)	2027 2027	HS English
5	Peterson, Colleen	1/3/1995	305327	29	11	4	Developmental / Adaptive Phy Ed (PreK-12) Physical Education (K-12) Coaching (7-12) Driver and Traffic Safety (9-12)	2028 2028 2028 2028	ES Physical Education / DAPE
6	Hester, Jason	8/29/1995	352743	29	4	4	Life Sciences (7-12) Physical Education (K-12)	2028 2028	MS / HS Physical Education
7	Belanger, Amy	8/29/1995	357508	29	4	4	Specific Learning Disabilities (K-12) Mild to Moderate Mentally Hdcp (K-12)	2028 2028	MS Special Education
8	Nolby, Kristen	9/9/1996	344768	25	3	4	Elementary Education (1-6) Coaching (7-12)	2026 2026	MS Math
9	Madson, Jamie	11/18/1996	355894	28	1	4	Elementary Education (K-6) Keyboarding For Computer Application (K-8) Coaching (7-12)	2028 2028 2028	MS CIC (0.25) / STEM (0.75)
10	Mateyka, Kristine	8/31/1998	350263	26	4	4	Elementary Education (K-6) Coaching (7-12)	2029 2029	MS English

11	Biorn, Holly	8/31/1998	365795	26	4	4	Elementary Education (K-6)	2025	EXCEL Coordinator
12	Merila, Steven	8/31/1998	373040	26	4	4	Physical Sciences (Physics and Chem) (7-12)	2026	HS Science
13	Johnson, Marty	8/31/1998	377368	26	4	4	Elementary Education (1-6)	2027	ES Grade 2
14	Schneeweis, Jean	10/28/1998	288554	26	2	4	Elementary Education (K-6)	2029	ES Title Reading
							Pre-Kindergarten (Pre-K)	2029	
15	Hendrickson, Jan	4/12/1999	311670	25	8	4	English/Language Arts (7-12)	2028	MS English
							Specific Learning Disabilities (K-12)	2028	
16	Sarsland, Corina	8/30/1999	343208	25	4	4	Life Sciences (7-12)	2028	MS Science
							Coaching (7-12)	2028	
							Principal (K-12)	2026	
17	Wilts, Bonnie	8/30/1999	357434	25	4	4	Elementary Education (1-6)	2025	MS Social Studies
							Coaching (7-12)	2025	
18	Roelofs, Joel	8/30/1999	375615	25	3	4	Coaching (7-12)	2028	MS PE/Health
							Health (5-12)	2028	
							Driver and Traffic Safety (7-12)	2028	
							Physical Education (K-12)	2028	
19	Tauber, Michael	8/30/1999	381683	25	3	4	Social Studies (7-12)	2027	HS Social Studies
20	Sanner, Tracy	8/30/1999	383135	25	3	4	English/Language Arts (7-12)	2027	MS Special Education
							Emotional Behavior Disorders (K-12)	2027	
21	Eliason, Darren	8/28/2000	383855	24	4	4	Vocal and Classroom Music (K-12)	2027	ES CIC (0.5) / Music (0.5)
							Principal (K-12)	2026	
22	Neff, Kevin	8/28/2000	385556	24	4	4	Elementary Education (1-6)	2028	TOSA Tech Integrationist
							Keyboard For Computer Application (K-8)	2028	
							Mathematics (5-8)	2028	
23	Koste, Anne	8/28/2000	386982	24	4	4	Elementary Education (1-6)	2028	ES Grade 1
24	Klukas-Weber, Cheri	8/27/2002	352919	22	4	4	Visual Arts (K-12)	2027	ES/HS Art
25	Young, Caroline	8/27/2002	394274	22	4	4	Social Studies (5-12)	2028	HS Social Studies
26	Wirth, Molly	8/18/2003	392152	21	4	4	Secondary Guidance and Counseling (7-12)	2027	MS Counselor
							School Counselor (K-12)	2027	

27	Houghton, Daniel	8/25/2004	394360	20	4	4	Social Studies (7-12)	2027	HS Social Studies
28	Mattson, Kathryn	8/25/2004	417063	20	4	4	Communication Arts/Literature (5-12)	2025	HS English
29	Russell, Beth	8/29/2005	422934	19	4	4	Communication Arts/Literature (5-12)	2026	MS Digital Skills
							Library Media Specialist (K-12)	2026	
30	Ferdig, Jerald	8/29/2006	387299	18	4	4	Instrumental and Classroom Music (K-12)	2028	HS Band
31	Hedeem Childers, Tamara	7/20/2009	372018	15	5	4	Elementary Education (K-6)	2027	ES Grade 2
							Reading (K-12)	2027	
32	Trandahl, Polly	5/17/2010	321227	14	7	4	Elementary Guidance & Counseling (1-6)	2027	HS ADSIS Reading/AVID
							Elementary Education (K-6)	2027	
							Middle School Guidance & Counseling (MS)	2027	
							Reading (K-12)	2027	
33	Yakesh, Rachel	1/31/2011	381543	13	11	4	Elementary Education (K-6)	2027	ES ADSIS Reading
34	Milton, Jennifer	8/22/2012	448595	12	4	4	Elementary Education (K-6)	2025	ES Title Math
							Communications Arts/Literature (5-8)	2025	
							Social Studies (5-8)	2025	
35	Pennings, Benjamin	7/15/2013	397319	11	5	4	Social Studies (5-12)	2028	HS Social Studies
36	Werth, Elisabeth	8/26/2013	446097	11	4	4	Science (5-8)	2025	MS Science
							Life Science (9-12)	2025	
37	Gregory, McKenzie	8/26/2013	472437	11	4	4	Elementary Education (K-6)	2025	ES Grade 3
38	Hammer, Kylene	9/26/2013	468971	11	3	4	Elementary Education (1-6)	2028	ES Grade 2
39	Farmer, Laura	9/26/2013	472919	11	3	4	Elementary Education (K-6)	2025	ES Grade 3
							Early Childhood Ed (B-Grade 3)	2025	
40	Bakken, Amanda	1/2/2014	439306	10	11	4	Elementary Education (K-6)	2025	ES Grade 2
							Social Studies (5-8)	2025	
41	Van Orsdol, Diane	8/25/2015	286035	9	4	4	Elementary Education (1-6)	2025	ES ELL
							English as a Second Language (K-12)	2025	
42	Stariha, Paul	8/25/2015	330571	9	4	4	Coaching (7-12)	2026	HS Special Education
							Social Studies (7-12)	2026	
							Academic Behavioral Strategist (K-12)	2026	

							Autism Spectrum Disorders (B-12)	2026	
43	Ellos, Laura	8/25/2015	403568	9	4	4	Speech Language Pathologist (PreK-12)	2028	ES Speech
44	Gordee, Jill	8/25/2015	478967	9	4	4	School Counselor (K-12)	2025	HS CIC (0.5) / IB Grant (0.5)
45	Nelson, Leah	8/25/2015	485440	9	4	4	English as a Second Language (K-12)	2026	HS Spanish (0.5) / EL (0.5)
							Spanish (K-12)	2026	
46	Morgan, Becca	8/25/2015	486398	9	4	4	Public School Nurse (PreK-12)	2026	School Nurse
47	Cosgrove, Stephanie	8/25/2015	486663	9	4	4	Science (5-8)	2026	HS Science
							Chemistry (9-12)	2026	
48	Kaufman, Abbey	1/2/2016	491479	8	11	4	Social Studies (5-12)	2027	MS Social Studies
49	Anderson, Mali	1/11/2016	479545	8	11	4	Elementary Education (K-6)	2027	ES Kindergarten
50	Gunderson, Sarah	8/22/2016	408072	8	4	4	Visual Arts (K-12)	2025	MS Art
51	Oliverius, Hannah	8/22/2016	490995	8	4	4	Science (5-8)	2027	MS Science
							Life Science (9-12)	2027	
52	Probst, Alexandra	8/22/2016	493290	8	4	4	Elementary Education (1-6)	2028	ES Grade 1
53	Vasseei, Alex	8/22/2016	495419	8	4	4	Math (5-12)	2027	HS Math
54	Schnettler, Lanaya	12/19/2016	498571	8		4	Academic & Behavior Strategist (K-12)	2028	MS Special Education
55	Wawrzaszek, Madison	5/21/2017	501271	7	7	4	Learning Disabilities (K-12)	2028	HS Special Education
							Developmental Disabilities (K-12)	2028	
							Emotional Behavior Disorders (K-12)	2028	
56	Folger, Katie	8/24/2017	404801	7	4	4	Elementary Education (K-6)	2028	ES Grade 1
							Communication Arts / Literature (5-8)	2028	
57	Oeding, Brenda	9/18/2017	485882	7	3	4	Elementary Education (K-6)	2027	ES Kindergarten
58	Tensen, Cara	9/18/2017	491213	7	3	4	Elementary Education (K-6)	2027	ES Grade 1
							Early Childhood Education (B-Grade 3)	2027	
59	Laidly, Suzanne	9/18/2017	496681	7	3	4	Elementary Education (1-6)	2028	ES Grade 1
60	Udalla, Janee	2/1/2018	466871	6	10	4	Communication Arts / Literature (5-12)	2028	MS English
						4	Reading	2028	

61	Schneider, Corissa	8/21/2018	415346	6	4	4	Elementary Education (K-6)	2025	TOSA SpEd Assessment
							Autism Spectrum Disorders (K-12)	2025	
							Developmental Disabilities (K-12)	2025	
							Communication Arts / Literature (5-8)	2025	
62	Bauer, Britta	8/21/2018	473372	6	4	4	Instrumental and Classroom Music (K-12)	2029	MS Band
63	Beattie, Amber	8/21/2018	501261	6	4	4	Communication Arts / Literature (5-12)	2028	MS Writing
64	Zastoupil, Calli	8/21/2018	505483	6	4	4	Spanish (5-12)	2028	HS Spanish
65	Von Kaenel, Robert	6/17/2019	427849	5	6	4	Communication Arts / Literature (5-12)	2027	HS English
66	Gruber, Kaytlyn	6/17/2019	500854	5	6	4	Elementary Education (K-6)	2028	ES Kindergarten
67	Korzendorfer, Cassandra	7/8/2019	424447	5	5	4	Communication Arts / Literature (5-12)	2026	MS English
68	Bird, Krista	8/19/2019	424909	5	4	4	Communication Arts / Literature (5-8)	2026	ES / MS ELL
							Elementary Education (K-6)	2026	
69	Bloom, Samantha	1/16/2020	1004868	4	11	4	School Counselor (K-12)	2028	HS Counselor
70	Penick, Kacie	8/28/2020	441129	4	4	4	ECSped (B-Age 6), ECE (B-Grade 3)	2029	ECSE
on leave	Larson, Meghan	8/19/2020	1003520	4		4	Vocal and Classroom Music	2028	HS Music/Choir
71	Bartels, Emily	5/17/2021	509229	3	7	4	Speech Language Pathologist (PreK-12)	2028	Speech - MS, HS
72	Carlson, Kerry	6/21/2021	439815	3	6	4	Spanish (K-12)	2029	MS Spanish/EL
73	Desmarais-H, Jennifer	9/20/2021	350885	3	4	4	Elementary Education (1-6)	2027	HS Media Specialist (0.5) HS Avid (.34)
74	Kenady, Andrew	9/20/2021	486325	3	3	4	Communication Arts/Literature (5-12)	2028	HS English
75	Bratsch, Derek	7/1/2022	501036	2	5	4	Mathematics (5-12)	2028	HS Math
76	Veldhuizen, Abbey	8/16/2022	433223	2	4	4	Speech-Language Pathologist (PreK-12)	2025	District Speech/Patho
77	Rickart, Aaron	8/16/2022	513911	2	4	3	Physical Ed (K-12), Health (5-12), DAPE (PreK-12)	2025	Elem PE
78	Stall, Allyson	8/16/2022	1017222	2	4	3	Elementary Education (K-6)	2025	ES Grade 3
79	Sindelir, Erin	4/12/2023	453851	1	8	4	Elementary Education (K-6)	2026	MS Sped, Student Support Spec.

							Science (5-8)	2026	
80	Douglas, Suzanne	5/12/2023	510031	1	7	3	Learning Disabilities (K-6)	2026	ES Special Education
81	Finanger, Erika	6/19/2023	507053	1	6	4	Elementary Education (K-6)	2027	ES Special Education
							Reading (K-8)	2027	
							Pre-primary (Age 3 - PreK)	2027	
82	Siltala-Habib, Brenna	6/20/2023	502326	1	6	4	Elementary Education (K-6)	2028	ES Grade 4
83	Theil, Elizabeth	06/21/2023	1003968	1	6	4	Elementary Education (K-6)	2028	ES Grade 4
84	Schoeller, Elizabeth	7/17/2023	472121	1	5	4	Science (5-8)	2028	HS Science
							Life Science (9-12)	2028	
							Chemistry (9-12)	2028	
85	Beard, Emily	7/18/2023	472322	1	5	4	Elementary Education (K-6)	2029	ES Grade 2
86	George, Anne	8/21/2023	442064	1	4	4	Elementary Education (K-6)	2029	ES Grade 4
							Communication Arts/Literature (5-8)	2029	
87	Sehlin-Goneau, Brenda	8/22/2023	292674	1	4	4	Elementary Education (1-6)	2026	HS Special Education
							Emotional Behavior Disorders (K-12)	2026	
							Learning Disabilities (K-12)	2026	
							Autism Spectrum Disorders (K-12)	2026	
							Mild to Moderate Mentally HDPC (K-12)		
88	Andring, Christina	11/20/2023	389768	1	1	4	Mild to Moderate Mentally HDPC (K-12)	2025	District Special Education
							Teacher Coordinator WBL (9-12)	2025	



Rockford Area Schools – ISD 883

EXTENDED FIELD TRIP APPLICATION – FINAL APPROVAL

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

School: Rockford High

Group/Class: DECA

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

of students: 17 # of school personnel: 1 # of chaperones: 0

Destination: State Convention Address: 1300 Nicollet mall mpls, mn 55403

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

Departure Date: 3-2-25 Departure Time: _____ Return Date: 3-4-2025 Return Time: _____

Days absent: When school is in session: 2 Non-school days/vacation time: 1

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

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

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

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

Who has signed off on discussing school discipline policies with students? N/A

Who has signed off on discussing school discipline policies with staff and chaperones? N/A

TRANSPORTATION: Attach request if using district transportation.

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

Public Transportation _____ Contracted Transportation: _____
(Name of Service; attach contract)

Place of lodging: Hyatt Regency Dates: _____

COSTS: (Estimate per student)

Transportation	\$ <u>365.02</u>	Expenses to be paid by the district	\$ <u>808.66</u>
Meals	\$ <u>6</u>	Expenses to be paid by special funds	\$ _____
Substitute Teachers	\$ <u>440.64</u>	Explain special funding and/or procedures for handling instances of economic need: _____	
Lodging	\$ <u>2500.00 (Approx)</u>		
Other (fees, ins)	\$ <u>1570.00</u>		
Total	\$ <u>5198.66</u>		

The following documentation must be attached:

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

APPROVAL: Final approval requires the following signatures

School Principal: [Signature] Date: 2/6/25

Superintendent (or Designee): [Signature] Date: 2.10.25

Board Approval: Yes No Date: _____

Comments: _____

2025 will be similar to this

SUNDAY, MARCH 10, 2024

CONFERENCE AGENDA

All Day	Conference Headquarters	Lakeshore A
10:00 AM - 11:00 AM	Conference Registration	Mirage
10:00 AM - 12:00 PM	Written 20-Page Project Submission Drop Off	Nicollet Ballroom
10:00 AM - 5:00 PM	Luggage Storage <i>Store at your own risk.</i>	St. Croix
11:00 AM	Event Chairpersons - Material Pickup	Regency
11:00 AM	Director's Briefing - Principles & PFL	Loring
11:30 AM	Judges' Registration & Orientation	Regency
12:30 PM - 5:00 PM	Competitive Event - Preliminary Competition	Locations Posted Below by Event
2:30 PM 3:30 PM	Director's Briefing - Individual - TDM	Loring
5:00 PM - 6:15 PM	Buffet Dinner <i>By Pre-Purchased Ticket</i>	Northstar Promenade
7:00 PM - 8:15 PM	Written Exams - Role-Plays <i>Series and TDM's</i>	Locations Posted Below by Event
9:00 PM - 10:00 PM <i>Doors Open at 8:45 PM</i>	Opening Session	Minneapolis Convention Center - Auditorium
11:00 PM	Curfew	All Students Must Remain in Their Hotel Rooms

EVENT	LOCATION
BUSINESS OPERATIONS RESEARCH EVENTS Business Services Research Buying & Merchandising Research Finance Research Hospitality & Tourism Research Sports & Entertainment Marketing Research	NICOLLET BALLROOM
PROJECT MGMT EVENTS Business Solutions Project Career Development Project Community Awareness Project Community Giving Project Financial Literacy Project Sales Project	NICOLLET BALLROOM
ENTREPRENEURSHIP EVENTS Innovation Plan Start-Up Business Plan Independent Business Plan International Business Plan Business Growth Plan Franchise Business Plan	Exhibit Hall Exhibit Hall Nicollet Ballroom Nicollet Ballroom Nicollet Ballroom Nicollet Ballroom
INTEGRATED MARKETING CAMPAIGN EVENTS Integrated Marketing Campaign - Event Integrated Marketing Campaign - Product Integrated Marketing Campaign - Service	NORTHSTAR BALLROOM
PROFESSIONAL SELLING & CONSULTING EVENTS Financial Consulting Hospitality & Tourism Professional Selling Professional Selling	EXHIBIT HALL
STATE-ONLY EVENTS Gold Chapter Campaigns School Based Enterprise - Retail and Food SALES DEMONSTRATION General Lines Hard Lines Soft Lines EMPLOYMENT INTERVIEW Receptionist Area Entry Level Advanced Level	NORTHSTAR BALLROOM

PRELIM. COMPETITION

EVENT	LOCATION
PRINCIPLES EVENTS Principles of Business Mgmt. & Admin. Principles of Finance Principles of Hospitality & Tourism Principles of Marketing	Greenway Greenway Greenway Greenway
OTHER ROLE-PLAY EVENTS Personal Financial Literacy	Greenway

PRELIM.

REMEMBER
A **PEN** is **REQUIRED** for **ALL** exams.
X if changing answer

EVENT	LOCATION
TDM EXAMS Buying & Merchandising TDM Entrepreneurship TDM Finance Services TDM Hospitality Services TDM Marketing Mgmt. TDM Sports & Entertainment Marketing TDM Travel & Tourism TDM	Northstar A Lake Superior AB Mirage Great Lakes C Great Lakes A Regency Great Lakes B
INDIVIDUAL SERIES EVENTS Accounting Applications Apparel & Accessories Marketing Automotive Services Marketing Business Services Marketing Entrepreneurship Food Marketing Hotel & Lodging Human Resource Mgmt. Marketing Communications Quick Service Restaurant Mgmt. Restaurant & Food Service Mgmt. Retail Merchandising Sports & Entertainment Marketing	Skyway Suite Northstar B Greenway J Greenway DE Greenway A Greenway FG Boundary Waters Greenway HI Boundary Waters Boundary Waters Boundary Waters Boundary Waters Greenway BC

7:00 PM EXAMS



SUNDAY

9:00 PM - 10:00 PM

**OPENING
SESSION**

> MINNEAPOLIS CONVENTION
CENTER - AUDITORIUM

SPECIAL AWARDS

New Chapters
Trading Pin Contest
Stock Market Game
Virtual Business Challenge
Speakers' Bureau Awards
School-based Enterprise Awards
Membership Campaign Awards
Largest Membership Percentage Increase Award
Chapter Campaign Awards
Outstanding Advisor Awards
Outstanding Student Awards

MONDAY, MARCH 11, 2024

CONFERENCE AGENDA

All Day	Conference Headquarters	Lakeshore A
7:00 AM - 8:15 AM	Alternative Testing <i>By Pre-Registration Only</i>	Greenway BC
7:15 AM	Judges' Registration & Orientation	Regency
8:00 AM - 4:00 PM	Competitive Events - Prelim. Role-Plays	Locations Posted Below by Event
10:00 AM - 11:15 AM	Written Exams - Principles & PFL	Locations Posted Below by Event
11:00 AM - 1:30 PM	Judges' Luncheon	Regency
11:30 AM - 1:30 PM	Buffet Lunch <i>By Pre-Purchased Ticket</i>	Boundary Waters
2:30 PM	Written Exams - IMC Events	Locations Posted Below by Event
3:00 PM	Hypnotist Session <i>Featuring Brian Imbus</i>	Great Lakes Ballroom
3:30 PM	Written Exams - Prof. Selling Events	Locations Posted Below by Event
5:00 PM - 6:15 PM	Buffet Dinner <i>By Pre-Purchased Ticket</i>	Boundary Waters
7:00 PM - 8:30 PM <i>Doors Open at 6:45 PM</i>	Preliminary Awards Session	Minneapolis Convention Center - Auditorium
9:00 PM - 10:00 PM	TBD <i>Sponsored by State Officers</i>	Great Lakes Ballroom
9:00 PM	DJ & Games	Great Lakes Ballroom
10:00 PM	Advisor Meeting	Regency
11:30 PM	Curfew	All Students Must Remain in Their Hotel Rooms.

EVENT	LOCATION
TDM EVENTS Buying & Merchandising TDM Entrepreneurship TDM Finance TDM Hospitality Services TDM Marketing Mgmt. TDM Sports & Entertainment Marketing TDM Travel & Tourism TDM	NICOLLET BALLROOM
INDIVIDUAL SERIES EVENTS Accounting Applications Apparel & Accessories Marketing Automotive Services Marketing Business Services Marketing Entrepreneurship Food Marketing Hotel & Lodging Human Resource Mgmt. Marketing Communications Quick Service Restaurant Mgmt. Restaurant & Food Service Mgmt. Retail Merchandising Sports & Entertainment Marketing	EXHIBIT HALL

PRELIM. ROLE-PLAYS

10:00 AM EXAMS	
EVENT	LOCATION
PRINCIPLES EVENTS Principles of Business Mgmt. & Admin. Principles of Finance Principles of Hospitality & Tourism Principles of Marketing	Greenway BC Greenway HI Greenway DE Greenway FG
OTHER ROLE-PLAY EVENTS Personal Financial Literacy	Greenway A
2:30 PM EXAMS	
EVENT	LOCATION
INTEGRATED MARKETING CAMPAIGN EVENTS Integrated Marketing Campaign - Event Integrated Marketing Campaign - Product Integrated Marketing Campaign - Service	Boundary Water Lake Superior AB Boundary Water
3:30 PM EXAMS	
EVENT	LOCATION
PROFESSIONAL SELLING & CONSULTING EVENTS Financial Consulting Hospitality & Tourism Professional Selling Professional Selling	Greenway HI Greenway BC Greenway FG

MONDAY EXAMS

REMEMBER

A **PEN** is **REQUIRED** for **ALL** exams.
X if changing answer

ORDER OF EVENTS

- 1 BUSINESS ADMIN. WRITTEN EXAM
- 2 HOSPITALITY & TOURISM WRITTEN EXAM
- 3 MARKETING WRITTEN EXAM
- 4 BUSINESS MANAGEMENT & ADMIN. WRITTEN EXAM
- 5 FINANCE WRITTEN EXAM
- 6 FINANCIAL LITERACY EXAM
- 7 ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT EXAM
- 8 EMPLOYMENT INTERVIEW - ENTRY LEVEL
- 9 EMPLOYMENT INTERVIEW - ADVANCED LEVEL
- 10 SALES DEMONSTRATION - GENERAL LINES
- 11 SALES DEMONSTRATION - HARD LINES
- 12 SALES DEMONSTRATION - SOFT LINES
- 13 CHAPTER GOLD AWARDS PROGRAM
- 14 SCHOOL BASED ENTERPRISE - FOOD
- 15 SCHOOL BASED ENTERPRISE - RETAIL
- 16 PERSONAL FINANCIAL LITERACY
- 17 PRINCIPLES OF BUSINESS MANAGEMENT & ADMIN.
- 18 PRINCIPLES OF FINANCE
- 19 PRINCIPLES OF HOSPITALITY & TOURISM
- 20 PRINCIPLES OF MARKETING
- 21 ACCOUNTING APPLICATIONS SERIES
- 22 APPAREL AND ACCESSORIES MARKETING SERIES
- 23 AUTOMOTIVE SERVICES MARKETING SERIES
- 24 BUSINESS SERVICES MARKETING SERIES
- 25 ENTREPRENEURSHIP SERIES
- 26 FOOD MARKETING SERIES
- 27 HOTEL & LODGING MANAGEMENT SERIES
- 28 HUMAN RESOURCE MANAGEMENT SERIES
- 29 MARKETING COMMUNICATIONS SERIES
- 30 QUICK SERVE RESTAURANT MANAGEMENT SERIES
- 31 RESTAURANT & FOOD SERVICE MANAGEMENT SERIES
- 32 RETAIL MERCHANDISING SERIES
- 33 SPORTS & ENTERTAINMENT MARKETING SERIES
- 34 BUYING & MERCHANDISING TDM
- 35 ENTREPRENEURSHIP TDM
- 36 FINANCIAL SERVICES TDM
- 37 HOSPITALITY SERVICES TDM
- 38 MARKETING MANAGEMENT TDM
- 39 SPORTS & ENTERTAINMENT MARKETING TDM
- 40 TRAVEL & TOURISM TDM
- 41 INNOVATION PLAN
- 42 BUSINESS GROWTH PLAN
- 43 FRANCHISE BUSINESS PLAN
- 44 INDEPENDENT BUSINESS PLAN
- 45 INTERNATIONAL BUSINESS PLAN
- 46 START - UP BUSINESS PLAN
- 47 FINANCIAL CONSULTING EVENT
- 48 HOSPITALITY & TOURISM PROFESSIONAL SELLING
- 49 PROFESSIONAL SELLING
- 50 BUSINESS SERVICES OPERATIONS RESEARCH
- 51 BUYING & MERCHANDISING OPERATIONS RESEARCH
- 52 FINANCE OPERATIONS RESEARCH
- 53 HOSPITALITY & TOURISM OPERATIONS RESEARCH
- 54 SPORTS & ENTERTAINMENT MARKETING OPERATIONS RESEARCH
- 55 INTEGRATED MARKETING CAMPAIGN - EVENT
- 56 INTEGRATED MARKETING CAMPAIGN - PRODUCT
- 57 INTEGRATED MARKETING CAMPAIGN - SERVICE
- 58 BUSINESS SOLUTIONS PROJECT
- 59 CAREER DEVELOPMENT PROJECT
- 60 COMMUNITY AWARENESS PROJECT
- 61 COMMUNITY GIVING PROJECT
- 62 FINANCIAL LITERACY PROJECT
- 63 SALES PROJECT

MONDAY

7:00 PM - 8:30 PM

PRELIMINARY AWARDS SESSION

> MINNEAPOLIS CONVENTION
CENTER - AUDITORIUM

TUESDAY, MARCH 12, 2024

CONFERENCE AGENDA

All Day	Conference Headquarters	Lakeshore A
7:30 AM	Judges' Registration & Orientation	Regency
8:00 AM - 3:30 PM	Manual Coordination Center	Grant Room
8:00 AM - 3:30 PM	Role-Play Coordination Center	Loring Room
7:00 AM - 8:00 PM	Luggage Storage <i>Store at your own risk.</i>	St. Croix & Minnehaha Rooms
8:30 AM - 2:00 PM	Final Competitions - All Events	Locations Posted Below by Event
3:00 PM - 3:30 PM	Manual Pick-Up <i>No manuals will be shipped.</i>	Grant Room
4:00 PM - 6:00 PM	Grand Award Session	Minneapolis Convention Center - Auditorium
Upon Completion of Awards	Results Pick-Up <i>Advisors Only</i>	Nicollet Promenade or Convention Center <i>As Requested in Conference Registration System</i>
6:30 PM	Depart - Have a Safe Trip Home!	

EVENT	LOCATION
PRINCIPLES EVENTS Principles of Business Mgmt. & Admin. Principles of Hospitality & Tourism Principles of Marketing Principles of Finance	EXHIBIT HALL
OTHER ROLE-PLAY EVENTS Personal Financial Literacy <i>SPONSORED BY: MINNESOTA CREDIT UNION FOUNDATION</i>	EXHIBIT HALL
TDM EVENTS Buying & Merchandising TDM Entrepreneurship TDM Finance TDM Hospitality Services TDM Marketing Mgmt. TDM Sports & Entertainment Marketing TDM Travel & Tourism TDM	EXHIBIT HALL
INDIVIDUAL SERIES EVENTS Accounting Applications Apparel & Accessories Marketing Automotive Services Marketing Business Services Marketing Entrepreneurship Food Marketing Hotel & Lodging Human Resource Mgmt. Marketing Communications Quick Service Restaurant Mgmt. Restaurant & Food Service Mgmt. Retail Merchandising Sports & Entertainment Marketing	EXHIBIT HALL
STATE-ONLY EVENTS Gold Chapter Campaigns School Based Enterprise SALES DEMONSTRATION General Lines Hard Lines Soft Lines EMPLOYMENT INTERVIEW Receptionist Area Entry Level Advanced Level	NICOLLET BALLROOM

FINAL COMPETITION

EVENT	LOCATION
BUSINESS OPERATIONS RESEARCH EVENTS Business Services Research <i>SPONSORED BY: GENEVA CAPITAL</i> Buying & Merchandising Research Finance Research Hospitality & Tourism Research Sports & Entertainment Marketing Research	NICOLLET BALLROOM
PROJECT MGMT EVENTS Business Solutions Project Career Development Project Community Awareness Project Community Giving Project Financial Literacy Project <i>SPONSORED BY: BLAZE CREDIT UNION</i> Sales Project	EXHIBIT HALL
ENTREPRENEURSHIP EVENTS Innovation Plan Start-Up Business Plan Independent Business Plan International Business Plan Business Growth Plan Franchise Business Plan	Exhibit Hall Exhibit Hall Nicollet Ballroom Nicollet Ballroom Nicollet Ballroom Nicollet Ballroom
INTEGRATED MARKETING CAMPAIGN EVENTS Integrated Marketing Campaign Event Integrated Marketing Campaign Service Integrated Marketing Campaign Product	EXHIBIT HALL
PROFESSIONAL SELLING & CONSULTING EVENTS Financial Consulting Hospitality & Tourism Professional Selling Professional Selling	EXHIBIT HALL

FINAL COMPETITION

#MNDECA2024

ORDER OF EVENTS

TUESDAY

- 1 EMPLOYMENT INTERVIEW - ENTRY LEVEL
- 2 EMPLOYMENT INTERVIEW - ADVANCED LEVEL
- 3 SALES DEMONSTRATION - GENERAL LINES
- 4 SALES DEMONSTRATION - HARD LINES
- 5 SALES DEMONSTRATION - SOFT LINES
- 6 GOLD CHAPTER CAMPAIGNS
- 7 SCHOOL BASED ENTERPRISE - FOOD
- 8 SCHOOL BASED ENTERPRISE - RETAIL
- 9 PERSONAL FINANCIAL LITERACY
- 10 PRINCIPLES OF BUSINESS MANAGEMENT & ADMIN
- 11 PRINCIPLES OF FINANCE
- 12 PRINCIPLES OF HOSPITALITY & TOURISM
- 13 PRINCIPLES OF MARKETING
- 14 ACCOUNTING APPLICATIONS SERIES
- 15 APPAREL AND ACCESSORIES MARKETING SERIES
- 16 AUTOMOTIVE SERVICES MARKETING SERIES
- 17 BUSINESS SERVICES MARKETING SERIES
- 18 ENTREPRENEURSHIP SERIES
- 19 FOOD MARKETING SERIES
- 20 HOTEL & LODGING MANAGEMENT SERIES
- 21 HUMAN RESOURCE MANAGEMENT SERIES
- 22 MARKETING COMMUNICATIONS SERIES
- 23 QUICK SERVE RESTAURANT MANAGEMENT SERIES
- 24 RESTAURANT & FOOD SERVICE MANAGEMENT SERIES
- 25 RETAIL MERCHANDISING SERIES
- 26 SPORTS & ENTERTAINMENT MARKETING SERIES
- 27 BUYING & MERCHANDISING TDM
- 28 ENTREPRENEURSHIP TDM
- 29 FINANCIAL SERVICES TDM
- 30 HOSPITALITY SERVICES TDM
- 31 MARKETING MANAGEMENT TDM
- 32 SPORTS & ENTERTAINMENT MARKETING TDM
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- 47 SPORTS & ENTERTAINMENT MARKETING OPERATIONS RESEARCH
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- 54 COMMUNITY GIVING PROJECT
- 55 FINANCIAL LITERACY PROJECT
- 56 SALES PROJECT

4:00 PM - 6:00 PM

GRAND AWARDS SESSION

> MINNEAPOLIS CONVENTION CENTER - AUDITORIUM



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

Subject: February 2025 Superintendent's Report

Meeting Date: February 19, 2025

Prepared by: Superintendent's Office

Date Prepared: February 10, 2025

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: RMS-CES Celebration

Meeting Date: February 19, 2025

Prepared by: Paul Warzecha

Date Prepared: February 10, 2025

Information Briefing Action Enclosure Item(s)

Paul Warzecha will be giving an update about the collaborative efforts between Three Rivers Park, RAS Community Ed, and Curriculum Integration Coordinator Jamie Madson to establish an Outdoor Club.



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

Subject: AIPAC Presentation and Vote of Concurrence

Meeting Date: February 19, 2025

Prepared by: Perry Buffie

Date Prepared: February 10, 2025

Information Briefing Action Enclosure Item(s)

AIPAC Liaison Perry Buffie will introduce Jessica Perrault, local AIPAC chairperson. Ms. Perrault will share with the Board the AIPAC decision regarding concurrence for the 2024-25 school year.

Annually, local AIPAC committees are required to formally vote regarding whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

There is no formal action required of the Board at this time. If the finding is of concurrence, the Board chair will sign a statement (along with the Superintendent and AIPAC chair). If the finding is of non-concurrence, the Board would have 60 days to issues a written response to the AIPAC committee's concerns.

Our local AIPAC committee conducted their vote on February 12, 2025 during their monthly meeting. They voted concurrent.



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Quarterly Budget Review – Quarter Ended December 31, 2024*

Meeting Date: February 19, 2025

Prepared by: Bridget Peterson, CFO

Date Prepared: February 13, 2025

Information Briefing Action Enclosure Item(s)

The attached quarterly budget review for the quarter ending December 31, 2024 will be discussed further at the board meeting.

ROCKFORD AREA PUBLIC SCHOOLS
QUARTERLY BUDGET UPDATE AS OF DECEMBER 31, 2024
REVENUE AND EXPENDITURES BY FUND

PROGRAM NAME	2023-24 Revised Budget	2023-24 FYTD Activity	2023-24 FYTD %	2024-25 Revised Budget	2024-25 FYTD Activity	2024-25 FYTD %
GENERAL	22,787,021	10,500,182	46.1	21,947,440	10,507,923	47.9
NUTRITION SERVICES	920,403	316,736	34.4	1,220,473	429,995	35.2
COMMUNITY SERVICES	1,338,473	662,949	49.5	1,472,446	760,526	51.7
CONSTRUCTION FUND	10,000	87,742	877.4	-	70,335	N/A
DEBT REDEMPTION	5,095,983	603,619	11.8	5,187,248	255,030	4.9
TOTAL REVENUES	30,151,880	12,171,228	40.4	29,827,607	12,023,809	40.3
GENERAL	22,481,636	8,695,514	38.7	22,125,063	9,246,392	41.8
NUTRITION SERVICES	920,403	348,701	37.9	1,075,930	321,943	29.9
COMMUNITY SERVICES	1,271,567	676,643	53.2	1,481,895	724,913	48.9
CONSTRUCTION FUND	2,000,000	1,498,856	74.9	-	377,604	N/A
DEBT REDEMPTION	4,903,319	374,341	7.6	4,915,541	372,770	7.6
TOTAL EXPENDITURES	31,576,925	11,594,055	36.7	29,598,429	11,043,622	37.3

ROCKFORD AREA PUBLIC SCHOOLS
QUARTERLY BUDGET UPDATE AS OF DECEMBER 31, 2024
REVENUES BY SOURCE TYPE

SOURCE TYPE	2023-24 Revised Budget	2023-24 FYTD Activity	2023-24 FYTD %	2024-25 Revised Budget	2024-25 FYTD Activity	2024-25 FYTD %
TAX REVENUE	3,644,550	3,640,117	99.9	3,615,994	4,139,879	114.5
STATE REVENUE	18,143,727	6,006,472	33.1	17,492,702	5,538,645	31.7
FEDERAL REVENUE	369,744	355,024	96.0	319,744	3,823	1.2
LOCAL REVENUE	629,000	498,569	79.3	519,000	825,576	159.1
TOTAL GENERAL FUND	22,787,021	10,500,182	46.1	21,947,440	10,507,923	47.9
STATE REVENUE	329,789	82,668	25.1	571,506	189,357	33.1
FEDERAL REVENUE	460,082	165,398	36.0	494,693	175,387	35.5
LOCAL REVENUE	130,532	68,670	52.6	154,274	65,251	42.3
TOTAL NUTRITION SERVICE FUND	920,403	316,736	34.4	1,220,473	429,995	35.2
TAX REVENUE	125,366	9,579	7.6	124,354	-	-
STATE REVENUE	183,029	100,260	54.8	162,257	99,261	61.2
LOCAL REVENUE	1,030,078	553,110	53.7	1,185,835	661,265	55.8
TOTAL COMMUNITY SERVICE FUND	1,338,473	662,949	49.5	1,472,446	760,526	51.7
LOCAL REVENUE	10,000	87,742	-	-	70,335	-
TOTAL CONSTRUCTION FUND	10,000	87,742	877.4	-	70,335	N/A
TAX REVENUE	4,913,549	387,687	7.9	5,028,448	-	-
STATE REVENUE	182,434	215,932	118.4	158,800	255,030	160.6
TOTAL DEBT SERVICE FUND	5,095,983	603,619	11.8	5,187,248	255,030	4.9

ROCKFORD AREA PUBLIC SCHOOLS
QUARTERLY BUDGET UPDATE AS OF DECEMBER 31, 2024
EXPENDITURES BY OBJECT TYPE

OBJECT TYPE	2023-24 Revised Budget	2023-24 FYTD Activity	2023-24 FYTD %	2024-25 Revised Budget	2024-25 FYTD Activity	2024-25 FYTD %
SALARIES AND WAGES	11,640,296	4,226,789	36.3	11,571,465	4,423,483	38.2
EMPLOYEE BENEFITS	4,169,426	1,450,729	34.8	3,982,110	1,442,153	36.2
PURCHASED SERVICES	5,507,425	2,276,844	41.3	5,533,410	2,701,039	48.8
SUPPLIES AND MATERIALS	854,015	566,666	66.4	685,163	584,635	85.3
CAPITAL EXPENDITURES	194,723	131,626	67.6	313,828	29,205	9.3
OTHER EXPENDITURES	115,751	42,860	37.0	39,087	65,877	168.5
TOTAL GENERAL FUND	22,481,636	8,695,514	38.7	22,125,063	9,246,392	41.8
PURCHASED SERVICES	-	-	-	486,756	162,459	33.4
SUPPLIES AND MATERIALS	920,403	348,701	37.9	589,174	151,732	25.8
TOTAL NUTRITION SERVICE FUND	920,403	348,701	37.9	1,075,930	321,943	29.9
SALARIES AND WAGES	792,459	438,876	55.4	974,360	471,573	48.4
EMPLOYEE BENEFITS	183,642	107,040	58.3	269,235	131,793	49.0
PURCHASED SERVICES	129,577	85,254	65.8	184,000	102,545	55.7
SUPPLIES AND MATERIALS	59,939	24,398	40.7	43,000	18,067	42.0
CAPITAL EXPENDITURES	5,000	21,075	421.5	10,000	-	-
OTHER EXPENDITURES	100,950	-	-	1,300	935	71.9
TOTAL COMMUNITY SERVICE FUND	1,271,567	676,643	53.2	1,481,895	724,913	48.9
OTHER EXPENDITURES	2,000,000	1,498,856	74.9	-	377,604	N/A
TOTAL CONSTRUCTION FUND	2,000,000	1,498,856	74.9	-	377,604	N/A
OTHER EXPENDITURES	4,903,319	374,341	7.6	4,915,541	372,770	7.6
TOTAL DEBT SERVICE FUND	4,903,319	374,341	7.6	4,915,541	372,770	7.6

ROCKFORD AREA PUBLIC SCHOOLS
QUARTERLY BUDGET UPDATE AS OF DECEMBER 31, 2024
GENERAL FUND BY PROGRAM

OBJECT TYPE	2023-24 FYTD Activity	2024-25 Adopted Budget	2024-25 FYTD Activity	2024-25 FYTD %
DISTRICT & SCHOOL ADMINISTRATION				
SALARIES & WAGES	391,204	681,203	392,517	57.6
EMPLOYEE BENEFITS	130,846	273,771	136,435	49.8
PURCHASED SERVICES	10,221	35,300	30,077	85.2
SUPPLIES AND MATERIALS	6,828	7,344	2,100	28.6
OTHER EXPENDITURES	25,904	23,387	27,177	116.2
TOTAL DISTRICT & SCHOOL ADMINISTRATION	565,003	1,021,005	588,306	57.6
DISTRICT SUPPORT SERVICES				
SALARIES & WAGES	329,093	732,889	341,905	46.7
EMPLOYEE BENEFITS	215,399	397,971	215,673	54.2
PURCHASED SERVICES	96,007	318,000	172,390	54.2
SUPPLIES AND MATERIALS	118,236	140,873	181,582	128.9
CAPITAL EXPENDITURES	26,331	75,000	-	-
OTHER EXPENDITURES	3,479	-	4,341	N/A
TOTAL DISTRICT SUPPORT SERVICES	788,545	1,664,733	915,891	55.0
ELEMENTARY & SECONDARY REGULAR INSTRUCTION				
SALARIES & WAGES	1,952,734	5,611,438	2,056,171	36.6
EMPLOYEE BENEFITS	636,697	1,881,563	626,418	33.3
PURCHASED SERVICES	168,145	527,802	249,230	47.2
SUPPLIES AND MATERIALS	287,157	277,689	293,784	105.8
CAPITAL EXPENDITURES	20,893	-	28,595	N/A
OTHER EXPENDITURES	933	4,700	24,325	517.6
TOTAL ELEM & SECONDARY REGULAR INSTRUCTION	3,066,559	8,303,192	3,278,523	39.5
VOCATIONAL EDUCATION INSTRUCTION				
SALARIES & WAGES	68,895	191,451	55,501	29.0
EMPLOYEE BENEFITS	16,114	49,272	14,896	30.2
PURCHASED SERVICES	1,112	-	10,714	N/A
SUPPLIES AND MATERIALS	4,199	9,108	1,053	11.6
OTHER EXPENDITURES	-	-	-	N/A
TOTAL VOCATIONAL EDUCATION INSTRUCTION	90,320	249,831	82,164	32.9
SPECIAL EDUCATION INSTRUCTION				
SALARIES & WAGES	769,002	2,396,658	905,884	37.8
EMPLOYEE BENEFITS	232,989	756,401	252,493	33.4
PURCHASED SERVICES	263,327	315,557	210,069	66.6
SUPPLIES AND MATERIALS	9,902	-	6,871	NA
OTHER EXPENDITURES	675	-	-	NA
TOTAL SPECIAL EDUCATION INSTRUCTIONAL	1,275,895	3,468,616	1,375,317	39.7
INSTRUCTIONAL SUPPORT SERVICES				
SALARIES & WAGES	188,727	776,220	179,934	23.2
EMPLOYEE BENEFITS	51,152	198,650	45,522	22.9
PURCHASED SERVICES	74,513	85,661	66,078	77.1
SUPPLIES AND MATERIALS	22,397	18,083	27,420	151.6
CAPITAL EXPENDITURES	11,869	-	-	N/A
OTHER EXPENDITURES	-	11,000	10,034	91.2
TOTAL INSTRUCTIONAL SUPPORT SERVICES	348,658	1,089,614	328,988	30.2
PUPIL SUPPORT SERVICES				
SALARIES & WAGES	161,943	486,155	163,363	33.6
EMPLOYEE BENEFITS	38,199	129,330	37,623	29.1
PURCHASED SERVICES	963,208	2,892,840	1,325,739	45.8
SUPPLIES AND MATERIALS	7,659	11,066	5,638	51.0
CAPITAL EXPENDITURES	-	-	-	N/A
OTHER EXPENDITURES	-	-	-	N/A
TOTAL PUPIL SUPPORT SERVICES	1,171,009	3,519,391	1,532,363	43.5
SITES & BUILDINGS				
SALARIES & WAGES	365,191	695,451	328,206	47.2
EMPLOYEE BENEFITS	129,333	295,152	113,093	38.3
PURCHASED SERVICES	522,591	1,153,500	404,429	35.1
SUPPLIES AND MATERIALS	110,288	221,000	66,188	30.0
CAPITAL EXPENDITURES	84,402	238,828	610	0.3
OTHER EXPENDITURES	-	-	-	N/A
TOTAL SITES & BUILDINGS	1,211,805	2,603,931	912,526	35.0
DEBT SERVICE	53 177,720	204,750	232,314	113.5
TOTAL GENERAL FUND	8,695,514	22,125,063	9,246,392	41.8



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

Subject: Fiscal Year 2024-2025 Budget Amendments – Quarter 2

Meeting Date: February 19, 2025

Prepared by: Bridget Peterson

Date Prepared: February 13, 2025

Information Briefing Action Enclosure Item(s)

Each quarter budget review provides an opportunity to review budget variances and make amendments when information becomes available. Attached are the recommendations for budget amendments for the quarter ending December 31, 2024.

Recommendation:

Approve fiscal year 2024-2025 budget amendments for quarter 2 as presented.

**ROCKFORD AREA SCHOOLS
GENERAL FUND FINANCIAL PROJECTION
(All Fund Balances)**

	2023-2024 Audited	2024-2025 Adopted	2024-2025 Revised
Revenue	\$ 24,114,843	\$ 21,947,440	\$ 22,880,789
Expenditure	22,373,468	22,125,064	22,125,064
<i>Expenditure Adjustments</i>	-	-	220,675
Revised Expenditures	\$ 22,373,468	\$ 22,125,064	\$ 22,345,739
Difference	1,741,375	(177,624)	535,050
Beginning Fund Balance	4,232,821	5,974,196	5,796,572
Ending Fund Balance Projections	\$ 5,974,196	\$ 5,796,572	\$ 6,331,622
<i>One month of operating expenditures</i>	\$ 1,864,456	\$ 1,843,755	\$ 1,862,145
<i>2 months of fund balance needed - Recommended Minimum</i>	\$ 3,728,911	\$ 3,687,511	\$ 3,724,290
<i>Percentage of fund balance</i>	27%	26%	28%
<i>Fund balance policy variance from recommended</i>	\$ 2,245,285	\$ 2,109,061	\$ 2,607,332

Rockford Budget Amendment Summary

FY 2024-2025

Second Quarter Ending December 31, 2024

(February 19, 2025)

General Fund Revenues:

Increase or (decrease) revenues:

State Aid Revenue	\$539,009
Federal Revenue	\$49,340
Interest Earnings Revenue	<u>\$345,000</u>
Total Revenues:	\$933,349

General Fund Expenditures:

Increase or (decrease) expenditures:

Salary & Benefits	\$138,675
Various Supply Budgets	<u>\$82,000</u>
Total Expenditures:	\$220,675



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

Subject: RMS-CES Principals Report

Meeting Date: February 19, 2025

Prepared by: Paul Warzecha

Date Prepared: February 10, 2025

Information Briefing Action Enclosure Item(s)

Paul Warzecha to give updates on the RMS-CES including progress on SIP goals, Instructional updates, and other updates on various initiatives that have impacted our school climate.



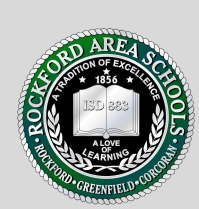
Rockford Area Schools

*presented by,
Paul Warzecha, Rockford Middle School Principal*

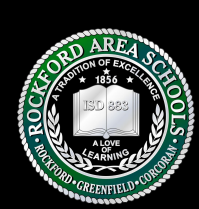
February, 2025

#ROCKETS883



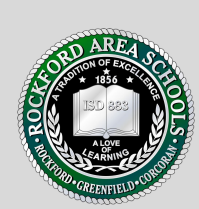


Rockford Middle School General Updates



General Updates

- Engagement: Trout in the Classroom & Reframing our Baker Partnership
- Intentional Reprogramming of our Special Education
- Curriculum Mapping, Curricular & Instructional Framework
- Celebrating Outdoor Club Baker Partnership and Revamp of Field Trip Redesign



Rockford Middle School

2024-25

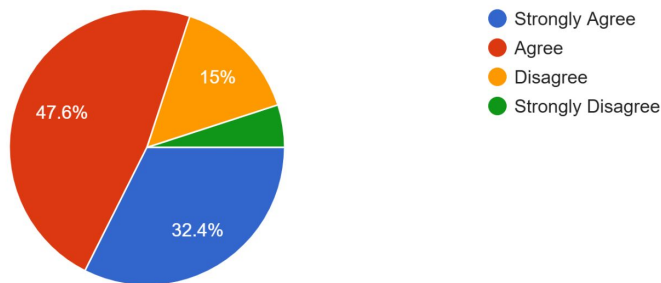
Goal Setting



Healthy & Supportive Environment

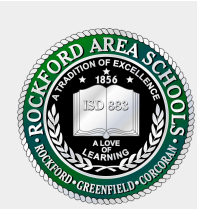
During the 24-25 school year, students will increase their positive response from the question, “I have at least one trusted adult in my school that I can go to when necessary,” from 79.7% to 95%.

I have at least one trusted adult in my school that I can go to when necessary.
441 responses



Progress:

- Teach how and when to access the principal and counselors along with the processes for reporting issues and/or incidents
- Create and implement an See Something Say Something
- Check and Connect Pilot Program
- Each Child will identify their designated staff member that they feel as their trusted adult
- Staff will be aware of those students who identify them as their trusted adult.
- Frequent Monitoring of tardies, absences, grades, missing work and behaviors
- Implement a paper staff and student nomination form that allows for staff to positively reinforce the good work for their colleagues and students.



Student Achievement & Growth

By the end of the 2024-25 school year, staff members will reflect on courses and create a common document that identifies 8-12 essential standards per course and their alignment with magnet pillars and NAAEE Guidelines.

- A common essential standards document will be available for the instructors to unpack one essential standard at-a-time, and determine what students will **know** and what students will be able to **do**. Instructors will need time to complete the document, using team support, and previously developed standards documents as examples
- Jamie will have individual meetings with each teacher to help integrate NAAEE into an identified Essential Standards.

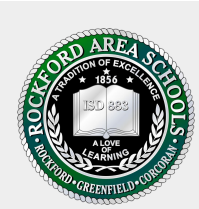
By the end of the 2024-25 school year, teachers will identify the learning targets that correspond to the 8-12 essential standards for each course and identify the essential vocabulary that they will teach to students using a variety of different strategies.

- Middle School Staff will receive training on how to effectively create learning targets that align to essential standards.
- The maps are in progress and close to complete in some cases. See [mission control](#) for links to all maps.
- Designated PD time to create, revise and organize learning targets

By the end of the 2024-25 school year, teachers will create or revise a summative assessment for each courses' essential standards.

- Teachers will complete a self-assessment to measure their growth in their summative assessments throughout the year.
- Differentiated approach for teams that are further along in this process due to established curriculum, or years experience in the district as a team.

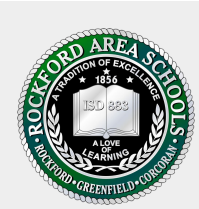
	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Standards	are not linked to the class , documented, or used/referenced.	are linked to the class and teachers are aware of what they are.	are aligned to class instruction, and documented in the RAS curricular map.	are aligned, documented and include power/essential standards along with standards bundles.	regularly referenced in monitoring, adjusting instruction both within teams and across teams (vertically). Documents are go-to for new staff .
Learning Targets	are not linked to the class , documented, or used/referenced.	are linked to the class and teachers are aware of what they are.	are aligned to standards, constructed in the RAS format, and documented in the RAS curricular map.	are aligned, constructed effectively, documented and communicated to students reliably in a predictable structure.	are referenced throughout the lesson such that student achievement and growth is impacted.
Assessments	are not aligned to the standards.	are aligned to the standards.	are aligned to the standards, documented clearly, and implemented as common assessments where applicable.	are aligned, documented, and implemented effectively as a way to monitor student achievement and growth on an ongoing basis.	are aligned, documented, and implemented effectively as a way to monitor student achievement and growth on an ongoing basis. Assessments are also varied to support student achievement with different assessment structures.



RMS-CES Q-Comp Site Goal

- 33 students will show growth by decreasing their risk level (or showing significant growth within the high-risk category) from Fall 2024 to Spring 2025 on the aReading test.
- 24 students will show growth by decreasing their risk level (or showing significant growth within the high-risk category) from Fall 2024 to Spring 2025 on the aMath test.





Culture of Collective Purpose

Every staff understands the [Rubric](#) that defines the work of RMS-CES Magnet program and can complete a self-assessment regarding their progress towards each area. In addition, the goal is that all teachers can grow or maintain in their targeted goal area.





Rubric

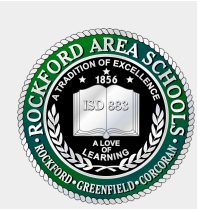
Each Teacher self-Assessed

Each Teacher had a 1 on 1 meeting with Jamie Madson

Each Teacher will reassess and close out the year with another 1 on 1.

-Staff Development and R&R

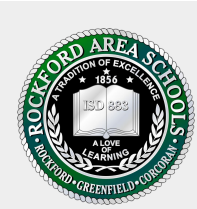
	Novice	Acorn	Sapling	Oak
Outdoor Education	Lesson plans are not adapted for the outdoors. Outdoor spaces not utilized.	Some lesson plans are adapted for the outdoors. Outdoor spaces utilized 1-2 times/quarter.	Many lesson plans are fully adapted for the outdoors. Outdoor spaces utilized 3-4 times/quarter.	Most lesson plans are adapted for the outdoors. Lesson plans seamlessly integrate outdoor learning with curriculum goals. Outdoor spaces utilized weekly.
Grade Level Biome	Limited knowledge of characteristics of biomes.	Basic knowledge of characteristics of biomes. Limited connections made to core curriculum.	Significant knowledge of characteristics of biomes. Consistent connections made to core curriculum.	Deep knowledge of characteristics of biomes. Lesson plans seamlessly integrate characteristics of biomes with curriculum goals.
Environmental Integration	Limited knowledge of environmental integration. Lesson plans are not adapted for environmental content.	Basic knowledge of environmental integration. Limited connections made to environmental content.	Significant knowledge of environmental integration. Consistent connections made to environmental content.	Deep knowledge of environmental integration. Lesson plans seamlessly integrate environmental focus with curriculum goals.
Engineering Design Process	Limited knowledge of the engineering design process. Lesson plans do not integrate the engineering design process.	Basic knowledge of engineering design process. Limited connections made to engineering content.	Significant knowledge of the engineering design process. Consistent connections made to engineering content.	Deep knowledge of the engineering design process. Lesson plans seamlessly integrate engineering focus with curriculum goals.



Community, School, & Family Partnerships Updates

- **STEM Showcase Coming Up April 24th from 4:30pm to 7pm**
- CIC & Principal Attended Weaver Lake Elementary Evening and look to expand recruiting efforts including having a presence at REAMS Arts & Academics
- Band Concerts & Choir Caroling
- Promoting RMS-CES at Weaver Lake Elementary
- Group and Individual Tours
- Building Stronger Bonds with Activities & Athletics
- Kindness Week
- Continuing to build strong bonds with FFA/Ag and Rockford Education Foundation
- School Dance February 28th!





Stewardship of Resources Updates

- **Focus on improving efforts with Recruiting and Retention.**
 - **Informal Tours accompany Teacher Interviews**
 - **Various forms of mentoring ranging from informal to formal**
 - **Partnership with MAWSECO to train Setting 3 paraprofessionals on supporting students specific IEP needs through academic programing models and data collection supporting students with a Positive Behavior Support Plan**
 - **Supporting Paraprofessional staffing and scheduling challenges through an innovative approach.**
- **Principal monitoring spending, staffing allocations, and abudgets.**
- **Deep Portage Cost Containment Messures**
- **Partnership with Agriscience Class and Taher Food Service that aims at growing the lettuce that students will consume at lunch through a Fork Farms Vertical Farming station.**





Thank You.



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

Subject: Learning & Innovation Report

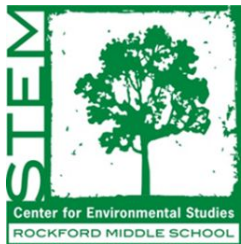
Meeting Date: February 19, 2025

Prepared by: Superintendent's Office

Date Prepared: February 10, 2025

Information Briefing Action Enclosure Item(s)

Updates about Building Instructional Leadership Teams (BILTs), professional development, Professional Learning Communities (PLCs), and MTSS--work focused on supporting teachers in their instruction so students can achieve and grow.



Department of Learning & Innovation Updates: February 2025

Gratitude



Building Instructional Leadership Teams

BILT Approach

“There's been a shift in my district thanks to the development of a **positive, collaborative culture** driven by **shared leadership** with a **collective purpose.**”

excerpt from written reflection

Harvard Instructional Coaching through Change Course⁷⁵



RAS BILT



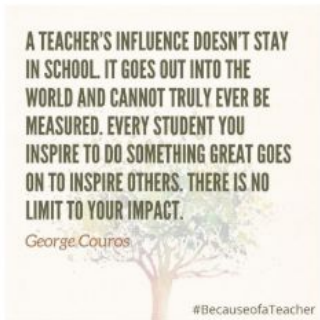
JANUARY

ISSUE 1

ALL BILTS

- Reviewed Evals from December
- Previewed work through end of the year including
 - Q Comp Program updates
 - Calendar
- Continued PD & PLC Planning
 - 1/20 Rocket Camp
 - 3/21 Half PD Day
- Considered 25-26 calendar

INSTRUCTIONAL INSPIRATION



76

Questions?
Contact a BILT member, [Kathy Mattson](#) or [Jeff Riddlehoover](#).

MEETING SNAPSHOTS

REAMS

- Discussed literacy curriculum review process and timeline
- Reviewed ideas and timeline for grade level data retreats
- Considered approach for building systems around testing, conferences, instruction
- Next meeting: 2/4

RMS

- Discussed technology and instruction (Infinite Campus and Google Classroom)
- Shared ideas about the Baker field trip
- Decided to gather team input about how to balance PLC time for the rest of the year
- Next meeting: 2/4

RHS

- Discussed professional development avenues related to relicensure
- Reflected on PLCs connected to student achievement evidence
- Considered approaches for RHS work to come (college credits, graduation honors)
- Next meeting: 1/21, 2/18

Keeping it in Perspective

This data is

- a part of the story *not the whole story*.
- a way to understand student achievement and growth.
- a shared responsibility.
- not the complete measure of a student.
- not an evaluation of a teacher.
- an opportunity to reflect on instruction so we can grow as teachers.

Reminder

We're building systems that will allow us to do this work in a meaningful, structured way. It's new. It will take time. It's a process.

New Goal Structure

Students will show growth by decreasing their risk level from Fall 2024 to Spring 2025 on the aReading and aMath FAST test.



This empowers teachers to focus on student growth--moving individual students to the right to **decrease** their risk level.

This data is available in FastBridge and Infinite Campus.

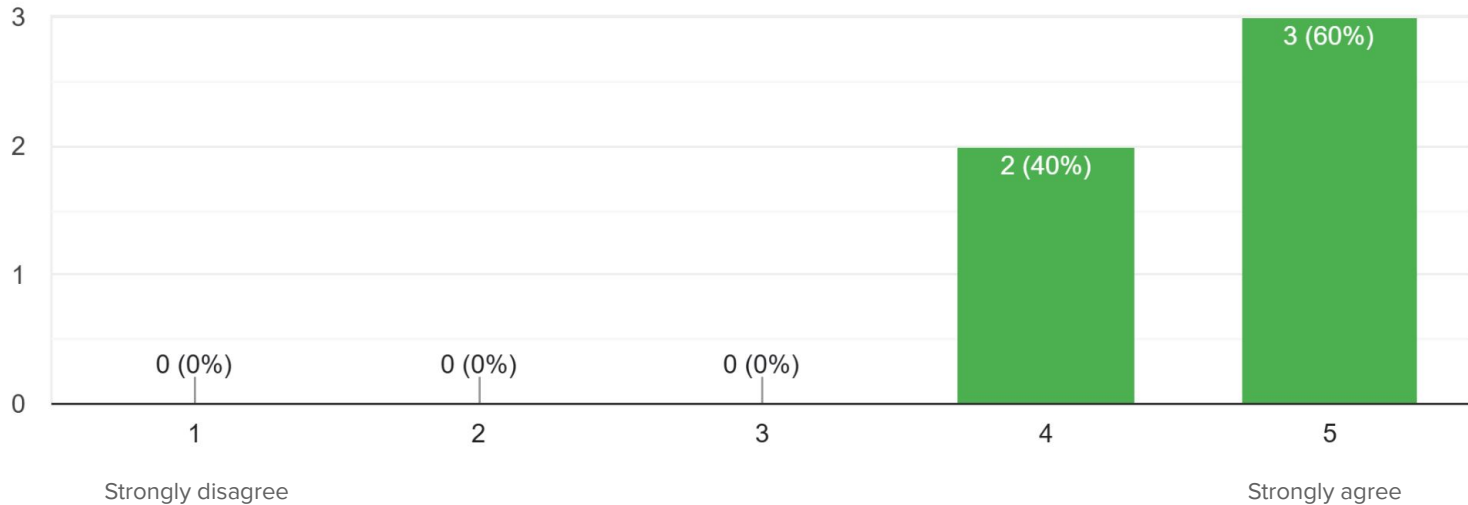
More accessible, more concrete.

Data for each student can be tracked over time.

REAMS Data Retreats

The data retreat provided our team an opportunity to express thoughts and ideas concerning literacy instruction.

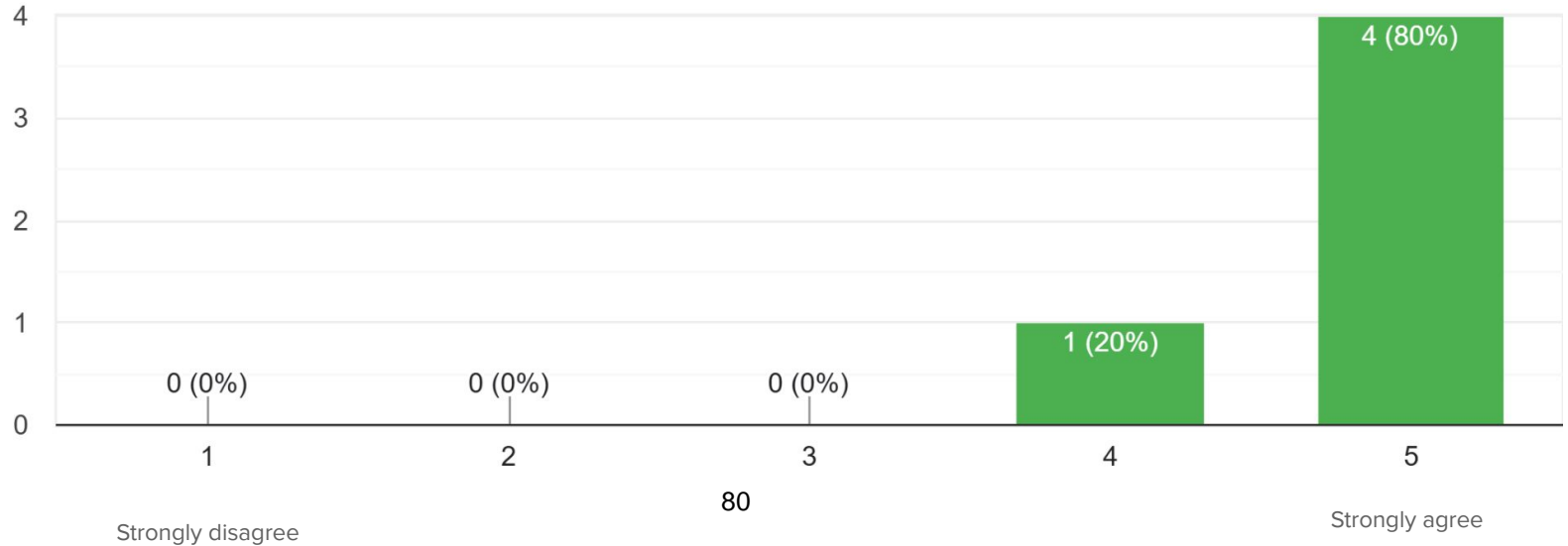
5 responses



REAMS Data Retreats

Our team feels it would be beneficial to offer data retreats in the future.

5 responses



Curriculum Review

Timeline

1. September-November
 - a. Department of Learning & Innovation drafting a process for adopting curriculum
 - b. Department of Learning & Innovation shares process with Literacy leads
2. December
 - a. Meet with representatives of possible curriculum
 - b. Share the draft process with REAMS BILT
3. January-March
 - a. Share the process plan with REAMS (January)
 - b. Review Materials
 - c. BILT facilitates the process and all grade-levels are engaged
4. April
 - a. Initial recommendation
5. May
 - a. Order materials
 - b. Outline support for summer
 - c. Implementation plan for 25-26 shared

RMS: Excellence in Environmental Education PD Grant

B. Designing Investigations

Learners design environmental investigations to answer specific questions—often their own questions.

Plan and select lines of inquiry appropriate to their questions. For example, working collaboratively, plan an investigation comparing their school's environmental impact to other schools in the district. Determine how data related to environmental quality (energy use, recycling rates), health (indoor air quality/asthma rates), and/or economics (dollars spent on energy use and waste management) can be collected.

Define the scope of an inquiry, identifying the main variables and phenomena to be studied.

Choose appropriate methods of observation and measurement for an environmental investigation. For example, design an investigation of energy use across schools in their district that involves interviewing facilities managers.

Select the appropriate tools for environmental investigations based on the question asked and the type of information sought. For example, use a spreadsheet and a simple journal to track telephone interviews with school facilities managers about energy use.

C. Collecting Information

Learners locate and collect quantitative and qualitative information about the environment and environmental topics, using a range of methods and sources. They explain why they used selected information collection methods.

Use field study skills to systematically observe, accurately measure, and keep thorough and accurate records of firsthand information about their own community.

Use technology to access, collect, and store written notes, data tables, graphs, sketches, and photographs.

Use various methods of measurement, including derived measurements such as rates of change.

Assess, choose, and synthesize information collected about their environmental topic or question from resources such as aerial photographs, topographic maps, and satellite images; library and museum collections, historical documents, and eyewitness accounts; computerized databases and spreadsheets; and government records.

Professional Development




PD & PLCs



REAMS PLCs & PD

Due today
8:00 AM – Q Comp Reflection 2




Due Monday
Observation 2 Paperwork

RMS-CES PLCs & PD

Due today
8:00 AM – Q Comp Reflection 2




Due Monday
Observation 2 (Couns 84)
Observation 2 (Tech Integrationist, DAC)

RHS PLCs & PD

Due today
8:00 AM – Q Comp Reflection 2

Due Monday
Observation 2 Paperwork

Professional Development Days



PROFESSIONAL DEVELOPMENT DAY
 OCTOBER 16, 2024
 ROCKFORD AREA SCHOOLS

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	<p>Classroom Teachers 7:20-9:20am, <i>Classrooms</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete ADSIS SAEBRS surveys (directions) <p>9:30-9:50am, <i>Theater Room</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Curricular Map & Learning Scale Intro <p>10:00-11:05am, <i>PLC Meeting Locations</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Curricular Map Work with PLCs (see ongoing PLC agenda/notes) <p>Interventionists/Specialists 7:20-11:05am, <i>PLC Meeting Location</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Data review & format for distribution <p>Special Education 7:20-11:05am, <i>PLC Meeting Location</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue PLC Goal 1 (Fast Progress monitoring) <p>REAMS/RHS Shared Staff 7:20-8:20am, <i>RHS Meeting, RHS Media Center</i> 8:30-11:05am, <i>REAMS/RHS Classrooms</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Curricular Map Work 	<p>7:20-8:20am <i>RMS-CES Media Center</i> All staff</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan (SIP) <input type="checkbox"/> District issued curriculum survey <input type="checkbox"/> Survey Reflection- Student Connectedness <p>8:30-9:15am <i>RMS-CES Media Center</i> All staff</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curricular Map & Learning Scale Intro <p>9:25-11:05am <i>RMS-CES Media Center</i></p> <p>Classroom Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curricular Map Work with PLCs (see ongoing PLC agenda/notes) <p>Special Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue PLC Goal 1 (Fast progress monitoring) 	<p>7:20-8:20am <i>RHS Media Center</i> All staff</p> <ul style="list-style-type: none"> <input type="checkbox"/> Note-Taking follow-up <input type="checkbox"/> School Improvement Plan (SIP) <input type="checkbox"/> Curricular Map & Learning Scale Q&A <p>8:30-11:05am <i>PLC Meeting Locations</i></p> <p>Classroom Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curricular Map Work with PLCs (see ongoing PLC agenda/notes) <p>Specialists, Interventionists, Special Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue PLC Goal 1

Professional Development Days



PROFESSIONAL DEVELOPMENT DAY NOVEMBER 4, 2024 ROCKFORD AREA SCHOOLS

Time	REAMS	RMS-CES	RHS	Special Education
7:20am 11:05am	<p>Classroom Teachers 7:20-8:50am <i>PLC Meeting Locations</i></p> <p><input type="checkbox"/> Curriculum Mapping Work with PLCs</p> <p>Interventionists 7:20-8:50am <i>PLC Meeting Locations</i></p> <p><input type="checkbox"/> Continued PLC Goal: Systems of Support</p> <p>Classroom Teachers 9:00-10:00am <i>Theater Room, with computers</i></p> <p><input type="checkbox"/> IXL Training (info)</p> <p>Specialists 9:00-10:00am</p> <p><input type="checkbox"/> Curriculum Mapping Work</p> <p>All Staff 10:10-11:05am <i>Theater Room, with computers</i> SIP Session Information</p>	<p>7:20-8:50am <i>RMS Media Center</i> <i>All Staff, with computers</i></p> <p><input type="checkbox"/> Curriculum Mapping Work with PLCs</p> <p>9:00-10:00am <i>RMS-CES Media Center</i> <i>All Staff, with computers</i></p> <p><input type="checkbox"/> IXL Training (info)</p> <p>10:10-11:05am <i>RMS-CES Media Center</i> <i>All Staff</i></p> <p><input type="checkbox"/> IXL Implementation Follow-Up</p> <p><input type="checkbox"/> Quarter Follow-Up</p> <p><input type="checkbox"/> New Quarter Sharing</p> <p><input type="checkbox"/> Parent Communication</p>	<p>7:20-8:50am <i>RHS Media Center</i></p> <p>Classroom Teachers</p> <p><input type="checkbox"/> Curriculum Mapping Work with PLCs</p> <p>District Groups</p> <p><input type="checkbox"/> Continue PLC Goal 1</p> <p>9:00-10:00am Know Where to Go</p> <p><input type="checkbox"/> IXL Training (info)</p> <p><input type="checkbox"/> New Staff Meeting</p> <p><input type="checkbox"/> Curriculum Mapping</p> <p>10:10-11:05am <i>RHS Media Center to start</i></p> <p><input type="checkbox"/> IB Big Picture</p> <p><input type="checkbox"/> IB: MYP/DP</p>	<p>7:20-8:50am <i>RMS-CES Room 121</i></p> <p>Science of Reading & IEPs Session Info Teachers involved received invite</p> <p>7:20-8:50am RMS-CES Program Transition Teachers involved will be emailed</p> <p>9:00-11:00am Join the work in your respective buildings or continue Program Transition.</p> <p>Note If the sessions above don't apply to you, follow your building's schedule instead.</p>

THIS YEAR, WE'VE ANSWERED

4

4

4

,

7

3

7

QUESTIONS!

 Aim for 200,000 questions each month!

FEBRUARY



SKILL PROGRESS SUMMARY

9,637

SKILLS MASTERED

11,483

SKILLS PROFICIENT

19,530

SKILLS PRACTICED

SKILL PROGRESS SUMMARY

MATH

4,715

SKILLS MASTERED

5,843

SKILLS PROFICIENT

ELA

3,059

SKILLS MASTERED

3,550

SKILLS PROFICIENT

Professional Development Days

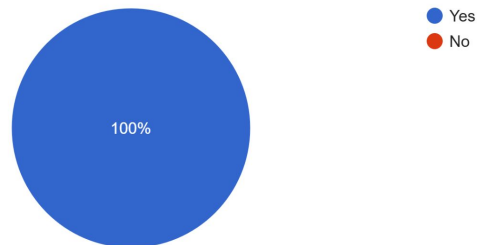
Rocket Camp Overview

Session Title	Audience	Session Leader	Location	Time Offered		
				8:00	9:05	10:10
American Indian History & Culture (fulfills license renewal requirement)	EC -12	Debra Bently Brian Triplett	Auditorium*	X		
Craft Wellness Together	EC -12	Jenn DesMarais-Holland	108	X		
Curricular Map Workshop	K-12	Kathy Mattson	400	X		
EdPuzzle 101: Make Video Interactive	K-12	Megan Childs	400		X	
EdPuzzle 102: Level Up Video in your Classroom	K-12	Megan Childs	400			X
Exploring College Credit and Career Pathway Opportunities	EC -12	Jill Gordee	109		X	
FAST Data Collaboration & Action	EC -12	Kevin Neff	406	X		
Instructional Design Support	K-12	Caroline Young	101	X		
IXL Basics	1-12	Kristy Diedrich	405		X	
IXL: Using the Data and Analytics	1-12	Kristy Diedrich	405			X
Make and Take Student Books	K-8	Dawn Engebretson	206	X		
Making Cross-Curricular Connections with Fine Arts	K-12	Jenna Scheevel	108		X	
Native Enough: The Complexity of American Indian Identity (fulfills license renewal requirement)	EC -12	Nina O'Leary	Media Center		X	X
PBIS (fulfills license renewal requirement)	EC-12	Debra Bently	Choir Room*			X
Renewing Your License: No Vision Test Required	EC-12	Kevin Neff	406			X
Student Mental Health (fulfills license renewal requirement)	EC-12	Susan Chwalek Debra Bently	West Commons* Choir Room*		X	
Using AI to Create IEPs	Special Education	Chrissy Andring	404			X

* indicates a space that changed to accommodate the large group that registered.

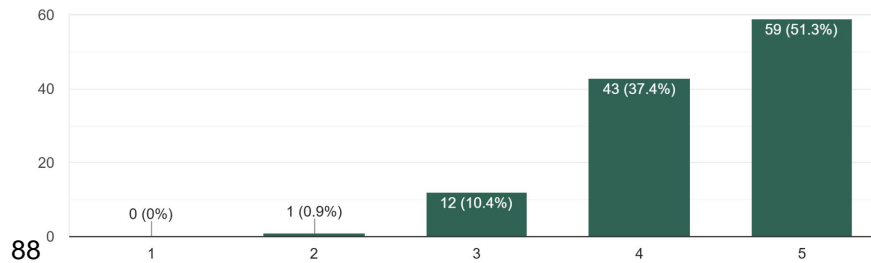
Do you like the Rocket Camp format for professional development?

115 responses



Overall, how would you rate this year's Rocket Camp?

115 responses



PLCs

Acknowledgements

1. This is a part of a larger sequence. Take it one step at a time.
2. This work has been done in various ways over the last 20 years. This is not the process it was in the past. Trust the new process.
3. This work will be the foundation for ongoing instructional work to support students in achievement and growth--not just this year, but also in years to come.
4. Knowing where you are and what you have right now helps start this process.
5. Be real as you go through this process.
6. Wherever you are is ok.
7. We're going to get stronger together through the process that will come step-by-step.
8. Your voice, suggestions, reflections, and questions are welcome throughout the process.

Purpose

Strategic Direction: Student Achievement and Growth

Standards

from District Professional Learning Plan

Align instruction to standards that are clearly communicated and documented.

What this looks like when complete/end in view:

- essential standards identified
- universal structure
- enables effective alignment conversations
- enables continuity of practice even with staff changes

Learning Targets

from District Professional Learning Plan

Integrate learning targets as a part of the learning process using a universal, consistent structure.

What this looks like when complete/end in view:

- wording consistent across classrooms, buildings (I can)
- targets align to standards
- integrated beginning, middle, end of lesson

Assessments

from District Professional Learning Plan

Use assessments that are standards-aligned, varied, and purposefully used to continuously monitor student progress and achievement.

What this looks like when complete/end in view:

- assessments align to standards
- common assessments where applicable
- structure of assessments vary
- assessment reflection practice

Process & Product



BUILDING

Class/Department, Subject/Grade

Contributing Teachers

[RAS Learning Scales](#)

[Guide to the Curricular Map](#)

Link to syllabus/course outline if applicable

Unit	Time	Power Standards	Learning Targets	Assessments	Instructional Materials

Guide to the Curricular Map

Unit	Time	Power Standards	Learning Targets	Assessments	Instructional Materials
<p>Put the unit name or unit number here.</p> <p>This should be sequenced in the same order the material is delivered instructionally.</p>	<p>Indicate how long the unit takes.</p> <p>Days Weeks</p>	<p>For Science, ELA, Math: Use Test Specs, Achievement Descriptors (Reading, Math, Reading/Math/Science) to identify Power Standards</p> <p>For other subject areas: REAL Criteria</p> <p>District Example</p> <p>K-8 Power Standards (bundled and power standards)</p>	<p>Formulate statements with "I can..."</p> <p>You can create a document for each unit and link to it here rather than listing them if you prefer.</p> <p>Learning targets should be aligned to the power standards.</p> <p>Eden Prairie Example</p>	<p>You can link to assessment docs or describe the structure.</p> <p>Indicate if its a common assessment.</p> <p>Be sure the assessment aligns to the standards identified for the unit.</p>	<p>May include: Link to student materials</p> <p>Google Classroom share classwork (video support)</p> <p>Teacher instructional materials, existing maps (resources, slides, deliverables, etc.)</p> <p>Name of curriculum (where applicable), digital/print</p>
<p style="text-align: center;">Product of PLC/PD work in 24-25</p> <ul style="list-style-type: none"> ● Trust the process. Questions? Put them on your PLC notes or use this form. ● You may be drawing from past documents. ● These documents will be foundational to all of our instructional work and used on a continuous basis for many purposes. For that reason, having them be parallel in structure is key. They'll be used within teams and between teams. ● These documents are internal documents. ● Add to the document by adding what you've done since the start of the year, then keep adding. ● New standards coming? You can work with the new standards. ● The learning scales (next slide or here) will be used to monitor individual/team progress. 					<p>As time allows in 24-25</p>

Core Subjects/Grade Level Classroom Teachers

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Standards	are not linked to the class , documented, or used/referenced.	are linked to the class and teachers are aware of what they are.	are aligned to class instruction, and documented in the RAS curricular map.	are aligned, documented and include power/essential standards along with standards bundles.	regularly referenced in monitoring, adjusting instruction both within teams and across teams (vertically). Documents are go-to for new staff .
Learning Targets	are not linked to the class , documented, or used/referenced.	are linked to the class and teachers are aware of what they are.	are aligned to standards, constructed in the RAS format, and documented in the RAS curricular map.	are aligned, constructed effectively, documented and communicated to students reliably in a predictable structure.	are referenced throughout the lesson such that student achievement and growth is impacted.
Assessments	are not aligned to the standards .	are aligned to the standards .	are aligned to the standards, documented clearly, and implemented as common assessments where applicable.	are aligned, documented, and implemented effectively as a way to monitor student achievement and growth on an ongoing basis.	are aligned, documented, and implemented effectively as a way to monitor student achievement and growth on an ongoing basis. Assessments are also varied to support student achievement with different assessment structures.

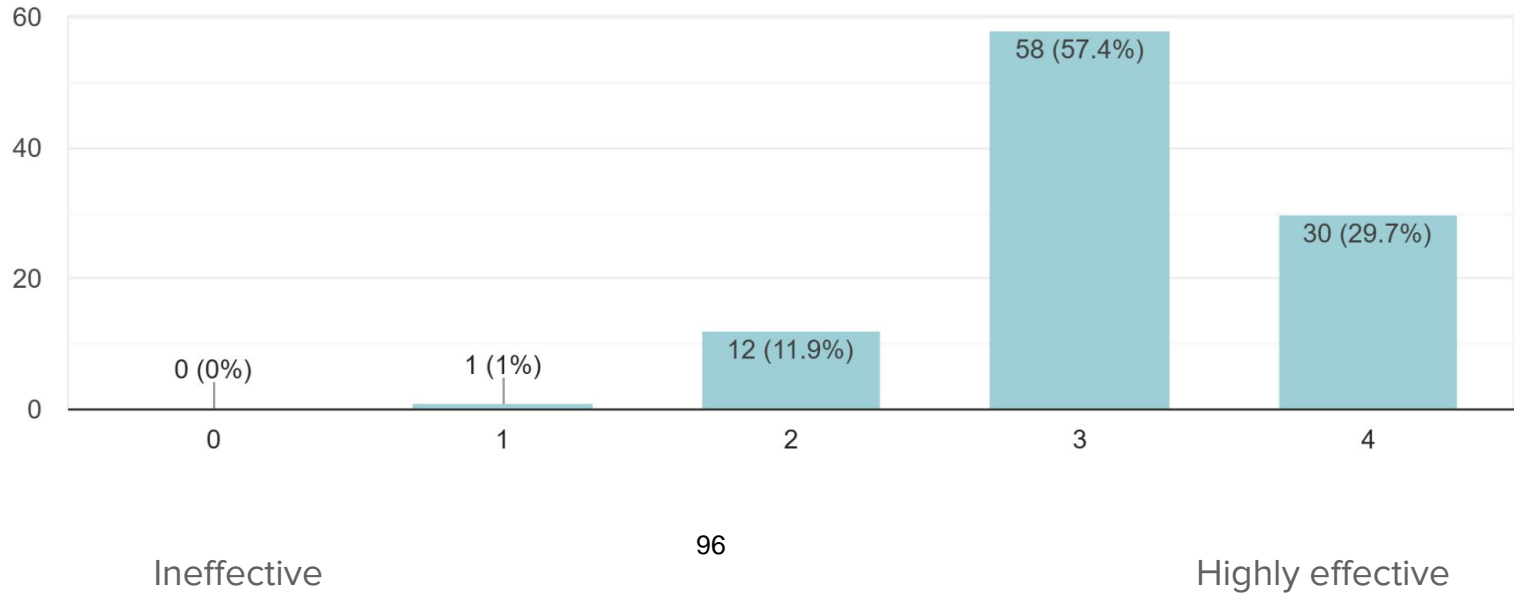
Broadly Applicable Learning Scale (Interventionists, SLPs, District Attendance Group)

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Team-identified Goal	is not linked to the context, documented, or used/referenced.	is linked to the context and the relevant audience is aware, some documentation.	is aligned to achievement/growth, and documented clearly.	is aligned, documented and includes communication and structures to support the process.	is aligned, documented, structured such that it is now a standard practice that is sustainable and transferable.

Q Comp (PD & PLCs Reflection)

Rate the overall effectiveness of the Q Comp/PLC program.

101 responses



Q Comp (PD & PLCs Reflection)

Most Valuable Component

What component did you find most valuable from our Q Comp work this year?

Category	1st	2nd	3rd	Total
Job-embedded PLC	31	24	18	73
Individual Goal	26	23	27	76
Observations	19	18	22	59
Building Goals	2	4	9	15
Staff Development Days	23	32	25	80

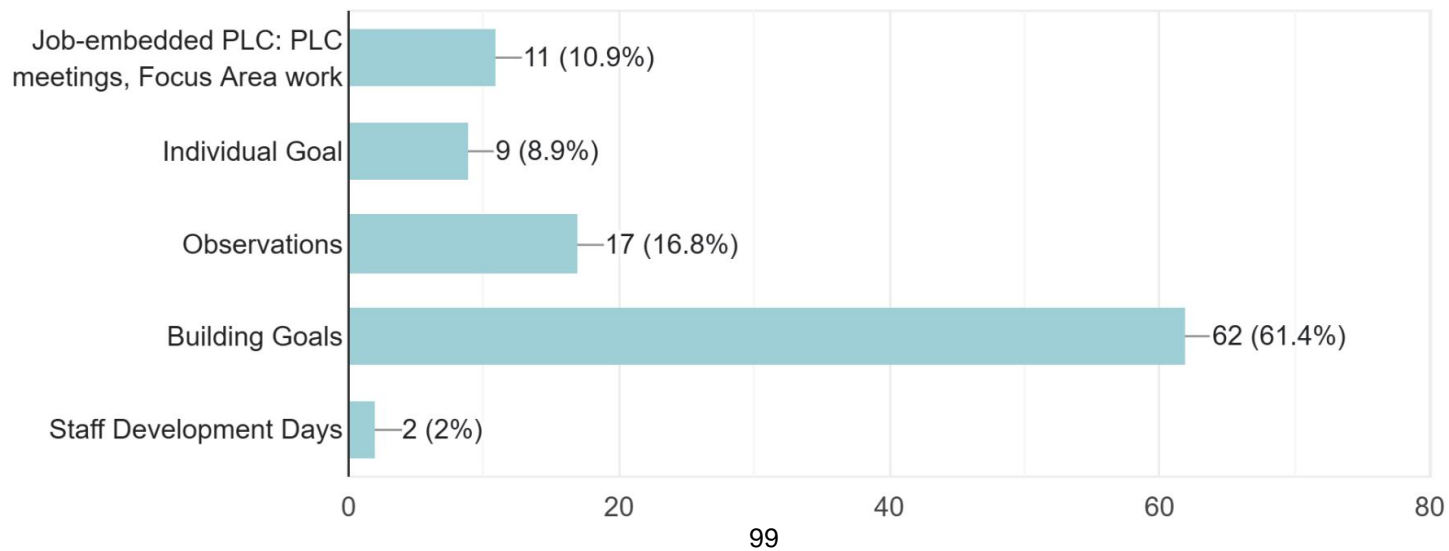
Teacher Voice

- I think QComp forces teachers to have a **framework** and a **focus** to the work they do. It requires teachers to have **accountability** and provides **coaching** and **collaboration** to meet individual and district **goals**.
- Our Q Comp/PLC program has evolved in such a positive direction! I believe that its **value** and **effectiveness** has been impacted by BILT, by Dept. of Innovation & Learning, and by allowing teachers to have a **voice** that seems to be heard.
- I am pleased with how we're doing more **collaborating** when working towards finding ways to meet the students needs, breaking down barriers and finding **interventions** that will help students to be **successful**.
- I love QCOMP and the opportunity to **grow** as an educator and work with my colleagues on **common goals**.

Q Comp (PD & PLCs Reflection)

What component do you find least valuable from the Q Comp work?

101 responses



Using Data: RHS Pilot

100

Purpose, Process, Product + Plan, Do, Study, Act

Date	<u>August</u>	<u>September</u> <u>October</u>	<u>November</u> <u>December</u>	<u>January</u> <u>February</u>	<u>March</u> <u>April</u>	<u>May</u>
Purpose	Know Your Students	Test (September) Plan	Cycle 1	Cycle 2	Cycle 3	Reflect Create
Process	Review Fast & MCAs	Distribute and teacher/team plan	Teacher teams do, act	Do, act Study new results New plan	Do, act new plan MCA Test Continue do act	FAST Test
Goal/ Product	Data & Student Understanding	Review new data Tier I & Tier II Plans Tier III as needed	Progress Monitor (Tiers I, II, III) Adjust Plans	Review new data Progress Monitor Adjust Plans	Progress Monitor Adjust Plans Summer school recommendations	Reflection on instruction effectiveness Landing page

101

Samantha Bloom creating, leading
BILT input shaping, guiding

Student Testing Reflection

What did you notice as far as your reading and math Fast results?

90 responses

I noticed that as the years progressed, the percentiles all increased, and it does match with the changes I've noticed.

it looks fine to me

i failed them all except like two bruh

I noticed that I am better at math than reading because I am in a higher percentile in math. They both match because I did good and understood math last year and reading I did okay in but was a little bit of a struggle.

It shows that I'm better at math than reading. This makes sense because I've always felt more confident about math and tend to try harder on those tests.

Student Testing Reflection

If you have questions about your scores or how to use this or support for growing, share them here. Otherwise, leave it blank.

20 responses

How does the scale score work?

Swimmer is to goggles as pilot is to flying is that right

no

How did I get a 100 in 2019 spring math. How is that possible???

I would like to understand how I can use these to support my growth and I'd also like to understand what it means by some risk as I get that it means I need some help but I am confused on what kind of help that means. Thank you :)

no. Wonder why I am always at somerisk

There are a few years missing, like 3rd and 5th grade, would you have any idea why?

I am a little confused about it since I only took the Fall ¹⁰³FAST testing and the Spring and Winter are not taken

Department Discussion

1. What barrier (or problem) is getting in the way of student achievement?
2. What instructional strategies will effectively support achievement given the identified barriers?
3. How will those strategies help increase student achievement (decrease risk)?

Reflection & Follow Up

1. Identifying the Barrier: Behavior as Communication

C	D	E
Can you identify the problem?	Explain column C	Responsive Action/Intervention
Unsure		
Behavior Academic Skills		
Academic Skills		
Behavior Academic Skills		
Academic Skills		
Academic Skills		
Academic Skills		
Behavior		
Academic Skills		
Unsure		
Academic Skills		
Academic Skills Behavior		
Unsure		
Academic Skills		
Academic Skills Behavior		
Behavior Academic Skills		

Data-Based Decision Making & Problem-Solving

PDSA Step	Tier I	Team Action Steps
<p>Problem Identification</p> <p>Identify the problem and the objectives</p>	<p>What is the discrepancy between expected outcomes and what is occurring?</p>	<ul style="list-style-type: none"> ● Assessment data ● Class grades
<p>Plan</p> <p>Develop a plan for instruction and assessment</p>	<p>What is it that we expect our students to learn?</p>	<p>Curricular maps:</p> <ul style="list-style-type: none"> ● Standards ● Learning targets ● Rubrics for formative/summative ● Assessments
<p>Do</p> <p>Implement instruction and assessment</p>	<p>What evidenced-based strategies are we using to deliver instruction?</p> <p>What evidence is telling us if they are learning it?</p>	<p>Implement, Instruct, Assess</p> <ul style="list-style-type: none"> ● Communicate standards and related learning targets ● Share rubrics ● Gather data
<p>Study</p> <p>Collaboratively analyze data</p>	<p>What does the data tell us about who has learned it and who has not?</p> <p>What are the common misconceptions for those who have not?</p>	<ul style="list-style-type: none"> ● Reflect on data ● Create responsive plan
<p>Act</p> <p>Use Informed Team Action Planning</p>	<p>What is our response when some ¹⁰⁶ students do not learn?</p>	<ul style="list-style-type: none"> ● Celebrate success ● Plan for students who did not achieve expected outcomes



Student Achievement Action Plan

RHS

Student Name _____

Date _____

Student Achievement, Engagement Evidence

FAST Testing <ul style="list-style-type: none"> • aMath <ul style="list-style-type: none"> ○ • aReading <ul style="list-style-type: none"> ○ 	Class Grades <ol style="list-style-type: none"> 1. Block 1: 2. Block 2: 3. Block 3: 4. Block 4: 5. Block 5: 6. Block 6: 7. Block 7:
Concern Context <input type="checkbox"/> Assessment Results Identify the Barrier <input type="checkbox"/> Academic skills <input type="checkbox"/> Behavior (engagement, effort, motivation)	Concern Context <input type="checkbox"/> Class Grades Identify the Barrier <input type="checkbox"/> Academic skills <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior (engagement, effort, motivation)

Responsive Action (Systems Level)—completed by Counseling Office

Context	Evidence	Responsive Action

Responsive Action (Classroom Level)—completed by Classroom Teachers

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

Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class?

Team Collaboration in Implementation

1. Communication
 - Student
 - Counselors
 - Family
2. Progress Monitoring
3. Plan Adjustments

Student Achievement, Engagement Evidence

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

Responsive Action (Systems Level)—completed by Counseling Office

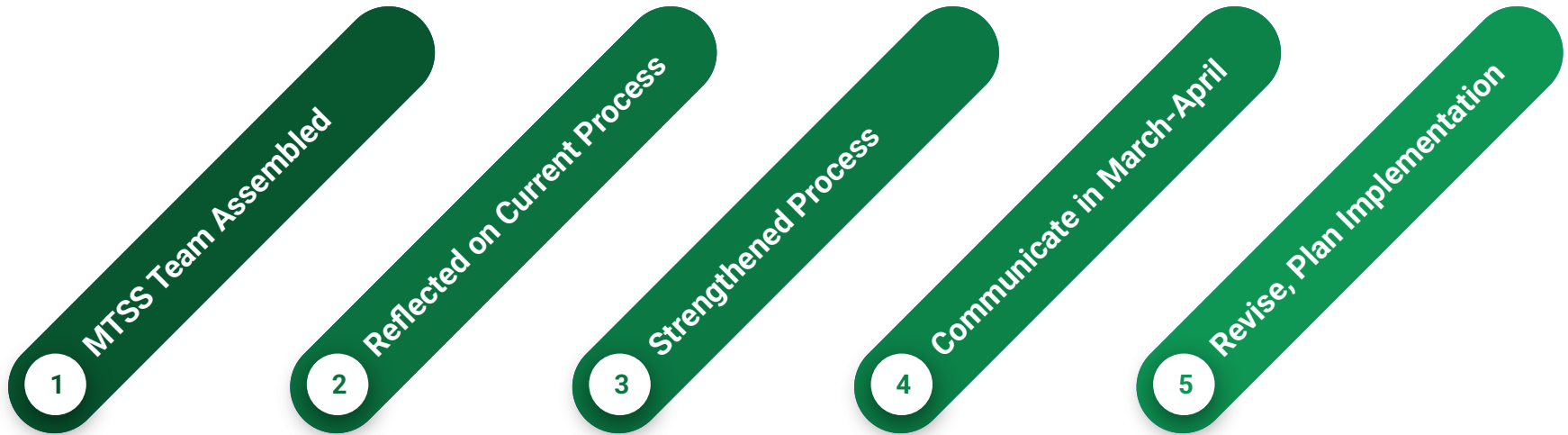
Context	Evidence	Responsive Action
Test Scores	FAST	Math & Reading ADSIS Supports via Math+/Read+
Counselor	N/A	Weekly check-ins to discuss missing work and understanding of what he needs to do.

Responsive Action (Classroom Level)—completed by Classroom Teachers

Using the information from the student data landing page as a starting point, begin a responsive action plan to support the student in achievement/growth.		
Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class? Tier 1 Guidance
Teacher A	Assignments turned in but needs to take the test.	Check in and see if he knows how to get started, any questions, and in the right spot to achieve success? Have him pull up the note packet key to make sure he sees.
Teacher B	8% Missing a LOT	How are you going to get started, what questions do you have, are you in a good space for achieving Skeleton notes
Teacher C	Often off task and disengaged	Check his skeleton notes and all notes in general for completion,
Teacher D	Getting caught up after absences	How are you going to get started, what questions do you have, are you in a good space for achieving Skeleton notes
Teacher E	Missing a lot, often off-task (socializing)	Skeleton notes, video resources for reteaching (absence), preview assessment (practice quiz)
Formative/Summative Work Specifics		
Classroom work time	Struggles to complete coursework	Desk touch check ins for pretty much everything - BUT be careful of overwhelm, give space
Assignments and projects	Struggles to complete assignments	Benefits from intentional and deliberate scaffolds - sentence starters and slide skeletons
exams	Overwhelmed by unit assessments	Chunk, extended time
Team Collaboration in Implementation		
1. Communication <input type="checkbox"/> Student <input type="checkbox"/> Counselors <input type="checkbox"/> Family 2. Progress Monitoring 3. Plan Adjustments		

Multi-Tiered System of Support

MTSS: Strengthen and Update



Questions



111



Thank you!



112





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

Subject: ADSIS Application 25-26 & 26-27

Meeting Date: February 19, 2025

Prepared by: Superintendent's Office

Date Prepared: February 10, 2025

Information Briefing Action Enclosure Item(s)

Dr. Jeff Ridlehoover to give updates on the 25-26 & 26-27 ADSIS Application

Alternative Delivery of Specialized Instructional Services (ADSIS) – State Fiscal Year 2026 and 2027 Application

ADSIS Application Overview

A complete application will consist of the following:

- Completed and signed application cover sheet and assurances (must be submitted as a PDF)
- Application narrative (must be submitted in this Word Document form, not as a PDF)
 - Section 1 – Local Educational Agency (LEA) Overview
 - Section 2 – School Work Plans
 - Section 3 – Budget Narrative
- Excel Budget (must be submitted as an Excel spreadsheet)

Application Submission and Signature

Submit your completed application to mde.compgrants@state.mn.us no later than the final deadline of March 7, 2025, at 5 p.m. Central Time to be considered for funding. There is an option for early submission. See details in the instructional packet. **We will not accept applications via fax, mail, through the SERVS system, or as Google docs.**

Include one copy of the signed application cover sheet and assurances (in PDF format), the application narrative (in Word format) and one copy of the completed budget (in Excel format) to mde.compgrants@state.mn.us with the subject line **“ADSIS and the name of your LEA”**

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

- ABC Public Schools Application Cover Sheet (in PDF format)

- ABC Public Schools Application Narrative (in Word format)
- ABC Public Schools Budget (in Excel format)

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

Application Narrative Quick Links

Section I. Local Educational Agency (LEA) Overview

[1A. Comprehensive Needs Assessment](#)

[1B. Coordination and Communication](#)

[1C. Fidelity of Implementing ADSIS](#)

[1D. Cultural Responsiveness](#)

[1E. Measuring Indirect Impacts](#)

Section II. School Work Plan

[Part 2A. Reading](#)

[Part 2B. Mathematics](#)

[Part 2C. Behavior](#)

Section III. Budget

[Budget narrative](#)

Section I. Local Educational Agency (LEA) Overview

Applicant Name: Rockford Area Schools

1A. Comprehensive Needs Assessment (Questions 1-8) – 20 Points

ADSIS Leadership Team

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

Name	Email Address	Phone	Role
Jeff Ridlehoover	Jeff Ridlehoover	763-477-9165 ext 4002	Superintendent
Kathy Mattson	Kathy Mattson	763-477-9165 ext. 4005	Learning and Innovation Specialist
Emily Seitzer	Emily Seitzer	763-477-5837 ext 1030	Special Education Supervisor
Brenda Nyhus	Brenda Nyhus	763-477-5837 ext 1002	Elementary Principal
Paul Warzecha	Paul Warzecha	763-477-5831 ext. 2002	Middle School Principal
Paul Menard	Paul Menard	763-477-5846 ext. 3002	High School Principal
Christa Larson	Christa Larson	763-477-9165 ext 4000	DO Assistant/MARSS
Jennifer Sprague	Jennifer Sprague	763-477-5837 ext 1405	Reading Intervention REAMS
Polly Trandahl	Polly Trandahl	763-477-5831 ext 3257	Reading Intervention RHS
Ellie Engstrom	Ellie Engstrom	763-477-5846 ext 3020	School Counselor RMS/RHS
Katie Reynolds	Katherine Reynolds	763-477-5837 ext 1705	School Counselor REAMS
Emily Herold	Emily Herold	763-477-5831 ext 2120	Math Intervention RMS

Name	Email Address	Phone	Role
Kevin Neff	Kevin Neff	763-477-5831 ext 4010	District Assessment Coordinator / Tech Integrationist

ADSIS Enrollment Overview

2a. Did the LEA participate in ADSIS in the 2023-25 cohort? Type an X to indicate response.

Yes

No

2b. If you answered “Yes” to question 2a, in the table below, write the number of students served in each service area implemented in the 2023-25 ADSIS cohort, by year. Write “N/A” for the service areas not implemented.

School Year	Reading	Math	Behavior
2023-24	108	46	254
2024-25	73	46	155

3a. In the table below, add one row for each school building that will be implementing ADSIS and write the name of the building in the first column. In the Reading, Math, and Behavior columns, indicate which service area(s) will be implemented at each school by typing an X. Finally, in the last two columns, share the projected enrollment for 2025 at each building, and the projected number of ADSIS students. (Note, ADSIS students should be unduplicated; if a single student is served in multiple ADSIS service areas, only count that student once). Add additional rows for more schools, as needed.

School	Reading	Math	Behavior	Projected 2025-26 school enrollment	Projected count of ADSIS students
Rockford Elementary Arts Magnet School (REAMS)	X	X	X	582	75

School	Reading	Math	Behavior	Projected 2025-26 school enrollment	Projected count of ADSIS students
Rockford Middle School – Center for Environmental Studies (RMS-CES)	X	X	X	493	107
Rockford High School-IB World School (RHS)	X	X	X	494	92

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

As we have emerged from the COVID-19 pandemic, students in our school district, much like those in neighboring districts, have experienced additional trauma and challenges related to social and emotional needs. In our middle school, in particular, we have witnessed a higher volume of needs in the areas of behavioral support. This number is less than 20% in both our elementary and high school, but was calculated to be 21.7% at our middle school. ADSIS has been a tremendous asset to our work at the middle school, but we have also added a Student Support Specialist to assist in providing proactive support, redirection, and school-to-home partnership and communication. Rockford Area Schools is committed to the newly created position (not funded via ADSIS) and we will utilize a combination of interventions to best support all students.

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

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

Referral Category	2021-22	2022-23	2023-24
Total number of referrals made by teachers	15	12	11

Referral Category	2021-22	2022-23	2023-24
Total number of referrals made by parents	10	19	3
Percentage of referrals made by teachers that became eligible for special education services	100	75	91%
Percentage of referrals made by parents that became eligible for special education services	90	79	100%

Students Served in Special Education (Ages 6 to 17)

5. In the tables below, enter the number of students ages 6-17 served in special education by year.

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

Special Education Totals/Category	2021-22	2022-23	2023-24
Total Special Education Enrollment	176	187	214
Emotional Behavioral Disorders	16	19	22
Specific Learning Disability	49	48	54

Speech/Language Impairment	32	30	40
Other Health Disability	23	30	32

Special Education Narrative

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

We have experienced an interesting phenomenon in Rockford Area Schools with respect to our Special Education population. The data shows that in-district referrals, both from teachers and parents, has decreased from previous years, yet the volume of Special Education students we serve has increased at a substantial rate. This is aligned to what many other school districts are experiencing, but this remains a challenge for our Special Education staff as well as our overall finances as we are fully committed to providing each and every student with an educational experience that will foster growth and success. A reason for this increase is that in SY2024-25, Rockford Area Schools enrolled 27 new students (12.6% of our overall Special Education population) with existing individualized education plans (IEP’S). We are unsure if this trend will continue, but with this occurring, we are exceptionally grateful for our state allocated ADSIS funding to ensure we do everything possible to decrease internal Special Education referrals.

Besides the enrollment numbers shared in the above paragraph, Rockford Area schools are proud to share that significant strides have been made to decrease the disproportionality of our Special Education referrals. In recent years, our Hispanic/Latinx students have been referred for Special Education evaluations related to possible identification under Specific Learning Disability at a significantly higher rate than Caucasian students. During the 2023-24 school year the number of Hispanic/Latinx students compared to White students being served under the disability category of SLD is more proportionate.

2021-22

Total Population:

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

33 out of 1190 White are SLD (3%)

In Special Education:

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

33 out of 162 White are SLD (20%)

2022-23

Total Population:

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

27 out of 1208 White are SLD (2%)

In Special Education:

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

27 out of 172 White are SLD (16%)

2023-24

Total Population:

8 out of 195 Hispanic/Latinx are SLD (4%)

42 out of 1186 White are SLD (4%)

In Special Education:

8 out of 52 Hispanic/Latinx are SLD (15%)

42 out of 219 White are SLD (19%)

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

The school intervention teams, in collaboration with Special Education staff (Special Education Assessment Teacher, School Psychologist, and Special Education Supervisor), have identified essential questions to ask intervention staff to ensure factors such as second language acquisition has been considered along with quantifiable intervention data. This improved practice has already demonstrated to be effective related to referrals and we will utilize a continuous improvement approach to ensure sustainability.

Special Education Referral Specific Measurable Achievable Relevant Time Bound (SMART) Goal

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

Example. The number of students referred for a special education evaluation in grades ____ at ____ school will (decrease or stay the same) from ____ number of students by end of state year 2024-25 to ____ number of students by end of 2025-26 state year.

School	Special Education SMART Goal
Rockford Elementary Arts Magnet Schools (REAMS)	<i>The number of students referred for a special education evaluation by school staff in grades K- 4 at REAMS will decrease from 14 in the 2023-24 school year to 12 students during the 2025-26 school year.</i>
Rockford Middle School Center for Environmental Studies (RMS-CES)	<i>The number of students referred for a special education evaluation by school staff in grades 5-8 at RMS-CES will continue to stay at or below 2 student referrals per year from the current school year through the 2025-26 school year.</i>
Rockford High School- IB World School	<i>The number of students referred for a special education evaluation by school staff in grades 9-12 at RHS will continue to stay at or below 2 student referrals per year from the current school year through the 2025-26 school year.</i>

1B. Coordination and Communication – 15 Points

Multi-Tiered Systems of Support (MTSS)

9. Has the LEA implemented a MTSS Framework? Type an X to indicate response.

 X Yes

Partially/to some extent

No

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

Rockford Area Schools is committed to establishing structures and supports, aligned to instructional best practices. This includes a recent redesign of our Teaching and Learning department to one of Learning and Innovation. Included amongst this work is a laser focus on academic and behavioral supports, connected to our Multi-Tiered Systems of Support (MTSS).

The strides we have made have been significant, with a stronger focus on individualized students' data and reflection based on observations and trends. In effectively implementing our MTS framework, our ADSIS teachers have provided exemplary support and interventions as we work to ensure all students are successful.

Rockford Area Schools continues to screen all students, grades K-10 in the areas of reading and mathematics, utilizing Fastbridge Learning. In addition, students in grades 11 & 12 are screened using both MCA and Fastbridge Learning data. This data complements the work occurring in our classrooms as teachers are able to use the screening data, along with student work and assessments to best support learning. ADSIS continues to be a vital part of our MTSS work as all students partaking in ADSIS services are progress monitored with these tools.

Rockford educators are also committed to the success of all learners, and just as importantly, they are aware of the work occurring in ADSIS. All staff meet weekly to review student data and make intervention decisions based on the information provided. Our newly created Building Level Instructional Teams (BILT) also lead and facilitate professional learning and development, aimed at supporting our Professional Learning Communities (PLC’s) in their intervention work. It has been made clear that the very best intervention work occurs within the confines of the classroom, but also that additional support is available for students as needed.

Tier I discussions continue to be led by our BILT members and Q Comp coaches who analyze data such as attendance, grades, and behavioral referrals. This team creates Tier I and Tier II plans to address grade level and small group needs. ADSIS teachers monitor student progress across grade levels and function as collaborators in the PLC setting to establish plans when students are not performing based on benchmark data. The

BILT also supports this work. This intervention team is composed of building administration, counselors, safety specialists, therapists, school psychologists, interventionists, and the MTSS specialist. This team meets weekly to determine appropriate MTSS support at Tier II and Tier III levels. This same team works with staff to create intervention plans to meet the needs of students who are struggling with attendance, behavior, and mastering the academic content. Data is then tracked for students who are identified as needing additional support, with regular data reviews to measure the effectiveness of the interventions being implemented. With both of these groups, ADSIS is one of the intervention programs that are utilized to meet the academic needs of students who have been identified as needing additional support.

Tier I

At the Tier I level, Rockford Area Schools strives to deliver high quality, evidence-based instructional strategies so all students can engage with grade level standards. Teachers at Rockford Elementary Arts Magnet School (REAMS) have been trained in using the University of Minnesota's Path to Reading Excellence in Schools Sites (PRESS) reading program. Additionally, all general education teachers have either been trained in Orton-Gillingham through the Institute for Multi-Sensory Education or CORE, which are multi-sensory reading methodologies, aligned to the Science of Reading (SOR). We are incredibly proud to have all K-4 classroom teachers trained in the SOR and we will continue to improve in our instructional practices with the advent of our new literacy curriculum, slated for full implementation in the fall of 2025. These literacy resources will provide REAMS students with an exceptional and engaging universal form of instruction. Teachers at Rockford Middle School - Center for Environmental Studies (RMS-CES) and Rockford High School (RHS) differentiate their instruction, content, and assessments on an individual basis, providing students with the support they need to progress towards high school graduation. Subject areas in these two schools are limited to one teacher per grade/subject, ensuring common and consistent assessments, grading criteria, and addressing behavioral needs of all students. All three buildings (elementary, middle school, and high school) have dedicated time built into the daily schedule where students can get additional help from classroom teachers and interventionists. ADSIS teachers have been able to effectively use this part of the day to meet with students without taking them away from core instruction. Behaviorally, many steps forward have been made with screening students on their social behavior, academic behavior, and emotional behavior using mySAEBRS from FastBridge Learning. Added to this, REAMS is using Second Step as their Tier I social-emotional learning/behavior curriculum, RMS-CES is using CharacterStrong, and RHS is tailoring their Tier I behavior support based on data from their student survey.

Tier II

At the Tier II level, Rockford Area Schools meets the needs of students who, based on student performance data, could benefit from additional support to reach grade level expectations. At REAMS, students who need Tier II resources are supported by Title I small group interventions and ADSIS teachers. Diagnostic evaluations using FastBridge Learning assessments and PRESS assessments are used to create a learning plan for all ADSIS students. The ratio of ADSIS students to teachers at this level of support is 2:1. At RMS-CES and RHS the ratio of ADSIS students to teachers varies from 1:1 to 5:1 based on the intensity of intervention. Student progress is monitored weekly/bi-monthly with this information being shared with classroom teachers so they can adjust their instruction as needed. Students who do not demonstrate growth based on FastBridge Learning progress monitoring tools are brought to the BILT to determine next steps of support. The BILT provides the ADSIS teacher and the classroom teacher with instructional support while interventions are implemented. Increased ADSIS support at the secondary level has improved the ways students can be supported with many students experiencing academic success. Rockford Area Schools have been better able to meet the needs of students who need Tier II and Tier III support through increased ADSIS support provided the last two years. Behaviorally, each building has a specialist with a designated room where students can take a break and work through the situation they're involved in. The addition of ADSIS support for behavior has been incredibly successful and we are proud of the work that has been accomplished. This belief is not simply anecdotal as it has been corroborated by families who have experienced the increased focus on student behavior through the social and emotional perspective.

Tier III

At the Tier III level, Rockford Area Schools proactively responds to students whose performance data shows a lack of growth and who need intensive support. These students are supported through adjusting the frequency and duration of the interventions as well as lowering the ratio to 1:1 at REAMS and between 1:1 to 4:1 at RMS-CES and RHS. Progress is monitored weekly with the ADSIS teacher collaborating routinely with classroom teachers and our BILT. Parent involvement and communication is also increased at this level, similarly to what we have witnessed in the tier II realm. An area of increased need, however, is in mathematics. Our work in both ADSIS reading and ADSIS Behavior.

has been visible and, we believe, sustainable. Additional resources in math are being requested in our application as we firmly believe that if we can change the course of a student's math aptitude early, they will remain on track through high school graduation.

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

N/A

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

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
Continuous Improvement Monitoring Process		Through our district’s work with MDE and CAREI on MnMTSS implementation, we are in the process of establishing a continuous improvement monitoring process that will include our ADSIS program.	The Rockford continuous improvement monitoring process will measure our growth against identified targets. Both our ADSIS reading, ADSIS Math, and ADSIS behavior programming will participate in the establishment of growth targets and accountability measures.
LEA Educational Improvement Plan		Rockford Area Schools has an articulated strategic improvement plan developed in coordination with TeamWorks International.	<p>Annually, each of our three school sites established site improvement plans centered on the district’s established strategic directions:</p> <ul style="list-style-type: none"> --Improving our educational programs and partnerships --Aligning and developing proactive training and response protocol for increased safety and security --Improving supports for students and their learning

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
			<p>--Strengthening instructional practices, processes, curriculum and assessment</p> <p>--Improving parent, community and staff awareness and engagement</p> <p>Our ADSIS reading, ADSIS math, and ADSIS behavior programming will be prominent features of our efforts to improve our educational programs and partnerships – not only with MDE, but also with those entities that might assist in our ADSIS success.</p>
Dropout Prevention		<p>Rockford Area Schools is actively working to prevent student dropouts. Following the pandemic, we have added student support personnel to proactively assist students. We run credit recovery programs and partner with an online education provider in order to make school as meaningful and as flexible as possible for all learners. We are actively engaged with our minority students and families, including the Tri-Valley Opportunity Council in support of our migrant students and families. We provide homeless education support whenever necessary. And we partner with both Hennepin and Wright Counties and their staffs to assist students and families in accessing necessary and relevant county</p>	<p>By providing ADSIS support in reading, math, and behavior, we plan to continue to assist students struggling in these areas with Tier II and/or Tier III support – and it is our intention that these supports will assist in providing the engagement necessary to help prevent school dropout.</p>

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
		support. In addition, the work of former State Representative, Jim Davnie, has been critical to both our understanding and approach to decreasing students who drop out. This approach has also increased attendance as we have partnered closer with families to ensure students and supported in all they do	
Early Intervening Services		Rockford Area Schools utilizes progress monitoring for all students, including those in our PreK and K-4 programs. These progress monitoring measures include the Teaching Strategies Gold Assessment for our PreK “Launching Pad” program along with FastBridge aReading and CBM measures.	By providing early intervening services to all students, Rockford Area Schools is actively attempting to address learning gaps before Special Education evaluation might become a necessary intervention. We will be providing early intervening services in our ADSIS reading, math, and behavior efforts.
English Language Learners		Rockford Area Schools is home to students and families with nine (9) different native spoken languages. We employ 3.0 FTE of EL teachers in the district, maintain appropriate caseload sizes, and provide evidence-based instruction to EL learners while also providing professional development assistance to all staff in order to better assist all students.	Rockford Area Schools will aggressively monitor EL learner progress in order to appropriately assess that reading and/or behavior skill acquisition (and not language barrier) is appropriately identified prior to ADSIS enrollment.

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
Positive Behavioral Interventions and Supports		Rockford Area Schools has not formally adopted PBIS as a districtwide approach. PBIS concepts are used informally when appropriate.	N/A
Q Comp		Rockford Area Schools has a long-standing history of Q Comp participation. Our Professional Learning Communities (PLCs) effectively employ DuFour’s Four Questions to collaborate and problem-solve issues related to appropriate curriculum and materials, assessment, interventions, and enrichment.	Collaboration is a hallmark of our Q Comp and PLC approaches. Classroom teachers and the ADSIS reading and math teachers and/or behavior support professionals discuss common students, curriculum, and interventions throughout the school year.
Multi-Tiered System of Support		Rockford Area Schools has been at the forefront of establishing and employing MnMTSS as a partner with both MDE and CAREI. More information regarding our district’s approach to MTSS can be found here: https://www.rockford883.org	ADSIS reading, ADSIS math, and ADSIS behavior are important elements in our district’s tiered systems of support. Students are identified for ADSIS support using valid and reliable assessments and pursue ADSIS support with the clear intention to graduate from this support when appropriate.
School Improvement		Each of Rockford’s three school sites annually crafts site improvement plans that are tied directly to our district’s strategic plan and directions. Site goals are written as SMART goals and are monitored year-long to ensure	Our ADSIS reading, improved ADSIS math, and our ADSIS behavior programming will be prominent features of our efforts in our strategic direction of improving our educational programs and partnerships – not

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
		that as much progress as possible in these areas can be achieved.	only with MDE, but also with those entities that might assist in our ADSIS success.
Title I		Rockford Area Schools participate in federal Title I programming in both math and reading. Locally, we have structured our Title support to work in tandem with ADSIS in order to provide a continuum of support for at-risk reading students.	Title reading and ADSIS reading programming have been locally designed to provide for a spectrum of support for eligible students. There is no Title equivalent to ADSIS behavior programs.
Literacy Plan		Rockford Area Schools has established a comprehensive literacy plan to support all learners in effort to ensure all students can read at grade level or above.	The REAMS Literacy Plan is grounded in the science of reading and utilizes approaches that have been proven to effectively instruct all students in the pursuit of literacy. While this most clearly aligns with our academic support goals in ADSIS reading, we should not overlook the fact that many student behavior issues stem from learning challenges, as well – and our ADSIS behavior supports can assist in these areas. It should also be noted that we added a literacy coach this school year as a means to ensure support and fidelity in our practices.
Comprehensive Achievement and Civic Readiness		Rockford Area Schools practitioners partnered with families and our greater community to construct a sound and sustainable Comprehensive Achievement and Civic	ADSIS reading, ADSIS math, and ADSIS behavior supports are strategically used in Rockford to ensure that those students who may not have been ready for school can read at

Programs/Initiatives	Not Applicable (the LEA does not have)	Provide a brief description of the program/initiative.	How will this be connected to or coordinated with ADSIS? Please include the ADSIS service area(s) in the description.
		Readiness plan. The plan can be found here 2024-2025 Rockford Comprehensive Achievement & Civic Readiness Report	grade-level and assist in ensuring that all achievement gaps are closed. As well, ADSIS reading, ADSIS Math, and ADSIS behavior supports help to ensure that at-risk learners become prepared for both college and career while also graduating from high school on-time.
American Indian Education		Rockford Area Schools has made enormous strides in the area of American Indian Education Our AIPAC has become a significant part of our comprehensive plan and enrollment and participation in meetings, student focus groups, field experiences, and learning have all occurred.	Rockford Area Schools partnered with our indigenous families to hire an AIPAC Cultural Liaison at the outset of the 2024-25 school year. To say this has been an overwhelming success would not be hyperbole. Our new hire meets with students, parents/guardians, and teachers to create conditions for academic, social, and cultural success.
Other (please specify): Enter here		N/A	N/A

Roles in Planning, Implementing, and Evaluating ADSIS Services

12a. Who will be involved in the primary tasks for planning, implementing, and evaluating ADSIS Services? The rows in the table below list many of the primary tasks and responsibilities for planning, implementing, and evaluating ADSIS services. The top row of each column includes key stakeholders. For each task, type the level of involvement (responsible, consulted, no involvement), generally, that each stakeholder will serve (type one response per cell in the table). Roles are defined as follows:

- **Responsible:** select this for stakeholders who will be actively working to complete the task.

- **Consulted:** select this for stakeholders who will be able to provide information, expertise, advice, or supervision to those who are responsible for the task.
- **No involvement:** select this when the stakeholder is not involved in the task.

Fill in the full table.

Primary Tasks	General Education Teachers (all teachers)	ADSIS interventionists (providing direct service)	Special Education Teachers (not providing direct service)	ADSIS Leadership Team
Planning				
Select ADSIS intervention(s)	C	R	N	C
Hire, train, or support professional development for ADSIS staff	C	C	C	R
Identify ADSIS students	C	R	N	N
Plan interventions and prepare materials	C	R	N	N
Set testing and intervention schedules	C	R	N	C
Monitor ADSIS budget	N	N	N	R
Establish intervention intensity (duration, frequency, and/or depth of content)	N	R	N	C
Implementation and Progress Monitoring				
Provide direct ADSIS services	N	R	N	N
Collect, track, and utilize student progress/achievement data	C	R	N	C

Primary Tasks	General Education Teachers (all teachers)	ADSIS interventionists (providing direct service)	Special Education Teachers (not providing direct service)	ADSIS Leadership Team
Monitor fidelity of implementation	C	R	N	C
Inform intervention-level adjustments	C	R	N	N
Exit students from ADSIS	C	R	N	N
Coordination and Communication				
Schedule ADSIS staff/services	N	C	N	R
Collect program effectiveness feedback	N	R	N	C
Communicate with parents	C	R	N	N
Make referrals to special education	C	C	N	R
Respond to participant/stakeholder feedback	N	R	N	C

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

a. General Education Teachers (all teachers)

ADSIS teachers and classroom teachers communicate on a regular basis regarding student performance in the classroom and the application of skills being taught. Classroom teachers have access to their students' Progress Monitoring data, via FastBridge, weekly or bimonthly. ADSIS teachers collaborate with classroom teachers on a regular basis to make any necessary changes to the student’s learning plan.

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

b. ADSIS interventionists (providing direct service)

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

c. Special Education Teachers (not providing direct service)

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

d. ADSIS Leadership Team

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

Parents/Guardians of ADSIS Students

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

- a. **For when students enter ADSIS.** Describe below. For when students enter ADSIS. Describe below.

Parents are provided an information letter that explains the ADSIS program. At conferences and/or a scheduled meeting, parents review and sign the ADSIS Goal Sheet which is monitored throughout the school year. In addition, because ADSIS has become a hallmark of our work in Rockford, we have created a page dedicated to ADSIS on our district website and this can be accessed at <https://www.rockford883.org/academics/adsistitle-programs>

- b. **Over the course of the intervention:**

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

- c. **Over the course of the intervention.** Describe below.

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

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

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

We provide a parent presentation and question answer session during our Parent/Teacher Conference nights. In addition to this, and as mentioned above, our newly created ADSIS website provides information regarding ADSIS qualification, role of parents/guardians/school personnel, and how ADSIS can also support students with social and/or emotional behavior concerns.

In addition, Rockford Area Schools believes strongly in the partnership with parents and guardians. To this end, we intentionally block out time at conferences and communicate regularly via electronic mail as well as telephone calls. Updates are also sent several times per semester to provide families with progress reports as well as updates on the content and curriculum used in our ADSIS program.

1C. Fidelity of Implementing ADSIS – 10 points

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

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

--Student engagement: This will be monitored through the peer observation process that is part of the district Q Comp plan. In addition, we have created a new survey titled, Student Connectedness, at the secondary level whereas we are able to identify students who need additional support and guidance.

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

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

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

1D. Cultural Responsiveness – 10 points

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

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

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

Cultural responsiveness is a hallmark of Rockford Area Schools. To this end, we are committed to the following:

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

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

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

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

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

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

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

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

The mission of Rockford High School is to foster the development of a caring environment by prioritizing personal relationships and creating a collaborative culture that prepares all students to become inquisitive lifelong learners who act as compassionate global citizens.

(source: <https://resources.finalsite.net/images/v1708979650/rockfordk12mnus/sestjgrkqg3khworntu/StrategicPlan1PageFinal.pdf>)

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

--Rockford Area Schools is committed to culturally responsive teaching and learning via our American Indian Parent Action Committee (AIPAC). This committee is composed of Native American students, parents, family members, and staff to create goals, strategies, and measures of success related to enhancing learning opportunities regarding Native American people, places, and issues past, present, and future. Annually, the AIPAC will provide approximately \$45,000 in resources to Native American students and to the Rockford Area Schools staff to supplement the teaching of MN standards related to Native American students and culture.

--As part of our magnet programming, Rockford Area Schools joins with our six (6) partner schools in the Northwest Integration School District (NWSISD) to increase our culturally responsive teaching and learning strategies. Worth sharing is that per capita, Rockford Area Schools staff access and utilize more NWSISD culturally responsive professional development than any of our peers with the integration district. We are very proud of this and plan to continue with high levels of staff engagement.

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

1E. Measuring Indirect Impacts – 5 points

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

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

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

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

Rockford Area Schools will continuously monitor the impact of the behavior intervention on academic progress. We will monitor the progress of students identified for ADSIS behavior support through our standard, district-wide student academic progress monitoring procedures seen in Item #50 of this application. ADSIS behavior staff will be tasked to monitor this progress directly for this cohort of students. Additionally, we will regularly monitor students identified for ADSIS behavior support through the academic, attendance, and behavior referrals data collected as outlined in Item #50 later in this application as well.

Section II. School Work Plan – 30 points

The following section includes three parts, one each for each ADSIS service area: Reading, Math, and Behavior. Complete only the parts that correspond with the service area(s) that will be implemented at the LEA. This section has a value of 30 points whether the LEA is implementing ADSIS in one, two, or all three service areas.

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

18. For each school in the LEA implementing ADSIS, type an X to indicate which grade level(s) at each school (if any) will be implementing ADSIS Reading. Add additional rows for more schools, as needed.

<i>School</i>	<i>PK</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>None</i>
Rockford Elementary Arts Magnet School (REAMS)		X	X	X	X	X									
Rockford Middle School – Center for Environmental Studies (RMS-CES)							X	X	X	X					
Rockford High School-IB World School (RHS)											X	X	X	X	

Reading Achievement Data

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

Note that for FY2019 and later years, assessment data for the MCA only is no longer available in the Data Center on the Minnesota Department of Education website. The public assessment files in that location now present combined MCA and Minnesota Test of Academic Skills (MTAS) data.

To obtain data for only those students taking the MCA, go to the [Minnesota Report Card](#) and:

- I. Enter your district name in the “Search to find your school: School or District” field
- II. Under “How Well are Students Doing?” on the left-hand menu, open the “Are students mastering standards” menu and select “Test Achievement Levels, Test Results and Participation”.
- III. Open the arrow next to the magnifying glass icon that appears at the top-right of the pane and make sure the following options are selected in the dropdown menus that appear:
 - Test: MCA-III
 - Subject: Reading
 - Students Included: All Tested
 - Year: 2024
 - Grade: Note that you will need to individually select each grade served by your district (i.e. you will need to select ‘Grade 3’, click ‘Done’, record the data in the table below, return to the dropdown menus, select ‘Grade 4’, and so forth)
 - Click ‘Done’

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	104	31.4%	18.1%
Grade 4	121	32.0%	23.8%
Grade 5	105	24.0%	18.3%
Grade 6	130	23.3%	24.0%
Grade 7	113	17.7%	35.4%
Grade 8	99	18.0%	28.0%
Grade 10	115	27.2%	30.7%

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

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

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	FAST earlyReading	117	35%
Grade 1	FAST earlyReading	102	55%
Grade 2	FAST aReading	122	43%
Grade 9	FAST aReading	104	20%
Grade 11	FAST aReading	105	42%
Grade 12	FAST aReading	102	23%

Reading Narrative

Reading Proficiency	State	RAS	REAMS	RMS	RHS
All Students	49.9%	49.6%	47.1%	52.7%	42.1%
White	58.7%	55.2%	52.4%	58.3%	48.9%
Black	31.1%	38.0%	38.5%	40.0%	NA
Hispanic	28.7%	24.7%	31.0%	25.9%	NA

EL	10.2%	7.1%	12.5%	3.6%	NA
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21. Considering trends in reading proficiency, in what areas does the LEA meet or exceed proficiency goals? For example, where does your LEA see success? When compared to all students, are students within any demographic or age range meeting proficiency goals at particularly high levels? Describe below.

Like many school districts across the country and in Minnesota, our proficiency rates related to reading have indicated both positive and negative trends, based on grade level cohorts.

In analyzing the data from the past two ADSIS cycles, we have witnessed substantial growth in Kindergarten (+28% above FAST benchmarks for proficiency) and Grade 9 (+18% above fast benchmarks for proficiency).

We also witnessed growth related to our MCA scores in Grade 3 (+1.2% above not meeting standards and +1.3% partially meeting the standards), Grade 7 (+9.3% above not meeting standards and +17.0% partially meeting the standards), and Grade 8 (+26.0% above not meeting standards and +9.2% partially meeting the standards).

Success in these areas is encouraging. This said, these are grade levels and not identical groups of students. In review “like” cohorts, data is only available, via benchmark testing, for the 2022 Kindergarten cohort (now Grade 2) and the 2022 Grade 9 cohort (now grade 11). Encouraging data is evident in the 2022 Kindergarten cohort as they demonstrated only 63% below the benchmark in 2022, but improved to only 43% below the benchmark in 2024. This 20% improvement is significant. The 2022 Grade 9 cohort did not show as significant of growth, but instead stayed relatively consistent with 38% below in 2022 and 42% below in 2024.

From an MCA standpoint, growth among cohorts is also very encouraging. Our 2022 Grade 3 cohort increased from 32.6% not meeting standards to 24% in 2024 (+8.6 increase in proficiency). Our 2022 Grade 4 students saw modest improvement from 24.8% not meeting standards to 23.3% in 2024 (+1.5% improvement in proficiency). Our 2022 Grade 5 cohort increased from 20.4% not meeting standards to 17.7% (+2.7% improvement in proficiency). Our Grade 8 cohort saw the most significant improvement, with 44.4% not meeting the benchmark MCA standards in 2022 to 27.2% (+17.2% improvement in proficiency) in 2024.

While we are incredibly proud of the improvements made, we recognize that work remains and plans are in place to improve pedagogy through increased professional development, new/aligned science of reading curriculum, and the advent of increased practice via a consistent digital platform (IXL).

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

As mentioned above Rockford Area Schools witnessed increased proficiency in specific grade levels and across several student cohorts. While this is accurate, we also saw some decreases in proficiency levels as measured by both Fast and our MCA scores.

These areas, in need of attention and improvement, include Grade 1 (a drop of 2%) and Grade 2 (a drop of 15%) according to our FAST data. In terms of MCA scores, we saw a decrease at Grade 4 (-7.2%), Grade 5 (-3.6%), and Grade 10 (-6.1%).

Across cohorts, our 2022 Grade 6 cohort saw a decline in proficiency of 6.8%.

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

School	What need does this school have for an ADSIS Reading intervention?
Rockford Elementary Arts Magnet School (REAMS)	Rockford Area School District has prioritized literacy to increase literacy skills for all students. To this end, both ADSIS and Title interventions are available for struggling readers. The district is in the process of vetting a new literacy curriculum, aligned to the science of reading. This new curriculum will be implemented in the fall of 2025. In addition, the district has trained all K-1 teachers in Orton Gillingham and/or CORE. REAMS teachers have also been provided with training in PRESS and focusing on Tier I supports is intended to close achievement gaps in reading and to increase student proficiency trends.

School	What need does this school have for an ADSIS Reading intervention?
<p>Rockford Middle School – Center for Environmental Studies (RMS-CES)</p>	<p>RMS-CES has several unique circumstances as they consider ongoing needs for ADSIS Reading Intervention support:</p> <ol style="list-style-type: none"> 1. RMS-CES is not an identified school for Title support 2. Secondary English Language Arts teachers are not licensed reading teachers nor specifically trained for intensive reading support 3. RMS-CES has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity 4. One currently identified ADSIS teacher has also been identified as our district MDE literacy lead as well as a part-time literacy coach. <p>RMS-CES teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p> <p>The most important need for intervention is the upcoming phase II training of our middle level literacy teachers. This training, currently tentatively scheduled for the summer of 2025, will provide our staff with the requisite skills aligned to the science of reading and will assist in scaffolding instruction from our elementary level to the secondary level.</p>
<p>Rockford High School-IB World School (RHS)</p>	<p>Rockford High School is similar to RMS-CES in terms of circumstances:</p> <ol style="list-style-type: none"> 1. RHS is not an identified school for Title support 2. Secondary English Language Arts teachers are not licensed reading teachers nor specifically trained for intensive reading support 3. RHS has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity 4. One currently identified ADSIS teacher has also been identified as our district MDE literacy lead as well as a part-time literacy coach. <p>RHS teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p> <p>Similarly to RMS-CES, some teachers at RMS have either been trained in CORE or will be soon.</p>

Reading SMART Goal

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

- **Example 1.** The percentage of students in grades ___ at ___ school who score at or above grade level targets as measured by ___ reading assessment will increase from ___ % in 2024-25 to ___% by end of 2025-26 state year.
- **Example 2.** The percentage of students in grades ___ at ___ school who meet or exceed their fall to spring RIT score growth project will increase from ___ % in 2024-25 to ___% in 2025-26 as measured by the NWEA-MAP reading assessment.
- **Example 3.** The percentage of students in grades ___ at ___ school whose RIT score on the NWEA-MAP reading assessment is at or above the ___ percentile in the spring will increase from ___ % in 2024-25 to ___ % in 2025-26.
- **Example 4.** The percentage of students in grades ___ at ___ school who score below meeting the standards on the state reading accountability test (MCA-III) will increase from ___ % in 2024-25 to ___ % in 2025-26.

School	Reading SMART Goal(s)
Rockford Elementary Arts Magnet School (REAMS)	<p>The percentage of students in grade K at REAMS who score at or above grade level targets as measured by the FAST early reading assessment will increase from 65% in spring 2024 (spring 2025 data still TBD) to 70% in spring 2026.</p> <p>The percentage of students in grade 1 at REAMS who score at or above grade level targets as measured by the FAST early reading assessment will increase from 45% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.</p> <p>The percentage of students in grade 2 at REAMS who score at or above grade level targets as measured by the FAST areading assessment will increase from 57% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.</p>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<p>The percentage of students in grade 5 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in reading, will increase from 57.7% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.</p>

School	Reading SMART Goal(s)
	<p>The percentage of students in grade 6 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 52.7% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.</p> <p>The percentage of students in grade 7 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 43.1% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.</p> <p>The percentage of students in grade 8 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 54% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.</p>
<p>Rockford High School-IB World School (RHS)</p>	<p>The percentage of students in grades 9 at RMS-CES who score at or above grade level targets as measured by FAST areading assessment will increase from 80% in spring 2024 (spring 2025 data still TBD) to 85% in spring 2026.</p> <p>The percentage of students in grades 11 at RMS-CES who score at or above grade level targets as measured by FAST areading assessment will increase from 58% in spring 2024 (spring 2025 data still TBD) to 65% in spring 2026.</p> <p>The percentage of students in grades 12 at RMS-CES who score at or above grade level targets as measured by FAST areading assessment will increase from 77% in spring 2024 (spring 2025 data still TBD) to 85% in spring 2026.</p>

Identifying ADSIS Reading Students

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

School	Reading screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	FASTBridge	3 times - fall, winter, spring	K-1: EarlyReading composite 2-4: CBMr/NWF
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FASTBridge	3 times - fall, winter, spring	aReading/autoReading
Rockford High School-IB World School (RHS)	FASTBridge	3 times - fall, winter, spring	aReading/autoReading

Evidence-Based ADSIS Reading Interventions

26. In the table below, for each school implementing ADSIS Reading, identify the evidence-based intervention(s) or strategy(ies) that will be used in ADSIS Reading. Please share a resource that certifies that the intervention is evidence-based in the third column of the table. Add additional rows for more schools, as needed.

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	Systematic, explicit, structured literacy instruction through IMSE multisensory approach	IMSE Website - Research
Rockford Middle School – Center for Environmental Studies (RMS-CES)	LLI IMSE Morphology	LLI (research) IMSE (Morphology) Website - Research

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
Rockford High School-IB World School (RHS)	REWARDS and IMSE Morphology	REWARDS - RESEARCH and IMSE (Morphology) Website - Research

Reading Service Delivery Model

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

School	Location of intervention (specialized intervention room/general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
Rockford Elementary Arts Magnet School (REAMS)	Specialized Intervention Room	5 days/week	30	Ind, small 1:2	school day and/or Summer school
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Specialized Intervention Room	2-3 days a week	25-30 mins	individual/small group 1-4	school day

School	Location of intervention (specialized intervention room/ general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
Rockford High School-IB World School (RHS)	Specialized Intervention Room	3 days a week	30-42 mins	individual/small group	school day

Progress Monitoring

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

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

	Orton Gillingham Red Word lists Stage K-2		Orton Gillingham Diagnostics Looking for long term retention of grade level skills FASTBridge benchmark data for F, W, S		years, classroom interventions, teacher consultation
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge CBMr FastBridge aReading, autoreading	CBMr benchmarking: 1X/ every 2 weeks approx	Students who exceed on-track CBM score twice	Evaluate biweekly CBM data. Evaluate formative instruction concept retention. Consult with grade- level classroom teachers.	Weekly Progress Monitoring Categories as mentioned above, Benchmarking data and data collected over multiple school years, classroom interventions, teacher consultation.
Rockford High School-IB World School (RHS)	REWARDS Multisyllabic Word Reading Assessment and REWARDS CBMr	1X/every 3 weeks (approximately)	Students who demonstrate on- track proficiency on benchmark assessments end of the semester	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned	Preset benchmarks in FAST along with formative assessment to check consistency of application/retention of skills learned

Part 2B. Mathematics (complete this section if only a school at the LEA will be implementing ADSIS Math)

29. For each school in the LEA implementing ADSIS, type an X to indicate which grade level(s) at each school (if any) will be implementing ADSIS Math. Add additional rows for more schools, as needed.

<i>School</i>	<i>PK</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>None</i>
Rockford Elementary Arts Magnet School (REAMS)		X	X	X	X	X									
Rockford Middle School – Center for Environmental Studies (RMS-CES)							X	X	X	X					
Rockford High School-IB World School (RHS)											X	X	X	X	

Math Achievement Data

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

Note that for FY2019 and later years, assessment data for the MCA only is no longer available in the Data Center on the Minnesota Department of Education website. The public assessment files in that location now present combined MCA and MTAS data.

To obtain data for only those students taking the MCA, go to the [Minnesota Report Card](#) and.

- I. Enter your district name in the “Search to find your school: School or District” field
- II. Under “How Well are Students Doing?” on the left-hand menu, open the “Are students mastering standards” menu and select “Test Achievement Levels, Test Results and Participation”.
- III. Open the arrow next to the magnifying glass icon that appears at the top-right of the pane and make sure the following options are selected in the dropdown menus that appear:
 - Test: MCA-III
 - Subject: Math
 - Students Included: All Tested
 - Year: 2024
 - Grade: Note that you will need to individually select each grade served by your district (i.e. you will need to select ‘Grade 3’, click ‘Done’, record the data in the table below, return to the dropdown menus, select ‘Grade 4’, and so forth)
 - Click ‘Done’

Grade Level	# of students tested	Percent that did not meet standards	Percent that partially met standards
Grade 3	104	20.0%	21.9%
Grade 4	120	36.4%	22.3%
Grade 5	105	38.1%	25.7%
Grade 6	130	41.1%	17.8%
Grade 7	112	29.2%	40.7%
Grade 8	99	46.0%	22.0%
Grade 11	102	35.9%	27.2%

Note that in cases with LEAs having a small number of students tested in a given grade, data may be suppressed on the Minnesota Report Card to protect student privacy. In such cases, exact counts of students tested, and performing at various proficiency levels, may need to be obtained instead from the District Student Results (DSR) or Test Results Summary in the [MDE Data Center’s Secure Reports](#). In such cases, users should contact their LEA’s Identified Official with Authority (IOwA) for access to these reports, or to request relevant data from individuals in the LEA who do have access permissions.

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

Grade Level	Assessment used	# of students tested	Percentage below benchmark
Grade K	FAST earlyMath	113	25%
Grade 1	FAST earlyMath	101	30%
Grade 2	FAST aMath	122	30%
Grade 9	FAST aMath	104	31%
Grade 10	FAST aMath	135	42%
Grade 12	FAST aMath	101	42%

Mathematics Narrative

Math Proficiency	State	RAS	REAMS	RMS	RHS
All Students	45.5%	39.4%	49.1%	35.1%	36.9%
White	55.6%	46.1%	57.0%	40.9%	45.2%
Black	21.9%	25.0%	46.2%	16.7%	NA
Hispanic	22.4%	15.2%	20.7%	11.3%	17.6%
EL	12.5%	12.1%	20.8%	3.6%	NA

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

When reviewing our Fast earlyMath (grades K-1) and Fast aMath grades 2, 9, and 10), we are encouraged by the results. Beginning with benchmark data, by grade level, Rockford Area Schools students increased in overall proficiency in Kindergarten, Grade 1, Grade 2, and Grade 9.

Increased proficiency, as measured by benchmark data, shows our Kindergarten proficiency increasing 25% (from 50% proficient to 75% proficient), Grade 1 increasing by 11% (from 59% proficient to 70% proficient), Grade 2 increasing 3% (from 67% proficient to 70% proficient), and Grade 9 increasing 11% (from 58% proficient to 69% proficient). These increases are by grade level.

Across the cohorts where we have benchmark data, our 2022 Kindergarten cohort increased proficiency by 20% (from 50% to 70% proficient).

The Fast testing demonstrated growth in most cells, both via grade level and across the cohort mentioned above.

In terms of MCA data and proficiency levels, across the grade levels was not as promising as the Fast data shared, but proficiency levels did increase in Grade 5 (+4.4%) and Grade 11 (+6.8%).

In keeping with the theme of proficiency among cohorts, our 2022 Grade 5 cohort found success in moving from 57.5% proficient to 70.8% proficient (an increase of 13.3%).

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

Wanting to continue with “like” data, the only grade level that saw a decrease in Fast proficiency was Grade 10 (a decrease of 6%).

Similarly, across grade level cohorts, only one grade level saw a decrease in proficiency. This would be our 2022 Grade 10 cohort, where the data shows a 6% decrease in proficiency with respect to the cohort's 2024 proficiency level.

MCA scores do demonstrate a decline in proficiency levels. Declines across grade levels occurred in Grade 3 (-2.8%), Grade 4 (-17.8%), Grade 6 (-22.5%), Grade 7 (-0.9%), and Grade 8 (-2.4%).

Across grade level cohorts, our 2022 Grade 3 students saw a decline in proficiency of 20.9%, our 2022 Grade 4 students saw a decline of 22.5%, and our 2022 Grade 6 students saw a decline of 24.4%.

Overall, this discrepancy in growth as determined by the Fast assessment and MCA is perplexing. This said, work in the area of mathematics will be a strong focus of our work and this will also play into our ask for potential (new) ADSIS funding in the area of elementary mathematics.

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

School	What need does this school have for an ADSIS Mathematics intervention?
Rockford Elementary Arts Magnet School (REAMS)	<p>The Rockford Area School District has work to do in the area of mathematics. Our goal of providing interventions at the elementary school level fell short over the last two years and we will be prioritizing ADSIS mathematics intervention staffing within this application. Due to a variety of reasons, over the last two years, we have struggled to find consistent staffing and a consistent model for our shared ADSIS mathematics position. Because of this, we are proposing, via this application, a dedicated 1.0 FTE mathematics intervention position, partially funded via ADSIS at REAMS. To be clear, this is not a want, but a significant need to address the MCA data shown above.</p>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<p>RMS-CES has several unique circumstances as they consider ongoing needs for ADSIS Math intervention support:</p> <ol style="list-style-type: none"> 1. RMS-CES is not an identified school for Title support 2. RMS-CES performance on the MCA Math assessments in 2023 and 2024 have demonstrated that mathematics skills need substantial improvement and that additional interventions (such as ADSIS) are needed by some students in order to regain grade-level footing 3. RMS-CES has a daily schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity

School	What need does this school have for an ADSIS Mathematics intervention?
	<p>4. Achievement gaps in math exist for our most at-risk students.</p> <p>RMS-CES teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p> <p>In addition to our intervention work, in the area of mathematics, our middle school staff will be evaluating and selecting a new math curriculum during SY2025-26, with adoption of the curriculum scheduled for fall of 2026.</p>
Rockford High School-IB World School (RHS)	<p>RHS has several unique circumstances as they consider ongoing needs for ADSIS Math intervention support:</p> <ol style="list-style-type: none"> 1. RHS is not an identified school for Title support 2. RHS performance on the MCA Math assessments in 2023 and 2024 have demonstrated that mathematics skills need substantial improvement and that additional interventions (such as ADSIS) are needed by some students in order to regain grade-level footing 3. RHS has a weekly schedule that incorporates an intervention period that will support ADSIS intervention time and opportunity 4. Achievement gaps in math exist for our most at-risk students. <p>RHS teachers have utilized FastBridge data to differentiate for students in the Tier I setting.</p>

Mathematics SMART Goal

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

- **Example 1.** The percentage of students in grades ____ at ____ school who score at or above grade level targets as measured by ____ math assessment will increase from ____ % in 2024-25 to ____ % in 2025-26.
- **Example 2.** The percentage of students in grades ____ at ____ school whose RIT score on NWEA-MAP math assessment is at or above the ____ percentile in the spring will increase from ____ % in 2024-25 to ____ % in 2025-26.

- **Example 3.** The percentage of students in grades ____ at ____ school who earn a positive individual growth z-score on the state math accountability test (MCA-III) will increase from ____% in 2024-25 to ____% in 2025-26.
- **Example 4.** The percentage of students in grades ____ at ____ school who score below the standards on the state math accountability test (MCA-III) will decrease from a baseline of ____% 2024-25 to ____% in 2025-26.

School	Mathematics SMART Goal(s)
Rockford Elementary Arts Magnet School (REAMS)	<p>The percentage of students in grade K at REAMS who score at or above grade level targets as measured by the FAST early math assessment will increase from 75% in spring 2024 (spring 2025 data still TBD) to 80% in spring 2026.</p> <p>The percentage of students in grade 1 at REAMS who score at or above grade level targets as measured by the FAST early math assessment will increase from 70% in spring 2024 (spring 2025 data still TBD) to 75% in spring 2026.</p> <p>The percentage of students in grade 2 at REAMS who score at or above grade level targets as measured by the FAST amath assessment will increase from 70% in spring 2024 (spring 2025 data still TBD) to 75% in spring 2026.</p>
Rockford Middle School – Center for Environmental Studies (RMS-CES)	<p>The percentage of students in grade 5 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 36.2% in spring 2024 (spring 2025 data still TBD) to 45% in spring 2026.</p> <p>The percentage of students in grade 6 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 41.1% in spring 2024 (spring 2025 data still TBD) to 50% in spring 2026.</p> <p>The percentage of students in grade 7 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 30.1% in spring 2024 (spring 2025 data still TBD) to 45% in spring 2026.</p>

School	Mathematics SMART Goal(s)
	The percentage of students in grade 8 at RMS-CES who score at or above grade level targets (completely proficient) as measured by the Minnesota Comprehensive Assessment (MCA-III), in mathematics, will increase from 32% in spring 2024 (spring 2025 data still TBD) to 45% in spring 2026.
Rockford High School-IB World School (RHS)	<p>The percentage of students in grades 9 at RMS-CES who score at or above grade level targets as measured by FAST amath assessment will increase from 69% in spring 2024 (spring 2025 data still TBD) to 75% in spring 2026.</p> <p>The percentage of students in grades 10 at RMS-CES who score at or above grade level targets as measured by FAST amath assessment will increase from 58% in spring 2024 (spring 2025 data still TBD) to 63% in spring 2026.</p> <p>The percentage of students in grades 12 at RMS-CES who score at or above grade level targets as measured by FAST amath assessment will increase from 58% in spring 2024 (spring 2025 data still TBD) to 63% in spring 2026.</p>

Identifying ADSIS Mathematics Students

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

School	Math screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	FastBridge aMath; FastBridge CBM Math; FastBridge earlyMath (K-1)	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating “high risk” in one category or “some risk” in

School	Math screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
			multiple categories; K-1 includes earlyMath risk level
Rockford Middle School – Center for Environmental Studies (RMS-CES)	FastBridge aMath; FastBridge CBM Math	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating “high risk” in one category or “some risk” in multiple categories
Rockford High School-IB World School (RHS)	FastBridge aMath; FastBridge CBM Math	FastBridge Learning - 3 times a year (fall, winter, spring)	Based on CBM Math / aMath students demonstrating “high risk” in one category or “some risk” in multiple categories

Evidence-Based ADSIS Mathematics Interventions

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

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
REAMS	IXL	IXL Research
RMS	Math 180	Math 180 Research IXL Research
RHS	IXL and Big Ideas Math Resources for intervention	IXL Research BIG Ideas Research

Math Service Delivery Model

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

School	Location of intervention (specialized intervention room/general education classroom/other)	Frequency of intervention (in # days per week)	Duration of Intervention (minutes per session)	Approximate group size (individual/small group (fewer than 10)/large group (10 or more))	When will the intervention take place? (school day/extended school day/extended school year)
REAMS	intervention room	2-3 days a week	30-35 mins	small group	school day
RMS	general ed classroom	5 days a week	40 mins	small group	school day
RHS	intervention room	2-3 days a week	30-42 mins	small group	school day

Progress Monitoring

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

School	Mathematics progress monitoring tool	How many times per year will progress monitoring happen? (Note: minimum of twice per month)	Name the progress monitoring criteria or benchmarks that will be used when making decisions around exiting the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when modifying the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when making referrals for special education
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REAMS	FASTbridge	2X/month	FASTbridge benchmarks	FASTbridge benchmarks	FASTbridge benchmarks and teacher observation
RMS	FASTbridge	2X/month	FASTbridge benchmarks	FASTbridge benchmarks	FASTbridge benchmarks and teacher observation
RHS	FASTbridge	2X/month	FASTbridge benchmarks	FASTbridge benchmarks	FASTbridge benchmarks and teacher observation

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

40. For each school in the LEA implementing ADSIS, type an X to indicate which grade level(s) at each school (if any) will be implementing ADSIS Behavior. Add additional rows for more schools, as needed.

<i>School</i>	<i>PK</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>None</i>
Rockford Elementary Arts Magnet School (REAMS)		X	X	X	X	X									
Rockford Middle School – Center for Environmental Studies (RMS-CES)							X	X	X	X					
Rockford High School-IB World School (RHS)											X	X	X	X	

Behavior Narrative

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

Go to the [MDE Data Center](#).

- I. Click on Data Reports and Analytics.
- II. Scroll down to Student Data and click on Discipline Data.
- III. There are two drop-down menus:
 - Select Disciplinary Incidents: District/State – Counts by Incident Type from the Report List drop-down menu, and the appropriate year in the Year drop-down menu. Click Run Report.
- IV. When the District Counts by Incident Type (Reason) report opens, find your LEA.

REAMS: Trends over time have remained relatively the same, highlighting these three categories. Bullying/student disrespect has also remained a category that trends towards the top of the list. Assault is by far the category with the most reports, this does include special education students, and many of the assault reports tend to come from students receiving special education services.

1. Assault
2. Insubordination
3. Disruptive Behavior

RMS: Trends over time have remained relatively the same. Disruptive Behavior is by far the category with the most reports, this does include special education students, and many of these students were/are in a Personal Management class to work on their social skills.

1. Disruptive Behavior
2. Technology Misuse
3. Bullying/Student Disrespect

RHS: Trends over time have remained relatively the same. Disruptive Behavior and Insubordination is by far the category with the most reports, this does include special education students, and many of these students were/are in a Personal Management class to work on their social skills.

1. Insubordination
2. Disruptive Behavior
3. Classroom Disruption/Rules Violation

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

This data currently only includes the elementary and high school, still waiting on data from Paul W.

- a. Overall? 98.5 total days in suspension
- b. As an average per student? 1.29 days per student (76 total students)

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

- I. Go to the [Minnesota Report Card](#)
- II. Select “Are Students Safe and Engaged” under the “More About My School” menu
- III. Select the “North Star Consistent Attendance” option
- IV. Enter district name

74.5% (2023)

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

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

Student Group	Yes, there is a difference	No, there is no difference	N/A (the LEA does not serve this student group, or it is too small to compare to the general student population)	If “Yes,” please describe the difference(s):
American Indian		X		Enter here
Asian		X		Enter here
Black or African American		X		Enter here
Hispanic or Latino		X		Enter here
Native Hawaiian or other Pacific Islander		X		Enter here

Student Group	Yes, there is a difference	No, there is no difference	N/A (the LEA does not serve this student group, or it is too small to compare to the general student population)	If "Yes," please describe the difference(s):
Other Indigenous Peoples		X		Enter here
White		X		Enter here
Two or more races		X		Enter here
English Language Learners		X		Enter here
Special Education		X		Enter here
Free or Reduced-Priced Lunch		X		Enter here
Homeless or Highly Mobile		X		Enter here
Other student group (please specify): Enter here				Enter here

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

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

Behavior SMART Goal

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

- **Example 1.** The percentage of students receiving ADSIS direct services for behavior in grades ___ at ___ school whose score on the ___ behavior rating scale increases by ___ points during the school year will increase from ___% in 2024-25 to ___% in 2025-26.
- **Example 2.** The percentage of students receiving ADSIS direct services for behavior in grades ___ at ___ school who are referred to the school office for discipline referrals and/or behavior incidents will decrease from ___% in 2024-25 to ___% in 2025-26 in order to reduce by at least half the number of Office discipline referrals (ODRs).

School	Behavior SMART Goal(s)
Rockford Elementary Arts Magnet School (REAMS)	The number of general education students at REAMS in grades K-4 who scored “High Risk” in one or more categories on the SAEBRS survey for social-emotional behavior decreased by 27% in the 24-25 school year, this number will decrease by 35% in the 25-26 school year.
Rockford Middle School – Center for Environmental Studies (RMS-CES)	The number of general education students at RMS-CES in grades 5-8 who scored “High Risk” in one or more categories on the mySAEBRS survey for social-emotional behavior decreased by 29% in the 23-24 school year, this number will decrease by 35% in the 25-26 school year.

School	Behavior SMART Goal(s)
Rockford High School (RHS)	The number of general education students at RHS in grades 9-12 who scored “High Risk” in one or more categories on the mySAEBRS survey for social-emotional behavior increased by 33% in the 23-24 school year, this number will decrease by 10% in the 25-26 school year.

Identifying ADSIS Behavior Students

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

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
Rockford Elementary Arts Magnet School (REAMS)	<p>Formative Assessment System for Teachers – Social, Academic, and Emotional Behavior Risk Screener (FAST – SAEBRS) (Grades K-4)</p> <p>Formative Assessment System for Students– Social, Academic, and Emotional Behavior Risk Screener (FAST – mySAEBRS) (Grades 3-4)</p>	2x / year	<p>Students/Teachers identified as “high risk” will:</p> <ul style="list-style-type: none"> --have a teacher invited to complete a companion screener on that student --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate) <p>Students identified as “some risk” will:</p> <ul style="list-style-type: none"> --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
			and home regarding identified risk (if appropriate)
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Formative Assessment System for Students– Social, Academic, and Emotional Behavior Risk Screener (FAST – mySAEBRS)	2x / year	<p>Students identified as “high risk” will:</p> <ul style="list-style-type: none"> --have a teacher invited to complete a companion screener on that student --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate) <p>Students identified as “some risk” will:</p> <ul style="list-style-type: none"> --meet with school counselor and/or behavior dean 1:1 until risk is satisfied --be the subject of ongoing communication between school and home regarding identified risk (if appropriate)
Rockford High School-IB World School (RHS)	Formative Assessment System for Students– Social, Academic, and Emotional Behavior Risk Screener (FAST – mySAEBRS)	2x / year	Students identified as “high risk” will:

School	Behavior screening tool	How many times per year will screening happen? (Note: minimum of twice per year)	Screening criteria/benchmarks for decision-making
			<p>--have a teacher invited to complete a companion screener on that student</p> <p>--meet with school counselor and/or behavior dean 1:1 until risk is satisfied</p> <p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p> <p>Students identified as “some risk” will:</p> <p>--meet with school counselor and/or behavior dean 1:1 until risk is satisfied</p> <p>--be the subject of ongoing communication between school and home regarding identified risk (if appropriate)</p>

Evidence-Based ADSIS Behavior Interventions

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

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
Rockford Elementary Arts Magnet School (REAMS)	Teach executive function skills Restorative Practices Check and Connect Check-In, Check-Out Small Group Direct Instruction Social Skills Instruction Zones of regulation Positive Behaviors Interventions and Supports (PBIS) Be Good People Bibliotherapy Based Lessons	Be Good People - https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum Bibliotherapy- https://www.psychologytoday.com/us/therapy-types/bibliotherapy https://www.booktherapy.io/en-us/blogs/book-therapys-ask-the-bibliotherapist-blog/is-bibliotherapy-effective?srsItd=AfmBOokKy5coSUUyJpCDyYUiEnEFFgZ6VF08zNYX_mBSM2V6Si7C2As
Rockford Middle School – Center for Environmental Studies (RMS-CES)	Character Strong Restorative Practices Teach executive function skills Check and Connect Check-In, Check-Out Homework, Organization, and Planning Skills (HOPS)	Character Strong- https://characterstrong.com/

School	Name of evidence-based intervention or strategy	Share a resource that certifies that it is evidence-based
	Positive Behaviors Interventions and Supports (PBIS) Social Skills Instruction	
Rockford High School (RHS)	Teach executive function skills Restorative Practices Check-In, Check-Out Homework, Organization, and Planning Skills (HOPS) Social Skills Instruction	Be Good People - https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum

Behavior Service Delivery Model

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

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

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

Progress Monitoring

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

School	Behavior progress monitoring tool	How many times per year will progress monitoring happen? (Note: minimum of twice per month)	Name the progress monitoring criteria or benchmarks that will be used when making decisions around exiting the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when modifying the ADSIS intervention	Name the progress monitoring criteria or benchmarks that will be used when making referrals for special education
Rockford Elementary Arts Magnet School (REAMS)	<p>Attendance: Report</p> <p>Academic: grade reports from teacher</p> <p>Behavior: mySAEBRS, SAEBRS, Stop and Think reports, teacher reports</p> <p>MySAEBRS (Social-Emotional)</p>	<p>Attendance: every 3 weeks</p> <p>Academic: 3 times a year when grades are due (fall, winter, spring)</p> <p>Behavior: mySAEBRS and SAEBRS twice a year</p> <p>Other reports (stop and think and teacher reports) checked daily</p>	<p>Attendance - Rate above 90% or no growth in absences after intervention</p> <p>Academic - Appropriate academic progress</p> <p>Behavior - No referrals, or no more than 1 referral after implemented intervention</p> <p>Tier 1 - Counseling Curriculum Classroom Lessons for all</p> <p>mySAEBRS - Tier 2 - Students identified as high risk - Counselor Check In & Teacher Notification</p>	<p>Attendance - 10% school days missed:</p> <ol style="list-style-type: none"> 1. Parent letter 2. Phone call 3. Parent Meeting 4. Med Note Status <p>Academic - Counselor meeting and/or academic advising meeting with teacher</p> <p>Behavior - Track Stop and Think Reports as needed, communication with teacher, use behavior plans and tracking charts when appropriate</p> <p>Potential for weekly check ins, referral to small group, academic plan, parent meeting, Intervention team Referral</p>	<p>Academic - Parent Meeting, Intervention teacher meeting (if applicable), and/or Summer School and/or Intervention team Referral</p> <p>Behavior - Behavior Discipline Monitoring and motivation charts, Stop and Think referrals, counselor notes/data</p> <p>Potential referral to outside services - Nystrom, Rivers of Hope, Public Health Nurse, etc.</p>

<p>Rockford Middle School – Center for Environmental Studies (RMS-CES)</p>	<p>Attendance: Report, Academic: grade reports Behavior: mySAEBRS, behavior referrals Early Warning System (Academic, Behavioral, and Attendance) MySAEBRS (Social-Emotional)</p>	<p>Attendance: every 3 weeks Academic: 3 times a year when grades are due (fall, winter, spring) EWS - 8x (every mid-quarter and end-of-quarter) mySAEBRS - 2x per year</p>	<p>Attendance - Rate above 90% or no growth in absences after intervention Academic - Appropriate academic progress Behavior - No referrals, or no more than 1 referral after implemented intervention Tier 1 - Character Strong Lessons for all my SAEBRS - Tier 2 - Students identified as high risk - Counselor Check In & Teacher Notification</p>	<p>Attendance - 10% school days missed: 1. Parent letter 2. Phone call 3. Parent Meeting 4. Med Note Status Academic - Counselor meeting and/or academic advising meeting with teacher Behavior - Track Stop and Think Reports as needed, communication with teacher, use behavior plans and tracking charts when appropriate Potential for weekly check ins, academic plan, parent meeting, Intervention team Referral</p>	<p>Academic - Parent Meeting and/or Summer School and/or Intervention team Referral Behavior - Progressive Discipline Monitoring, Stop and Think referrals, counselor notes/data Potential referral to outside services - Nystrom, Rivers of Hope, Public Health Nurse, etc.</p>
<p>Rockford High School-IB World School (RHS)</p>	<p>Attendance: Report, Academic: grade reports Behavior: mySAEBRS, behavior referrals Early Warning System (Academic,</p>	<p>Attendance: every 3 weeks Academic: grade checks every 3 weeks EWS - 8x (every mid-quarter and end-of-quarter)</p>	<p>Attendance - Rate above 90% or no growth in absences after intervention Academic - Appropriate academic progress Behavior - No referrals, or no more than 1 referral after implemented intervention my SAEBRS - Tier 2 - Students identified as high risk -</p>	<p>Attendance - 10% school days missed: 1. Parent letter 2. Phone call 3. Parent Meeting 4. Med Note Status</p>	<p>Academic - Parent Meeting and/or Summer School and/or Intervention team Referral Behavior - Progressive Discipline Monitoring, Stop and Think referrals, counselor notes/data Potential referral to outside services - Nystrom, Rivers of</p>

Behavioral, and Attendance) MySAEBRS (Social-Emotional)	mySAEBRS - 2x per year	Counselor Check In & Teacher Notification	Academic - Counselor meeting and/or academic advising meeting with teacher Behavior - Track Stop and Think Reports as needed, communication with teacher, use behavior plans and tracking charts when appropriate Potential for weekly check ins, academic plan, parent meeting, Intervention team Referral	Hope, Public Health Nurse, etc.
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Section III. Budget narrative for 2026 – 10 points

Applicants must complete the Excel Budget form provided for their LEA application. Please consult your Business Manager if necessary.

Applicants **must** also complete the narrative section **below** which will be scored by reviewers.

The maximum award for SFY 2026 is \$1,426,784.03 and \$1,492,416.09 for SFY 2027.

Applicants must develop a narrative description for each of the five budget area categories that apply to their expenditure plan for SFY 2026 and any changes expected for SFY 2027. Expenditures should be reasonable, necessary, allowable, and relevant to the ADSIS services. Refer to the instructions section Page 8 for more information.

School Finance Division staff will review the Excel budgets and narratives. Approval of the work plan budget narrative means that the planned expenditures support the activities listed in the application school-work plan. All service providers must be appropriately qualified for the position in which they are employed and the duties that perform. Eligible expenditures are processed through the special education aid formula.

ADSIS funds cannot be used to pay for general operations, which include but are not limited to superintendents, executive directors, deans, principals, or other administrative staff. Supervision, professional development and coaching are **non-allowable** expenditures. ADSIS interventions cannot replace core instruction.

ADSIS hours reported in the LEA service hour spreadsheet will be compared to the numbers of hours charged to ADSIS in SEDRA during the year-end reconciliation.

Area 1. Salaries and Wages

The only allowable expenditure for ADSIS is direct student services. This includes purchase of services for payroll personnel by LEA. Time and effort must be documented for all staff funded through ADSIS. If an employee is not licensed in the area providing services, you must justify by indicating how the LEA will ensure they are highly qualified in the approved work plan. All service providers must be appropriately qualified for the position of which they are employed and the duties they perform. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook. List the types of positions and the corresponding Full Time Equivalent (FTE).

REAMS ADSIS Reading 1.0 FTE - Teacher (Existing)
REAMS ADSIS Reading 1.0 FTE - Teacher (Existing)
REAMS ADSIS Math 1.0 FTE - Teacher (New/Increase)
REAMS ADSIS Behavior 0.5 FTE - Counselor (Existing)
REAMS ADSIS Behavior 0.5 FTE - Counselor (Existing)

RMS-CES ADSIS Reading 1.0 FTE - Teacher (Existing with an increase of 0.5 FTE requested)
RMS-CES ADSIS Math 1.0 FTE - Teacher (Existing with an increase of 0.5 FTE requested)
RMS-CES ADSIS Behavior 0.3 FTE - Counselor (Existing)
RMS-CES ADSIS Behavior 0.15 FTE - Counselor (Existing)

RHS-IB World School ADSIS Reading 0.5 FTE -Teacher (Existing)
RHS-IB World School ADSIS Math 0.4 FTE - Teacher (Existing)
RHS-IB World School ADSIS Math 0.087 FTE - Teacher (Existing)
RHS-IB World School ADSIS Math 0.087 FTE - Teacher (Existing)
RHS-IB World School ADSIS Behavior 0.3 FTE - Counselor (Existing)
RHS-IB World School ADSIS Behavior 0.15 FTE - Counselor (Existing)

\$ 524,396.14

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

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

- 1) 10 day internal posting with brief job description, posting on Ed Post and Applitrack after 10 days

- 2) Letter of interest by internal candidates
- 3) Interviews (virtual) for applicants that have met the minimum threshold of requirements for the position
- 4) Final analysis of interview and application materials
- 5) Contact candidates with offer of ADSIS position
- 6) Adjust building staffing accordingly, depending on how many internal candidates

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

- 1) We will begin our efforts to ensure we have highly qualified staff by requiring a teacher to hold a PELS approved teaching license, in reading, elementary, or in a particular subject or subjects at the secondary level.
- 2) Professional Learning Community (PLC): The ADSIS team of teachers will meet twice a month to discuss student progress, answer questions, analyze data, and professionally develop to make sure we are utilizing best practices in our interventions.
- 3) Professional Development: We will utilize funds from our district professional development fund to find opportunities for our ADSIS teachers to train, build connections, learn best practices, ask questions of the presenters, and collaborate to discuss how new learning can be integrated into our current learning environment in Rockford Area Schools.
- 4) Inclusion in the BILT: We will strive to have our ADSIS teachers participate in the intervention team at each of our three (3) buildings (REAMS, RMS-CES, and RHS). This will allow our ADSIS teachers to provide updates to the classroom teachers as well as gather feedback from the classroom teachers and administrative team. Additionally, we will be able to discuss how students will enter/exit the ADSIS program based on data.
- 5) Coaching opportunities: We will utilize a peer coaching model to allow ADSIS teachers to observe each other and provide feedback on a set of predetermined areas of focus (e.g., class management, pace of lesson, clarification of instruction, etc.). Coaching may be provided by the ADSIS administrator as well.
- 6) Participation in district Q Comp program: As licensed teachers in our school district, our ADSIS teachers will be observed by peer observers, receive feedback, and have an opportunity to discuss strengths and areas of growth in individual and group discussions with their Q Comp team.
- 7) Team Teaching: We will provide opportunities for teachers to team teach various topics during the school year. ADSIS teachers will work together to plan and deliver a lesson, as well as debrief afterward to discuss what worked well and what could be refined. This will be an empowering opportunity for our teachers to collaborate and to actually see each other in action with students; this is an incredibly rare occurrence in schools and one we are excited to utilize.

Area 2. Contracted Services/Personnel

The only allowable expenditure for ADSIS is direct student services. Time and effort must be documented for all contractors funded through ADSIS. If a contractor is not licensed in the area providing services, you must justify by indicating how the LEA will ensure they are highly qualified in the approved work plan. All service providers must be appropriately qualified for the position of which they are employed and the

duties they perform. Eligible positions are listed in the ADSIS State tab of the Excel budget workbook. List the types of positions and corresponding Full Time Equivalent (FTE).

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

Area 3. Individualized Instructional Capital Expenditures

These expenditures must be uniquely designed for ADSIS students and in the approved work plan. List specific items. Do not use generic descriptions.

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

Area 4. Individualized Instructional Supplies and Materials Expenditures

These supplies and materials must be uniquely designed for ADSIS students and in the approved work plan. List specific items. Do not use generic descriptions.

In consultation with our current ADSIS teachers and administrators, as well as with several vendors of reading and math intervention materials, we have requested \$32,000 to provide digital resources for our students to utilize in their effort to bolster their reading abilities and/or behavior skills. These include the following:

IXL Reading and IXL Math

Area 5. Non-federal Expenditures

ADSI Special Education Data Reporting Application (SEDRA) Funding Source Code 'b' and Uniform Financial Accounting and Reporting Standards (UFARS) Finance Code 740, SEDRA and UFARS Program Code 422. This may include a maximum of ten percent of the special education director or contract for special education director's Services, dissemination (postage and parcel) and non-instructional office supplies. Use personnel type code (PTC) 9 for a director of special education and PTC 10 for an assistant director/supervisor of special education. Time and effort must be documented for all staff funded through ADSIS.

Please indicate what funds are being used to pay the benefits for ADSIS staff listed in Area 1, if not being paid with ADSIS funds. Refer to the budget object codes available for non-instructional supplies. These expenditures must be uniquely designed for ADSIS services and in the approved work plan. List specific items. Do not use generic descriptions.

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

Submission Reminder

Please submit your completed application to mde.compgrants@state.mn.us no later than the final submission date of March 7, 2025, at 5 p.m. Central Time to be considered for funding. There is an option for early submission. See details in the instructional packet.



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

Subject: SY 25-26 Calendar Revision

Meeting Date: February 19, 2025

Prepared by: Superintendent's Office

Date Prepared: February 11, 2025

Information Briefing Action Enclosure Item(s)

Superintendent Ridlehoover will present updates to the 25-26 School Year Calendar, with the support of the administrative staff, including 2 additional PD Days (February 17 & April 6) and a date change for Kindergarten Round Up to February 5, 2026.

Rockford Area Schools

2025-2026 School Calendar

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

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

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

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

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

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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

1st Qtr.	September 2 to October 31 =	41
2nd Qtr.	November 4 to January 16 =	41
3rd. Qtr.	January 20 to March 26 =	46
4th Qtr.	April 7 to June 4 =	42
		170 days

New Staff Days	8/12, 8/13	
Workshop Week	8/25, 8/26, 8/27, 8/28 4	
SD Days/Work Days	10/15, 11/03, 1/19, 2/17 7	
	3/27(.5), 4/6, 6/05 (.5)	
	1 Floating SD/Work Day 8/01 - 8/22	
		170
		181 +

May 29 - Commencement

REAMS EVENTS	DATES	HOURS
Assessment Days	9/02, 9/03	
Fall Conferences	11/3, 11/6	8.0hrs
Spring Conferences	3/12, 3/16	8.0hrs
Kindergarten Round Up	02/05	

RHS EVENTS	DATES	HOURS
Open House	8/27	4.0hrs
Fall Conferences	10/23	4.0hrs
Spring Conferences	3/12	4.0hrs
Curriculum Night	12/16	4.0hrs
Commencement	5/29	Extra

RMS-CES EVENTS	DATES	HOURS
Open House	8/27	2.0hrs
Fall Conferences-Open	10/14	4.0hrs
Fall Conferences-Scheduled	10/21	2hrs
Winter Conferences	2/12	4.0hrs
STEM, Art and Academic Showcase	4/30	4.0hrs

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



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

Subject: Policy Updates Final Read

Meeting Date: February 19, 2025

Prepared by: Superintendent's Office

Date Prepared: February 11, 2025

Information Briefing Action Enclosure Item(s)

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

Policy Number	Policy Name
614	School District Testing Plan and Procedures
615	Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Student
619	Staff Development for Standards
620R	Credit for Learning
624	Online Learning Options
524	Graduation requirements
613R	Internet Acceptable Use and Safety Policy



Adopted: 11/19/01

Orig. 1996

Reviewed: 2019, 2022, 2024

Revised: 02/19/20, 3/21/22, 9/19/2022, 1/22/24, 1/22/25

524R INTERNET , TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.



V. UNACCEPTABLE USES

- A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language, images, or content that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language, images, or content that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
 4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses,



identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information, and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "X (Formerly Twitter)," "Instagram," "Snapchat," and "Reddit," and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage



licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer or personal device while using school district network (including wireless), and will not plagiarize works they find on the Internet.

9. Users will not use the school district system or school district computers for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations are, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access while connected through the school district network, the school district will monitor the online activities of both minors



and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.



- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, and the parent or guardian. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.



- B. This notification shall include the following:
1. Notification that Internet use is subject to compliance with school district policies.
 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district compact disks, digital video disks, hard drives or servers.
 - b. Information retrieved through school district computers, networks or online resources.
 - c. Personal property used to access school district computers, networks or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 4. Notification that, even though the school district may use technical means to limit Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 6. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district



system from home or a remote location.

- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 - 1. A copy of the user notification form provided to the student user.
 - 2. A description of parent/guardian responsibilities.
 - 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 - 4. A statement that the Internet Use Agreement must be signed by the user, and the parent or guardian prior to use by the student.
 - 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 - 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 - 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The



contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time



when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria and are outlined in the respective school board approved annually in all school handbooks.

~~1. Students are prohibited from using cell phones and other electronic communication devices during the instructional time, unless directed to do so by the classroom teacher or staff member. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~

~~2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.~~

~~3. Cell phone expectations are designed to ensure that cell phones do not hinder the learning environment or disrupt positive social interactions. By adhering to these guidelines students, parents, and school staff contribute to a school community that values education, engagement, and respectful behavior.~~

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall



conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
[Minn. Stat. § 121A.73 \(School Cell Phone Policy\)](#)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski v. Berkeley County Sch., 652 F.3d 565 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)



MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District
Property by Nonschool Persons)



Adopted: 03/20/00

Reviewed: 2019, 2022

Revised: 04/20/20, 11/21/2022, 2/19/25

Orig. 1997

613R GRADUATION REQUIREMENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. DISTRICT ASSESSMENT COORDINATOR

A designee from the Department of Learning and Innovations chosen by the superintendent ~~Director of Teaching and Learning~~ shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ~~ASSESSMENT~~ REQUIREMENTS



Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

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



VI. GRADUATION CREDIT REQUIREMENTS

- A. Class of 2022-2026 Students must successfully complete, as determined by the school district, the following high school level course credits for graduation (*one (1) course credit = 1 trimester through the 2017-18 school year, one (1) course credit = 1 semester starting 2018-19 school year*):
1. *Eleven* credits of language arts sufficient to satisfy all academic standards in English language arts;
 2. *Eight* credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
 4. *Eight* credits of science, including at least (a) one credit of biology, (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
 5. *Ten* credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.
 6. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
 7. *One* credit of health *and* one credit of physical education,
 8. *One* credit of career and technical education
 9. A minimum of *twenty* elective course credits.
 10. Credit equivalencies
 - a. A *one* credit of economics taught in a school's agriculture education or business department may fulfill a *one* credit in social studies under VI. B.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI. B.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit



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

- c. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI. B.2 or VI. B.6, above.
 - d. A computer science credit may fulfill a mathematics credit requirement under VI. B.2., above, if the credit meets state academic standards in mathematics.
 - e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI. B.2. or VI. B.4., above, if the credit meets the state academic standards in science or mathematics.
- B. Class of 2027 ~~Students~~ beginning 8th grade in the 2022-23 ~~2015-16~~ school year, must successfully complete, as determined by the school district, the following high school level course credits for graduation (~~one (1) course credit = 1 trimester through the 2017-18 school year, one (1) course credit = 1 semester starting 2018-19 school year~~):
- 1. ~~Eight~~ ~~Seven~~ credits of language arts sufficient to satisfy all academic standards in English language arts;
 - 2. ~~Six~~ ~~Eight~~ credits of mathematics, ~~an advanced algebra credit or its equivalent including an algebra II credit or its equivalent~~, sufficient to satisfy all of the academic standards in mathematics.
 - 3. ~~An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;~~
 - 4. ~~Six~~ ~~Eight~~ credits of science, including ~~one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry and physics standards for grades 9 through 12; at least (a) one credit of biology, (b) one credit of chemistry or physics, and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;~~
 - 5. ~~Seven~~ ~~Nine~~ credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States



history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies; ~~encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.~~

6. Two credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
7. One Credit sufficient to satisfy the state standards in physical education; ~~One credit of health and one credit of physical education,~~
8. One Credits sufficient to satisfy the state standards in health ~~One credit of career and technical education~~
9. A minimum of *eighteen* elective course credits.
10. Credit equivalencies
 - a. A *one* credit of economics taught in a school's agriculture, food, and natural resources education or business department may fulfill a *one* credit in social studies under VI.~~EE~~.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI. ~~EE~~.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI. ~~EE~~.4., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI. ~~EE~~.4., above.
 - c. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.~~EE~~.2 or VI.~~EE~~.6, above.
 - d. A computer science credit may fulfill a mathematics credit requirement under VI.~~EE~~.2., above, if the credit meets state academic standards in mathematics.
 - e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.~~EE~~.2. or VI.~~EE~~.4., above, if the credit meets the state academic standards in science or mathematics.



- a. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.
- C. ~~Class of 2028~~Students beginning 8th grade in the ~~2023-24~~~~16-17~~ school year, must successfully complete, as determined by the school district, the following high school level course credits for graduation (~~one (1) course credit = 1 trimester through the 2017-18 school year, one (1) course credit = 1 semester starting 2018-19 school year~~):
1. ~~Eight~~ ~~Nine~~ credits (4 years) of language arts sufficient to satisfy all academic standards in English language arts;
 2. ~~Six~~ ~~Seven~~ credits (3 years) of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
 3. ~~An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;~~
 4. ~~Six~~ ~~Seven~~ credits (3 years) of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry and physics standards for grades 9 through 12; ~~at least (a) one credit of biology, (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;~~
 5. ~~Eight~~ credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the ~~2025-2026~~ school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies; ~~encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.~~
 6. ~~Two~~ credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
 7. ~~One~~ Credit sufficient to satisfy the state standards in physical education; ~~One credit of health and one credit of physical education;~~
 8. ~~One~~ Credits sufficient to satisfy the state standards in health



- 9. One credit of career and technical education, and
- 10. One credit of Personal Finance
- 119. A minimum of ~~seventeen~~ *eighteen* elective course credits.
- 1210. Credit equivalencies
 - a. A *one* credit of economics taught in a school's agriculture, *food, and natural resources* education or business department may fulfill a *one* credit in social studies under VI.~~ED~~.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI. ~~ED~~.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district.
 - c. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI. ~~ED~~.4., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation.
 - d. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI. ~~ED~~.4., above.
 - ee. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.~~ED~~.2 or VI.~~ED~~.6, above.
 - fel. A computer science credit may fulfill a mathematics credit requirement under VI.~~ED~~.2., above, if the credit meets state academic standards in mathematics.
 - ge. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.~~ED~~.2. or VI.~~ED~~.4., above, if the credit meets the state academic standards in science or mathematics.

~~D. Students beginning 8th grade in the 2017-18 school year and beyond, must successfully complete, as determined by the school district, the following high school level course credits for graduation (one (1) course credit = 1 semester):~~

~~ff~~

- ~~1. Eight credits of language arts sufficient to satisfy all academic standards in English language arts;~~

~~ff~~



~~2. Six credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics. ¶¶~~

~~¶¶~~

~~3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics; ¶¶~~

~~¶¶~~

~~4. Six credits of science, including at least (a) one credit of biology, (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science; ¶¶~~

~~¶¶~~

~~5. Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies. ¶¶~~

~~¶¶~~

~~6. Two credits in the arts sufficient to satisfy all of the state or local academic standards in the arts; ¶¶~~

~~¶¶~~

~~7. One credit of health and one credit of physical education; ¶¶~~

~~¶¶~~

~~8. One credit of career and technical education ¶¶~~

~~¶¶~~

~~9. A minimum of eighteen elective course credits. ¶¶~~

~~¶¶~~

~~10. Credit equivalencies ¶¶~~

~~¶¶~~

~~a. A one credit of economics taught in a school's agriculture education or business department may fulfill a one credit in social studies under VI.E.5., above, if the credit is sufficient to satisfy all of the academic standards in economics. ¶¶~~

~~¶¶~~

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

~~¶¶~~

~~c. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.E.2 or VI.E.6, above. ¶¶~~

~~¶¶~~



~~d. A computer science credit may fulfill a mathematics credit requirement under VI.E.2., above, if the credit meets state academic standards in mathematics.~~

~~ff~~

~~e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.E.2. or VI.E.4., above, if the credit meets the state academic standards in science or mathematics.~~

VII. GRADUATION STANDARDS REQUIREMENTS

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

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

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

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

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

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12 ;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION



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

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

Legal References:

- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.023 (Benchmarks)
- Minn. Stat. § 120B.024 (Credits)
- Minn. Stat. § 120B.07 (Early Graduation)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
- Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
- Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
- Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
- MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 Plan, and LEP Students)
- MSBA/MASA Model Policy 616 (School District System Accountability)



Adopted: 2/11/02

Reviewed: 2017, 2022

Revised: 12/17/18, 2/16/25 ~~12/16/24~~

Orig. 1997

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.
 - a. Designate a district assessment coordinator and district technology coordinator.
 - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
 - c. Annually review and recertify staff who have access to MDE secure systems.
 - d. Read and complete the *Assurance of Test Security and Non-Disclosure*. [Note: This form is available on the Minnesota PearsonAccess Next website – see Cross references for website address.]
 - e. Establish a culture of academic integrity.
 - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
 - g. Ensure student information is current and accurate.
 - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.



- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
 - j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
 - a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.



- (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security. (Pearson's Training Management System)
 - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test



materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.



- c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.



- d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.



- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.
2. Responsibilities on testing day(s).
 - a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
 - b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
 - c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
 - d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
 - e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.
[Note: This form is available on the Minnesota PearsonAccess Next website – see Cross references for website address.]
 - f. Report security breaches to the district assessment coordinator as soon as possible.
 3. Responsibilities after testing.
 - a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
 - b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - d. Return secure test materials as outlined in applicable manuals and resources.
 - e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
 - f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator



1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.



- (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
- b. During test.
- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.
 - (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
 - (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
 - (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
 - (6) Do not review, discuss, capture, email, post, or share test content in any format.
 - (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
 - (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
 - (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
 - (11) Report any possible security breaches as soon as.
- c. After test.
- (1) Follow directions and scripts exactly.



(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to district or school assessment coordinator.

c. After the test.

(1) Keep materials secure.



- (2) Return all materials.
- (3) Return objects and manipulatives to classroom.
- (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

[Note: This form is available on the Minnesota PearsonAccess Next website – see Cross references for website address.]

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;



4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.



8. Test Security Notification must be maintained for two years after the end of the academic school year in which testing took place.
9. Test Administration Report must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

[NOTE: The 2024 Minnesota legislature enacted this provision.]

Legal References:

Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0640-3501.0660 ~~55~~ (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 ~~55~~ (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>



Adopted: 05/15/06

Reviewed: 2019, 2022

Revised: 04/20/20, 2/16/25 12/16/24

Orig. 1997

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, ~~Section~~ 504 (Section 504) accommodation, or limited English proficiency (LEP) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;



- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;



- (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
- d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.



IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 54 of the current “Procedures Manual for the Minnesota Assessments” and ~~2020-21~~ Guidelines for Administration of Accommodations and Linguistic Supports http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accomm_2020-21.pdf

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World’s Best Workforce~~)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660-40-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960-55 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf> Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)



Adopted: 07/15/02

Orig. 1998

Reviewed: 2017

Revised: 04/15/19, 11/21/2022, ~~2/16/25~~2/16/24

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. STANDARDS FOR STAFF DEVELOPMENT

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

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

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



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

B. Teachers/Administrators

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

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement ~~goals~~; Striving for ~~Comprehensive Achievement and Civic Readiness~~ ~~the World's Best Workforce~~)
- Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
- Minn. Stat. § 122A.16 (Qualified Teacher Defined)
- Minn. Stat. § 122A.60 (Staff Development Program)
- Minn. Rules Parts 3501.0660-3501.0655 (Academic Standards for Language Arts)
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
- Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
- Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
- 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

- MSBA/MASA Model Policy 104 (School District Mission Statement)
- MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
- MSBA/MASA Model Policy 613 (Graduation Requirements)
- MSBA/MASA Model Policy 616 (School District System Accountability)



Adopted: 7/15/02

Orig. 1998

Reviewed: 2019

Revised: 04/20/20, 11/21/2022, 1/22/24, 2/16/25

620R CREDIT FOR LEARNING

[Note: School districts statutorily are required to provide students with credit for approved postsecondary courses, as set forth in Section V; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII).]

I. PURPOSE

This policy recognizes student achievement that occurs in Postsecondary Enrollment Options and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate



degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **24** credits from the school district.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **4 semesters of** credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to



- elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank
 3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT



- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in



postsecondary courses during the following ~~school-year~~ academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.



VIII*. WEIGHTED GRADES

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

Grades will be weighted with an addition of .66 and this weighted amount will be calculated into the students weighted grade point average (GPA). On a 4.0 scale, weighted classes will be given a .66 boost. (Example: 3.0 grade in a weighted class on 4.0 scale becomes 3.66.)

Grades K-6

Standards Rubric

1 - Does Not Meet

2 - Partially Meets

3 - Meets

4 - Exceeds

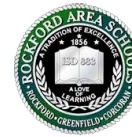
NE - No evidence

__ - A blank entry indicates a standard has not been addressed during a given grading period.~~The school district offers weighted grades for courses that are identified as more rigorous or academically challenging. Grades will be weighted with an additional multiplication factor of .66 and this weighted factor will be calculated into the students weighted grade point average (GPA).~~

- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade. The complete list of weighted courses can be found on the high school website, by navigating to Student Services, then [Registration & Course Catalog](#).~~RHS Weighted Classes.~~

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as



requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement *Goals; Striving for Comprehensive Achievement and Civic Readiness*~~the World's Best Workforce~~)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)



MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)



Adopted: 6/19/06

Orig. 2003

Reviewed: 2019

Revised: 10/21/19, 11/21/2022, 08/21/23, 2/16/25

624 ONLINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.



- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;



2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; ~~and~~
3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; ~~and~~
4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

[NOTE: The 2024 Minnesota legislature added this provision.]¶¶

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 1. use an application form specified by MDE;
 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.



- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.



LEGAL REFERENCES:

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
~~Minn. Stat. Ch. 124E (Charter Schools)~~
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES:

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



ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: February 19, 2025

Prepared by: Business Office

Date Prepared: February 10, 2025

Information
 Briefing
 Action
 Enclosure Item(s)

RESOLUTION

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

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

<i>Donor</i>	<i>Amount</i>	<i>Fund</i>
RAAA JO Volleyball	Volleyball Standards Pads & Volleyball Net Antennas w. Sleeves for CE Volleyball (\$1,913.11)	Community Education (for the CE Volleyball Program)
Box Tops	\$59.00	REAMS Gift Fund
Rockford Lions Club	\$2,000 donation for Bass Clarinet	Band Activity Fund
Buffalo American Legion	\$500 donation for Bass Clarinet	Band Activity Fund
Wachtler Family	RMS Donation: Bag of Books	General Fund Donation (RMS)
Common Thread Custom Apparel	Shirts for Adaptive Floor Hockey Tournament (\$176.52)	General Fund Donation (RHS SPED)
Carol Beasecker	REAMS Donation: Bag Toss Game, Plinko Game, Board Games, Various Balls	General Fund Donation (REAMS)
Genesis Group Homes, Inc.	\$434.00	Wrestling Activity Fund
Easco Plumbing & Heating	\$1,500.00	Wrestling Activity Fund
Stratasys (Charlie Seitzer)	3 Replicator & Desktop 3D printers (total value \$9,258)	General Fund Donation (each building received one Replicator & Desktop 3D printer)
Nick Klonne	RMS Donation: Colored Pencils, Pencil Sharpeners	General Fund Donation (RMS)
Brandon & Meghann Moline	REAMS Donation: Stapler, Disinfecting wipes, Electric pencil sharpener	General Fund Donation (REAMS)