ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for May 18, 2026
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
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3. **PUBLIC COMMENTS**
4. **CONSENT ITEMS**
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9. **CULTURE OF COLLECTIVE PURPOSE**
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   - B. Policy Committee Review Final Reading 381

C. MSBA Policy Updates - Final Reading 410

10. **COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP**

A. Resolution of Acknowledgment of Contributions/Donations 562

B. Graduation: Friday, May 29, 2026 at 5:00 pm at the Rockford Community Center.
End of Year Celebration: Friday, June 5, 2026 at 7:00 am in the RHS Commons.
Finance Committee Meeting: Friday, June 12, 2026 at 8:15 am virtually at Video call link: https://meet.google.com/ora-nmax-yib Or dial: ?(US) +1 240-356-1627? PIN: ?627 579 192?#
Board of Education Work Session: Monday, June 15, 2026 at 5:30 pm in the District Office Board Room.
Regular Meeting of the Board of Education: Monday, June 15, 2026 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
Monday, April 20, 2026

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, April 20, 2026 in the District Board Room. Vice Chair Gordee called the work session to order at 5:30 pm. Members Gordee, Johnson, Morgan, Praska, and Hillstrom were present. Also present were Superintendent Jeff Ridlehoover, and Administrative Assistant Courtney Neibert. Member Sjodin arrived at 5:32 pm.

- Demographic Study Update - The board reviewed the demographic study results.
- Corcoran Update - The Board continued conversation about expansion into Corcoran.
- ERI Update - The board received an update on the Early Retirement Incentive.
- **Upcoming Meetings:**
    - Regular Meeting of the Board of Education: Monday, April 20, 2026 at 6:30 pm in the District Office Board Room.

Adjourned 6:03 pm

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk

Independent School District #883

Regular School Board Meeting
Monday, April 20, 2026

Pursuant to due call and notice, the Rockford Board of Education met in a Regular School Board Meeting on Monday, April 20, 2026 in the District Board Room. Chair Johnson called the meeting to order at 6:30 pm. Members Johnson, Gordee, Morgan, Hillstrom, Praska, and Sjodin were present. Also present was Superintendent Jeff Ridlehoover, REAMS Principal Brenda Nyhus, and Administrative Assistant Courtney Neibert.

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

APPROVAL OF AGENDA

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

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

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

- ***Minutes:***
  March 16, 2026 Work Session
  March 16, 2026 Regular Meeting

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

March 2026 Disbursements Paid (listings attached):

Fund 01 General Fund	$ 787,536.95
Fund 01 Payroll	$ 976,186.66
Fund 01 BankWest	$ 225,050.72
Fund 02 Food Service	$ 111,764.04
Fund 04 Community Services	$ 23,591.05
Fund 04 CEd-BWest/KSBank	$ 3,865.69
Fund 06 Building Construction	$
Fund 07 Debt Redemption	$
Fund 21 Student Activities	$ 7,652.27
Fund 45 OPEB Trust	$
Total All Funds	$ 2,135,647.38

- ***Open Enrollments:***

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
7	Houston	294	1/20/2026	online school
2	Houston	294	1/20/2026	online school
2	Houston	294	1/20/2026	online school
12	Howard Lake, Waverly, Winsted	2687	3/16/2026	moved, wants to stay enrolled @ HLWW
7	White Bear Lake	624	3/30/2026	moved in with grandparents; mother still resides in Rockford
EC	Buffalo - Hanover - Montrose	877	4/7/2026	attends daycare in Buffalo

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
6	Buffalo - Hanover - Montrose	877	4/7/2026	NEW ENROLLMENT--closer to home and smaller school
3	Buffalo - Hanover - Montrose	877	2/18/2026	NEW ENROLLMENT--closer to home and smaller school
K	Buffalo - Hanover - Montrose	877	2/18/2026	NEW ENROLLMENT--closer to home and smaller school
2	Columbia Heights	13	1/5/2026	family move, wants to stay enrolled @ Rockford
4	Minneapolis	1	2/23/2026	family move, wants to stay enrolled @ Rockford
5	Minneapolis	1	2/23/2026	family move, wants to stay enrolled @ Rockford

- ***Non-Classified Contract Continuation for 26-27 School Year:*** The board was presented the list of non-classified contract renewals for approval.
- ***Deep Portage Field Trip:*** The board was presented the Deep Portage field trip for approval.
- ***MOU Continuance of Agreement for 26-27 SY:*** The board was presented an MOU Continuance of agreement for approval.
- ***Speech Club Field Trip:*** The board was presented the Speech Club field trip for approval.

SUPERINTENDENT'S REPORT

- **April 2026 Superintendent's Report:** Dr. Jeff Ridlehoover presented an update on the schools.

STUDENT ACHIEVEMENT AND GROWTH

- **IB Celebration:** The board recognized the 2026 Full Diploma and Career Related Pathway Candidates.
- **Band/Choir Celebration:** The board celebrated the recent Band/Choir trip.
- **Winter Letter Leaders & Math Masters Celebration:** The board celebrated students that participated in winter Letter Leaders & Math Masters.
- **REAMS Celebration:** The board celebrated soloists for the 2026 All School Song.
- **REAMS Principal Report:** Principal Nyhus presented to the board on her buildings goals and other things going on at REAMS

HEALTHY AND SUPPORTIVE ENVIRONMENT

- **HR Update:** The board was presented an update on the HR department.

STEWARDSHIP OF RESOURCES

- **Resolution of Nonrenewal of Probationary Teachers:** Dr. Ridlehoover presented the resolution of nonrenewal of a probationary teaches.

Gordee motioned, seconded by Sjodin, to approve the following resolution as it relates to Laura Kuker, Alexis Shelstad, and Mark Boon as presented:

WHEREAS, *Laura Kuker, Alexis Shelstad, and Mark Boon*, presented accordingly on the meeting agenda is probationary teacher in Independent District No. 883.

BE IT RESOLVED, by the School Board of Independent District No. 883, that pursuant to Minn. Stat. 122A.40, subd. 5 and the District master agreement, the teaching contract of *Laura Kuker, Alexis Shelstad, and Mark Boon*, probationary teacher in Independent District No. 883, shall be nonrenewed at the end of the 2024 - 2025 school year effective June 5, 2025.

BE IT FURTHER RESOLVED, that written notice be sent to *Laura Kuker, Alexis Shelstad, and Mark Boon* regarding the nonrenewal of the teacher's teaching contract.

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

Whereupon said resolution was declared duly passed and adopted

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
New Hire	Ann	Slavec	RMS LTS	April 6 - June 4, 2026
New Hire	Emily	Halverson	Varsity Dance Coach	
New Hire	Ryley	Barrett	Assistant Dance Coach	
New Hire	Bridget	Peterson	CFO	May 1, 2026
Status Change	Jill	Gordee	RHS Assistant Principal	July 1, 2026
Resignation	Brenda	Oeding	REAMS Kindergarten	June 5, 2026
Resignation	Sara	Anderson	REAMS Custodian	March 20,2026
Resignation	Mike	McNulty	DO DIR of Business Op	June 30, 2026
Resignation	John	Redepenning	Wrestling Coach	March 30, 2026
Non-Renewal	Laura	Kuker	REAMS SpEd Teacher	June 5, 2026
Non-Renewal	Alexis	Shelstad	REAMS 3rd Grade	June 5, 2026
Non-Renewal	Mark	Boon	RMS Science Teacher	June 5, 2026
Leave			Custodian	June 9 - Sept 1, 2026
Extra Assignment	Jill	Gordee	Summer School Coord	Summer 2026
Extra Assignment	Erin	Sindelir	Summer School Admin	Summer 2026
Extra Assignment	Mike	McNulty	Asst Golf Coach	March 16, 2026

Motion by Praska seconded by Hillstrom to approve the personnel list. Members Johnson, Morgan, Hillstrom, Praska, and Sjodin voted in favor. Member Gordee abstained.

CULTURE OF COLLECTIVE PURPOSE

- **Policy Committee Review First Reading:** The board reviewed the following Policy Committee reviewed policies 702, 703, 704, 705, 705.1R, 706, 707R, and 707 attachment.
- **MSBA Policy Updates First Reading:** The board reviewed the following MSBA updated policies 211, 401, 404, 405, 406, 410, 418, 420, 427, 503, 515, 520, 530, 615, 613, 616, 618, 619, 620R, 701, 807, and 731R.
- **Handbooks First Reading:** The board reviewed the following handbooks: RAS Parent & Student, RAS Staff, Galaxy Kids Staff, Galaxy Kids Parents, Early Childhood Staff, Launching Pad Preschool Parent, RAS Board, 1:1 District Issued Device, Volunteer, Paraprofessional, AWAIR Plan.
- **Approval of Safety Plan:** The board was asked to approve the Safety Plan.

Motion by Praska seconded by Morgan to approve the Safety Plan as presented. Motion passed unanimously.

COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP

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

Sjodin motioned, seconded by Gordee, 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.

Donor	Amount	Fund
The Blackbaud Giving Fund	$60.00	REAMS Gift Fund
Culvers of Rogers	$505.00	RHS FFA Activity Fund
Dean & Christy Evans	$54.00	RHS Band/Choir Trip Fund
Rocket Boosters	$1899.25 for lettering supplies	Activities
Culvers of Delano	$524.00	RHS FFA Activity Fund
Larry & Jill Franklin	$500 in memory of Laura Franklin (memorial for tulip garden at RMS)	RMS Gift Fund
Theismann Family	REAMS Donations: paint cups, sensory bottles, wooden alphabet tracing board, buttons, translucent rainbow peebles, loose parts, road tape, "Lines that Wiggle" book	General Fund Donations (REAMS)
Eli Menard & Family	RMS Donations: Glue & Colored Pencils	General Fund Donations (RMS)
Bidne Family	REAMS Donation: Astro Bright Paper Pack	General Fund Donations (REAMS)
Conner Miller & Family	REAMS Donations: building snowflakes for morning tubs	General Fund Donations (REAMS)
Werman Family	REAMS Donations: snack donations, baggies, dry erase markers	General Fund Donations (REAMS)
Norenberg Family	REAMS Donations: 4 Books, Uno, Break the Ice game	General Fund Donations (REAMS)
Haley Schmidt & Family	REAMS Donations: Classroom light, City of Ember book, The False Prince book, I Survived: The American Revolution 1776 book	General Fund Donations (REAMS
Bidne Family	REAMS Donation: Astro Bright Paper Pack	General Fund Donations (REAMS)
Linkert Family	REAMS Donations: "Junkyard Wonders" book, Squishy Tube sensory toys	General Fund Donations (REAMS)
Storm Family	REAMS Donations: Magnetic cubes, iSpy book, 32 pack of mini notebooks	General Fund Donations (REAMS)
Alexa Morrison & Family	REAMS Donation: Sticky Anchor Chart Paper	General Fund Donations (REAMS)
Lydia Prange & Family	REAMS Donation: Glue Sticks	General Fund Donations (REAMS)
Owen Elison & Family	REAMS Donation: Magnetic Match Rings	General Fund Donations (REAMS)
Joey Dumont & Family	REAMS Donations: Lincoln Logs, Colored Pencils	General Fund Donations (REAMS)
Saylor Ruis & Family	REAMS Donations: Snacks, Colored Pencils	General Fund Donations (REAMS)
Nolan Entrinkin & Family	REAMS Donation: Legos	General Fund Donations (REAMS)
Jared Juarez Bahena & Family	REAMS Donation: Book: "Happy Birthday Cupcake"	General Fund Donations (REAMS)

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

Whereupon said resolution was declared duly passed and adopted.

- **Upcoming Meetings:**
    - EOY Award Selection Committee Meeting: Wednesday, May 6, 2026 at 2:45 pm in the District Office Conference Room.
    - Facilities Committee Meeting: Wednesday, May 6, 2026 at 8:00 am virtually at https://meet.google.com/pfr-psup-voe Or dial: (US) +1 929-324-9594 PIN: 639 153 487#
    - Finance Committee Meeting: Monday, May 11, 2026 at 8:15 am virtually at Video call link: https://meet.google.com/nyi-nbuj-avuOr dial: (US) +1 414-436-8538 PIN: 420 066 436#
    - NHS Induction & Senior Awards: Wednesday, May 13, 2026 at 6 pm in the RHS Auditorium
    - Board of Education Work Session: Monday, May 18, 2026 at 5:30 pm in the District Office Board Room.
    - Regular Meeting of the Board of Education: Monday, May 18, 2026 at 6:30 pm in the District Office Board Room.
- **Board Committee Updates:**
    - Johnson - MAWSECO Meetings, Committee at Large Meeting, District Professional Development day, board prep call, MSBA chair chat.
    - Gordee - Board Prep call, Northwest Suburban meeting.
    - Morgan - None
    - Hillstrom - Committee at Large, Chamber Event, Coffee and Conversation, District Professional Development day.
    - Praska - None
    - Sjodin - Committee at Large Meeting

Gordee motioned to adjourn the meeting at 7:54 p.m. & Sjodin seconded. Motion carried unanimously.

Courtney Neibert	*Jamie Hillstrom*
Recorder	*Clerk*

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Consent Personnel

Meeting Date: May 18, 2026

Prepared By: Human Resources Office

Date Prepared: May 14, 2026

	Information		Briefing	X	Action		Enclosure Item(s)

Personnel Items:

Status	First Name	Last Name	Position	Date(s)
Non-Renewal	Eleanor	Marti	RMS MAth Teacher	June 5, 2026
Lane Change	Elizabeth	Thell	BA Step 6 to BA+10 Step 6	May 15, 2026
Lane Change	Josh	Westgaard	BA Step 8 to BA+10 Step 8	May 15, 2026
New Hire	Katrina	Davis	REAMS Kindergarten	2026-2027
New Hire	Samuel	Kleinwolterink	REAMS Phy Ed	2026-2027
New Hire	Abbie	Schlueter	RHS-LTS	May - June 2026
New Hire	Joseph	Kley	Athletic Dir	July 1, 2026
New Hire	Jackson	Angell	Custodian	May 2026
Resignation	John	Jorgensen	RHS-Custodian	April 23, 2026
Resignation	Jenifer	Milton	Volleyball Head Coach	April 22, 2026
Resignation	Daniel	Hamm	JV Boys Soccer	May 1, 2026
Resignation	Joe	Roelofs	MS Football Coach	May 1, 2026
Resignation	Bryan	Sandoval Vargas	Boy's Soccer	May 1, 2026
Resignation	Lindsey	Seabright	Dance Coach	May 1, 2026
Resignation	Ben	Pennings	MS Football Coach	May 1, 2026
Resignation	Holly	Kimball	Robotics Coach	June 1, 2026
Resignation	Britta	Bauer	MS Band	not returning from Leave

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Open Enrollments

Meeting Date: May 18, 2026
Prepared by: Business Office
Date Prepared: May 13, 2026

[ ] Information [ ] Briefing [X] Action [ ] Enclosure Item(s)

Resident Students Attending Other Schools

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

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
11	Anoka-Hennepin	11	4.27.2026	family move--wants to stay enrolled @ Rockford Schools
4	Buffalo-Hanover-Montrose	877	4.28.2026	family move--wants to stay enrolled @ Rockford Schools
8	Buffalo-Hanover-Montrose	877	4.28.2026	family move--wants to stay enrolled @ Rockford Schools
5	Anoka-Hennepin	11	5.1.2026	family move--wants to stay enrolled @ Rockford Schools
K	Buffalo-Hanover-Montrose	877	9.2.2025	NEW ENROLLMENT--older siblings also attend Rockford Schools
11	Osseo	279	5.11.2026	family move--wants to stay enrolled @ 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: Consent – Handbooks Final Reading

Meeting Date: May 18, 2026

Prepared by: Superintendent's Office

Date Prepared: May 1, 2026

[ ]	Information	[X]	Briefing	[X]	Action	[ ]	Enclosure Item(s)

Below is a summary of the changes to a list of Handbooks. This is a **final read** of the following Handbooks:

- RAS Parent & Student
- RAS Staff
- Galaxy Kids Staff
- Galaxy Kids Parents
- Early Childhood Staff
- Launching Pad Preschool Parent
- RAS Board
- 1:1 District Issued Device
- Volunteer
- Paraprofessional
- AWAIR Plan

STUDENT-PARENT HANDBOOK

2026-2027 SCHOOL YEAR

OUR MISSION

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

www.rockford883.org | 6051 Ash St. Rockford, MN 55373 | 763-477-9165

2026-2027 District Student-Parent Handbook

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Disclaimer: The Rockford Area School district reserves the right to alter or vary the application of these rules and procedures. As new policies or regulations are developed by the school board or State or Federal statutes, additions or deletions will be made to this handbook. Any conflicts between language in this handbook and a school district policy will be resolved in favor of the policy.

INTRODUCTION

This handbook includes an overview of District #883 policies, regulations, and procedures about student rights and responsibilities. Those documents are updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this handbook since last printed . District policies can be found on our website at www.rockford883.org. If you have questions or would like more information about a specific issue, please contact the building principal.

MISSION

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

VISION

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

CORE VALUES

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

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

Community: It's about all of us, all the time

Integrity: Align actions and words with values and beliefs while respecting differences

Stewardship: Care and responsibility with our resources including natural and social environments

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

STRATEGIC DIRECTIONS

1. Student achievement and growth.
2. Healthy and supportive environment.
3. Community, school and family partnerships.
4. Culture of collective purpose.
5. Stewardship of resources.

CALENDAR FOR 2026-2027 SCHOOL YEAR

Approved 2/19/2025

PART I – INFORMATION

Arrival and Dismissal Hours

School day hours at each building are:

REAMS 8:05am-3:00pm (doors open at 7:50am)
ECSE AM Section: 8:05am-10:45am
ECSE PM Section: 12:15pm-2:55pm
RMS-CES 7:50am-2:45pm (doors open at 7:30am)
RHS 8:00am-2:50pm (doors open at 7:20am)

School begins for each child as he/she enters the door and appropriate behavior is expected in all areas of the building at all times. For the welfare and safety of all students, it is requested that students do not arrive at school any earlier than necessary. If you choose to pick-up your child at the end of the school day, please be sure to sign-in at the front office and obtain a visitor's sticker. Unless participating in a school-sponsored activity or working with a teacher, students should not be in the building without supervision.

Calendar

Refer to District Policy 602

The school calendar is adopted annually by the school board. A copy of the school calendar can be found in the introduction section and on the school district's website at www.rockford883.org.

Class Assignments

Refer to District Policy 515

Students will receive instruction in required courses/classroom assignments throughout the school year. Parents and guardians will assist their child in selecting elective courses at RMS-CES and RHS. This selection is a term-long commitment. Schedules are subject to change due to academic needs and availability.

Complaints

Refer to District Policy 103

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under the Family Educational Rights and Privacy Act (FERPA), transfer to the student. However, although the rights under FERPA have now transferred to the student, a school may disclose limited information from an "eligible student's" education records to the parents/guardians of the student, without the student's consent, if the student is a dependent for tax purposes. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records, and the right to file a complaint with the US Department of Education. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

In an effort to keep parents/guardians included in their student's educational progress, an Authorization form is available at the high school office. Parents/guardians are asked to review this Authorization with their child and obtain their consent on or after their 18th birthday. All signed Authorizations may be returned to the high school counseling office and records will be updated to reflect the 18-year old child's consent to allow his/her parents or guardians to have access to all educationally related matters.

All students, regardless of age, are governed by the rules for students provided in school district policy and this handbook.

Employee Directory

Refer to District Policy 406

Most district employees' email addresses follow the format: firstname.lastname@rockford883.org . More information is located on our website at www.rockford883.org.

Employment Background Checks

Refer to District Policy 404

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may

elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

Refer to District Policy 801

It is the intention of the Rockford School Board to make available, whenever possible, the facilities of the school system by organizations and groups in the community. For more information, please call Community Education at 763-477-4563. Appropriate and sufficient personnel are required to be present when facilities are in use. Charges will be made to groups when services of personnel are required when they normally are not on duty. Rental fees will be charged according to School Board Policy.

The school district has created a limited open forum for secondary students to conduct non-curriculum-related meetings during non-instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be school sponsored; employees or agents of the school will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non-school persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students *are* expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the school office.

Food in the Classrooms

Refer to District Policy 533

Food and beverages are to be consumed in the designated areas and are not permitted in the other areas without permission. No food or beverage of any kind is allowed in the auditorium, media center, or computer labs. If students bring food into the classrooms, please comply with our district wellness policy. Please be cognizant that many students have severe food allergies that may limit foods permitted in the classroom.

Birthday Treats

Please let the teacher know ahead of time if you would like to send treats to the class to celebrate your child's birthday. All treats must be store bought and commercially prepared.

Fundraising

Refer to District Policy 511

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the Activities Director (if extracurricular activity), building Principal, Director of Finance and Operations and Superintendent. Participation in non-approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for non-school-related activities will not be allowed during the school day. The required paperwork to receive the required approval can be found at the school office.

Gifts to Employees

Refer to District Policy 421

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value.

Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Gifts and Deliveries to Students
Gifts, balloons, flowers, etc. will not be delivered during the school day with the exception of school-sponsored activities. Any deliveries will be kept in the office and delivered at the end of the day.

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Students must wear the issued cap and gown unaltered and only regalia pre-approved by the district: gold honor cords, red, white and blue military cords, NHS stole, and/or IB Diploma Candidate recognition pin. Graduation exercises are under the control and direction of the building principal(s).

Holiday Celebrations and Parties

Rockford Area Schools observes various holidays throughout the school year. Students who are unable to participate in holiday celebrations are excused from these events. Parents/guardians should contact the building principal in advance to excuse an absence. Please refer to the district calendar in the introduction of this handbook or on the website www.rockford883.org.

Infinite Campus

Parent Portal, located on the school's website, allows parents to connect to school anytime from any place that has Internet access. This program allows you to access your child's school records such as: attendance, academic progress reports, report cards, health records and lunch account. Student fees are assigned on your child's fee tab on your Parent Portal. Fees, including lunch payments, can be paid directly in your Campus account. To sign up, you need a photo ID, such as a driver's license, for assurance of confidentiality of your child's records. You can sign up at any building office.

Interviews of Students by Outside Agencies

Refer to District Policy 519
Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Library/Media Center

The library/media center hours will be available at each building's office and on the district website.
Students are welcome in the Media Center when a supervisor is present and are expected to follow the same rules as classroom behavior.

Lockers

Pursuant to Minnesota statutes, school lockers are the property of the school district. Students are to keep lockers neat and orderly and are to use the locker they are assigned. All hall lockers have combination locks. The district's insurance does not cover the loss of personal items. If using locker room lockers, students are **strongly encouraged to put and use locks on them.** Locks for locker room lockers may be purchased at school for a nominal fee or students may bring their own lock. If supplying their own lock, the combination MUST be shared with the school. Information regarding locker searches can be found under the Searches section.

Lost and Found

Please feel free to check the Lost and Found when you are at school and remind your child to check if they are missing anything. Items left at school will be donated to charity periodically throughout the year.
Parents/guardians should give the following point's careful consideration to help eliminate lost items:

1. Clearly label your child's coats, jackets, sweaters, caps, boots, etc., with his/her full name and grade.
2. Use caution in allowing articles of sentimental or monetary value to be brought to school.
3. When an article is lost, don't let time elapse before you or your child tries to locate it.

Lunch

Refer to District Policy 534R
A complete and nutritional breakfast/lunch program is available at our school. Menus are published on the Rockford Area Schools website at www.rockford883.org. Students may select a lunch at school or bring a prepared lunch from home. Milk will be available for purchase to supplement lunches brought from home. Student beverages must comply with our District's Wellness Policy (refer to District Policy 533).

Lunch is to be eaten in designated areas only, unless other arrangements are made. The right of the student to eat in the lunchroom or commons area is coupled with the responsibility of keeping the area presentable for others. Students are expected to demonstrate respectful behavior and observe school policies and rules during lunch. All schools have a closed campus as well as a closed lunch period. Students are not allowed to leave the lunchroom/commons area during lunch.Prior approval is required for all lunch visitors. All visitors are expected to

follow main office check-in and check out procedures determined by individual buildings. Please contact the main office in each building for more information regarding their process.

Lunch times vary by classroom, grade level or schedule. Lunch schedules may change at quarter and/or semester breaks for some students. Students will be notified of their assigned lunch time on the first day of class at each trimester/quarter.

2025-2026 LUNCH PRICES
Adult/Second Full Student Breakfast $2.50
Adult/Second Full Student Lunch $5.05
Milk $.60
Second Entree Only $3.50
Other Ala Carte Items $1.00-$3.50
**Prices subject to change*

Lunch Balances
Students are encouraged to participate in the food service program on a daily basis. Sustained participation ensures a better program at lower costs.

Parents/guardians will be notified by email or letter when their students balance is at a positive $10.00. Students will not be permitted to charge meals to their account if they have a negative balance of $5 or greater as indicated by their account.

Parents/guardians can make deposits to student lunch accounts in the Infinite Campus Portal or mailing a check to the high school kitchen, attention: Harlan Adelman. Students can also bring deposits to their building office. You can view your child's lunch balance by logging on to your Parent Portal on Infinite Campus. Details on negative account balances and unpaid meal charges can be found in **Appendix 7**.

Up to date information can be found at https://www.rockford883.org/district/departments/foodservices

Money

Please emphasize with your child(ren) the danger of leaving money or valuables in their desk or other places at school. The school assumes no responsibility for the loss of money or valuables.

Nondiscrimination

Refer to District Policy 102, 401, 521, 522 and 528

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment.

All Title IX reports and concerns should be directed to the Superintendent of Schools

More information can be found at https://www.rockford883.org/district/departments/human-resources/title-ix.

Section 504 of the Rehabilitation Act of 1973
The school district recognizes its obligation under Section 504 of the Rehabilitation Act of 1973. No discrimination against any person with a disability will knowingly be permitted in any of the programs and activity in the school system. If there are questions regarding Section 504, contact a building principal or the counselor.

Grievance Procedure for Complaints of Discrimination
The school district has developed a grievance procedure to comply with federal laws by providing due process standards that provide for the prompt and equitable resolution of complaints of sex discrimination under Title IX of the Education Amendments Act or for complaints of disability discrimination under Section 504 of the Rehabilitation Act. See **Appendix 6** for full procedure.

Vocational Opportunities Annual Notification
Rockford Area Schools offers a variety of vocational opportunities through the Business Education and Career and Technology Education Departments.

The purpose of this notice is to inform students, parents, employees and the general public that these opportunities are offered regardless of race, color, national origin, sex or disability. Admission in the specific courses is determined by grade level, and in some cases, completion of prerequisite courses.

Section 504 and Title IX Coordinators
The district has designated the following individuals to coordinate compliance with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments Act of 1972.

Title IX Coordinators

Dr. Jeff Ridlehoover, Superintendent

Office Address: 6051 Ash St.
Rockford, MN 55373
Office Number: 763-477-9165 x 4002

Section 504 Coordinator
Samantha Bloom, Guidance Counselor
Office Address: Rockford High School
7600 County Road 50, Rockford, MN 55373
Office Phone Number: 763-477-5846 ext. 3033

Molly Wirth, School Counselor
Office Address: Rockford Middle School—Center for Environmental Studies
6051 Ash Street, Rockford, MN 55373
Office Phone Number: 763-477-5831 ext. 2600

Allison Leistico, School Counselor
Office Address: Rockford Elementary Arts Magnet School
7650 County Road 50, Rockford, MN 55373
Office Phone Number: 763-477-5837 ext. 1006

Notice of Violent Behavior by Students

Refer to District Policy 529
The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Outdoor Recess

All children must go outside on outdoor recess days. The temperature and wind-chill factor are considered when the decision is made for outdoor recess. The elementary school uses the following weather guidelines for preparing students to go outdoors at recess:

1. Warmer than 0ºF -- outside recess for all students.
2. Between 0ºF and -10ºF -- recess time may be shortened.
3. Colder than -10ºF -- indoor recess.

Parent/Guardian and Teacher Communications

Automated Information System
Our automated alert system has the capability to provide important messages electronically via computer, telephone and/or text message. This system is used for emergency situations only (e.g. school closings, threats, etc.).

Parent Portal through Infinite Campus
Parent Portal gives parents/guardians and students easy online access to current grades, attendance, test scores, health information, lunch account balances, etc. Teachers are required to update grades at least once every three weeks. If you have questions or are having difficulty logging in, contact the building office.

Progress Report/Report Cards
Report cards will be available online at the end of each grading period. Printed copies are available upon request.

Teacher Classroom Calendar
Visit our website at www.rockford883.org. and find your school's tab, then the academics tab to find the teacher's website to view your child's upcoming assignments and class activities. This link is designed to be one tool to help you stay informed about your child's class.

Monthly Parent Bulletin
The Monthly building bulletin is emailed on the first Friday of each month during the school year. It features highlights from the previous month and previews upcoming events.

Parent/Guardian and Teacher Conferences

Parent/guardian and teacher conferences will be held throughout the school year. Parents are strongly encouraged to attend and visit with teachers regarding student progress. In addition to the scheduled conferences, parents/guardians are invited to confer with teachers at any time. For more information on the conference dates for the school year, please check out the academic calendar in the Introduction part of this handbook, visit our website www.rockford883.org, or contact the building office.

Parent/Guardian Volunteers

Parents/guardians are welcome in the schools and are encouraged to volunteer. To volunteer in the school building or classroom, parents/guardians should contact the building office. Parents/guardians who visit the school must sign in at the building office before entering any other part of the building.

Photographs

Throughout the year, photographs are taken in classrooms and at school activities. Some of these photos may be published in local newspapers or in Rockford Area Schools' publications, emails or websites. Parents may request that their child's photographs and identifying names not be published. The request must be made in writing and sent to the district office attention to Christa Larson. (This does

not apply to pictures of school events taken by the news media.)

Pledge of Allegiance

Refer to District Policy 531

Students will recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Return Check Notification

If your check is returned, it may be represented electronically. You authorize service charges and processing fees, as permitted by state law, to be debited from the same account by paper draft or electronically, at our option. The use of a check for payment is your acknowledgement and acceptance of this policy and its terms. If you have any questions about this service, please contact the business office at 763-477-9165.

Schedule

Refer to District Policy 602

A schedule is needed to ensure the smooth operation of the school. The daily school schedule is often building specific and within the authority of the building principal to determine. A general building schedule can be found at the beginning of the handbook.

School Activities

Refer to District Policy 510

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health; however, instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline and parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

Rockford Area School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must also abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer where applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact the Activities Director.

School Closing Procedures

Refer to District Policy 806

School may be canceled when the superintendent believes the safety of students and employees is threatened by severe weather or other circumstances. The superintendent will make a decision about closing school or school buildings as early in the day as possible.

School closings due to severe weather or other emergency reasons will be posted on the district website at www.rockford883.org. A media message will be announced over TV stations, KARE 11 TV, WCCO 4, KSTP 5 and KMSP 9, placed on KRWC 1360 radio and our social media channels. Complementing the media messages is our family notification system through Infinite Campus.

The school district may conclude that students can be safely transported to and from school and keep school open, but an individual parent may disagree with our decision. Under such conditions, parents/guardians must exercise their judgment regarding the attendance of their child(ren). We will respect all reasonable decisions in these circumstances and excuse any absence.

NWSISD Closing Procedures

As a reminder for our NWSISD families, please go to NWSISD website for transportation information regarding school closings information, and other guidelines. To view the NWSISD website, please go to www.nws.k12.mn.us, click on the Transportation tab on the left side.

E-Learning Day

Instead of a school closure, we might decide to have an E-Learning Day. E-Learning allows schools to offer access to online instruction provided by the students due to inclement weather. While E-Learning days cannot replace students' face-to-face time with their teachers, they can provide better continuity when inclement weather inhibits a full day of in-person instruction.

Searches

Refer to District Policy 502 and 527R

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles, including snowmobiles, parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Cell Phones and Other Electronic Communication Devices

If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic 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. A student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement.

Lockers and Personal Possessions Within a Locker [*]

According to state law, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are the property of the school district. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Vehicles on Campus [**]

Patrols and Inspections

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

Search of the Interior of a Student's Motor Vehicle

The interior of a student's motor vehicle in a school district location, including the glove and trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon the request of a school official.

Student Publications and Materials

Refer to District Policy 505 and 512

The policy of the school district is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non-school-sponsored publications may not be distributed without prior approval.

Distribution of Non-School-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. Any student or employee wishing to distribute (as defined

in this policy) non-school sponsored material must first submit for approval a copy of the material to the building principal who will review the request and render a decision. For detailed information, see the complete "Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees" policy 505 on the district's website at www.rockford883.org.

School-Sponsored Student Publications
The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school principal. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Student Records

Refer to District Policy 515
Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, please see **Appendix 3** in the back of this handbook.

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs. A complete copy of the school district's "Protection and Privacy of Pupil Records" policy may be obtained at any school office or on the district website at www.rockford883.org.

Family Educational Rights and Privacy Act (FERPA)
Refer to District Policy 515
Rockford Area Schools recognize its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. Rockford Area Schools recognize that only pertinent and factual information shall be in the permanent records of the district's students and that a parent or eligible student has a right to inspect and review student's educational records.

Student Surveys

Refer to District Policy 520
Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, see **Appendix 4** in the back of this handbook. A complete copy of the school district's "Student Surveys" policy may be obtained at any school office or on the district website at www.rockford883.org.

Telephone Access & Messages to Students

Refer to district Policy 524

Office telephones are available for students' use. Students will not be called out of class to receive phone messages except in the event of an emergency.

Personal cell phone use during the instructional day is prohibited at the elementary school, but allowed during non-instructional times at the middle and high schools. Students will not accept telephone calls in their classroom. Students are to use the phone only with their teacher's

permission and only for very important messages. Making arrangements for after-school social affairs is not considered an acceptable reason to use the phone. Please make plans at home to take care of personal business (i.e., Cub Scouts, Brownies, and other after school activities).

A courtesy phone is available for student use in the school office and Community Center when permission from the office staff is given. Students will not be called out of class to receive phone messages except in the event of an emergency. Students are prohibited from using cell phones and other electronic communication devices during classroom 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. **In the case of an emergency, please contact the school office instead of contacting your child directly.**

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.

Please see Cell Phones, MP3 Players and Other Electronic Devices section under Section III Rules and Discipline for further information.

Transportation of Public School Students

Refer to District Policy 707, 709R and 710

Riding the school bus is a privilege, not a right. The school district will provide transportation, at the expense of the school district, for all resident students who live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

Extracurricular Transportation

Refer to District Policy 710

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Video and Audio Recording

School Buses

Refer to District Policy 711

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increase the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the student's misconduct on the bus.

Places Other Than Buses

Refer to District Policy 712

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

PART II — ACADEMICS

The Rockford Area Schools' curriculum fulfills the requirements of the Minnesota Content Area Standards.

Academic Integrity

Refer to District Policy 506

Standard

Rockford High School follows the International Baccalaureate (IB) policies that were approved by the Rockford Area School Board and authorized by the International Baccalaureate Organization (IBO). These policies can be viewed on the Rockford High School website.

All students are expected to demonstrate academic integrity which includes honesty, trust, fairness, respect and responsibility.

All work submitted for credit in any class is expected to be produced by and be the original work of the student submitting it. Students who allow their work to be copied will receive the same or equal penalties to those who do the copying.

Consequences may include:

- redoing the assignment
- completing a new assignment
- loss of credit for the assignment/s
- loss of credit for the course
- removal from the course
- suspension from school

Cheating and Plagiarism

Refer to District Policy 506

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment may be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's "Student Discipline" policy.

Acceleration and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the school counselor or building principal.

Acceleration: Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of the school year.

***Retention*:** Retention of a student may be considered when professional staff and parents feel that it is the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

***Program Design**:* The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.

The school district will adopt procedures for the academic acceleration of gifted and talented students. This procedure will include how the district will assess a student's readiness and motivation for acceleration; and match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for the student.

Alternative Educational Opportunities

Refer to District Policy 605

Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. Students and parents/guardians with questions about these programs should contact the school counselor or building principal.

Early Entrance to Kindergarten

Refer to District Policy 550

Minnesota Statute 120A.20 requires kindergarten students to be at least five years of age on or before September 1. The School District recognizes that children develop physically, emotionally and intellectually at their unique rates, resulting in varying levels of school readiness. An order determination for early entrance into kindergarten has been established by the Board of Education of

Independent School District #883, Rockford Minnesota. Please contact the building principal for more information regarding processes for Early Admission Kindergarten.

Early Graduation

Refer to District Policy 613R

Students may be considered for early graduation after completing the conditions provided in district policy.

Extended School Year Opportunities

Refer to District Policy 508

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the student's Case Manager.

Field Trips

Refer to District Policy 610R

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

Field Trip Eligibility

Refer to District Policy 610R

Field Trips are an extension of the regular curriculum and is part of the educational experience. While on field trips, all children are expected to demonstrate the same expectations and behavior as in school.

Grades

Parents and guardians may access student records electronically via the Parent Portal through the district website at www.rockford883.org. To ensure the confidentiality of student information, parent/guardian accounts must initially be set up at any of the building offices with a photo ID, such as a driver's license. This account will provide access to information regarding a student's attendance, academic progress, report cards, health records, student fees, and lunch account and serves as an important communication tool between the school and home.

Every student has the right to be informed of his/her academic progress. Progress information will be available for students in grades 7-12 regularly. Report cards will be available after the conclusion of each marking period. Report cards will be available electronically for parents/ guardians to review. Parents are encouraged to routinely check their child's information in the Parent Portal.

Grades 7-12

Grades shall be in letters A, B, C, D, and F for grades 7-12 and will be recorded on report cards and permanent records accordingly. The letter grade is transposed to number equivalents as follows for computing grade point average:

Grade	Grade Pt. Value
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.0 (no credit given)
I (incomplete)	No value

Incompletes

In order for an "incomplete" to be granted for a final semester grade, the student and teacher must meet to discuss the circumstances. All work must be completed within two weeks of the last day of the semester or the grade will be considered an F; unless there are extenuating circumstances at the discretion of the Principal.

Pass/Fail Grading

Pass/Fail grading is **NOT** an option for students **in REQUIRED classes,** unless a student's individualized education plan stipulates otherwise. Elective courses may be taken on a pass/fail basis, with the permission of the instructor, and the approval of the principal. **Any such request must be made to the instructor and approved by the building principal during the marking period.**

Weighted Grading

Refer to District Policy 613R

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 additional multiplication factor of .66 and this weighted factor 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.

Graduation Requirements

Refer to District Policy 613R

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from **Rockford High School**.

Course Credits Required

In order to receive a diploma, students must successfully complete the following credits and comply with the following high school level course requirements as listed.

Required Area of Study	Credits Class of 2028 & beyond	Credits Class of 2026 & 2027
English	8	8
Social Studies	7	7
Math (All students must complete Algebra II)	6	6
Science (All students must complete Chemistry or Physics)	6	6
Physical Education	1	1
Health	1	1
Fine Arts	2	2
Career & Technical	1	1
Personal Finance	1	0
Electives	17	18
TOTAL	50	50

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Graduation Standards:

Minnesota Academic Standards, English Language Arts K-12
Minnesota Academic Standards, Mathematics K-12
Minnesota Academic Standards, Science K-12
Minnesota Academic Standards, Social Studies K-12
Minnesota Academic Standards, Physical Ed. K-12
Minnesota Academic Standards, Arts K-12

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, see the counselor or building principal.

Homework

Refer to District Policy 506 and 612.1

Homework assignments are determined by the teachers. The amount of homework varies by teacher and subject area. The school district asks for parents/guardians and family members to encourage their child(ren) to complete homework thoroughly and promptly.

Students are responsible to request and complete the work that was missed during their absence(s) immediately upon return. A student (or parent) may also request homework prior to a student's return to school. Students and parents may also request homework in advance of an absence, or while absent.

Parent Right to Know

If a parent/guardian requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents if, for four or

more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Right to Review Curriculum and Tests
Refer to District Policy 606
Textbooks and instructional materials are a vital component of the school's curriculum and may be reviewed by parents upon request. District #883 has adopted a procedure whereby parents and/or staff may initiate a request for reconsideration of instructional materials. The final decision for the use of controversial material rests with the school board.

Post-Secondary Enrollment Options

Refer to District Policy 613R and 620
Tenth, eleventh, and twelfth grade students may apply to enroll in Post-Secondary Enrollment Options (PSEO) and other advanced enrichment programs. General information about the PSEO program will be provided to all eighth, ninth, tenth, and eleventh grade students by **March 1**. Qualifying credits granted to a student through a PSEO course or program that meets or exceeds a graduation standard or requirement will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the Rockford High School counselor by **May 30** for enrollment the following school year. The application form must be signed by the student and his/her parent or guardian. Students wishing to take a PSEO course should contact Rockford High School counselor.

Repeating Courses

With the permission of the instructor and the administration, a student may elect to repeat a course at Rockford High School that he/she has passed, but that will not replace the previous grade that was earned.

Schedule Changes at Rockford High School

Schedule changes will be made the first three days of the semester per the following criteria:

- Did not receive a course required for graduation
- Registered and enrolled in a course for which you have not met the prerequisite
- Do not have a full schedule of seven classes per semester
- Received a course you did not request as an original or alternate during registration
- Students who request a "Guided Study Hall" after the start of the semester will be added at the midterm break. The dropped course and grade will be added to the student's transcript.

Summer Programming

Refer to District Policy 623
For students who qualify, the school district may provide summer school learning opportunities. For more information, contact the Director of Teaching and Learning or the Special Education Coordinator.

Student Testing

In the spring, all students in grades 3-8, 10, and 11 take state tests to measure proficiency in the Minnesota Academic Standards. See the Learning & Innovation Department page on the district website, www.rockford883.org, for more information.

Student Participation in Statewide Assessments

Minnesota Statutes, section 120B.31, subdivision 4a, requires the Minnesota Department of Education (MDE) to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. The Parent/Guardian Guide to Statewide Testing document provides some basic information to help parents/guardians make informed decisions that benefit their child and their school and community. See Appendix 5.

Withdrawal Procedure

Please notify the school office and the teacher at least three days prior to withdrawing your child from school. You will be asked to indicate the last date of attendance and the name and address of the new school or school district. This information needs to be received by the school at least two days before the student's last day of attendance. This will enable us to properly close our school records for your child. Also, our regulations require that we have your signature on a Release Form, obtained from the receiving school, giving us permission to forward your child's records to the receiving school.

At the Rockford High School, the student needs to report to the counseling office the morning of his/her day of withdrawal. We are concerned about students who leave high school before completion. Should a student choose to withdraw from school, please:

- Contact a counselor to explore alternatives.
- Complete an Exit Interview.
- Obtain the Withdrawal Form from the counseling office.
- Return all books and pay all fees or fines.

PART III — RULES AND DISCIPLINE

Attendance

Refer to District Policy 503R

Consistent attendance means attending more than 90% of school days, showing a strong link to academic success and overall school engagement. Low attendance may indicate issues that need addressing, like disconnection from school, barriers to attendance, emphasizing the importance of regular attendance for academic progress. You may be notified by your child's principal if your child misses more than 10% at any point in the school year in an effort to partner and support your child.. For detailed information, see the "Student Attendance" policy on the district website at www.rockford883.org.

Absence Notification

Parents/guardians are required to call the attendance line at 763-477-7525 or the building office staff by 2:45 pm each day a child is absent or tardy or it will be marked unexcused. Whenever an absence is pre-arranged (doctor, dentist, etc.) the student should bring a written permission slip from home in advance of the absence.

Excused Absence

Excused absences need to be verified upon the student's return to school. Parents are requested to send a written excuse stating the reason for the absence; it must be dated and signed by the parent. Excused absences from school include, but are not limited to, student illness, medical or dental appointment, family emergency, religious observance or family vacation, and other absences which are pre-approved. While the school recognizes the value of family time and trips, we encourage parents to schedule trips that will coincide with scheduled school vacations.

Illness

Regular attendance at school is of utmost importance. However, we suggest that you do not send your child if he/she has a rash, fever, upset stomach, severe cold, undiagnosed red eyes, or sore throat. The school reserves the right to require medical verification in cases where student absences due to reported illness are excessive. From time to time, we receive notes from parents requesting that their child be excused from recess and/or physical education. Normally, children who are too ill to go outside for recess or participate in physical education are too ill to be at school. Any child who is to be excused from recess and/or phy ed for an extended period of time must have a doctor's written excuse, which has been approved by our Health Service Office.

Make-up School Work

Make-up schoolwork may be obtained at the end of the school day after the third day of illness. Contact the school office the morning of the third day to make arrangements to have your child's make-up work prepared.

Tardies

Students arriving after the morning bell will be considered TARDY. Students must report to the school office to obtain a Student Pass to class. Tardies in which students have an excused pass from a teacher or administrator will not count against the student's attendance. There may be consequences for excessive tardiness (3 or more per semester).

Unexcused Absences or Tardiness

Absences or tardiness, which could have been avoided or prior approval was not made through the building principal's office, are considered unexcused. This absence includes when the student has been absent from school with the consent of the parents but the excuse presented by the parents is not acceptable to school authorities. Examples include oversleeping, shopping, babysitting, working from home and missing the bus.

Closed Campus

Rockford Area Schools maintain closed campuses. Students who leave the building without adult supervision or permission are in violation of school policy and are subject to school consequences. This includes student lunch time. Students who leave for any reason must sign out through the front office before they leave. **Notes to excuse an absence when a student leaves without signing out through the office will not be accepted and will be recorded as an unexcused absence**. Entrance to the school during the day is limited; all doors are locked for the protection of students and staff. During school hours, all visitors need to report to the school office.

Leaving During School Hours

All children need to be dismissed through the Main Office. Once the parent/guardian has completed the

Student Sign Out Log, school office personnel will call the classroom requesting that the child report to the office for dismissal. Parents are strongly encouraged to send a note to their child's teacher indicating that they will be picking their child up early from school. No child will be allowed to leave his/her classroom early without authorization from the school office. We need your cooperation on this matter to assure the safety of your children.

Note to Parent: As a result of state and federal expectations, it is essential that our students be in attendance on all testing dates. Under Every Child Succeeds Act, school districts are required to test at least 95% of eligible children. As family plans are made, testing dates should be avoided. Should you have any concerns regarding testing times, please seek the advice of your child's teacher.

Vacation and Vacation Lesson Plans

The building principal and staff recognize the educational value of family trips, although we encourage parents to plan their trip to coincide with scheduled school vacations. Absences due to a family vacation should be arranged, in advance, with the building principal and make-up work should be arranged, with the teacher, before the child leaves school.

Behavior

All students are required to cooperate in creating an atmosphere that will make learning possible. Any behavior that interferes with learning, regardless of the degree, is considered disruptive. Students should conduct themselves at all times in a manner that will reflect positively upon themselves and Rockford Area Schools.

Retaliation

Rockford Area Schools strives to protect students from retaliation for good faith actions in reporting behavior that is against the law or the district rules outlined in this handbook. Every reasonable effort will be made to stop retaliation immediately, to conduct a complete and thorough investigation of alleged acts of retaliation in a timely manner, and to provide prompt corrective action if retaliation is found to have occurred. Students found guilty of retaliation may face consequences up to and including expulsion.

Bullying Prohibition

Refer to District Policy 514

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, on school transportation and by misuse of technology. Any incidents need to be reported immediately to the building principal. For detailed information regarding the school district's "Bullying Prohibition" policy.

Buses – Conduct on School Buses and Consequences for Misbehavior

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and rules for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pickup time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.

- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

Bus Passes

Requests for students to ride a bus other than the designated bus, must be approved by an authorized school official. A bus pass must be presented to the bus driver before boarding. Under no circumstances will students be delivered to undesignated bus stops for social situations (i.e., birthday parties, sleepovers, Boy or Girl Scouts meetings, or other non-emergency events).

Transportation for day care changes must be completed using the Transportation Request Form three (3) school days prior to the date the change goes into effect. The forms are available at the Transportation Center or the school office.

Cell Phones and Other Electronic Communication Devices

Refer to District Policy 506 and 524R

Rockford Area Schools is committed to developing digital citizens who possess the skills to appropriately and responsibly use personal electronic devices. Different expectations exist for elementary, middle, and high school level students. For details on each building's expectations please visit each building's Information page under the Students and Families tab.

All students are also 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, gang activity, etc. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device, this includes the search and seizure of district-issued Chromebooks and the files contained on the device and within the associated cloud storage accounts. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

The recording, filming or photography of students, or staff members on your personal electronic device without the written consent of administration is strictly prohibited. Anyone who engages in the practice of sending, receiving, or possessing sexually explicit photos or messages (sexting) or inappropriate material will be subject to discipline up to and including expulsion.

The school bears no responsibility if electronic devices are lost, stolen, or damaged anywhere on school property or off-campus at school-related events.

Discipline

Refer to District Policy 506

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the complete "Student Discipline" policy on the district website at www.rockford883.org.

Rockford Area Schools complies with state requirements mandating nonexclusionary discipline policies and practices. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies

and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

District 883 Technology Devices

Rockford Area Schools is a 1:1 learning environment where each student is issued a school-owned device to support learning in and out of the classroom. This program enhances access to digital tools, encourages collaboration, and supports creativity and academic success. Devices include Chromebooks and other grade-appropriate technology. For more information on device use, care, and expectations, please refer to the 1:1 Handbook available on the district website under Technology: www.rockford883.org/technology/techplan.

Dress and Appearance

Refer to District Policy 504

Enforcement of appropriate student attire will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves. When, in the reasonable judgment of school administration, (1) a student's attire or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

Drug-Free School and Workplace

Refer to District Policy 418

The possession and use of alcohol, controlled substances, and toxic substances, which includes e-cigarettes and other vaping devices, are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Gambling

Participation in gambling activities for money or other collateral or incentives is prohibited on school grounds without a state-approved gambling license. Students who are found in violation of this expectation may be subject to disciplinary action up to or including suspension or expulsion.

Harassment and Violence Prohibition

Refer to District Policy 413 and 525

The school district strives to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For detailed information on the school district's "Harassment and Violence Prohibition" policy, see the district website at www.rockford883.org.

Hazing Prohibition

Refer to District Policy 526

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. For detailed information on the school district's "Hazing Prohibition" policy, see the district website at www.rockford883.org.

Internet Acceptable Use

Refer to District Policy 524R

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is a privilege, not a right. Unacceptable use of the school district's computer 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, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district's "Internet Acceptable Use" policy is available at www.rockford883.org.
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.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form upon first attending classes at each school building or upon getting internet privileges reinstated.

Parking on School District Property

Refer to District Policy 527R

Students

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege;
- Parking is permitted in designated areas only, by permit. For information, contact the building office;
- Students are not permitted to use motor vehicles during the school day in any school district locations unless an emergency occurs and permission has been granted to the student by building office personnel;
- Students are permitted to use motor vehicles on the high school campus(es) only before and after the school day;
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

The school district may conduct routine patrols of school district properties and inspections of the exteriors of the motor vehicles of students. Interiors of students' vehicles in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy.

Snowmobiles

As a convenience to students and families, students, age 14 years old or older who have completed a snowmobile safety course, are allowed to drive and park snowmobiles to Rockford Middle School or Rockford High School as a means of getting to and from school. A list of rules and designated parking places will be shared with drivers at the start of the winter season.

Visitors

Refer to District Policy 903

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense.

Public Displays of Affection

Students are expected to maintain appropriate personal boundaries while at school. Excessive public displays of affection, such as kissing or prolonged hugging, are not allowed, as they can be disruptive to the learning environment.

Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices

Refer to District Policy 419

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco,

tobacco-related devices, or carries or uses an activated electronic delivery device (including vaping devices) in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related device, or carry or use an activated electronic delivery device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices and Electronic Delivery Devices" policy, see the district website at www.rockford883.org. Contact any administrator if you have questions or wish to report violations.

Note: A limited exception to the tobacco prohibition exists for adult members of an Indian tribe, as defined under Minnesota law, who may light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony.

Vandalism

Refer to District Policy 506

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition

Refer to District Policy 501

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the "School Weapons'' policy, go to the school district website at www.rockford883.org.

There are situations where students may be asked to spend a period of time off campus due to behaviors inconsistent with district policy. In this case students are provided an alternate learning model wherein they can access curriculum and instruction via Google Classroom. This curriculum will be provided asynchronously (students learn at their own pace) or synchronously (live and online) depending upon the scheduled learning activities from individual classroom teachers.

PART IV — HEALTH AND SAFETY

Accidents

Refer to District Policy 806

All student injuries that occur at school or school-sponsored activities should be reported to the school nurse. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Update

The school district has developed an Asbestos Management plan. A copy of this plan can be found at the Rockford Area Schools District Office and is also available on the district's website.

The school district has on file a complete and updated Management Plan for dealing with asbestos-containing building materials within the school district's buildings. The Management Plan is available for viewing by interested parties during regular business hours at the District Office. Copies will be made available for reproduction at a nominal cost.

Rockford Elementary Arts Magnet School was designed without specifying or requiring the use of asbestos containing building materials. Rockford Middle School Center for Environmental Studies has asbestos inside fire doors. The asbestos containing materials at Rockford High School have been abated.

As required by federal law, the condition of asbestos in our schools is surveyed every six months and inspected every three years as part of an ongoing operations and maintenance program.
Plans for abatement projects as well as a listing of the previous year's projects, can be found on our website at www.rockford883.org.

If you have any questions or concerns please contact Director of Business Operations at 763-477-9165, x4006.

Clean Indoor Act

The district's Clean Indoor Act contact person is Director of Business Operations, who can be reached by calling 763-477-9165 x4006.

Crisis Management

Refer to District Policy 806

The school district has developed a "Crisis Management" policy. The district has developed a district crisis management plan with school-specific areas. Students and parents will be provided with information as to district- and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lockdown drills, fire drills, and a tornado drill.

All school buildings have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans have been provided to first responders, such as fire and law enforcement personnel.

Emergency Contact Information

Communications to parents/guardians will use contact information available. Please update your contact information through the Parent Portal to ensure that messages are sent to the correct locations in a timely manner.

In the event of an emergency, information will be communicated via one or more of the following methods, depending on the situation:

1. District-wide phone call placed to household phone number in the Parent Portal
2. Email to emergency contacts who have provided email addresses
3. Information posted on the school district website at www.rockford883.org.
4. Announcement on local TV and radio broadcasts.

Health Information

Refer to District Policy 420, 516, 518, 530 and 806

Communicable Diseases

Refer to District Policy 420

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent/guardian suspects that his/her child has a communicable or contagious disease, the parent/guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.
Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

DNR-DNI Orders

Refer to District Policy 518

The primary mission of the school district is education. DNR-DNI Orders (Do Not Resuscitate/Do Not Intubate) are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.

First Aid
The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation. The district has installed automated external defibrillators (AEDs) in Rockford Elementary Arts Magnet School next to the gym, at the Rockford Middle School in the gym and in the hallway by the District Office, at Rockford High School in the lunchroom near the gym, and by the third hallway entrance, in the hallway between the high school and community center, and at the community center near the front desk. Tampering with any AED is prohibited and may result in discipline.

Health Service
The student health office is staffed throughout the day by a licensed practical nurse, registered nurse and/or secretarial staff. The health office staff works under the direction and supervision of a licensed school nurse.

At the beginning of each year and as changes occur; please alert the school nurse, and classroom teacher, if your child has a health problem that may affect his/her functioning. Also, promptly report to the nurse any communicable diseases, such as, strep throat, chickenpox, scabies, or head lice. Information will be kept confidential. If needed, the nurse is available for consultation with parents. If you need information about your child's health records contact the School Nurse at your child's school of attendance.

Students who become sick at school should report to the health office. In the event of an emergency, your student's safety is our first priority. We will immediately contact parent/guardian and 911, if necessary. Parent/Guardian contact information provided in the Parent Portal will be used. **Please keep emergency contact information/phone numbers updated in your Portal**.

Students who become sick at school should visit the Health Room located in the school office. If a child has a fever of 100° or higher, or other symptoms of illness, the parent will be notified. Health Office personnel only will contact the parent/guardian regarding health-related issues. The child should then be picked up from school. School health personnel are not permitted to administer treatment to your child unless previously arranged and then according to our medication policy. The health office personnel will arrange for students who get sick at school to go home early.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness. A 24-hour fever-free period (below 100 degrees F) without the use of medication, is required prior to returning your child to school.
If you need information about your child's health records, contact the School Nurse at 763-477-5837 or via the school's website at www.rockford883.org., to access contact information.

Immunizations
Refer to District Policy 530
All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse or go to the district website at www.rockford883.org.for the district policy.

Medications at School During the School Day
Refer to District Policy 516
The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

Medication Administration
The administration of prescription and over-the-counter medication or drugs at school requires a completed signed request from the student's parent. An "Administrating Prescription Medications" form must be completed annually by a medical professional and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6. Prescription medications must come to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label.

Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications self-administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (504 Plan), or individual health plan (IHP). The school district is to be notified immediately by the parent or student 18 years old or older in writing of any change in a student's prescription medication administration. The school Health Office does not stock or supply over-the-counter medication.

Medications must be picked up by a parent / guardian at the end of the school year. If medications are unclaimed or cannot be returned to the parent / guardian, school health staff are to keep the medications in their original container with label intact and store them in a secure, locked location. Periodically (for example once per year), health office staff are to contact the Wright County Sheriff's Office or Hennepin County Sheriff's office for pickup and disposal. If they are unable to pick up for disposal of medications, medications would be disposed of through Sharps Compliance, Inc. using their Take Away Medication Recovery System.

Epinephrine Auto-Injectors/Inhalers

Refer to District Policy 516

Minnesota law allows students to carry and use their inhalers/ EPIPENS if the licensed medication prescriber, parents and licensed school nurse agree the student has demonstrated appropriate knowledge and administration of the inhaler/ EPIPEN. A licensed medication prescriber's signed order for the Health Regulations and Procedures medication and parent signature must be on file in the school health office; this must include a statement to self-carry. Most elementary students need an adult to supervise their inhaler/ EPIPEN use to ensure adequate administration, frequency, technique, prescribed usage and safety. Parents are asked to provide an extra inhaler/EPIPEN to store in the health office in case the student's is left at home or lost. Students carrying these medications have the responsibility to use correctly and only for themselves. Students are asked to report to the health office if they use inhalers more than once during the school day. Students MUST report to the health office immediately if they use EPIPENS. Minnesota law allows, but does not require, school districts to maintain and administer EPI to a student or other individual who is determined to be having a severe allergic reaction, regardless of whether the student or other individual has a prescription for an auto-injector.

Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

Over-the-Counter Medication

With over-the counter medications (OTC), elementary and middle school students should follow the same policy as prescription medications. Please submit via fax or in person, the administering prescription medications form, which can be accessed at www.rockford883.org., then click the respective school tab, then the health services tab" to access contact information and forms. OTC medication must be in its original bottle. No OTC medication will be administered to students unless the above provisions are followed.

The school health office does not stock or supply over-the-counter medications.

It is the responsibility of the parent/guardian to pick up prescription medication from the health office prior to the end of the school year. For the safety of all students these medications will not be sent home with the student. Please contact the health office staff if you need to make different arrangements otherwise the medication will be destroyed at the end of the year.

High school students will be allowed to carry non-prescription medications on their person, but the following rules apply:

1. The medication must be in the original container with label and dosage information intact, and must be administered in a manner consistent with the instructions on the label.
2. A "Medication Administration" form must be signed by a parent and submitted to the Health Services Office each year for the student to self-administer the non-prescription medication.
3. The student's name must be handwritten on the container.

The student is not to share his/her medication with any other students. If any of the above rules are abused, the right will be canceled.

Screenings
Hearing, and vision screenings will be administered according to state guidelines or when requested by a parent or teacher. If a potential concern is discovered, a referral will be sent to the parent/guardian.

Student Accident Report Procedure
If an injury requires more than first aid, the school nurse is called to access the injury. If an injury requires more care than we can provide safely at school, the parents are called and the child is monitored at home or referred to a physician. If the accident requires immediate medical attention that cannot be provided at school, 911 will be called. Reports of these injuries are written and turned into the building principal and filed in the student's health file.

COVID-19 Protocol
Students, staff, and visitors who exhibit symptoms consistent with COVID-19 must visit the school nurse immediately. District staff will follow protocols outlined from the Minnesota Department of Health and Minnesota Department of Education to mitigate exposure. These protocols may include contact tracing, quarantining, recommended testing, temperature checks, and more.

Pesticide Application Notice

The school district may apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by **September 15** as to the school district's plan to use these pesticides. In certain emergency-use situations (i.e. wasps), a pesticide may be used without notification. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting the Director of Business Operations at the Rockford Area Schools District Office, 763-477-9165.

Safety

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is required to ensuring school safety.

Custody
In cases where parents are separated or divorced, and one parent has legal custody; the school must have proof in the form of a copy of the court order that spells out both custody and visitation rights. Schools must have on file appropriate legal documentation in order to assure compliance with any limiting court order.

Visitors in District Buildings

Refer to District Policy 903
Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the school office upon entering the building, with the exception of events open to the public.

School building doors are locked during the school day. At the elementary school, visitors may gain access to the building by going to REAMS door 1 and checking in at the main office. At the middle school building, RMS-CES visitors may gain access to the building by going to door 4 (located on the north side of the building) and ringing the buzzer. District Office visitors may gain access by going to door 1 (located at the middle school's Ash Street entrance) and ringing the buzzer. Visitors at the Rockford High School may gain access to the building by going to RHS door 1 and ringing the buzzer. An office staff member will greet the visitor and determine if the visitor should be permitted to enter the building.

All visitors will be required to sign in at the office and to wear a "visitor's badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked. If the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.
Students are not allowed to bring visitors to school without prior permission from the principal.

1. Policy Cross Reference Table

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2. Rockford High School Academic Honors

Honors

Students in grade 12 that have maintained a 3.33 to 3.66 cumulative grade point average on a 4-point scale will receive Honors recognition.

High Honors

Students in grade 12 that received Honors recognition and also have earned an academic letter by maintaining a 3.67 or higher cumulative grade point average will receive High Honors recognition.

National Honor Society

Selection Process:

Students' academic records will be reviewed to determine scholastic eligibility. Students will be eligible beginning in 11th grade. Final GPA's from the previous school year will be used to establish the 3.5 requirement.

Students who are eligible scholastically will be notified by letter and invited to an informational meeting to review the remainder of the selection process.

Membership is not automatically conveyed simply because a student has achieved a specified level of academic performance. The selection process will focus on the remaining three criteria; leadership, character, and service.

Students will complete a Student Activity Information form. Each candidate is responsible to ensure that all necessary forms are returned by the given deadline. Late forms will not be considered in the selection process.

Faculty and staff will be given a list of all scholastically eligible students to rate accordingly regarding character and leadership qualities.

A committee consisting of five faculty members, chosen by the chapter advisor, will review the completed Student Activity Information Forms individually and complete a rating sheet on each candidate.

The chapter advisor will tally the rating scores for each candidate.

The chapter advisor will meet with the selection committee to review the scores of each candidate. Students who receive a score of at least 50 (60 possible) will be invited to become a member of the National Honor Society. The committee will individually review the candidate files of those students who received a score of less than 50. A majority vote of the selection committee will determine the selection of these students. The chapter advisor has no vote.

Students will be notified by mail of the decision of the selection committee.

All documents used by the selection committee, including the Student Activity Information Form, faculty ratings, and other recommendation forms, are to assist the committee in making sound decisions regarding membership. Such documents are used only by the selection committee, the adviser, and the principal and are considered confidential.

Honor Roll

The Rockford High School Honor Roll will be published at the conclusion of each trimester approximately two weeks after the grading period ends. The Grade Point Average (GPA) will be calculated on current term grades. A grade of "D" or "I" will eliminate a student from eligibility for either the "A" or "B" honor roll.

"A" Honor Roll: Students in grades 9 through 12 who achieve a GPA of 3.67 or higher will be recognized on the "A" honor roll.

"B" Honor Roll: Students in grades 9 through 12 who achieve a GPA of 3.00 or higher, but less than 3.67 with no D's will be recognized on the "B" honor roll.

Honor roll status is based on a 4-point scale.

3. Student Records

Refer to District Policy 515

Independent School District No. 883 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:

   a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the school district. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;

   b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;

   c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;

   d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare and the ability to respond to a request for educational data;

   e. That the school district forwards education records on request to a school or post-secondary educational institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to **20 U.S.C. § 7917, part** of the federal Every Child Succeeds Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

   f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. § 1232g and the rules promulgated thereunder. The name and address of the office that administers the FERPA is:

U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-8520

g. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records; and

h. That copies of the school district's policy regarding the protection and privacy of school records are located at ***each building office.***

2. Independent School District No. 883 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:

   a. It classifies records as public, private, or confidential.
   b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
   c. It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights.
   d. It establishes procedures and regulations for access to and disclosure of education records.
   e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

3. Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon written request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 883 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" also includes the name, address, and telephone number of the student's parent(s). "Directory information" does not include a student's social security number or a student's identification number (ID) if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include identifying information on a student's religion, race, color, social position, or nationality.

A. The information listed above shall be public information which the school district may disclose from the education records of a student or information regarding a parent.

B. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.

C. In order to make any or all of the directory information listed above "private" (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:

   (1) name of student and parent, as appropriate;

   (2) home address;

   (3) school presently attended by student;

(4) parent's legal relationship to student, if applicable;

(5) specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.

5. Pursuant to applicable law, Independent School District No. 883 hereby gives notice to parents of students and eligible students in grades 11 and 12 of their rights regarding release of information to military recruiting officers and post-secondary educational institutions. The school district must release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers and post-secondary educational institutions without prior consent.

In order to refuse the release of this information without prior consent, the parent or eligible student must make a written request to the responsible authority, *building principal,* by *September 15* each year. This written request must include the following information:

(1) name of student and parent, as appropriate;

(2) home address;

(3) student's grade level;

(4) school presently attended by student;

(5) parent's legal relationship to student, if applicable;

(6) specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions without prior consent;

(7) specific category or categories of directory information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

N*ote: Refusal to release the above information to military recruiting officers and post-secondary educational institutions alone does not affect the school district's release of directory information to the public, including military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in the Directory Information section of this notice also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers or post-secondary educational institutions, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers and post-secondary educational institutions.*

4. Student Surveys

Refer to District Policy 520

CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires **Independent School District 883** to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys") and certain physical examinations and screenings.

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the building principal. The building principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

5. Parent/Guardian Refusal for Student Participation in State Wide Assessments

DEPARTMENT OF EDUCATION

Statewide Assessments:
Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. When all students participate in statewide assessments, schools and educators have more information to see how all students are doing. This helps schools continuously improve the education they provide and identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K-12 districts and charter schools. Minnesota prioritizes high-quality education, and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCAs)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are annual assessments in reading, mathematics, and science that provide a snapshot of student learning aligned to the Minnesota K-12 Academic Standards.

WIDA ACCESS and WIDA Alternate ACCESS for English Learners
The WIDA ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments gives families a snapshot of their student's learning so they can advocate for their success in school. High school students may use MCA results for:

- Postsecondary Enrollment Options (PSEO) enrollment eligibility in grade 10.
- Course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the WIDA ACCESS or WIDA Alternate ACCESS and meet certain requirements have the opportunity to exit from EL services.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes, and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the following page. Contact your student's school to learn more about locally required assessments.

Updated March 2026

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For WIDA ACCESS and WIDA Alternate ACCESS, the student will not have the opportunity to exit from EL services.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Certain statewide assessment calculations include all eligible students, including those who do not participate. Non-participation impacts accountability results, which may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any additional consequences for not participating.

Explore the Statewide Testing page for more information.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota Statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by October 1 each school year. Refer to your district or charter school's website for more information on assessments.

Statewide Assessments: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. **This form must be submitted to your student's school or district office prior to testing.**

First Name: _____ Middle Initial: ____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) your student will not participate in this school year:

☐ Reading MCA/Alternate MCA ☐ Science MCA/Alternate MCA

☐ Mathematics MCA/MTAS ☐ WIDA ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on participation decisions for local assessments.

(Note: This form is only applicable for the 20___ to 20___ school year.)

Updated March 2026

2026-2027 Parent Refusal Form Link

6. Grievance Procedure for Complaints of Discrimination

The following grievance procedure applies to claims of sex and disability discrimination:

A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy *(See district policies 102, 401, 402, 521, 522, 528)*. The complaint must be filed within 30 calendar days of the alleged violation.

B. The Human Rights Officer *(Building Principal)* is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.

C. While the school board has designated the Human Rights Officer to receive complaints of unlawful discrimination, if the complaint involves the Human Rights Officer, the complaint shall be made to the superintendent.

D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.

E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.

F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.

C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in' which the alleged incident occurred.

D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination. E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a

determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.

E. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

SCHOOL DISTRICT ACTION

A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such action may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination. School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street- Suite 1475
Chicago, IL 60661
Tel: 312-730-1560 TDD: 312-730-1609

MN Department of Human Rights
190 E 5th Street
St. Paul, MN 55101
Tel: 800.657.3704, 651.296.5663
TDD 651.296.128

For complaints of employment discrimination:

Equal Employment Opportunity Commission
330 S. 2nd Avenue, Suite 430
Minneapolis, MN 55401
800.669.4000, 612.335.4040

TDD 612.335.4045

7. Unpaid Meal Charges

Refer to District Policy 534R

I. PURPOSE

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

II. PAYMENT OF MEALS

A. Students are issued a meal account when they enroll in the district. It is the parent(s)' or guardian's responsibility to make sure adequate funds are available in the meal account. Meal payments may be made online through the Infinite Campus Parent Portal for each individual student. Payments can be made in any school building office via cash or check.

B. If the school district receives school breakfast aid under Minnesota Statutes section 124D.1158 or lunch aid under Minnesota Statutes section 124D.111, it must make breakfast and lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance. All kindergarten students receive a breakfast without charge.

C. A student with an outstanding meal account balance will be allowed to receive a meal without providing payment. The cost of the meal will be added to the student's meal account balance.

D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal account balance with the exception of a la carte items.

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

F. Each student will have their own meal account number. A single common number for families with more than one student in the school system will not be used. Each student's account is managed separately. Rockford Area School District #883 -- Policy 534R In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.

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

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

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

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

IV. UNPAID MEAL CHARGES

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

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

C. Negative balances of more than $-10.00, not paid prior to end of the fiscal year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to material, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

A. A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year; Rockford Area School District #883 -- Policy 534R In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.
2. students and families who transfer into the school district, at the time of enrollment; and
3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website or the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

8. Activities: Attendance & Academic/School Regulation

Academic Eligibility

Students involved in activities are expected to maintain passing grades in ***ALL*** of their classes. There are participation penalties if students receive a failing grade. Students failing a class/classes from the end of a marking period will have the opportunity to restore eligibility. Further information can be obtained from the Activities handbook or the Activities Office.

Daily Class Attendance

Grade 7-12 students involved in athletics or activities must be in school or at a school-sponsored event all day to be eligible for competition. The exceptions to this rule are as follows:

- **7-12 students may have an excused absence from all or part of first and second period (approximately 10:30 a.m.). Parent or guardian must call the student in as ill/excused by 8:00 a.m. that morning.**
- 7-12 students may be excused for a medical appointment or other excused absence, in which case the absence will be allowed for any part, or all, of the school day. Upon returning to school, the student will furnish written notification from the medical office, verifying the visit.

The Activities Director will make the ultimate decision on a student's eligibility when there are extenuating circumstances to be considered.

Tardiness and Behavioral Considerations

Excessive tardiness, unserved detention time, or significant or multiple behavioral referrals on the part of activities participants may lead to disciplinary action taken by the school principal which may impact activity participation.

9. Fan Behavior Policy

Purpose

The schools of the Wright County Conference seek to provide a safe environment for athletes and fans at events and to that end expect fans to demonstrate good sportsmanship during athletic events. It is expected that all spectators will treat all athletic participants, coaches, and representatives of competing teams with respect at home and away interscholastic events.

Definitions

A. Good sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior, and integrity.

B. Examples of good sportsmanship and respect for competing teams includes, but is not limited to:

1. Appreciating good play no matter the player.
2. Working cooperatively with contest officials and supervisors in keeping order.
3. Refraining from booing or making negative comments about officials or participants.
4. Showing respect for public property and staying off the contest floor or field.
5. Representing yourself and your school with proper conduct.

C. Examples of negative, inappropriate, or potentially unsafe fan behavior includes, but is not limited to the following:

1. Participating in disrespectful or derogatory yells, chants, songs, or gestures.
2. Booing, heckling, disrespectful criticism of officials.
3. Antagonizing or inciting fighting among fans or players.
4. Having on one's possession or using artificial noisemakers.
5. Acting in ways clearly contradictory to expectations for good sportsmanship.

General Statement of Policy

A. Administrators will be responsible for ensuring that an appropriate level of supervision is scheduled at all school contests. This might include coaches, supervisors, administrators and law enforcement officials.

B. Inappropriate or potentially unsafe fan behavior will not be tolerated.

C. Should fan(s) continue to act inappropriately or act egregiously, the following disciplinary action will be taken:

1. On the first offense, the supervisor or an administrator will informally sit with the fan, explain the impropriety of the behavior and warn of the consequences for future inappropriate behavior. This informal meeting can happen during or subsequent to the contest. Fans can be ejected on first offense for blatant or egregiously inappropriate behavior. Failure to leave school grounds when ejected will constitute trespass.
2. On second offense, the individual will be ejected from the contest, or suspended from the next contest, and warned that any future inappropriate behavior will result in a suspension for a set number of contests or for the remainder of the school year. Failure to leave school grounds when ejected will constitute trespass.
3. On third and subsequent offenses, the individual will be ejected from the contest. The individual will be either suspended from attending contests for a set number of contests or for the remainder of the school year at the discretion of the Activities Director. Failure to leave school grounds when ejected will constitute trespass.
4. For the purposes of this policy, behavior at home and away contests can count towards the first, second or third offenses in establishing the pattern and/or severity of negative or unsafe behavior.
5. For students, suspensions apply to all home or away events. For adults, suspensions apply to all home events, and fans will be informed that they are unwelcome at away contests.
6. Should an adult violate suspension, police will be notified and said individual will be charged with trespass. Should a student violate suspension, the police will be notified and the student charged with trespass as well as be subject to school sanctions determined by school officials.
7. Host school will inform the school officials of a visiting school of any behavior of a fan(s) that constituted a first, second or third offense.

D. The Activities Director or another school administrator may take reasonable and prudent actions not specified in this policy to deal with negative, inappropriate or potentially unsafe fan behavior.

10. Bullying Prohibition

Refer to District Policy 514

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school

transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student~~,~~ or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

    1. The developmental ages and maturity levels of the parties involved;

    2. The levels of harm, surrounding circumstances, and nature of the behavior;

    3. Past incidences or past or continuing patterns of behavior;

    4. The relationship between the parties involved; and

    5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited

conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about

available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the

factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with

students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.

C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See Policy 506) distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

11. Harassment and Violence

Refer to District Policy 413

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public

assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications Definitions

1. "Disability" means, with respect to an individual who:

   a. a physical, sensory, or mental impairment that materially limits one or more major life activities; of such individual;

   b. has a record of such an impairment; or

   c. is regarded as having such an impairment.

2. "Familial status" means the condition of one or more minors being domiciled with:

   a. their parent or parents or the minor's legal guardian; or

   b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means having or being perceived as having an emotional, physical,

or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment~~,~~ or an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of students(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors,

accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

f. unwelcome behavior or words directed at an individual because of gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts;

b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel

or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

E. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District. The school board hereby designates **each building principal** as school district human rights officers to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

1

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials

will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statatutes Chapter 260E may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

D. The school district will develop a method of discussing this policy with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.

F. This policy shall be reviewed at least annually for compliance with state and federal law.

12.Hazing Prohibition

Refer to District Policy 526

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building

report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conducts that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students; or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school district will develop a method of discussing this policy with students and employees.

Handbook Acknowledgement Form 2026-2027

We have received a copy of the 2025-2026 Student Handbook for Rockford Area Schools - ISD 883.

_____

Student Printed Name

_____

Student Signature

_____

Parent/Guardian Printed Name

_____

Parent/Guardian Signature

_____

Parent/Guardian Printed Name

_____

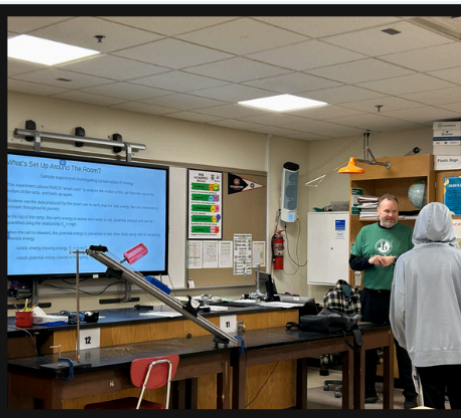
Parent/Guardian Signature

_____

Date

BOARD MEMBER HANDBOOK

2026-2027 SCHOOL YEAR



OUR MISSION

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

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INTRODUCTION

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

BOARD POLICY GOVERNANCE

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

REPRESENTATIVE GOVERNMENT

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

LEADERSHIP DIRECTORY 2026-2027

Jessica Johnson- Chair
jessica.johnson@rockford883.org

Jamie Hillstrom- Clerk
jamie.hillstrom@rockford883.org

Eric Gordee- Vice Chair
eric.gordee@rockford883.org

Dr. Beth Praska- Director
beth.praska@rockford883.org

Chris Morgan- Treasurer
chris.morgan@rockford883.org

Kevin Sjodin- Director
kevin.sjodin@rockford883.org

BOARD COMMITTEES

	SCHOOL BOARD COMMITTEES	2026
1	FINANCE COMMITTEE	Morgan
		Hillstrom
		Sjodin
2	POLICY COMMITTEE	Gordee
		Hillstrom
		Praska
3		Gordee
		Johnson
	DISTRICT OPERATIONS COMMITTEE	Morgan
4		Johnson
		Sjodin
	NEGOTIATIONS COMMITTEE	Praska
	SCHOOL BOARD AD HOC COMMITTEES	**2026**
		Johnson
5	FACILITIES COMMITTEE	Morgan
		Sjodin
6	CONTINUING EDUCATION COMMITTEE	Hillstrom
		Praska
7	CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE	Hillstrom
		Morgan
8	COMMUNITY EDUCATION ADVISORY BOARD	Gordee
		Johnson
		Hillstrom
9	COMMITTEE AT-LARGE	Sjodin
		Gordee
		Hillstrom
10	COMMUNICATIONS COMMITTEE	Sjodin
	SCHOOL BOARD REPRESENTATIVE	**2026**
		Sjodin
11	MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL)	Hillstrom
		Hillstrom
12	CHAMBER COMMITTEE	Gordee

13	LEGISLATIVE/MSBA DELEGATE ASSEMBLY	Gordee Hillstrom
14	ASSOCIATION OF METRO SCHOOL DISTRICTS	Johnson Gordee
15	MEEKER & WRIGHT SPECIAL EDUCATION COOPERATIVE (MAWSECO)	Johnson Sjodin
16	NORTHWEST SUBURBAN INTEGRATION SCHOOL DISTRICT (NWSISD)	Gordee Morgan Praska (Alternet)
17	SAFF	Hillstrom
18	MREA REPRESENTATIVE	Praska

EXECUTIVE TEAM

Superintendent - Dr. Jeff Ridlehoover
763-477-9165 Ext. 4002
jeff.ridlehoover@rockford883.org

Executive Assistant to the Superintendent - Courtney Neibert
763-477-9165 Ext. 4004
courtney.neibert@rockford883.org

Director of Technology - Jeff Kienitz
763-477-7540 Ext. 4008
jeff.kienitz@rockford883.org

Director of Community Education - Melissa Joseph
763-477-4563 Ext. 3804
melissa.joseph@rockford883.org

Consultant CFO - Bridget Peterson
bridget.peterson@rockford883.org

THE STORY OF THE ROCKFORD PUBLIC SCHOOLS

Our History

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

Rockford Area Schools Today

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

STRATEGIC PLAN

District Mission (Our Core Purpose)
In partnership with our communities and families, Rockford Area Schools provides challenging opportunities to engage, inspire, and educate globally-minded citizens.

Our Vision (What we Intend to Create)
Rockford Area Schools provides a supportive, rigorous, and relevant learning culture producing courageous learners prepared to enter a global society.

Our Core Values (What Drives Our Words and Actions)

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

Strategic Directions (Drivers of Our Continuous Improvement)
Student Achievement and Growth

- Elevate instruction through quality curriculum and professional development, to provide our students with a robust schooling experience that encourages them to reach their full potential.

- Rationale: To provide each and every student with a comprehensive education that provides opportunities to pursue their own personal/professional goals and life aspirations.

Healthy and Supportive Learning Environment

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

Community, School, and Family Partnerships

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

Culture of Collective Purpose

- Definition: Through interconnectedness and interdependence, we create a school community where each person belongs, contributes, and feels a sense of ownership.
- Rationale: To create a culture of connectedness where each individual understands their unique value and vital role as part of the collective entity.

Stewardship of Resources

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

LISTING OF DISTRICT FACILITIES/SCHOOLS

Facilities Maps

Rockford Area Schools District Office

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

Rockford Elementary Arts Magnet School (REAMS)

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

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

- 6051 Ash Street | Rockford, MN 55373
- Ph. 763-477-5831

- Fax 763-477-5832
- Principal: Paul Warzecha
- Principal email: paul.warzecha@rockford883.org
- Serves grades 5-8

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

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

BECOMING A SCHOOL BOARD MEMBER

Requirements for School Board Candidates

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

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

To be eligible for a School Board seat, you must be:
- At least 21 years old
- An eligible voter
- A district resident for at least 30 days prior to the election/appointment
- Not a convicted sex offender

Term of Office

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

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

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

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

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

STANDARDS FOR SCHOOL BOARD LEADERSHIP

(Source: *MSBA 2017 and TeamWorks International)*

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

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

Standard 1: Conduct and Ethics

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

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

1. Recognizes that the School Board team consists of school board members and the Superintendent and evaluates its performance at least annually.
2. Takes full responsibility for its activity and behavior, at and away from the school board table.

3. Encourages its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
4. Speak with one voice after reaching a decision.
5. Spending time on board governance work rather than staff work – focuses on the ends and not the means.
6. Provide for orientation, onboarding, and ongoing training for all School Board members.
7. Follow established policies, including the chain of command, by directing families, members of the general public, and staff to the appropriate person to resolve their concern.
8. Set an example of respectful and civil leadership.

Standard 2: Vision

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

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

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

Standard 3: Structure

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

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

1. Create organizational and physical structures in which all students and staff have the resources and support to maximize achievement and success. The School Board creates the conditions for success throughout the district.
2. Advocate and provide for learning through a rigorous curriculum, effective technology, and a safe and secure environment.

3. Select and employ one person – the Superintendent – as the school district's chief executive officer to lead and manage the school district.
4. Hold the Superintendent accountable for school district performance and compliance with written school board policy.
5. Delegate the authority to the Superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
6. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the district while understanding that the day–to–day operations will be conducted by the staff.

Standard 4: Accountability

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

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

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

Standard 5: Advocacy and Communication

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

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

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

5. Advocate on local, state, and national levels.

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

EXPECTATIONS OF A SCHOOL BOARD MEMBER

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

Norm of Practice for School Board Member Communications AROUND ISSUES OR SCHOOL RELATED BUSINESS

(References to Minnesota Policy, Statute, and Open Meeting Law)

1. Email from Superintendent of Schools to the Entire Board
   - Response Protocol: Board members should not reply to all as this could inadvertently create a "meeting" under Minnesota's Open Meeting Law (Minn. Stat. § 13D.01). Any response should be directed privately to the superintendent or board chair/vice chair.
   -Discussion: Discussions that require board deliberation must take place in an open meeting to comply with Open Meeting Law, ensuring that any substantive discussions remain public.

2. Email from a Staff member, Parent or Community Member to the Board
   - Response Protocol: Individual board members should not respond. A formal response should come only from the Superintendent of Schools or Board Chair/Vice Chair.
   - Followup response Protocol: When any party communicates with the board, the superintendent or the board chair will promptly inform all board members of follow up communication. The follow-up will include minimum necessary detail to ensure that the board remains focused on governance while clearly delineating that management responsibilities rest with the superintendent. This approach reinforces accountability and keeps the board aligned with its strategic role.
   - Inclusion: If any person is mentioned in your communication, they should be included in the response.
   - Compliance: In compliance with Minnesota's Open Meeting Law (Minn. Stat. § 13D.01), avoid engaging in discussions via email that may constitute board deliberation. Forward the matter to administrative channels for further resolution.

3. Email from a Staff Member to an individual Board Member
   - Response Protocol: Politely acknowledge the message and include the appropriate leadership in your reply. Board members should refrain from engaging in operational matters, which are the purview of the administration. Ensure compliance with Minn.

Stat. § 13D.01 to prevent any communication from becoming an inadvertent "serial meeting."
- Inclusion of Superintendent, Board Chair, or Vice Chair: The superintendent and/or board chair/vice chair should be included in the response to ensure transparency.
- Inclusion: If another person is mentioned in your response, they should be included in the response.

4. Email from a Parent About a School or Student Issue to an individual Board Member

- Response Protocol: Board members should acknowledge the concern but direct parents to the appropriate school-level administrators for individual issues, respecting the chain of command. Avoid discussing specific student matters, in compliance with privacy laws such as FERPA, and adhere to Open Meeting Law by ensuring discussions that require board action are conducted publicly.
- Inclusion of Superintendent, Board Chair, or Vice Chair: Responses should include the superintendent and/or board chair/vice chair to ensure proper channels handle the issue.
- Inclusion: Any individual mentioned in your communication should also be included in the response.

5. Email from a Community Member to an individual Board Member
- Response Protocol: Acknowledge the communication, referring the community member to appropriate district channels (e.g., district office or board meeting) for further discussion. Avoid engaging in direct decision-making through private communication, as this could violate Minn. Stat. § 13D.01 if discussions amount to board deliberation outside of a public meeting.
- Inclusion of Superintendent, Board Chair, or Vice Chair: Any response should include the superintendent or board chair/vice chair to ensure proper follow-up.
- Inclusion: Any individual mentioned in your communication should also be included in the response.

6. Phone Call or Personal Conversation Related to the District
- Response Protocol: Listen respectfully and direct the individual to proper channels. Document significant points and share them with board leadership if necessary. Ensure that no commitments are made that could bypass the board’s governance process. Personal conversations should not be used for board deliberations to comply with Minnesota’s Open Meeting Law.
- Inclusion of Superintendent, Board Chair, or Vice Chair: Any follow-up or formal action resulting from the conversation should include the superintendent and/or board chair/vice chair.

- Inclusion: Any individual mentioned in your communication should also be included in the response.

7. Messaging from Staff, Parent, or Community.

- Response Protocol: Acknowledge the communication, in response alert the sender of the appropriate channel for written communications are email and to please send your message to district email.

In all scenarios, board members must adhere to Minnesota Open Meeting Law (Minn. Stat. § 13D.01), which requires that board deliberations on school district matters be conducted openly and in a public forum. Any communication where a person is mentioned should include that person in the response. Additionally, the Family Educational Rights and Privacy Act (FERPA) should guide any communications involving student information to ensure privacy compliance.

8. Getting stopped in public (school event, grocery store, garage sale, etc.) by a concerned staff, student or parent.

-Response Protocol: Check the name, status, and get a phone number for contact. Always seek to identify the situation or interest, but generally, do not agree or commit to resolve personally.

Redirect the staff member to their supervisor, and notify the Superintendent's Office. CAUTION: Do not get involved in employment/contractual issues.

Redirect parent to teacher/principal/administrator as appropriate and notify the Superintendent's Office. CAUTION: Don't attempt to deal with issues of groups, only the individual parent.

Redirect the student to their principal and notify the Superintendent's Office. CAUTION: If a safety concern is raised, follow district procedures.

Overall:

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

9. Information about yourself, the school board, or the school district is incorrectly referenced in a social media post

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

Inclusion of the the Board Chair and the Superintendent's Office: Make them aware of the issue so that, if warranted, appropriate district staff can quickly provide factual information on the social media platform. Also, it may be determined that legal counsel and/or law enforcement may be contacted if there is a concern regarding confidentiality or safety.
Ideally, the school district will have staff and community advocates who will participate in social media groups regularly to communicate district information and monitor news and activity that pertains to the school district.

10. Having a concern or complaint as a school board member

-Response Protocol: Contact the Board Chair and the Superintendent directly, preferably in person or by phone to express your specific concern. Don't engage in serial meetings with other board members (a violation of the Open Meeting Law). Be clear as to the nature of your concern, is it about another board member, an administrator, a staff member, a policy, or a current issue before the board? Be clear as to:

1. What you have experienced.
2. What your thoughts are about the issue?
3. What are your feelings about the issue and the circumstances related to it?
4. What do you want to see happen to address your concern?

Identify what in your concern is governance work and what is management work.
Seek to increase your understanding, with an assumption of trust and competence for your board colleagues and district staff.
Don't represent other individual's interests or other group interests as your own.
Don't raise issues as a surprise in work sessions or business meetings. Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted.

11. Having a disagreement with a report or presentation to the Board?

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

Attendance, Participation, and Professionalism in Meetings:

- Attend all School Board meetings, including work sessions, committee meetings, Board retreats, and required professional development sessions.
- Come to meetings prepared for discussion of the agenda items.
- Listen to the opinions and views of others including, but not limited to other school board members, administration, staff, students, and community members.
- Whenever possible (and as soon as possible), email the Superintendent and Chair with questions or concerns that arise when reviewing materials for a meeting, along with any

errors that you may notice. This will allow the administration to prepare and address the questions in their presentations, along with correcting any errors in advance of the meeting.

- Vote your conscience after informed discussion unless abstaining because of a conflict of interest.
- Support the decision of the Board even if it differs from your position concerning the issue.
- Recognize the integrity of your predecessors and associates and show appreciation and respect for their work.
- Be motivated by a desire to provide the best possible education for the students of our district.
- Consistently remind yourself about the proper duties and functions of a school board member.

The Functions and Work of a School Board Member:

- Focus on governance and policy work as much as possible.
- Remember, your responsibility is to set policy – not to implement policy.
- Consider yourself a trustee of public education and do your best to protect, conserve, and lead the work.
- Recognize that your responsibility, exercised through the actions of the school board as a whole, is to see that the school district is effectively managed and operated – not to manage it yourself.
- Work in partnership with the Superintendent/chief executive.
- Delegate the implementation and management of School Board decisions to the Superintendent.
- Develop new district policies as needed and review existing Board policies on a scheduled basis.
- Develop a vision for the district along with strategic directions to guide the work of the board and administration.
- Collaborate with the Superintendent to develop the priority goals for the annual district operational plan.
- Establish a plan for consistently monitoring progress in reaching the goals in the operational plan.
- Align the annual budget and allocation of resources with the priorities identified in the annual operational plan.
- Ensure that facilities are safe, and secure and meet the needs of students and staff.
- Communicate effectively with all stakeholders.
- Collaborate with community partners.
- Advocate for preK–12 public education at the local, state, and national levels.
- Provide by levy of tax, necessary funds for the operation of the school district.
- Approve and/or negotiate contracts with employee groups and with other entities for services appropriate and necessary for the operation of the school district.
- Hire and annually appraise the Superintendent.
- Perform other acts as the School Board shall deem reasonable and necessary for the operation and governance of the school district.

- Commit to ongoing professional development both as individual board members and collectively as a board.

Legal Obligations of a School Board Member:

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

ADDRESSING SCHOOL BOARD ACCOUNTABILITY AND SELF-EVALUATION

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

1. Conversation in a private setting between the offending member and the school board Chair or other individual members; such conversation will be reported to the balance of the board.
2. Discussion in a public meeting between the offending member and the full school board.
3. Public censure, by simple majority vote, of the offending member of the school board, as well as removal from committees and leadership positions, to which the member has been appointed or elected.
4. Removal from the School Board for proper cause by a concurrent vote of at least four members. The Board member to be removed will be duly notified of the time and place of the meeting for which the vote is to be taken and for the reasons for the proposed removal. The Board member will be given an opportunity to be heard in defense against the removal (MN 123.B.09; Subd. 9).

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

School Board Self Evaluation:
Effective School Board leadership practice recommends that a board go through a process of self-evaluation on at least an annual basis. Self-evaluation is a proactive step that a School Board can take to hold themselves collectively accountable for monitoring their ongoing

effectiveness. The purpose of the self-evaluation is to provide the board with an opportunity to reflect on their work over the previous year and identify areas where they could benefit from further discussion and/or training. Suggested components of the self-evaluation process are:

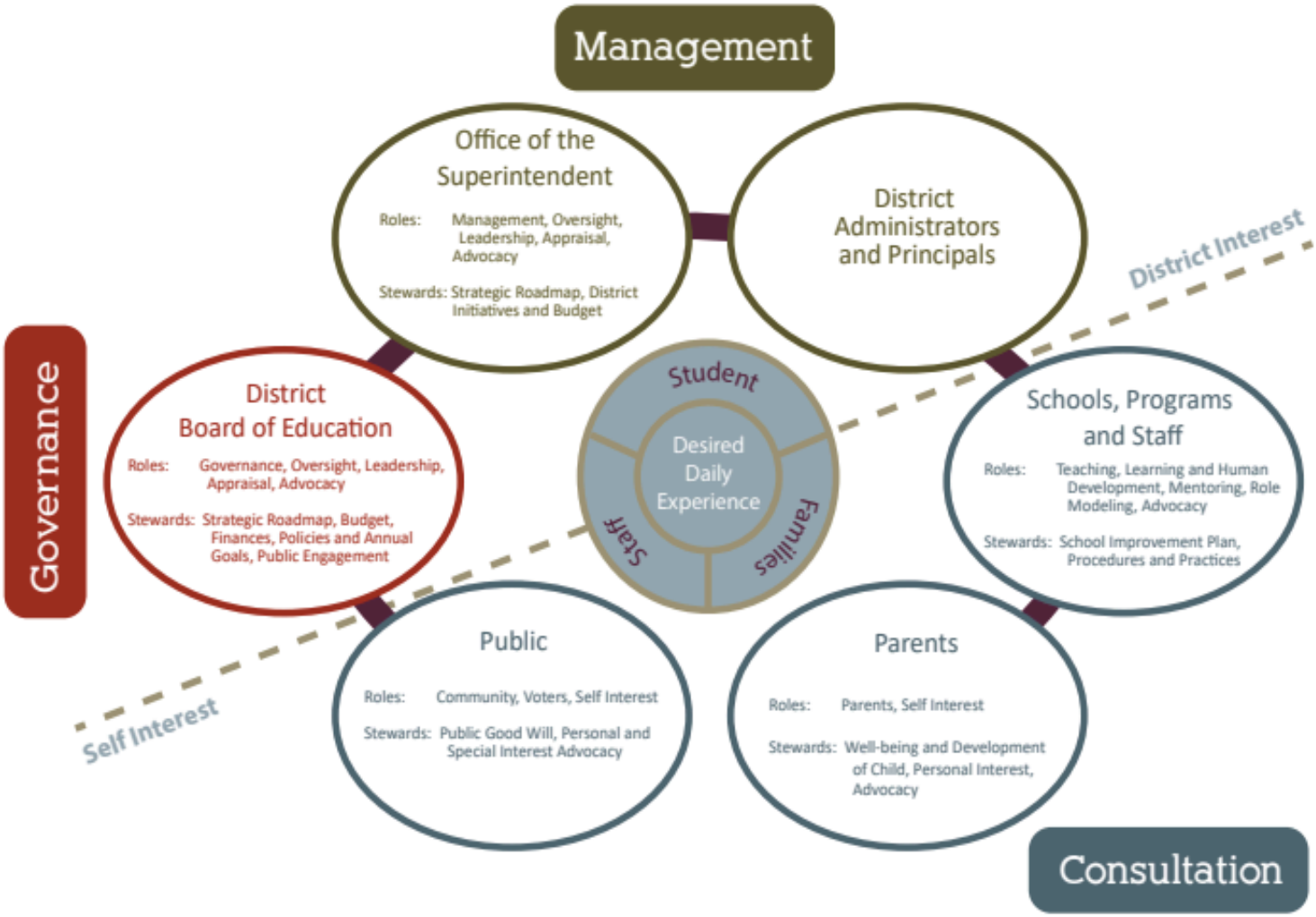
- Collectively identifying the most important categories of board work in the previous year (or those categories that have been previously identified as high priorities).
- Board members are allowed to individually and with anonymity to respond to a survey regarding these categories. NOTE: This information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

CHARACTERISTICS OF EFFECTIVE SCHOOL BOARDS

Source: MSBA; Center for Public Education, 2019

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

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



ROLES OF THE SCHOOL BOARD AND ADMINISTRATION

Source: TeamWorks International

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

Governance, Management, and Consultation:

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

- Create the conditions in the district for all students to be successful and for all staff to be able to do their best work.
- District governance and policy review and development.
- Operational performance oversight and organizational direction.

- Board governance policy.
- Superintendent relations.
- Public engagement, community relations, and advocacy for public education.

Roles Related to Board Responsibilities:

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

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

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

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

Roles Related to administrative responsibilities:

- Implement policy and make recommendations for policy updates and changes.
- Hiring, supervising, and evaluating all staff and all operations.
- Addressing questions and concerns about school/district operations including questions and/or concerns about staff members (other than the superintendent).

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

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

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

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

Application of Excellence in Governance

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

COMPENSATION AND REIMBURSEMENT

Compensation

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

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

ELECTION AND ROLES OF SCHOOL BOARD OFFICERS

Source: Rockford Public Schools Policies 201 and 202.

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

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

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

- Monitor Board actions to ensure that they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the Board's authority.
- Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues, as defined in Board policy.
- Assure that Board meeting discussions are productive, efficient, orderly, and open.
- Conduct Board meetings using the authority as described in Robert's Rules of Order.

- Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.
- The Chair is not authorized to exercise any power as an individual to supervise or direct the Superintendent or any employee of the district.
- The Chair may delegate authority, when appropriate to other Board members but the Chair remains accountable for members' use of that delegated authority.
- Execute all documents authorized by the Board , except as otherwise provided by law.
- Countersign all orders upon the Treasurer for claims allowed by the Board, represent the district in all actions and perform all the duties usually incumbent on the Chair.
- Facilitate the process of assigning board members to district committees and as liaisons with other organizations.
- On behalf of the Board and in concert with the Superintendent and Vice-Chair, develop proposed meeting agendas for business meetings, work sessions and retreats.

Role of the Vice-Chair:

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

Role of the Treasurer:

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

Role of the Clerk:

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

Meetings and Expectations

Standard Operating Procedures

The Rockford Area School Board's standard operating procedure for general meetings closely follows Robert's Rules of Order, which is a widely used manual for parliamentary procedure. Here's a breakdown of how this works in practice, including specific elements like not interacting with the audience, being recognized by the presiding officer to contribute, and the process for motions, discussions, questions, and approvals:

1. Order and Decorum

    Meeting In public

    - School Board meetings are meetings in Public not public meetings that follow a published and approved agenda for the purpose of governance and approval of items for effective and efficient operations of the business of the district.

    - During the meeting, board members and participants are not permitted to engage directly with the audience. This helps maintain order and ensures that the meeting progresses smoothly.

    - Audience members have designated times for public comments, and these are structured into the agenda. While it is best practice to have a process to garner public comments, it is not required. Currently, the public comment portion is held at the beginning of the regular session board agenda. The chair reads a standard templated notice to the audience for how public comments are received. While important to hear the public, it is equally important not to promise or comment in the moment. Individuals might be providing feedback for a planned agenda item that evening or might be suggesting the Board consider an issue in the future. If a direct response back is warranted, best practice is to have the chair, designee, or Superintendent follow-up with the individual, as needed, after appropriate research has occurred to the issue being raised.

2. Recognition by the Presiding Officer

    - Members wishing to speak must first be recognized by the presiding officer. This involves raising a hand or signaling to the presiding officer.

    - Once recognized, the member can then proceed to speak. This prevents multiple people from talking at once and ensures orderly communication.

3. Process of Motions

    - A member makes a motion to introduce new business or a decision to be made. This is done by saying, "I move that..."

    - The motion must be seconded by another member, indicating that at least one other person believes the matter deserves discussion.

- Once a motion is seconded, the presiding officer opens the floor for discussion. Members can express their views, ask questions, and debate the merits of the motion.
- The presiding officer ensures that the discussion remains focused and orderly, calling on members who wish to speak.

4. Questions and Deliberation
   - During discussion, members may ask questions to clarify details about the motion. They must direct their questions through the presiding officer.
   - The presiding officer may answer directly or call upon the relevant member or staff to provide the necessary information.
5. Requesting Gallery Participation
   - From time to time, a staff member with additional knowledge of a subject at hand might be in the audience. It is inappropriate for any board member or superintendent to call upon that individual without recognition by the presiding officer.
   - If the situation arises where a Board Member or Superintendent would like to request the staff speak, the request must be presented to the presiding officer and ultimately the presiding officer decides to recognize or not recognize the additional person.
   - If the presiding officer chooses not to recognize the requested individual, generally, this is to maintain decorum and order, and is handled situation by situation.
6. Approval of Items
   - After sufficient discussion, the presiding officer will call for a vote on the motion. Some votes are required to be roll-call and may be called by the clerk.
   - The motion passes if it receives the required majority, as specified by the governing rules (simple majority, two-thirds, etc.)
   - A board member is required to abstain from voting on any item that may have direct or family impact.
   - Abstentions will be added to the final vote associated with the majority.
7. Adjournment
   - Once all business has been addressed, a motion to adjourn can be made and seconded.
   - The presiding officer will then call for a vote on adjourning the meeting.

By adhering to these structured procedures, school board meetings can function efficiently and democratically, ensuring that all members have the opportunity to contribute while maintaining order and focus on the agenda.

Board Meetings

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

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

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

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

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

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

Work Sessions
Odd months are held prior to the regular meeting of the board beginning at 5:30 pm. Even months are held on the first Monday of the month beginning at 5:30 pm. Work Sessions are held in the boardroom of the Rockford Area Schools District Office, located at 6051 Ash St. Rockford, Minnesota.
The work session is used to provide the Board with additional information regarding important topics that are either currently in front of the Board or those that will be coming to the Board soon. These sessions also provide board members with additional time for discussion of the items.

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

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

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

Emergency Meetings

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

Closed Sessions

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

Annual Review Items

Some items are reviewed as a part of an annual rotation. These items are updated by the District office.

Call to Order

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

> As a reminder, this is a meeting in public, not a public meeting. Public input shall be taken during the Public Comment section of the agenda.
>
> The School Board's purpose is to ensure that the educational system within our jurisdiction operates effectively and efficiently to meet the needs of students, parents, teachers, and the community at large under 6 main tenants
>
> 1. Setting Vision and Direction
> 2. Policy Creation and Oversight
> 3. Budget Approval and Financial Oversight
> 4. Hiring and Evaluation of Superintendent
> 5. Community Engagement
> 6. Advocacy and Leadership
>
> Overall, the school board's role is to provide strategic leadership and governance to ensure that all students have access to a high-quality education that prepares them for success in school and beyond.

Definitions

- Setting Vision and Direction- The school board is responsible for setting the overall vision and direction for the school district. This involves establishing goals, priorities, and objectives that align with the needs and expectations of the community.

- Policy Creation and Oversight- School boards develop policies that govern various aspects of the educational system, including curriculum, student conduct, staff hiring and evaluation, budgeting, facilities management, and more. These policies provide a framework for decision-making and ensure consistency and fairness across the district.

- Budget Approval and Financial Oversight- School boards play a crucial role in approving the district's budget and ensuring that financial resources are allocated appropriately to support educational programs and initiatives. They also oversee financial management practices to ensure accountability and transparency.

- Hiring and Evaluation of Superintendent- The school board hires and evaluates the superintendent, who serves as the chief executive officer of the school district. The superintendent is responsible for implementing the board's policies and managing the day-to-day operations of the district. This is the only employee the board has authority. All other employees fall under the superintendent's management responsibility.

- Community Engagement- School boards serve as a link between the school district and the community, representing the interests and concerns of various stakeholders. They engage with parents, teachers, students, and other community members to gather input, address issues, and foster collaboration.

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

COMMITTEES OF THE SCHOOL BOARD

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

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

Rockford Area Schools have four main committees:

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

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

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

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

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

AD HOC COMMITTEES

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

will be confirmed at the January Organizational Meeting. Examples of liaison roles are listed below:

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

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

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

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

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

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

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

- SAFF: In collaboration with approximately 30 other K-12 school districts, SAFF advocates for improved tax equalization to address the unfair tax burden on taxpayers in low-property wealth school districts. SAFF does so by engaging with state leaders,

facilitating collaboration between both administrators and school board members, and by providing financial analysis and comparison to highlight the funding needs.

- MREA: Focuses, lobbies, and educates member districts on topics that are of highest importance to schools in greater Minnesota. This includes funding sources and equitable distribution as well as other resources such as human capital, technology, and instructional needs.

District Staff Development

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

Committee At-Large

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

Association of Metropolitan School Districts (AMSD)

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

Communications Committee

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

Minnesota State High School League (MSHSL)

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

Chamber Committee

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

Minnesota School Board Association (MSBA)

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

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

POSITIONS THAT REPORT TO THE SCHOOL BOARD

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

Role of the Superintendent

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

<u>Key Functions and Responsibilities of the Superintendent</u>

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

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

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

- Instruction
    1. Lead the district in the development and implementation of a rigorous and relevant curriculum that leads to increased student achievement.
    2. Set clear expectations for district-wide high-quality instruction and comprehensive assessment.
    3. Set clear expectations for a district-wide commitment that every student will have a positive daily school experience.
    4. Provide full access and full opportunity for all students.

5. Develop and maintain a leadership culture where professional development is highly valued and all staff are expected to grow and develop their skills to meet the needs of all students.

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

- Allegations raised against person under the authority of the Board

  If allegations are raised against the one person under the direct authority of the Board (the Superintendent), it is imperative to follow a fair process when reviewing these allegations. The standard operating recommendations are as follows:

  1. If a member of the Board obtains or receives any evidence or documentation related to allegations against the Superintendent, they must promptly provide this information to the board Chair or Vice Chair, along with a clear explanation of how it was obtained.
  2. The Chair has delegated authority from the Board to contact the District legal counsel. In matters such as this, it is imperative to exercise that authority. The Chair should contact legal counsel immediately, including the Vice Chair.
  3. There are some instances when the primary District legal counsel will recommend securing alternative legal counsel to avoid any presumed or real conflicts of interest.
  4. Best practice is for two members of the Board to work together on the issue. It is recommended that the Chair and Vice Chair serve in this capacity together.
  5. Chair and Vice Chair will jointly meet with the legal counsel to review the allegations charged against the Superintendent.
  6. Legal counsel will guide the Chair / Vice Chair on appropriate next steps.
     a. Determine if an investigation is required
     b. If an investigation is recommended, determine type of investigation required, likely requiring securing a third-party investigator
     c. Determine communication with the alleging party, as appropriate
     d. Determine if a leave of absence is required to carry out an investigation
     e. Determine communication plan with the Board to ensure alignment with data privacy and open meeting law considerations. There are instances where one-way communication makes sense to inform the Board of factual information, with an implicit reminder that this is one-way communication and not a time for discussion/feedback

f. If a leave of absence is required, determine broader communication plan

i. Communication with Direct reports
ii. Communication with Staff
iii. Communication with parents
iv. Communication with community

g. Based on the allegations and/or outcome of the investigation, legal counsel will also help navigate necessary communication with government agencies or law enforcement as applicable.

h. Determine timing for formal board meeting to discuss allegations. Typically, this will occur in a closed meeting session and legal counsel will help to determine timing of that meeting. According to MN Statue, a closed meeting can only occur one time per allegations; the balance of meetings must be held in open format.

i. Resolution of allegations/next steps will be recommended by legal counsel and it is recommended they attend closed meeting sessions with the investigator to present findings and discuss next steps.

TITLE IX

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment.

All Title IX reports and concerns should be directed to the Superintendent of Schools

More information can be found at
https://www.rockford883.org/district/departments/human-resources/title-ix

SCHOOL BOARD POLICIES

Policy 201 - Legal Status of the School Board
Policy 202 - School Board Officers
Policy 203 - Operation of School Board - Governing Rules
Policy 203.1 - School Board Procedures; Rules of Order
Policy 203.2 - Order of the Regular School Board Meeting
Policy 203.5 - School Board Meeting Agenda
Policy 203.6 - Consent Agenda
Policy 204 - School Board Meeting Minutes
Policy 205 - Open Meetings and Closed Meetings
Policy 206 - Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings
Policy 207 - Public Hearings
Policy 208 - Development, Adoption and Implementation of Policies
Policy 209 - Code of Ethics
Policy 209 - Code of Ethics Addendum
Policy 210 - Conflict of Interest - School Board Members
Policy 211 - Criminal or Civil Action Against School District, School Board Member, Employee or Student
Policy 212 - School Board Member Development
Policy 213R - School Board Committees
Policy 214 - Out-of-State Travel by School Board Members

WORKS CITED

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

Rockford Public Schools 200 Series Policies

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

Minnesota School Boards Association (MSBA) School Board Workshop Series

Last updated: _____
This handbook will be reviewed and updated each summer.

2026-2027
Rockford Area Schools Employee Handbook

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Updated by: Rockford Handbook Team, March 2026

Data Classification: Public Information | TLP: CLEAR
This handbook contains general employment guidance, administrative expectations, and workplace standards intended for district staff and may be disclosed in accordance with Minnesota Statutes Chapter 13, applicable collective bargaining agreements, and public employment requirements.

Disclaimer: This handbook is administrative guidance and does not replace Board Policy, collective bargaining agreements, individual contracts, or applicable state and federal law. In the event of conflict, governing law, Board policy, and negotiated agreements shall control.

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LETTER OF INTRODUCTION

Dear Colleagues,

We are pleased to provide you with this handbook and hope that it will become a used and useful reference. It is intended to provide clear guidelines for day-to-day issues that arise in a school setting.

We ask you to take some time to review the contents of this document carefully, and to talk with your principal or supervisor about any areas about which you have concerns or questions.
We also ask you to take the contents of this handbook seriously – and be assured that we take it seriously as well, as we view it as an effort to define shared understandings about professional standards and conduct.

The Rockford Area Schools reserves the right to modify any of the information covered in this handbook at any time. Notification of changes will be made by email and other appropriate means. However, such a notice is not required for changes to be effective.

Thank you for your commitment to the children and families of our school community and we look forward to collaborating with you throughout the coming year.

The Rockford Area Schools District Administrative Team (DAT)

Note: In the event of any conflicts, language in a collective bargaining agreement or state or federal law supersedes language in this handbook.

ABOUT THIS HANDBOOK

Employees Covered:
This Handbook is provided as a reference document for the Rockford Area School District's (hereinafter referred to as "District") employees.

Disclaimer:
The contents of this Handbook are presented for information purposes only. The plans, policies and procedures described are not intended to promise or guarantee specific terms or conditions of employment. The district reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in whole or in part, at any time with or without notice. The language which appears in this Handbook is not intended to create, nor is it to be construed to constitute a contract between the district and any one or all of its employees. Nor should this handbook be interpreted to promise continued employment. Notwithstanding any provisions of this Handbook, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this Handbook, individual contract, or relevant collective bargaining agreement.
In case of a direct conflict between this Handbook, rules, regulations or policies of the Board and any specific provisions of an individual contract or collective bargaining agreement, the individual contract or collective bargaining agreement shall control.

This Employee Handbook is intended to provide employees with summary information regarding policies, procedures, ethics, expectations, and standards of the district. It is not, however, intended to replace a reading of the actual Board Policies or and Administrative Regulations, copies of which are available to all personnel on the district website at Rockford Policies. It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by the following: Federal laws and regulations, Minnesota State Statutes, Rules, Administrative Code, and the policies of the Rockford Area Schools Board.

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

Management Responsibilities

It is the right and obligation of the district to efficiently manage and conduct the operation of the district within its legal limitations and with its primary obligation to provide educational opportunity for the students of the district. The school district is not required to meet and negotiate on matters of inherent managerial policy.

Effect of Laws, Rules, and Regulations

Employees will perform services prescribed by the district and will be governed by relevant state and federal laws, School Board policies and the rules, regulations, directives, and orders issued by properly designated officials of the district.

DISTRICT OPERATIONS AND INFORMATION

Mission, Vision, Core Values and Strategic Direction

Mission Statement

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

Vision 2025

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

Core Values (*Drivers of Our Words and Actions)*

- Excellence
- Students First
- Community
- Integrity
- Stewardship
- Student Experience

Strategic Directions *(Areas of Focus for Improvement)*

- Student Achievement and Growth
- Healthy and Supportive Environment

- Community, School, and Family Partnerships
- Culture of Collective Purpose
- Stewardship of Resources

Board of Education

The Rockford Area Schools is governed by a six-member Board of Education. The role of the board is to represent the children of the district through the creation of policies and programs that support excellent teaching, a positive and inclusive school environment, and high student achievement.

School Board Members

Jessica Johnson – Chair
Eric Gordee – Vice Chair
Jamie Hillstrom – Clerk
Chris Morgan - Treasurer
Beth Praska –Director
Kevin Sjodin– Director

Policies & Administrative Procedures of the School Board

Policies

Board policies are available for viewing on the district website. It is the responsibility of all employees to know, support and implement district policies. All policies and procedures are expected to be reviewed on a regular basis by all employees.

Regular Meetings

Regular meetings of the Board of Education are scheduled for 5:30 PM on the third Monday of each month (exceptions & additions determined by the school board). The meeting agenda and background information are posted by the Friday prior to each meeting on the district website. Faculty wishing to have an item placed on an agenda is asked to have it approved by their Principal prior to submission.

All school board agendas, meeting notes, and recorded audio are available on the district website. This also included archived notes.

Committees

Three board members are assigned to each committee; community members may also be appointed. A copy of the current committee membership is available on the district website. There are four standing committees of the board:

- Finance
- District Operations
- Policy
- Negotiations

The committees meet on an occasional basis. Notice of committee meetings is made a minimum of 3 days prior to the meeting and posted outside the district office. Faculty and staff members are encouraged to attend committee meetings of interest to them.

District Leadership:

Superintendent – Dr. Jeff Ridlehoover
Chief Financial Officer – Bridget Peterson

Director of Community Education – Melissa Joseph
Director of Technology and School Safety – Jeff Kienitz
Director of Activities - Dan Pratt
Special Education Supervisor – Emily Seitzer
Early Childhood Programs Coordinator – Tiffany Reinhard
Galaxy Kids Coordinator – Cody Hallahan

Principals:
Rockford Elementary Arts Magnet School -- Brenda Nyhus
Rockford Middle School Center for Environmental Studies -- Paul Warzecha
Rockford High School International Baccalaureate World School -- Paul Menard

Calendar & Schedules
The most current school calendar can be found on our website. Please refer to this calendar often as approved changes will be reflected in the most current adopted version.

EMPLOYMENT PRACTICES

Equal Opportunity Employer
The Rockford Area Schools prohibits discrimination in any form based on race, color, creed, age, disability, sex, sexual orientation, national origin, marital status, or status with regard to public assistance. This policy includes, but is not limited to, the following: employment, promotion, demotion, transfer, layoff, recall, corrective actions, termination, rate of pay, other compensation, and the application of policies and training.

Please refer to School Board Policy 401 – Equal Employment Opportunity for more information.

Employees who engage in discrimination will be subject to disciplinary action, up to and including termination. If you feel you have been the victim of discrimination, please contact an Administrator.

Immigration Law Compliance
All offers of employment are contingent on verification of your right to work in the United States. You will be asked to provide original documents, as required by federal law, to sign Federal Form I-9. The Rockford Area Schools is committed to employing only United States Citizens and Aliens who are authorized to work in the United States. As a condition of employment, you must properly complete, *sign and date the first section of the Immigration and Naturalization Service Form I-9 and provide documentation of information requested within three (3) business days of the date employment begins. Newly re-hired employees must also complete the form (I-9) prior to beginning work if*: they have not previously filed an I-9 with the school district; if their previous I-9 is more than three years old; or if their previous I-9 is no longer valid. Identification is required that meets federal requirements to establish work eligibility. If you at any time cannot verify your right to work in the United States, the Rockford Area Schools may be obligated to terminate your employment.

Employers cannot specify which documents an employee can use for Form I-9, Employment Eligibility Verification.

Employee Background Check
Rockford specifically reserves all rights it may have to conduct background checks, including driving records checks, regarding current employees or applicants with the consent of such individuals. (Refer to Board Policy 404)

Driver's License and Driving Record
Employees whose work requires operation of a motor vehicle must present and maintain a valid driver's license. Any changes in your driving record which would hinder driving privileges must be reported to your supervisor immediately. If you lose your right to drive on business, and your job is travel-intensive, you may lose your job.

Personnel File
Human Resources maintains a personnel file for each employee. Keeping your personnel file up to date is important. You may see information in your own personnel file by making a written request in advance to review it with the Director of Business Services/Payroll Coordinator. You may also make a written request to receive copies of all documents in your file. All medical records, if any, will be kept in a separate confidential file. You may review your personnel file by contacting Human Resources for an appointment and making a written request.

Integrity is a core value in the Rockford Area Schools. Intentional inaccuracies on official school district documents, such as time sheets, job applications, etc. are prohibited and are grounds for disciplinary action, up to and including termination of employment.

EMPLOYER EXPECTATIONS

There are certain behaviors in the Rockford Area School District. You can expect:

- Provide an exciting, challenging, and rewarding workplace and experience.
- Provide safe working conditions.
- Provide training related to the specific needs of your job.
- Access to and explanation of policies, rules, and regulations.
- Assure employees an opportunity to discuss any issue or problem with their supervisor or appropriate district staff member.
- Take prompt and fair action on any complaint which may arise in the everyday conduct of our business to the extent that is practicable.
- Respect individual rights and treat all employees with courtesy and consideration.
- Maintain mutual respect in our working relationship.
- Keep employees informed of Rockford Area School's strategic priorities; and
- Promote an atmosphere in keeping with Rockford Area School's vision and mission.

EMPLOYEE EXPECTATIONS

There are certain behaviors Rockford Area Schools will expect from you as an employee. Listed below are expectations Rockford Area Schools have for you as an employee:

- Exhibit enthusiasm for learning – strive to learn and grow both intellectually and personally.
- Act with integrity and caring – exhibit honesty, trustworthiness, and compassion in one's work and relationships.
- Value all people – work to create an inclusive and respectful workplace.
- Work as a team – develop collaborative and team-oriented abilities that will create a community of mutual respect, common vision, and shared accomplishments.
- Accept constructive criticism – listen and learn from the constructive criticism your supervisor shares with you.
- Serve others – nurture a climate of excellence in service that is responsible to others' needs.
- Celebrate work well done – strive for excellence in all aspects of work and celebrate individual and collective accomplishments; and
- Share your thoughts and ideas.

COMMUNICATION EXPECTATIONS

Communication plays a significant role in the engagement of employees within an organization. Employees are expected to:

- Keep informed of cooperative policies, procedures, and provide regular agency-specific updates.
- Maintain confidentiality and adhere to all data privacy laws, FERPA, and HIPAA laws.
- If the need arises, submit feedback to your direct supervisor. Often the ideas generated can lead to improvements and promote a good organizational culture.
- Bring forward significant concerns or key information to the Director of Business Operations/HR department in an expeditious manner.
- Staff are expected to respond to internal and external emails and voicemails within 1-2 business days.
- Occasional use of school communication systems for personal reasons is acceptable. However, the key word is "occasional." Moreover, it is never permissible to use the district's communication system to send messages which contain profanity or include vulgar, profane, or discriminatory content.
- You cannot control what you receive, but you must control what you send. If you receive something inappropriate, delete it or dispose of it, and inform the sender that you do not wish to receive such communications.
- All Rockford accounts are intended to be used only for professional school – related use. Reminder - use Bcc when emailing.
- Regardless of the communication medium, send messages to others on a "need to know" basis as opposed to sending messages meant for a few to all box holders.
- Using school communications to make a profit or to conduct a business is unacceptable. It is acceptable to advertise items for sale or services you may offer in a designated area in the staff lounge/workroom.
- Use of school communications to share beliefs of a personal, religious, or political nature is inappropriate.
- Use of school communications to build staff morale, advertising staff functions, etc. is acceptable. However, be cautious about the type of humorous or entertaining message you

access or share. Anything with sexual, racist, sexist, homophobic, etc. overtones are unacceptable.

- All electronic communication on district equipment can be requested and is discoverable.
- All Rockford Area Schools employees are established on the district email communication network and are responsible for checking their email.
- Please contact the Technology Department to obtain your initial password if you did not receive it upon hire. Once you have accessed your email account, you are responsible for changing your password for secure access to your email messages.
- All building and district-wide announcements are made via email.
- Remember that any email you send always carries the name of the Rockford Area Schools. Treat it as if you were sending a letter on Rockford Area Schools' letterhead.
- Employees must always be cognizant that electronic mail messages constitute "data" under the Minnesota Government Data Practices Act. This means that they must be retained by the district, pursuant to the district's data retention schedule. It also means that messages that relate to students and/or their parents are considered student data, to which parents must be provided access, upon their request. Messages must always remain professional and objective and be free of disparaging and/or subjective comments about parents or students.
- Include an AutoSignature with email you send to anyone outside the building. (The equivalent of signing your name on letterhead.)
- Do not assume that email is private or confidential. All email done on school computers is potentially subject to "open records" laws and may have to be divulged if requested by a citizen. If you need to communicate sensitive information, do not use email.

Social Media

Social media is a powerful tool and can be a convenient way to communicate with staff, members, families, and others. The lines between public and private, personal, and professional are sometimes blurred in the digital world. Even when you have a disclaimer or use a different username, you will always be considered a district employee. Whether it is clearly communicated or not, you will be publicly identified as working for and sometimes representing the district in what you do and say online. The following are guidelines to assist you in effectively managing your professional and personal social media accounts:

- Rockford Area Schools staff and employees are personally responsible for all comments/information and hosted content they publish online.
- By posting comments, having online conversations, etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings, what you 'say' online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a 'private conversation' may still end up being shared into a more public domain, even with privacy settings on maximum.
- Do not share confidential information whether it is internal school discussions or specific information about students or other staff.
- Comments related to the Rockford Area Schools, its employees, staff and/events related to the Rockford Area Schools, should always meet the highest standards of professional discretion.
- Before posting personal photographs, thought should be given as to whether the images reflect your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional

life and classroom. If it would seem inappropriate to put a certain photograph on the wall, then it should be considered inappropriate to post online.
- Reputation management is extremely important, and you should keep your personal and professional accounts separated.

Telephone and Mail

You are encouraged to use district telephones, computers, fax machines, and other communication devices for school district business purposes only. Employees may use personal cell phones to make personal telephone calls/text messages or other electronic correspondence during their breaks, meal periods, or prep periods, but may not use them during scheduled work time, unless required for specific job/work related duties and emergencies. All communication with students should be professional and related to the education process.

District Cellular Phones

For information regarding appropriate usage of district owned telephones, see the "Communication Expectations" section above.

Staff Meetings

Staff, team, and other meetings are an important link for employees. Talk with your supervisor about the frequency and location of meetings and plans to attend. Periodically, staff meetings may be held for the purpose of hearing guest speakers, holding open forums, obtaining current information, the opportunity for employee input and/or education/training or receiving updates on what is happening in the school district.

Good News Communication (Certified Staff)

Effective school-home communication is key to helping our young people be successful. We encourage positive phone calls and notes to parents/guardians--try to "catch the students being good" and let parents know that you noticed. A goal of one positive contact per year per student is within reach.

General Correspondence with Home via Notices or Newsletters (Certified Staff)

It is our obligation as educators to keep parents informed of student progress in all areas. In keeping with this philosophy, the following procedures will be followed:

- Parents must be notified by telephone when a student is performing or behaving poorly in the classroom. This communication should take place early enough to allow for correcting the situation prior to the end of the grading period.
- Teachers are expected to update grades at a minimum of every three weeks (preferably more often).
- All teachers are expected to have a google site with their Name, Contact Information, Course Syllabi/Overview. A teacher may also include any other relevant information such as standards, Standardized testing overview/info, etc.
- Communicating with parents on a regular basis will enhance your classroom management, give you more information about the student and his/her environment, and show your interest in the student as an individual.

Web Page

All departments/grade levels/classrooms are encouraged to develop their google web pages. However, it is essential that everyone who contributes to the development of the website do their part to ensure

that all web pages stay current. Please see your building tech if you have any questions about the website.

Communication Crisis and Steps to Support and Ensure Safe Schools
Link to our Crisis Handbook.

Emergency School Closing/Late Start/Early Dismissal

Link to the Rockford E-Learning page: Rockford E-Learning Plan

Inclement Weather Days – refer to Master Agreements
Contract Site

On days when the district is closed by the Superintendent due to snow or other adverse weather beyond the E-Learning days, employees will be required to make up the workday in accordance with School Board approval of the school calendar.

Notice of closing/late start/early dismissal is done through the local media.
Employees need to be entered into the Campus system which has an automated calling system for Emergency school closing situations. Be sure to check with your local radio or TV station whenever you are in doubt about school being open because of inclement weather conditions. Please do not call your Principal or the District Administrator unless there is an emergency. The District Administrator will make closing decisions as early as possible; including the evening before if it is at all feasible.

School closings/delays will be posted on area media outlets.
School closings info from website

How will the E-Learning Day affect activities?
All after school evening activities will be canceled on E-Learning days.

EMPLOYEE RIGHTS

Federal and State Wage and Hour Standards
To the extent that the terms and conditions of a district employee's employment is not governed by an existing individual or collective bargaining agreement, he or she is an hourly, non-exempt employee under Federal and State wage and hour standards, based on verification of hours worked.

At-Will Employment Status
All non-contract employees are employed at the will and discretion of the district. As such, there shall be no individual continuing contract status, in fact or implied. Non-contract employees may be employed, promoted, demoted, or terminated at the will of the district so long as the requirements of cause, procedures, and the rights of the individual as mandated under law have not been violated.

Rights to Views
Nothing contained in this handbook shall be construed to limit, impair or affect the right of any employee to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the

same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the employee.

Employment of Minors

No one under 18 years of age will be employed without providing proper proof of age through an age certificate, birth certificate, or driver's license. Minors will be employed only in accordance with the state child labor laws and school district policies. No one under 16 years of age (15 in special circumstances with approval of HR) will be employed in any capacity.

This policy is in accordance with both state and federal laws that regulate hiring of minors - persons less than 18 years of age. In the Fair Labor Standards Act the minimum age of 16 was set for general employment, but for those occupations that the Secretary of Labor determined to be hazardous, the minimum age is 18.

A high school student under the age of 18 will not be permitted to work after 11 p.m. on an evening before a school day or before 5 a.m. on a school day.

Retaliation

The law forbids retaliation when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment in response to filing a charge of discrimination; making a complaint to an employer or other covered entity about discrimination; or because of participation in a discrimination proceeding.

The school district will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged harassment, violence, or discrimination in accordance with School Board Policy or any person who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

Comparable Worth/Pay Equity

It is the practice of the Rockford Area Schools to comply with the Minnesota State Law on comparable worth/pay equity.

Discrimination, Harassment, Violence

Purpose

The purpose of the Rockford Area Schools is to maintain a learning and working environment that is free from discrimination, and harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Reasonable accommodation should be made for qualified individuals with a disability or handicap unless such accommodation imposes an undue hardship to the district. Application forms, hiring practices and personnel administration shall be periodically evaluated to identify and eliminate existing stereotypes and biases.

Discrimination complaints shall be processed in accordance with established procedures.

For the detailed and most current policy information, please refer to the District Policy 402.

Employee Discrimination Complaint Procedures

Any employee or applicant for employment who believes that the Rockford Area Schools or any part of the school organization has in some way violated the district's equal opportunity employment policy may bring forward a complaint as outlined below. Harassment complaints shall be processed in accordance with procedures outlined in board policy.

A. Informal Procedure

Anyone who believes he has a basis for complaint shall discuss the concern with the building principal, who will investigate the complaint and reply to the complainant. If this reply is not acceptable to the complainant, he may initiate formal procedures according to the steps listed below.

B. Formal Complaint Procedure

- **Step 1:** The formal complaint should be submitted in writing to the building principal using the Discrimination/Harassment Complaint Form. The Director of Business Operations (or designated administration) shall immediately undertake an investigation of the suspected infraction. Either the Director of Business Operations or their designee shall review with the building Principal(s) and other appropriate persons the facts concerning the alleged discrimination, decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant.
- **Step 2:** If the complainant is dissatisfied with the decision of the Director of Business Operations, he or she may appeal the decision in writing to the Superintendent and the Board of Education. The Superintendent and Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing. Copies of the written decision shall be mailed or delivered to the complainant and filed in the district office.
- **Step 3**: If at this point the complaint has not been satisfactorily settled, further appeal may be made, as appropriate, to the U.S. Office of Civil Rights or the Minnesota Department of Human Rights.

Nothing in these procedures shall preclude an employee or applicant for employment from pursuing other avenues afforded by law to deal with a workplace or student complaint.

Title IX – Sex Nondiscrimination Policy, Grievance Procedure and Process

The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. Policy 522.

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

Superintendent Dr. Ridlehoover
Phone: 763-477-9165 ext. 4002
Email: jeff.ridlehoover@rockford883.org
Address: Rockford District Office, 6051 Ash Street, Rockford, MN 55373

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both. Additional information can be view in School Board Policy #522 – Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process.

Bullying Procedures

All staff members in Rockford Area schools must make a reasonable effort to address student vs. student bullying when they see it or know about it. Investigations into reported bullying will commence within three days of the receipt of the report. Parents of the bully and victims will be contacted with information from the investigation.

The procedures to prevent and address bullying behaviors in Rockford Area Schools are in support of the Minnesota legislation that prohibits bullying in all Minnesota schools. The entire policy can be found on the District website, under Board Policies, Policy #514. Additional resources will also be located on the district's website.

Behavior that occurs at school, on buses, or at school events are covered by this policy. Electronic behavior that occurs on or off school premises but substantially and materially disrupts education and learning in the school can also be disciplined according to this policy.

Bullying by definition has 4 key components.

- Bullying is intimidating, threatening, abusive or hurtful conduct.
- It is objectively offensive.
- The conduct involves an imbalance of power and is repeated *or*
- The conduct materially and substantially interferes with a student's education or ability to participate in school activities.

This definition creates 2 distinct categories of bullying.
Category 1: Behavior that involves an imbalance of power and pattern *or*
Category 2: Behavior that significantly affects a student's ability to participate in school, classes, or events.

The problem of bullying can be effectively controlled but it will take the combined efforts of the administration, staff, parents, and students at the school district. With proper education, prompt reporting, and effective interventions, Rockford Area Schools will be a safe and secure place for all students to learn.

For further information regarding bullying and harassment, please feel free to access this video from the Minnesota Department of Education.
The full link:
https://education.mn.gov/mdeprod/groups/Communications/documents/unzip/033912/033912.mp4

Drug Free Schools

Refer to School Board Policies for the most current policies and information related to policies including:

- 418 – Drug-Free Workplace/Drug-Free School
- 416 – Drug and Alcohol Testing
- 417 – Chemical Use and Abuse
- 419 – Tobacco-Free Environment

Mandated Reporting- Child Abuse and Neglect

It is the policy of the state of Minnesota "to protect children whose health or welfare may be jeopardized through physical abuse, neglect, or sexual abuse. While it is recognized that most parents want to keep their children safe, sometimes circumstances or conditions interfere with their ability to do so. When this occurs, families are best served by interventions that engage their protective capacities and address immediate safety concerns and ongoing risks of child maltreatment "[M.S. 626.556, Subd. 1].

Any school employee who knows or suspects that a child's health or welfare has been or appears to have been harmed, because of child abuse or neglect, has a legal responsibility and duty to report the case in accordance with these procedures. If you have any questions regarding your responsibilities or role, you must contact your immediate supervisor for assistance**.**

Please refer to the Minnesota Child Maltreatment Screening Guidelines or Minnesota Statute 626.556 – Reporting of Maltreatment of Minors for more information. The Minnesota Child Maltreatment Screening Guidelines includes information on the State Policy, where to report information, definitions and how to handle the processing of reports.

Please also refer to the Board Policies for more information:

- **414 –** Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- **415 –** Mandated Reporting of Maltreatment of Vulnerable Adults

Report suspected child abuse and neglect **IMMEDIATELY!**
The reporter should be the person who took the information directly from the child.

Where Do I Report?

During Business Hours, M-F, 8:00 a.m. to 4:30 p.m. call:

Hennepin or Wright County Health and Human Services, ask for intake.
Wright County
Toll Free: 1-800-362-3667
Crisis Hotline: 1-800-635-8008
Child Protection Referrals: 1-763-682-7449

Hennepin County
Maltreatment of vulnerable adult: 1-844-880-1574
Child abuse or neglect: 1-612-348-3552

Emergency 911

After Business Hours, Weekends, and Holidays call.

1. County Sheriff's Office: Wright County 763-682-7662, Hennepin County 952-258-5321
2. Emergency 911

Reminder to Mandated Reporter: A verbal report is required within 24 hours of receiving knowledge of abuse/neglect, followed by a written report within 72 hours.

What do I do if I think someone is abusing or neglecting a child?
If a child discloses that he or she has been abused or neglected by someone, it is important that you be aware of your reaction to their disclosure and….

Do	Do Not
● Support the Child	- Investigate
● Validate his/her feelings	- Make promises
● Listen to the Child/Believe the Child	- Ask leading questions (i.e., "That Man touched you didn't he?")

Some Questions You Might Ask About
What happened?
Who did this to you?
Where were you when this happened? When did this happen?

A resource Guide for Mandated Reporters can be found at:
https://edocs.dhs.state.mn.us/lfserver/Public/DHS-5144-ENG (or SPA for Spanish)

Attendance for Employees

The interaction between employees and students is the most influential factor affecting student academic success. It is critical that employees be available to provide continuous high-quality instruction. However, it is understood that there are times when it is necessary to be absent because of illness or personal obligations. In those cases, the employee must adhere to time off reporting procedures:

Rockford Area Public Schools has established SMARTeR as the official time management system for all employees. All employees are mandated to report absences to SMARTeR, whether or not substitute coverage is required. Timely reporting is essential. The guidelines for reporting absences are delineated in the SMARTeR reporting procedures. All substitute requests are to be entered in Frontline.

Reporting Requirements

- **Deadline:** The deadline for reporting a same day absence is 6:30am.
- **If unable to Report by the Deadline:** In the unlikely event that circumstances prevent the employee from reporting by the deadline, the employee will then be required to notify the Building Principal, or Building Designee, by calling with the reason for the absence, e.g. personal illness, personal day, etc.
- **Long-term Absence:** Please contact your building administrator, and the Pay & Benefits Coordinator (Cindy Gapinski and we will provide guidance.
- **Professional Development:** An employee may not report a professional development day to SmarteR. The Principal will authorize the professional development day based on the Professional Development guidelines. An employee must have prior approval before entering the time into SMARTeR.
- **Substitute Coverage Arrangements: All** substitute coverage should be arranged through the **Frontline** system unless this does not apply to your position/role within the district. If an

employee secures a substitute by other means, the employee must communicate this with the building secretary to have that substitute attached to the employee's absence in the SMARTeR system.

- **Compliance Standards**
    - Failure to comply with the absence reporting requirements may lead to disciplinary action.
    - Compliance with the reporting procedure is essential to facilitate continuity of instruction at the school and maintain a safe, orderly environment.
    - The Principal will follow up in cases where an employee does not report an absence to SMARTeR.

The attendance records of each employee will be considered individually with reference made to the following types of attendance problems:

- **Frequency of Absence:** Frequent short-term absences often indicate basic poor attendance habits.
- **Pattern of Absence:** Unscheduled absences that reflect a pattern of Monday or Friday absences, or absences on the day before or after a holiday or long weekend or other suspicious patterns related to operational conditions (e.g., weather, workload, etc.)
- **Cause of Absence:** The nature of frequent absences is unrelated and may reflect a poor attendance record.

The primary responsibility for maintaining a satisfactory attendance record rests with the employee. An employee's attendance record shall be considered when evaluating an employee's job performance, and in determining eligibility for promotions.

Personal and vacation absences beyond the days/hours provided by contract will be considered unexcused. Pre-approval needs to be sought for provision of an excused absence beyond the days/hours provided. Such approval will be limited to rare occasions that are outside of the employee's control (annual requests will not be approved). The expectation is for employees to plan to be in attendance for all scheduled days along with provided sick, personal and vacation days.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) prohibits employers from discriminating against "qualified" individuals with disabilities. The Board of Education relies on district Administration to ensure non-discrimination in all terms and conditions of employment. Prior to imposing any discipline, beyond an oral or written reprimand, Principals must consult with the Human Resources Office to ensure compliance with this Act. Employees may contact the Human Resources Office with any questions concerning the ADA.

Employee Records

Documentation of any action taken pursuant to the guidelines and procedures established herein shall be returned to the employee's personnel file.

Any questions concerning this guideline shall be directed to the District Office, Director of Business Operations/Payroll Coordinator.

Requesting Procedures

To request a leave of absence, contact Cindy Gapinski at cindy.gapinski@rockford883.org log on to Frontline Central and complete a Leave of Absence Request Form preferably as soon as you are aware a leave of absence will be needed.

Family & Medical Leave Act (FMLA) of 1993: Link to federal FMLA page
Employee Rights and Responsibilities Under the Family and Medical Leave Act

Refer to Policy 410 - Family and Medical Leave on our website under District Policy 410**.**

Basic Leave Entitlement
FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave for eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or childbirth.
- To care for the employee's child after birth, or placement for adoption or foster care.
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements
Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying requirements. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections
During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements
Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Employee Responsibilities

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions; the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer will provide a reason for intelligibility.

Covered employers will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer will notify the employee.

GENERAL INFORMATION

Time Off

Time Clocks

Employees required to use the SMARTer Timekeeping system must ensure that their time is accurate. This includes notifying immediate supervisors of correcting any errors to their start/end times as well as lunch break periods.

Nursing Mothers, Lactating Employees, and Pregnancy Accommodations

Minnesota's Nursing Mothers, Lactating Employees, and Pregnancy Accommodations law (Minnesota Statutes § 181.939) gives pregnant and lactating employees certain legal rights. Pregnant employees have the right to request and receive reasonable accommodation, which may include, but are not limited to, more frequent or longer breaks, seating, limits to heavy lifting, temporary transfer to another position, temporary leave of absence or modification of work schedule or tasks. An employer cannot require an employee to take a leave or accept accommodation. Lactating employees have the right to reasonable paid break times to express milk at work unless they express milk during a break that is not usually paid, such as a meal break. Employers should provide a clean, private, and secure room that is not a bathroom near the work area that includes access to an electrical outlet for employees to express milk. It is against the law for an employer to retaliate, or to take negative action, against a pregnant or lactating employee for exercising their rights under this law. Employees who believe their rights have been violated under this law can contact the Minnesota Department of Labor and Industry's Labor Standards Division at dli.laborstandards@state.mn.us or 651-284-5075 for help. Employees also have the right to file a civil lawsuit for relief. For more information about this law, visit dli.mn.gov/newparents.

See your Master Agreement for all the following Leaves.

Personal Leave (PL)
Sick Leave
Vacation
Bereavement Leave
Holidays
Jury Duty
Emergency Leave
Leave of Absence without Pay

Substitute Employees

In the interests of consistency for the students and substitutes in an absence, teachers and employees requiring a substitute are expected to keep a folder in his/her desk or area that contains information to support the substitute in an absence. The following items are examples of things that could support a substitute in an absence:

- Lesson plans
- Class lists/seating charts
- Instructional grouping lists
- Class and team schedules
- Teacher schedule, *including any duties (except for bus duties)*
- Fire drills, intruder, bomb threat, and tornado information.

- Extra activities for substitutes
- Medical information for special needs students
- School rules
- Behavior rules
- Any special instructions for mainstream students
- First aid information

The Building Administrative Assistants can reasonably assume that this information will be available for your substitute; please be sure communication for your substitute is in place.

Data Privacy

Most information obtained as the result of employment with the school district is classified as confidential or private under the Minnesota Government Data Practices Act. The same is true of data which relates to current or former students. Respect for the privacy of our students requires that you discuss any student issues only with those staff members and parents who need to know the information. In addition to student information, confidentiality is expected in other areas, including staff information or school district business information. The district will comply with requests for public information as they are received in accordance with state law and school district policy. Requests should be directed to the proper department for processing. Please include the completed form when appropriate.

Please refer to Board Policies:

- 515 – Protection and Privacy of Pupil Records
- 406 – Public And Private Personnel Data and request form

Data Retention- Student Records

A general rule on all records is to retain all data generated on or about a student in the Student's Cumulative file. Please refer to the following information as you determine what should be kept in regard to student data. If you have questions, please seek assistance from an administrator.

What needs to be kept?

Educational Data (any document maintained as a result of a student's attendance)

- Teacher notes
- Test results
- Health records
- Enrollment information
- Disciplinary and attendance records
- Grading books
- emails/voicemails in which the student is the subject.
- Parent correspondence

Specifically:

- Student Accident Reports
- Achievement and standardized test results
- Emergency care information

- Membership data
- Health and immunization information
- School nurse notes
- Health room log
- Cumulative File (including record of access, log in/out, record for review or transfer of student records)
- Demographic Info (district census, student directory info, student family info- includes dissolution or custody orders)
- LEP reports (language)
- Extra and Co-curricular participation records
- Homeschool records.
- Preschool screening
- Nonresident pupil attendance applications/agreements
- School performance data (yearly report cards and transcripts)
- Auxiliary organization records (Clubs, interest groups, student councils, athletic assoc., graduation programs, activity funds- treasurer's records, bylaws, membership records, meeting minutes)

<u>What does not need to be kept?</u>
Records kept in sole possession of the maker, used as a personal memory aid, and not accessible or revealed to others. (must be thrown away at the end of the school year).

<u>Keep</u>:
- Keep all records with respect to services provided by the district.
- Understand the "desk drawer" exception and its limited application.
- Keep teacher notes on students that were shared with another person.
- Keep all email messages in which a student is the subject of the email. (print it)
- Transcribe all voice mail messages in which a student is the subject. (Notate date received & transcribed, & transcriber
- Keep records central and locked.
- Use restraint when writing emails or leaving voicemails.
- Allow parents/guardians to access testing materials of their student.
- Review and follow the school district's data retention schedule.

<u>Do Not Keep</u>:
- Destroy records outside of the retention schedule.
- Disclose educational data outside of the MGDPA regulations.
- Use the "desk drawer" for numerous records of students.
- Show your "desk drawer" protected records to others.
- Create teacher records with the expectation that they will not be included in the student's file.
- Assume emails or voicemails will not be discoverable.
- Delete email or voicemails of which a student is the subject (outside of records retention policy)
- Assume emails forwarded to the attorney are "privileged."
- Destroy test protocols which identify a student (outside of records retention policy)

<u>Budget Requisitions</u>
Each building Administrator is responsible for the portion of the budget that is specific to their building/program. All expenditure must be approved by the building administrator prior to the dollars

being committed to a purchase. Staff may not purchase or obtain materials or services without proper authorization. Staff members purchasing items without an approved purchase order will be personally responsible for the costs of the purchase.

The Requisition Process

All orders must be entered into our District's SMARTeR system. Submit a requisition order through SMARTer to your building secretary. The order is then routed to the secretary who then reviews and codes the order and routes it to the Administrator for final approval. Once the Administrator has approved the order, the Account Clerk at the District Office places the order.

Once the order is placed, the Account Clerk will email the employee who requested the order, letting them know the order has been placed. It is the employee's responsibility to then sign off on the packing slip, date it and send it over to the Account Clerk once the order is received so that invoices can be paid. Please know it may take up to several weeks for your order to arrive based on availability and shipping considerations. More specific information regarding ordering can be found on the Rocket Hub.

Complaints

Rockford Area Schools strives to be an employer of choice. Employees who are concerned about a specific employment situation or have questions regarding a policy or procedure should direct their concern to their immediate supervisor. If, after an initial conversation, the concern is not resolved, the employee should request to meet with their building administrator. If the immediate supervisor is also the building administrator, or if the concern remains, the employee may contact the Director of Business Operations, designated to address matters of Human Resources with the concern. The Director will strive to mediate the concern and seek resolution.

If an employee still feels the concern has not been addressed, they may request to meet with the Superintendent. The Superintendent will have final say in any matters outside of Master Agreements.

Please refer to Board Policy:

- 103 – Complaints – Students, Employees, Parents, Other Persons

District Wide Committees

Circumstances sometimes call for the creation of district-wide committees. Staff members are encouraged to join and actively participate in these committees. Information about committee purposes and meeting times may be obtained from your building principal.

Some of the District Wide Committees include:

- Insurance Committee
- Safety Committee
- Staff Development
- Wellness Committee (Employee)
- Wellness Committee (Student)

Dress Code

It is important that students, parents, and community have confidence in the staff of the school district and that staff members have confidence/pride in themselves while providing students quality educational services. Certified staff, secretaries, custodians, paraprofessionals, and administrators provide these educational services. It is the district's expectation that district staff present a professional

image to parents, students, and the community. To help present this image and foster confidence in the district, staff members are expected to dress in a manner which is appropriate for the position they hold in the district. If necessary, supervisors will discuss appropriate dress with individual staff members.

Extra-curriculars & Co-curriculars

Employees are encouraged to apply for extracurricular and co-curricular positions. All positions are posted on the district website under: Department/Human Resources/Employment/Open positions.

Salaried Employees

Salaried employees that coach or participate in activities associated with Rockford Area Schools must report to their practice or event as soon as possible upon student dismissal. Staff must not miss student contact time for regular practice. If there is a scheduling issue, the employee/coach should work with the Activities Director and their Building Principal to come to a resolution that is in the best interests of student academic achievement.

Salaried employees must ensure their absences are entered into SMARTeR and that a substitute (if needed) is communicated with or arrangements have been made prior to their absence.
Salaried employees will not be deducted paid time for their roles in extracurricular activities or events for which they are identified as a board approved coach.

Hourly Employees

Hourly employees that coach or participate in activities associated with Rockford Area Schools must report to their practice or event as soon as possible upon student dismissal. Staff must not miss student contact time for regular practice. If there is a scheduling issue, the employee/coach should work with the Activities Director and their Building Principal to come to a resolution that is in the best interests of student academic achievement.

Hourly employees must ensure their absences are entered into the absence management system and that a substitute (if needed) is communicated with or arrangements have been made prior to their absence.
Hourly employees will not be deducted paid time for their roles in extracurricular activities or events for which they are identified as a Board approved coach.

Note: Rockford Area Schools will work with individuals who wish to coach to determine if a temporary flexible schedule meets the academic and extracurricular needs of students as well as the department in which their work can be made.
These positions will be paid based upon the rate tables established in the Teacher Master Agreement. Please refer to the most current Master Agreement for updated information. (Note: Extra-Curricular pay rates are currently within the Teacher's Master Agreement and are therefore subject to bargaining. Adjustments to the compensation and updates to the table will take place in conjunction with the settlement of the associated Teacher contract.)

Field Trips

School funded field trips often require additional chaperone support. This is managed in a few different ways. Parents may volunteer or staff could be asked to chaperone the trip. Parents that are employed by the district may also volunteer to chaperone their child's field trip. In those circumstances, the following requirements and expectations apply:

Expectations of a Volunteer Chaperone:

- Responsible for a group of kids throughout the event.
- Ensuring kids are in appropriate places at the appropriate times.
- Manage basic accountability and discipline needs.

Expectations of a School Funded Chaperone:

- Responsible for a group of kids throughout the event.
- Ensuring kids are in appropriate places at the appropriate times.
- Manage basic accountability and discipline needs.
- Support volunteer chaperones with their responsibilities.
- Support and train volunteer chaperones with basic accountability and discipline needs.
- Manage higher level discipline needs.
- Work with and report to the event leaders the needs of other chaperones.

Background Checks & Bullying Training

All volunteers chaperoning a field trip must have an approved background check on file and must have completed the required bullying training. A volunteer/chaperone can complete all of this on the district website under the Policy 515 Volunteer Agreement webpage.

To ensure the safety of our students, we require criminal background checks on the following:

- Any volunteer who accompanies students off campus (i.e., chaperones for field trips).
- Any volunteer who is responsible for working with students on campus, but outside of the regular classroom structure.
- Any volunteer who volunteers on a regular basis for an extended period. (If you are unsure whether a volunteer meets these criteria, contact Human Resources for further clarification.)

Volunteer background checks are required every five years. To inquire whether a person has a cleared voluntary background check on file or to determine when it was completed, please contact the Human Resources office.

The online criminal background check requires authorization for a variety of criminal background checks:

- National Sex Offense History: Provides a sexual offender registry check of all 50 states plus the District of Columbia.
- Criminal SuperSearch: A criminal search for 47 states plus the District of Columbia.
- Social Security Number Trace: Provides the name, aliases, 10-year address history, and all social security numbers associated with the individual. Verifies that the social security number is valid, gives year of issuance and state issued.

The background checks will be done at the volunteer's expense and information will be kept confidential. Human Resources staff members will review the results of each background check. If there are any concerns regarding the results of a background check, Human Resources will let the supervisor know of the results and the volunteer will be notified. The online form includes an option for volunteers to request a copy of their own report. The volunteer must also maintain confidentiality. Please have volunteers go to the Volunteers agreement on the District website for background info completion.

Employees Supporting Students:

Employees that support a student on a regular basis will have the first opportunity to support the student on a field trip, extra-curricular, or co-curricular event. If that employee is not able or does not want the opportunity, the opportunity will be opened to other employees in the same field. If more than

one employee wants the opportunity, the decision will be the administrator's decision taking into account the number of times each employee has had the opportunity, specific student need, and the employee's performance.
Example: A sign language interpreter works with a student who is going on a field trip to the Capitol in St. Paul. This interpreter would have the first opportunity to accompany the student on the field trip. If they are not able or willing to go, the field trip opportunity will be offered to the other sign language interpreters.

The Field Trip approval form must be filled out completely and submitted no earlier than four weeks and no later than two weeks in advance of the trip. If it is an overnight trip, please do not submit this form. ALL OVERNIGHT TRIPS REQUIRE SCHOOL BOARD APPROVAL IN ADVANCE. PLEASE FILL OUT THIS PRELIMINARY FORM.

*A complete list of all students, advisors, volunteers, and attendees must be submitted as soon as practicable. The list must be submitted 48 hours prior to departure.

Food & Nutrition Services

Come join us for a school meal! Here is some key information you should know:

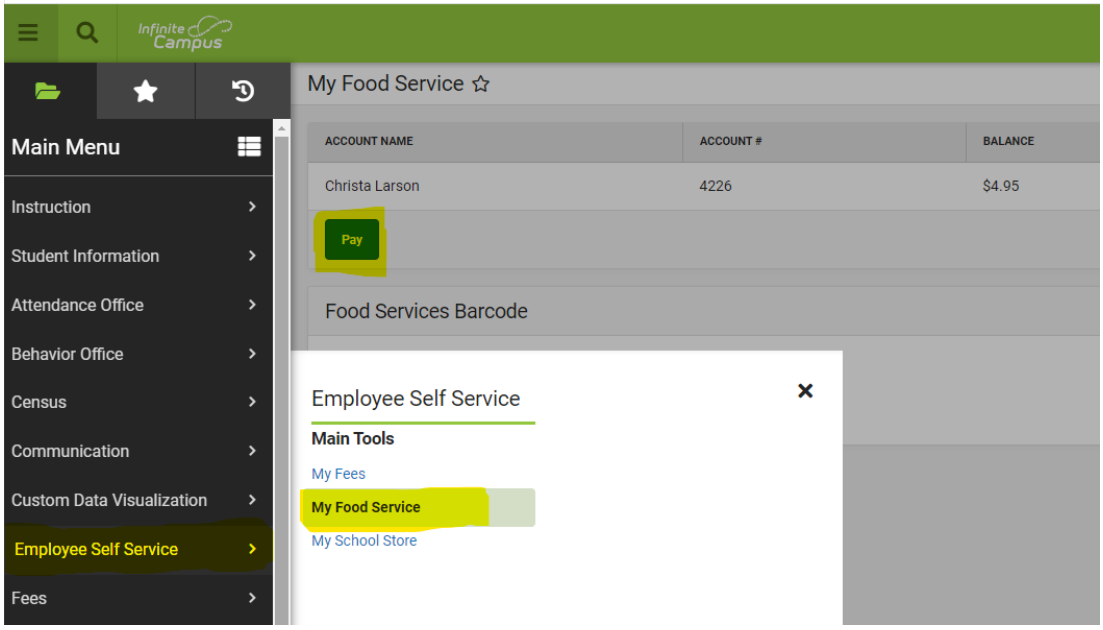
Nutrition: The Director of Food & Nutrition Services and staff plan Breakfast and Lunch menus for each site. Input for menus is received from students, parents, Head Cooks and school staff.
Menus are planned to meet the Meal Pattern Requirements for Breakfast and Lunch established by the United States Department of Agriculture and Minnesota Department of Education. Our goal is to serve meals to all students, offer meals to staff, and encourage good health/wellness habits per the District's Wellness Policy (Policy 533).

Meal Prices: Staff meal prices for the 2025-26 school year are as follows:
Breakfast $2.50
Lunch $5.05
Milk $0.60
Staff may also purchase a la carte items in the cafeteria for the designated price. These prices for 2026-27 are determined by the School Board by the start of the school year.

Meal Account Balances: You are expected to keep your meal account in the positive. It is your responsibility to ensure that you have money in your meal account prior to eating a meal on any given day.

Meal Payment Options: Credit card, debit card or e-check payments can be made through your staff Infinite Campus Account. Cash or check payments can also be made in any school office.

Where to make a food service payment in Infinite Campus



PIN Number: Students and staff enter their PIN number into a keypad after they make their meal selections which is matched with picture identification. Your PIN number is confidential – please do not share with others.

For complete Food Services information, to view menus online and more, visit the Food Services page linked here. The School Meals Policy 534 (for students) for your reference.

Fundraisers

Fundraising for any event, project or material must be approved in advance. Employees wishing to fundraise should communicate with their building principal regarding the need, the fundraising activity(s), and the financial implications. Other questions regarding fundraising should be directed at the Business Office located at the District Office.

Please refer to Board Policy #511 for more information: Student Fundraising

Gifts & Gratuities

As a representative of a public employer, it is essential that your work be perceived as being free from external influences. It is important to avoid any appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees. In addition, employees must adhere to state statute and school district policy, contained within Gifts to Employees and School Board Members RAS Policy 421

IEPs, 504 and Re-evaluations

Please refer to your building leadership, the Special Education Supervisor, or the following School Board policies for more information:

- 504 Section of the Rehabilitation Act of 1973
- RAS Policy 515

Identification Badges

Your ID badge is an important part of your work attire. It lets students, parents, co-workers, vendors, and the general public know who you are. It is an important part of providing a secure environment for our students and ensuring that everyone who enters our schools is identified. Your ID badge must be worn anytime you are at work. It should be worn in a visible spot on the upper portion of your body. New hires will have their picture taken at the District Office upon hire.

Those employees not wearing ID badges in district facilities should be questioned as to their purpose within the facility to encourage safety of our students and employees.

Employee badges allow free entry, plus-one guest, to athletic events with the exception of Sub-Section, Section and State events, and events not taking place on district property. Employees must be in attendance for the plus-one person to be honored.

Layoffs & Seniority – see your Master Agreements

Meet & Confer – see your Master Agreements

Background Checks

Any person offered employment in the district for any kind of position is required to complete a background check. Employment will be contingent on successful completion and review of the background check.

Employees have the right to request and obtain a copy of the background check report from the district, which may be provided to the employee at a cost not exceeding the actual cost of the report. Employees have the right to challenge the accuracy and completeness of information contained in a background check report. MN Statute 123B.03 BACKGROUND CHECK.

Please also refer to Board Policy 404 – Employee Background Checks for more information.

Performance

District Expectations

The district expects its employees to produce quality work, maintain confidentiality, work efficiently, and exhibit a professional and courteous attitude toward other employees, parents, and students.

The district expects employees to comply with all applicable Board policies, work rules, administrative regulations, job descriptions, terms of this Handbook and legal obligations. Violation of any policies, regulations and guidelines may result in disciplinary action, including termination of employment.

All employees of Rockford Area Schools are committed to fostering an inclusive and respectful environment that values diversity and promotes equitable education for all. In our pursuit of excellence, we recognize the importance of maintaining neutrality on matters of political, religious, and social issues within the school setting. This commitment extends to classroom discussions, school events, and all other activities under the purview of Rockford Area Schools. By remaining neutral, we contribute to an environment where diverse opinions are respected, and individuals feel valued regardless of their personal beliefs. As representatives of Rockford Area Schools, we will always prioritize the education

and well-being of our students above any personal or political affiliations as we strive to create an atmosphere that encourages critical thinking, open dialogue, and mutual understanding.

Job Responsibilities

Your position has specific responsibilities which you are expected to perform. It is important that the responsibilities of each job are fully understood. Please speak with your supervisor if you have any questions about the functions, you are able to perform in your job. In addition, most jobs will require employees to be flexible and willing to take on new assignments as a result of their responsibilities changing over time. Therefore, it is very important that you clearly understand what your supervisor expects from you and that you keep abreast of changes in your job. Check with your supervisor if you have questions regarding your job description duties.

Your Supervisor

We encourage open communication throughout the district. Your supervisor should be the first person you talk to regarding most questions or concerns you may have. He/she can explain operations, protocols and procedures and can refer you to written materials or other resources for additional information.

Staff Development

The district has established a Staff Development program to assist you in remaining current and up to date in your job duties. Work time is scheduled on the school calendar each year for staff development. You are encouraged to take advantage of this time to increase your knowledge, skills, and abilities to perform your job, which is a benefit to you, our students, and our coworkers.

Please refer to School Board Policy 425: Staff Development. Off-site staff development is also available with supervisor approval.

The district staff development funds are also utilized in this manner. Please refer to School Board Policy 412: Expense Reimbursement.

Transportation & Travel

Driving for Work Related Purposes

If you use your vehicle for work related purposes, you are expected to:

1. drive defensively.
2. wear your seat belt.
3. allow plenty of time.
4. make accommodations for bad weather; and,
5. carry appropriate equipment in your vehicle to ensure your safety (i.e., in the winter: blankets, boots, shovel, etc.).

Transporting Students: District Policy 707R and 710

Seat Belt Use

All employees are required to use seat belts when operating or riding in a motor vehicle on school district business.

Cell Phone & Electronic Equipment Use

On August 1, 2019, a new law became effective regarding the use of cell phones and electronic use while operating a motor vehicle. All staff are required to comply with this law while conducting company business.

For more information on the law, refer to the MN Department of Public Safety website for the Hands-Free Law: https://dps.mn.gov/divisions/ots/hands-free/Pages/default.aspx

The actual law, MN Statute 169.475 can be found at: https://www.revisor.mn.gov/statutes/cite/169.475

Vehicle Insurance
All employees who use a vehicle for work related purposes must carry insurance on their vehicle as required by the State of Minnesota. You may not use your vehicle for work related purposes if your vehicle is not covered by the required insurance. You may be required to show proof of current vehicle insurance.

Driver's License
All employees who use a vehicle for work-related purposes are required to have a valid driver's license, and this needs to be in file with the District Office.

Mileage
Mileage will be paid for travel conducted for District purposes and during an employee's regular work hours unless otherwise approved. School vehicles should be utilized, prior to any mileage stipend being turned into the District Office. Mileage needs to be turned in the month of driving using the Travel Voucher which is located on the website - Travel Voucher.

- **Mileage between district buildings:** Mileage between the RHS/ES campus and the MS/DO campus is 1.2 miles. Travel between District buildings will be calculated based upon mileage and should be turned in via a travel voucher from the Rocket Hub on a monthly basis.

PAYROLL & BENEFITS – HR INFO

Basic Information

Exempt and Non-exempt Employees
Each employee is designated as either exempt or non-exempt from federal and state wage and hour laws. Non-exempt or hourly employees are entitled to overtime pay under specific provisions of federal and state wage and hourly laws. Non-exempt employees are entitled to time and one-half their "regular rate" of pay for each hour worked over a 40-hour period in a work week period. Hourly employees are not allowed to accrue comp time, all hours worked will be paid when earned.

Exempt or salaried employees are excluded from specific provisions of federal and state wage and hourly laws. Exempt employees must meet the criteria of specific tests outlined in wage and hour provisions.

Personal Information Changes
For a variety of reasons (such as tax, pension, or benefit reporting) it is important that your records are current. If there are any changes in your name, address, telephone number, number of dependents, insurance beneficiaries, etc., it is your responsibility to notify Human Resources and/or Payroll. You must

make a request for a name or address change by using the Frontline Central system and completing the corresponding request form.

Payday

Employees are paid on the 15th (or the closest work weekday to it) and the last working day of the month in which they work. In the event the pay date falls on a weekend or holiday, employees will be paid on the last workday prior to that date.

Non-exempt employees are paid for time worked in the previous pay period. For example, an employee works 36 hours between May 1 and May 15. They will be paid for these 36 hours on May 31st. Time worked between May 16, and May 31 will be paid on June 15.

Teachers (exempt - salaried) receive their first check on the fifteenth (15th) day of September. Teachers are scheduled to receive twenty-four semi-monthly paychecks. For additional information, employees should also refer to their Master Agreement.

When there are more than 260 "payable days" in a fiscal year, the district makes payroll adjustments and pays year-round employees for all days worked in a year.

Overtime

Ideally, all jobs will be structured so that normal work assignments can be completed during a regular workweek. There may be instances, however, when employees will need to work overtime to meet special demands. Overtime is paid at the rate of one and one half times the non-exempt employee's regular rate of pay for hours worked in excess of 40 in a workweek. Only time actively worked will count toward the calculation of overtime. District overtime guidelines are:

1. All overtime must be authorized by your supervisor in advance, and
2. Exempt employees are ineligible for overtime.

Rockford Area Schools work week begins on Sunday at 12:00 am and ends on Saturday at 11:59pm. If you have questions regarding your overtime eligibility, please contact the District Office.

Time Clocks

All non-certified employees are required to use the time clock system and are responsible for ensuring their time is accurate. This includes correcting any errors to their start/end times as well as lunch break periods. Employees should look at their time on a weekly basis to ensure their accuracy. They should contact the appropriate person (as stated in the table below) with questions or changes.

Should a salaried employee not fulfill their contract hours on a daily and/or weekly period, the amount of time missed will be deducted from the employee's assignment. At the same time, should an employee work beyond their assignment, this amount of time worked over the contract will be compensated in accordance with their Master Agreement. Hourly employees will be paid for all hours worked. Overtime will be paid beyond 40 hours in a week – Sunday through Saturday.

Position	Location	Contact
Secretaries	All Buildings	Direct Supervisor
Custodians	All Buildings	Director of Community Ed
Special Ed Paras	All Buildings	Special Education Coordinator
Confidential	District Office	Direct Supervisor
Library/General Paras	All Buildings	Building Administrator
Other Miscellaneous	All Buildings	Building Administrator

A non-contract employee will be paid strictly pursuant to the time they turn into payroll via the time clock system. The pay cycle for non-contracted employees will be paid out one pay cycle behind the actual dates worked.

Benefits – Insurance: See your Master Agreement
Click the Classification Grid link below for an easy-to-understand summary of benefits by employee group. Benefit Summary

Direct Deposit
Direct deposit of payroll checks is required for all employees. Requests not to use direct deposit will be considered on a case-by-case basis. Employees using direct deposit can access a pay stub on payday that contains the same information as a paycheck does. This pay stub is located on Smart eR. Direct deposit is a convenient and secure way to quickly access your pay.

Common questions you may have about direct deposit:
How do I enroll? You must complete a Direct Deposit form in Smart eR. Once completed, it will route to payroll for processing. Ensure the data you enter in the form is correct! You may also submit a voided check to payroll for confirmation of your routing and account numbers. The payroll department will need this at least 12 days in advance of your first direct deposit.

Must my financial institution be in Minnesota? No, we can send your net pay to any federal or state-chartered bank, savings and loan association or credit union that is a member of the Automated Clearing House (ACH) network. Most financial institutions are members.

How will I know if my check has been deposited? You will be able to track your deposit electronically through Employee Self Service (more information later in handbook). Your monthly statement from your financial institution will also provide a record of deposits.

When will I have access to the funds deposited? It varies by financial institution, but generally funds are available at the start of business on payday.

Who do I contact if the deposit is not posted to my account? Initially, please contact your financial institution to be sure they are not late in posting to your account. If they are not late, contact the Business Official/Bookkeeper or AP/Payroll Representative in the district office.

**Please refer to Employee Self Service in this handbook for further information.

Employee Self Service

Rockford Area Schools' payroll is directly deposited into an employee's checking or savings account. All payroll information can be viewed and printed, if necessary, on the district Employee Self Service site. The online viewing of this information can be accessed through the Internet at https://smarter.regionv.k12.mn.us/Login.aspx?dn=0883.

Login by using your employee number for the User ID. Your employee number is emailed to you upon hire after you have completed your onboarding process. A temporary password is also given to you in that document. You must create a new password after you log in.
Through this secure website, you will be able to view and print the following information:

- Current and historical payroll information, by paycheck date
- Year-to-date pay summary
- Payroll deduction and benefit information.
- Leave history (summary and detail of leave earned and used)
- W-4 tax withholding information showing marital status, exemptions, and extra tax, if applicable

Steps to obtain this information:

1. Enter Smart eR site.
2. Click on My Payroll
3. It will open the full menu of options. Select your option.
    - Click Pay Stub to review your paycheck information.
    - Click Time Off to view your leave balances.
    - Click on W2 to print your W2s.
    - You may Print your stub by clicking Print Entire Pay Stub.

Extended time project requests

All extended contracts must go through a pre-approval process. Contact your administrator with questions. Extended Day PD Form

New Employee Forms, Requirements, and Information

As a new employee, the following forms need to be filled out for payroll and employee benefit purposes.

- **W-4 & WT4 withholding form**: This information is needed for you to be placed on payroll.
- **I-9 form**: We are required by law to have this on file before employment but absolutely no later than the first day of employment.
- **Direct Deposit:** The district strives to be green and efficient. This information is needed to set you up for direct deposit.

- **Application for health and ancillary benefits**: This information must be filled out whether or not you desire coverage. An electronic packet from the district office explaining coverage will be sent to you upon hire. If a benefit is paid for by the district, such as life insurance, an employee will be automatically enrolled unless they opt out by filling out the proper forms.

Hours of Service

The district reserves the right to determine hours of employment, assignment, location, and annual authorization of all employees. To be considered a full-time employee, the employee shall be employed for a minimum of 35 hours per week, exclusive of lunch. All employees will be assigned starting times and shifts as recommended by the principal or supervisor and approved by the Director of Human Resources. The School District reserves the right to employ such personnel as it deems desirable or necessary on a part-time or casual basis.

Re-employment: See Master Agreements

Resignation/Retirement from Employment

- **Notice of Resignation/Retirement**

The school district requires notice if you are resigning from employment. The district requests as much advance notice as possible in order to have some time to advertise and hire your replacement. This notice should be in writing utilizing a personal letter with your signature and effective date of the resignation.

- **Return of District Property**

At the time of resignation or retirement, and prior to leaving the district, you will need to return all district property to your supervisor. Keys, key fobs, identification badges and all other district property are to be given to your supervisor, who will ensure that all property is returned to the department where it originated.

- **COBRA Benefits**

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) requires that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health coverage (called “continuation coverage”) at group rates in certain instances where coverage under the plan would otherwise end (called “qualifying events”).

If you are covered by the district’s group health insurance plan and lose your coverage because of a reduction in your hours of employment or the termination of your employment, whether voluntary or involuntary (except for reasons of gross misconduct on your part), you have the right to choose continuation coverage. If you choose continuation coverage, you will be provided with coverage that is identical to the coverage being provided to similarly situated employees (or their family members). If you do not choose continuation coverage, your group health insurance coverage under the plan will end.

COBRA requires that you be offered the opportunity to maintain continuation coverage for three years unless you lose group health coverage because of a termination of employment or reduction in hours. In that case, the required continuation coverage period is 18 months, unless the Social Security Administration determines that you (either employee or dependent) were disabled at the time termination or reduction of hours, and you inform Rockford Area Schools before the end of the 18-month period, in which case your coverage may be extended up to 29 months.

If you are covered by the district's group health insurance plan, your spouse will have the right to choose continuation coverage for him/herself if group health coverage is lost for any of the following four reasons:

1. Your death.
2. Termination of your employment with the district (for reasons other than gross misconduct) or reduction in your hours of employment with the district.
3. Divorce or legal separation from you; or
4. You become entitled to Medicare.

Your dependent children have the right to choose continuation coverage if group health coverage is lost for any of the following five reasons:

1. Your death.
2. Your termination from employment with the district (for reasons other than gross misconduct), or reduction in your hours of employment with the district.
3. Your divorce or legal separation.
4. A parent becomes entitled to Medicare; or
5. The dependent ceases to be a "dependent child" under the terms of the group insurance plan.

You or your family member has the responsibility to inform the Plan Administrator of a divorce, legal separation, or a child losing dependent status under the Plan, within sixty days of the date of the event or the date on which coverage would end under the group Plan because of the event, whichever is later. The district will notify the Plan Administrator of your death, termination of employment, reduction in hours of employment or Medicare entitlement.

You have sixty days from the later of (1) the date you ordinarily would have lost coverage because of one of the events described above, or (2) the date of the notice of your right to elect continuation coverage to inform the Plan Administrator that you want continuation coverage.

Additional qualifying events can occur while the continuation coverage is in effect. Such events may extend an 18-month continuation coverage period to 36 months, but in no event will coverage extend beyond 36 months after the initial qualifying event. Under certain circumstances, your continuing coverage may be cut short.

If you or your family member elects to continue coverage, you must pay the district the cost of continued coverage monthly. Once your continuation coverage terminates for any reason, it cannot be reinstated.

For further details concerning continuation of benefits under COBRA, contact the Human Resource Department.

1. The federal COBRA law applies to employers with 20 or more employees. Provisions for continuation of health benefits under Minnesota law have been amended to substantially follow the federal COBRA law, without the 36-month limitation for surviving descendants. The Minnesota Act applies to all group insurance policies.
2. COBRA ensures that employees and beneficiaries do not lose health insurance coverage because of death, termination, reduction of employment hours, divorce or separation, retirement, or another qualifying event. Employees are allowed to continue the group health plan at their own expense after a qualifying event.

3. The employee has up to 60 days in which to decide whether to take advantage of this continuation coverage. No evidence of insurability is needed for such continued coverage.
4. Upon learning of a qualifying event, the district should provide the employee with a COBRA notice and election form.
5. Generally, former employees may elect to maintain their COBRA coverage for up to 18 months after their termination or reduction in hours, while dependents generally may elect to maintain their coverage for 36 months after the date of an employee's death, divorce, or legal separation, the employee's entitlement to Medicare, or a dependent's loss of dependent status.
6. Former employees or dependents that elect to continue coverage under COBRA must pay the entire premium for the continuation coverage.
7. In order to be certain that the district is complying with its obligation under COBRA it is important that the administrators/supervisors notify the Human Resources Department of any qualifying events to an employee in their department including an employee's termination whether voluntary or involuntary, an employee's reduction in hours, the employee's death, divorce, legal separation, the employee's entitlement to Medicare or a dependent's loss of independent status.
8. Employees who are laid off and who carry district health insurance may have a portion of their health insurance paid for a limited amount of time if they meet eligibility requirements. See Human Resources/Payroll for more information.

Salary Information

Salary Advancement: see your Master Agreement for details.

Rates of Pay: see your Master Agreement for details.

Seasonal/Summer Employees: These are employees who are hired for a specific period of time usually related to the seasonal needs of the district. Examples of these employees would be the summer custodians who help with the preparation of the buildings for the following school year. Please note: a person must be 15 years old by June 15th to work in a summer work study position.

Accidents & Injuries

An accident report must be completed and given to Human Resources/District Off within 24 hours.
All work-related accidents that involve personal injury or property damage **MUST** be reported to your direct supervisor as soon as possible following the accident. If the accident occurred during work hours, the supervisor would gather details and complete a Supervisor's Report of Accident in the SMARTer System. Prompt reporting of work-related injuries is very important for protecting and preserving your access to worker's compensation insurance coverage.

Any employee who has been involved in an accident while working (no matter how slight) should submit a "First Report of Injury" by calling the Work Injury Hotline – 1-855-675-3501. If you are unable to file a report, someone who is knowledgeable of the incident must file the report on your behalf within the required 24-hour timeline. The Human Resources department will use the information provided for safety records and reporting. You will be authorized to see an appropriate doctor of your choosing. The insurer will determine if further medical treatment will be covered based upon the information provided in the accident report and the report submitted by the physician. If you are unable to work as a result of the accident, compensation for lost time may also be available.

If you do not report an accident promptly or you do not have the authorization for an initial visit, the cost of the medical services may be denied and become your personal responsibility. Reporting all injuries is particularly important in circumstances where there may be medical problems that develop some time after the accident. A good example of this would be a fall on the job. If reported, you are assured of some protection, even if it is several days before a problem shows up. Failing to report promptly could jeopardize compensation for both medical service and lost time, should either become necessary.

More information on the Work Injury Hotline (1-855-675-3501) can be found on the district's website.

Injury to Student

A student accident report must be completed and given to the building principal within 24 hours. When an accident involving injury to a student occurs, maintain classroom control and get the student the assistance s/he needs by calling the main office. An injured student must report to the office, and an adult must accompany him/her.

If the student cannot walk to the office, call the office or, if necessary, send one responsible person to the office to request help. The school nurse will receive the student in the office or report to the location where the injury occurred; if necessary, a Blue Team notification may be called. A student accident report form should be completed within 24 hours of the incident by the classroom teacher or other supervisor on duty and given to the building principal. A copy will be sent to the district office.

All staff members should keep first aid gloves on hand so that they can be accessed quickly in case of an emergency. Each classroom should also have a supply of bandages for minor injuries. At all times, follow blood-borne pathogens guidelines.

The staff member in charge at the time and in the original location of the injury is required to make phone contact with the parents/guardians the day of the injury.

Custodial or Maintenance Services

A custodian is always available during the school day to assist in case of an emergency. Please call the office to request a custodian paged.

Please encourage good housekeeping on the part of the students. Students need to be encouraged to recycle and place waste materials in the appropriate receptacle. Staff monitoring buildings and classroom care will promote student pride and care of the school building and property. Bulletin boards play an important part in the school climate. It is a good idea that they are interesting and change periodically. Displays of student work in the classrooms and the public areas are excellent teaching tools, promote student self-esteem, and enhance the school atmosphere. It is imperative that you take care of your room and office. Please keep it professionally presentable.

Each teacher is responsible for the condition of the furniture and equipment in the classroom. Please be sensitive to ventilation, light, heat, and concerns for general tidiness in each classroom. Turn off lights when leaving a room, report heating irregularities to the custodian. At the end of each day, please be sure to have students help restore your classroom and return all equipment used during a class period to its appointed place. **CLOSE** and lock all windows when you leave the room at the end of the day.

Teachers who are involved with special activities such as athletics, clubs, band, etc., are responsible for the inventory of equipment and any equipment issued to students. Return and storage of equipment is also a responsibility of the coach or advisor.

The importance of keeping your room neat, organized, and professionally presented must be emphasized. Your classroom and office space should always be well kept. Note that your primary office and teaching space will be checked throughout the year and at the end of the year for check-out. Teachers are responsible for securing their room and all the contents within.

Hanging of Materials in Building

Tape and other adhesives are **not** to be used unless a custodian has approved its use. Absolutely no duct tape can be used. Approval from the building principal is required for all materials displayed on walls in non-classroom areas.

Safety

A safe, clean, visually appealing, and educationally conducive classroom environment needs to be always maintained. To ensure our schools are well maintained, please notify the custodial staff of unsafe conditions or items that need to be repaired. Any spills need to be reported immediately to prevent tracking of the material or a permanent stain on carpet. Classroom materials must be placed in a manner that promotes health and safety. Cords must be covered in a safe manner that prevents tripping. Boxes on high shelves must not protrude over the shelf or be stacked on top of other boxes in an unsafe manner. Staff care in monitoring the safety of students, equipment, and materials is vital and appreciated.

Work Orders

Any work requested needs to have a work order. Complete the FMX form on the district website. Please use the form when making a request for non-emergency custodial or maintenance services. While our custodians make every effort to respond to oral requests, please do not expect them to do so. Therefore, put all requests in writing.

Crisis Management

We hope that a crisis never occurs in any school district or building. At the same time, a guide must be available to address a wide range of potential crisis situations. Please refer to School Board Policy #806 - Crisis Management for more information.

Fire Safety

The school district seeks to provide a safe environment for employees and students. Fire Safety is an essential element of this environment.

Employees should know:

1. Location of fire alarms.
2. Fire Extinguishers
3. Evacuation routes.
4. Who to notify in case of fire.

Employees should remain calm in situations involving danger to self and others, and to take precautions to prevent fires from occurring. In the event of a fire, the most important task is to sound the alarm and clear the building. Employees should not risk their safety in fighting fires.

Property & Property Damage/Theft

The Rockford Area Schools does not assume any responsibility for loss, theft, or damage to personal property. To minimize risk, we advise you not to carry unnecessary amounts of cash or other valuables. If you bring personal items to work, you are expected to exercise reasonable care to safeguard them. Personal appliances such as refrigerators, coffee makers, lamps, etc. must also meet safety codes.

The school district may supply you with equipment or supplies to assist you in performing your job duties. You are expected to show reasonable care for any equipment issued and to take precautions for theft as well. Any equipment, keys and key fobs issued must be returned prior to your last day of employment. Lost equipment, keys, and key fobs will be replaced at the expense of the employee.

SOLICITATIONS

Please refer to Board Policy 904 – Distribution of Materials on School District Property by non-School Persons for more information.

Sales Representatives/Solicitors

Sales representatives are not allowed to approach employees during the school day unless they have been cleared through the office and they either have an appointment with the employee or the employee wishes to talk with them during a free period.

Visiting Children

Students from other schools may or may not be permitted to visit school while classes are in session. Check with your building principal regarding your school's policy.

It is a school policy that all visitors and volunteers must report to the school office when they enter the building. Due to security reasons, insurance liability, and in case of an emergency, it is important to know who is in the building and why. A volunteer will be given a name tag to wear while they are in the school.

TECHNOLOGY

Any computer-related technological needs should be communicated to the Technology Director: Chromebooks, Laptops, monitors, keyboards, mouse, etc.

Employees are expected to use all technology in a responsible way, ethically, and in compliance with all legislation and other Rockford Area School's policies and contracts.

Introduction: As technology continues to evolve, it plays an increasingly integral role in education. This section of the staff handbook outlines guidelines and best practices for the use of technology within our school community.

Technology Vision:

"Empowering stakeholders with equitable access to high-quality instructional practices through a secure

digital environment, while providing exceptional support and customer service, is the overarching vision of the technology services department at Rockford Area Schools."

1. **Acceptable Use Policy (AUP):**
    - All staff members are required to adhere to the school's Acceptable Use Policy for technology.
    - The AUP outlines guidelines for the appropriate use of technology resources, including computers, tablets, smartphones, and internet access.
    - Staff members must sign the AUP to acknowledge their understanding and agreement to comply with its terms.
    - Technology related best practices will be posted to staff via the school website and/or the electronic workspace and staff will periodically review the posts to help the district maintain adherence to data and cybersecurity rules and regulations.
2. **Personal Devices:**
    - While on campus, staff members may use personal devices for school-related purposes, subject to the AUP.
    - Personal devices should not interfere with classroom activities or distract from professional responsibilities.
    - Staff members are responsible for ensuring the security of their personal devices and protecting sensitive information. Staff members bear full legal liabilities for the use of their personal devices in case of data breach, theft, damage, or other security incidents, and are required to disclose any breaches or cybersecurity issues.
    - Assistance with personal devices from the technology staff may be limited due to warranty, privacy, insurance, and liability concerns.
3. **Classroom Technology:**
    - Staff members are encouraged to incorporate technology into their teaching practices to enhance student learning experience.
    - Each classroom is equipped with appropriate technology resources, including computers, interactive electronic boards, and audiovisual equipment.
    - Staff members should familiarize themselves with the operation of classroom technology and report any issues to the IT department promptly.
4. **Data Security:**
    - Staff members are entrusted with safeguarding student and school data in compliance with privacy laws and regulations.
    - Confidential information should never be shared with unauthorized individuals or stored on unsecured devices.
    - Staff members should use strong passwords and encryption methods to protect sensitive data from unauthorized access.
5. **Professional Development:**
    - The school offers professional development opportunities to support staff members in integrating technology effectively into their teaching practices.
    - Staff members are encouraged to participate in training sessions, workshops, and conferences focused on educational technology.
    - Ongoing support and resources are available from the IT department to assist staff members in utilizing technology tools and platforms.
6. **Digital Citizenship:**
    - Staff members play a crucial role in modeling responsible digital citizenship for students.

- It is essential to teach students about internet safety, online etiquette, and responsible use of digital resources.
- Staff members should promote critical thinking skills and ethical behavior in all online interactions.

7. **Reporting Concerns:**
    - Staff members should report any technology-related concerns, such as phishing, malware, equipment malfunctions, or security breaches, to the IT department immediately.
    - Reporting issues promptly helps ensure a safe and secure technology environment for all members of the school community.

Conclusion: By following these technology guidelines, staff members contribute to creating a positive and productive learning environment for students. Thank you for your commitment to integrating technology responsibly into your teaching practices.

Technology Links:
1:1 Handbook
Digital Learning Tools - approved listings
Technology Onboarding & Training
Technology Planning
Technology Support

Quick Link to Rockford Area Schools Website:
Rockford Area Schools District Website

TITLE IX

Title IX: Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment.

All Title IX reports and concerns should be directed to the Superintendent of Schools

More information can be found at www.rockford883.org/district/departments/human-resources/title-ix

2026-27

1:1 District Issued Device Handbook

Rockford Area Schools – District 883
A Tradition of Excellence, One Student at a Time.

4/20/2026

Data Classification: Public Data | TLP: CLEAR

This handbook contains student and family guidance for district-issued device use, acceptable use expectations, and general operational procedures intended for public distribution. This document may be shared with students, parents/guardians, staff, and the community. Operational cybersecurity procedures, incident response protocols, investigative records, and security configurations are maintained separately under restricted internal governance documents pursuant to Minn. Stat. §13.37 and applicable district security standards.

Rockford Area Schools
1:1 District Issued Device Handbook

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This handbook establishes student and family expectations for district-issued technology use and does not serve as a technical operations manual, cybersecurity response plan, or legal interpretation of district policy. Operational security procedures are maintained separately under restricted internal governance documents.

Rockford Area Schools
1:1 District Issued Device Handbook

Introduction

Welcome to the Rockford Area School District's Device Integration Handbook. As we embark on this journey together, we are excited to guide both parents and students through the seamless integration of digital technology into education. Our goal is to equip you with the skills and tools needed to thrive in an ever-changing world dominated by information and technology.

In the sections that follow, you will gain a deeper understanding of how technology plays a pivotal role in modern education. From exploring the vast realm of information to experiencing the personalized advantages of having your own device, this handbook will empower you to make the most of your educational journey.

As you explore each content area, you'll discover how your personalized device acts as a catalyst for critical thinking, problem-solving, and dynamic interactions. We will also delve into the transformative impact of technology on teaching and learning, revealing how it enhances both the curriculum and your engagement.

Guidelines and protocols are outlined to ensure a positive and responsible use of your devices. Our commitment to your growth and success is evident throughout, as we guide you in leveraging technology to navigate challenges, foster critical thinking skills, and actively participate in our vibrant educational community.

Remember, your personalized device is more than just a tool – it's a gateway to a world of knowledge, a catalyst for personal growth, and a bridge to your future success. Embrace it, explore it, and harness its potential to shape not only your educational journey but also your journey beyond these walls.

The policies, procedures, and information within this document apply to all technology used at the Rockford Area Schools - Independent School District 883 by students, staff, or guests, including any other device considered by the administration to fall under this handbook.

This handbook is a collection of selected policies and administrative guidelines, as well as rules and regulations of the Rockford Area Schools District 883. If there is a conflict between Board policy and this handbook, the Board policy shall take precedent.

Teachers may establish supplementary requisites for technological utilization within their respective classrooms.

Digital Learning Enhancement Plan Goals

Goal 1: Digital Empowerment for Enhanced Learning: Provide students with cutting-edge digital tools to enrich and expedite the learning process. By equipping students with these

tools, we aim to foster a dynamic learning environment that encourages exploration, engagement, and deeper understanding of subjects.

Goal 2: Innovative and Blended Learning Approach: Employ innovative and blended learning strategies to revolutionize the delivery of our curriculum. By integrating technology into education, we seek to promote higher-order thinking skills, ensuring that students not only grasp foundational knowledge but also develop critical thinking abilities necessary for real-world problem-solving.

Goal 3: Tailored Learning for Individual Growth: Craft personalized content that caters to the unique learning needs of each student. Through customization, we aspire to provide an education that adapts to every student's pace, strengths, and areas of improvement, fostering a holistic and effective learning experience.

Goal 4: Optimized Classroom Instruction: Enhance the efficiency and effectiveness of classroom instruction through technology integration. By leveraging digital tools, we aim to create an interactive and dynamic learning atmosphere, where teachers can engage students more deeply, resulting in improved comprehension and retention of subject matter.

1.0 Receiving Your District Issued Device/Accessory

Student Technology will generally be distributed during the first week of school. Parents/guardians and students should complete and sign the Technology Acceptable Use and Device Agreement forms prior to students being issued a device. These documents will need to be submitted at student registration. The forms should be made available through the district's parent portal programs (Infinite Campus).

1.1 Agreement for Financial Responsibility

The assigned devices covered in this plan belong to Rockford Area Schools and will be returned at the end of the academic school year. Students who transfer, withdraw, or are expelled will need to return the device and accessories at the time of withdrawal. Devices assigned to students that are not returned may be considered and treated as stolen property. If a payment request is rendered and is not received, the account may be subject to district collection procedures consistent with applicable law and School Board policy.

If damage occurs to the device or accessory, the student should immediately report the damage and turn the device or accessory in. The device or accessory will be repaired or replaced by the district. Incidents of gross negligence or repeated incidents may result in financial restitution from the family, up to the cost of the entire device, if warranted. These costs are general costs and may fluctuate based on current market costs. Prices fluctuate with the market and inflation costs. Some of the costs are listed below:

- Chargers - $20 to $40.00 each
- Keyboards with trackpad - $50.00 to $65.00

- Screens vary in cost from $49.73 to $89.50
- Full replacements currently vary from $250.00 for the Acers and $275 for the HP 14 model. This cost doesn't include the licensing needed for Google and other services.

1.2 Device Check In

Student technology and accessories, including the charger, will be collected at the end of each school year for maintenance over summer vacation. The district will strive for each student to retain their original technology each year while enrolled at Rockford Area Schools in grades 7 to 12. When asked to do so, students must surrender/return the technology and accessories to Rockford School District. Any student who transfers out of the district will be required to return their technology and accessories. The average lifespan for a Chromebook has been extended to about seven years allowing the device to be in compliance with state testing requirements.

2.0 Taking Care of Your Device

2.1 General Precautions

Your personal device is a valuable tool that enhances your learning experience and empowers you to explore new horizons. To ensure its optimal performance and longevity, it's important to take proper care of your device. Follow these guidelines to maintain the functionality and reliability of your device:

1. **Keep it Clean:** Regularly clean the screen, keyboard, and exterior of your device using a soft, lint-free cloth. Avoid using harsh chemicals or abrasive materials that could damage the surface.

2. **Handle with Care:** Carry your device carefully to prevent scratches and impact damage. When handling your device, be gentle and avoid dropping it or subjecting it to unnecessary force. Keep food and liquids away from the devices.

3. **Charging Protocol:** Charge your device using the provided charger and cable. Avoid using third-party chargers, as they may not be compatible and could potentially harm your device. Overcharging can also impact battery life, so disconnect the charger once your device is fully charged.

4. **Temperature Awareness:** Keep your device in a moderate temperature range. Extreme heat or cold can affect battery performance and the overall functionality of your device. Avoid leaving it in direct sunlight or in a cold environment for extended periods.

5. **Software Updates:** Regularly update your device's software to ensure it has the latest security patches and features. These updates help maintain the device's performance and protect it from potential security vulnerabilities. The district will periodically push updates out to the devices.

6. **Safe Transport:** When not in use, store your device in a safe and secure location. Avoid leaving it in areas prone to extreme temperatures, humidity, or the risk of theft.
7. **Internet Safety:** Use your device responsibly when accessing the internet. Be cautious of the websites you visit, and avoid clicking on suspicious links or downloading unfamiliar files that could potentially harm your device.
8. **Cords:** Carefully insert the headset cables, charging cable, and other cords into the device.
9. **Adjust Screen Brightness**: To conserve battery life and reduce eye strain, adjust the screen brightness to a comfortable level, especially when you're working in well-lit environments.
10. **Take Care of the Charger**: Keep your charger in a separate compartment of your bag to avoid tangling with other items. Avoid bending or stressing the charger cable excessively.

2.2 Carrying Devices

Here are some tips to help students carry and use Chromebooks efficiently:

1. **Position in Bag**: Place your Chromebook in the dedicated laptop compartment, if your bag has one. If not, choose a central location in your bag where it's less likely to experience impacts.

2. **Avoid Overloading**: While it's tempting to carry all your textbooks, notebooks, and other items in your bag, try to keep it relatively light to avoid putting excessive weight on your Chromebook. Do not place the device in a place where it may get stepped on.

3. **Avoid Rough Handling**: Be mindful when placing your bag on the ground or any surface. Avoid dropping your bag or placing heavy items on top of it.

2.3 The Basic Care of Your Device

Remember, taking good care of your device helps it last longer and work better, so you can get the most out of your learning. If you face any problems or have questions about how to keep your device in good shape, don't hesitate to ask the school's tech support for help. Your device is a strong tool – treat it well so it keeps being useful to you.

Keeping your Chromebook screen clean is important for maintaining good visibility and a pleasant user experience. Here are some screen cleaning tips for Chromebooks:

1. **Turn Off Your Chromebook**: Before cleaning the screen, turn off your Chromebook or put it in sleep mode to avoid accidentally triggering actions while cleaning.

2. **Use a Microfiber Cloth**: A microfiber cloth is gentle on the screen and effectively removes dust, fingerprints, and smudges. Avoid using paper towels, tissues, or rough materials that could scratch the screen.
3. **Dampen the Cloth**: If there are stubborn smudges or dirt, lightly dampen the microfiber cloth with water. Make sure the cloth is not dripping wet; just slightly damp is sufficient.
4. **Avoid Harsh Chemicals**: Do not use harsh cleaning agents, ammonia-based products, or any abrasive substances on your Chromebook screen. These can damage the screen's protective coatings.
5. **Gently Wipe the Screen**: Starting from the top, gently wipe the screen in a circular or vertical motion. Apply minimal pressure to avoid damaging the screen.
6. **Focus on Problem Areas**: If there are specific areas that require more attention, gently rub in a circular motion with the dampened cloth until the smudges are gone.
7. **Dry the Screen**: After cleaning, use a dry portion of the microfiber cloth to wipe away any remaining moisture.
8. **Avoid Excess Moisture**: Make sure the cloth is only slightly damp. Excess moisture can seep into the device and cause damage.
9. **Don't Spray Liquids Directly**: Avoid spraying cleaning solution or water directly onto the screen. Moisture can seep into the edges and potentially damage the internal components.
10. **Clean the Keyboard and Body**: While you're at it, you can also gently wipe down the keyboard and the body of the Chromebook with the damp microfiber cloth. Just be careful not to let any moisture drip into the keys.
11. **Be Gentle with Touchscreens**: If your Chromebook has a touchscreen, be extra gentle when cleaning to avoid applying too much pressure on the screen.
12. **Regular Maintenance**: Make screen cleaning a part of your regular maintenance routine to prevent buildup of dirt and oils.
13. **Avoid Screen Protectors**: While screen protectors can provide an extra layer of protection, they can also affect touch sensitivity and display clarity. If you choose to use a screen protector, make sure it's specifically designed for your Chromebook model.
14. **Clean Hands**: Before using your Chromebook, ensure your hands are clean to prevent transferring oils and dirt to the screen.
15. **Use Compressed Air for Keyboard**: If dust or debris gets caught in your keyboard, use compressed air to gently blow them out. Hold the Chromebook at an angle to prevent the debris from falling back into the device.

Regular, gentle cleaning using the right techniques will help keep your Chromebook screen looking clear and vibrant while prolonging its lifespan.

3.0 Using Your Device at School

Devices are meant to be used at school every day. Besides following what teachers expect for using technology, you can also use the device to check your student portal, review assignments, read announcements, verify schedules, and more. It's important for students to bring their device to all classes, unless a teacher tells them not to.

3.1 Devices Left at Home

If a student forgets their district-provided device at home, they can borrow a temporary device from the Technology Office or the Media Center. The borrowed device must be given back by the end of the school day. They should also call home to let a parent or guardian know about their oversight. If a student keeps leaving their device at home, they might have to leave it at school for a week or more. Repeating this behavior could lead to further actions decided by the school principal or other administrator.

3.2 Device Undergoing Repair

The Media Center will offer temporary devices for students whose devices are being fixed because of regular use or warranty problems. However, if the repair is needed because the general precautions weren't followed or there was purposeful harm, the student might face disciplinary actions set by the school principal or other administrator.

3.3 Charging Your Device's Battery

Every day, students should bring their devices to school with a full battery. Students should charge their devices every evening. If a student's device isn't fully charged or runs out of battery during the day, it's their responsibility to charge it.

3.4 Device Settings

Here are some Chromebook setting guidelines:

1. **Privacy Settings**: Make sure your privacy settings are set to protect your personal information. Avoid sharing sensitive details online.
2. **Screen Brightness**: Adjust the screen brightness to a comfortable level for your eyes, especially in well-lit areas.
3. **Notifications**: Customize your notification settings to avoid distractions during classes. Mute or limit notifications when you're studying.
4. **Backgrounds**: If the device settings allow, choose appropriate wallpapers or backgrounds that are school-friendly. Avoid using distracting or inappropriate images. Using improper content as a screensaver or saving it on the device provided by the

district is not allowed. Having pictures of guns, weapons, explicit content, inappropriate language, alcohol, drugs, symbols related to gangs, or any other content that's not suitable for school can lead to disciplinary measures.

5. **Passwords/Pin**: Set up a strong password or PIN to secure your Chromebook. Keep this information private and don't share it with anyone.
6. **Auto-Lock**: Configure your Chromebook to automatically lock after a period of inactivity. This adds an extra layer of security.
7. **Chrome Extensions**: If allowed, install educational Chrome extensions that can assist with your learning. Avoid adding unnecessary or distracting extensions.
8. **Bookmarking**: Organize your bookmarks for easy access to educational resources, online textbooks, and helpful websites.
9. **Storage Management**: Regularly clean up and organize your files. Delete any unnecessary files to free up storage space.
10. **Backup**: Use Google Drive to back up important files to prevent data loss in case of device issues.
11. **Accessibility Settings**: If needed, adjust accessibility settings to cater to your specific needs. Chromebooks offer features for better readability and navigation.
12. **Language and Input**: Set your preferred language and keyboard input for ease of use.
13. **Time Management**: Use the calendar app to schedule tasks, assignments, and events. Set reminders to stay on top of your responsibilities.
14. **Google Classroom**: Your school uses Google Classroom, familiarize yourself with its features to efficiently manage assignments and class materials.
15. **Safe Browsing**: Enable safe browsing settings to protect yourself from potentially harmful websites or content.
16. **Charging Reminder**: Keep an eye on your battery level and charge your Chromebook regularly to avoid running out of power during class.
17. **Sharing and Collaboration**: Learn how to share documents and collaborate on Google Drive. This is useful for group projects.
18. **Help and Support**: If you're unsure about any settings or features, don't hesitate to ask your teacher or tech support for assistance.

Remember that Chromebooks are tools for learning, so setting them up properly can help you focus on your studies while staying safe and productive online.

3.5 Sound

Keep the sound turned off unless you get permission from your teacher for learning reasons. You can bring your own headphones or earbuds to use with your device. The school generally doesn't provide headphones, except for school testing.

3.6 Home Internet Access

Students can connect their district-provided devices to WiFi for internet access. This helps them use the device at home or outside school. If you have trouble with the internet at home, get in touch with your parents or the Internet Service Provider (ISP) for help. You can also contact technology support during the school day for assistance.

If necessary, many students can access free internet services to support their learning needs. These services help students stay connected and engaged in their studies, even when they're outside of school. Several organizations and programs offer free WiFi access in public spaces, libraries, and community centers. Additionally, some Internet Service Providers (ISPs) offer discounted or even free internet plans specifically for students and low-income families. Please contact your local ISP for details. These initiatives aim to bridge the digital divide and ensure that every student has the opportunity to access educational resources and online learning platforms without limitations.

The Federal Communications Commission (FCC) in the United States has various programs and initiatives aimed at promoting internet access and bridging the digital divide. One of the well-known programs is the Lifeline program, (https://www.fcc.gov/general/lifeline-program-low-income-consumers) which offers discounted phone and internet services to eligible low-income individuals and families. The exact details and availability of these programs may change over time, so it's recommended to visit the FCC's official website or contact them directly for the most up-to-date information on programs related to free or discounted internet services for students and low-income households.

4.0 Managing Your Files and Saving Your Work

4.1 Saving Documents with the Device

Each student has a school managed Google account which includes Google Email, Drive and Classroom. The access levels within the programs are determined by regulation, age, policy, and parents. Students should regularly save their work to Google Drive from their devices. It's important to back up essential files as a precaution against data loss in case of malfunctions, system resets, or re-imaging. Google Drive offers ample storage and the convenience of accessing documents from various devices. For instance, a student can write a document on Chromebook, save it to Google Drive, and retrieve it on their device. Alternatively, documents can be saved by emailing them to oneself.

It's the student's responsibility to ensure work isn't lost due to technical issues or accidental deletion. Device problems are not a valid excuse for not submitting assignments.

4.2 Network Connectivity

The Rockford Area School District cannot assure that its network will be operational at all times. If the network experiences occasional downtime, the District will not take responsibility for any lost or unavailable data. It's important to note that using applications that evade established Rockford School District policies, proxies and filtering violates the Acceptable Use Policies. Repeated violations may lead to disciplinary measures.

5.0 Applications Installed into the Devices

5.1 Installed Applications

The pre-installed applications provided by the Rockford School District must be kept functional and readily accessible on the device at all times. It's required for students to utilize their school email or other computer logins. Moreover, it's explicitly prohibited to use proxy or torrent sites to bypass the firewall or filtering mechanisms. This policy is in place to maintain a secure and productive digital environment.

5.2 Additional Applications

Occasionally, the school might introduce applications intended for specific courses. These applications will be accessible through the District's self-service programs like Google Work Space, Chrome Extensions, Apple ID, Adobe Console, or the Microsoft Console.

5.3 Personal Applications and Inspection

Students are permitted to download applications for personal use, but these applications must align with the district's Acceptable Use Policy and the MN Student Data Privacy Act. Students should discuss additional applications needed for instructional purposes with their teacher and follow the procedures established for vetting and posting the applications. Keep in mind that non-school applications can be removed by school personnel whenever necessary. The school reserves the right to randomly monitor devices to ensure appropriate application usage and regulatory compliance. It's important to remember that these devices belong to the school, and school Administration or staff may request inspections at any time, requiring passcodes or passwords to unlock the device.

If any games or applications are found to be inappropriate, they will be removed, and there could be disciplinary consequences. During class time, personal application usage is allowed based on the teacher's discretion. Failing to follow classroom rules regarding application usage may result in disciplinary action.

You can use personal applications at home, provided that:

1. **Applications:** The applications' content (games, music, etc.) is suitable for a district/school-owned device and aligns with the district's Acceptable Use Policy.
2. **Consent:** You have permission from your parent/guardian.
3. **Assignments:** All school-related tasks are complete.

5.4 Procedure for changing or re-loading software

If unlawful software or malware is found, the applications and files may be removed, and this might even require the device to be re-imaged. In situations of technical issues, re-imaging the device could be necessary for resolution. However, it's important to note that in these instances, the school cannot be held responsible for any software that gets deleted due to the re-imaging process.

5.5 Application upgrades

Occasionally, there are upgraded versions of licensed software offered. For students in PK-12, there might be instances where they need to update their district-approved applications using the various district self-service programs. The district's patch management program will also push many updates out to the devices automatically. This may sometimes cause the device or application to work slower for a short period of time as it updates.

6.0 Acceptable Use

Rockford Area Schools recognizes that artificial intelligence (AI) and generative AI tools are increasingly used in education. At this time, the district has not adopted a standalone Board policy specific to AI use. Until such policy is established, the use of AI tools shall be governed by existing district policies, including but not limited to acceptable use, academic integrity, student data privacy, and instructional expectations.

Students may only use AI tools when permitted by their teacher and must follow all directions regarding appropriate use, attribution, and limitations. The use of AI to complete assignments in a manner that misrepresents a student's original work, violates academic integrity expectations, or bypasses instructional intent is prohibited.

The district reserves the right to restrict, monitor, or disable access to AI tools that do not meet educational, privacy, or security standards.

The Rockford School District is delighted to offer access to devices (equipped with essential programs for classes), the district network (providing email and online classroom access), student data storage, and the Internet. To access these resources, students and parents need to sign and return the provided form to the school.

While these materials aim to enrich educational goals, students might find ways to access non-educational content or use the provided hardware and software beyond its intended purpose. Therefore, it's crucial to adhere to the rules. Not following these rules could lead to temporary

or permanent loss of internet, email, or other technology privileges. Violations may result in disciplinary consequences, including suspension or expulsion. In some cases, law enforcement agencies might be involved.

Using these technologies in an educational setting comes with responsibilities.

6.1 Parent/Guardian Responsibilities

Parents and guardians play a crucial role in supporting students' effective and responsible use of devices like the districts' 1:1 Chromebooks. Here are some responsibilities they should consider:

1. **Understanding School Policies**: Familiarize themselves with the school's policies regarding Chromebook or other device use, including acceptable use, internet safety, and care and maintenance guidelines.
2. **Communication with School**: Stay informed about any updates, announcements, or workshops related to the Chromebook program by regularly checking school communications and attending parent-teacher meetings.
3. **Supervision**: Monitor your child's Chromebook or other device usage, especially for younger students, to ensure they are using it for educational purposes and following school and family guidelines.
4. **Setting Expectations**: Establish clear expectations for Chromebook or other device use at home, including designated study times and appropriate websites and applications.
5. **Internet Safety**: Educate your child about internet safety, responsible online behavior, and the importance of protecting personal information.
6. **Device Care**: Teach your child how to properly care for the Chromebook or other device, including carrying it safely, cleaning the screen, and charging it.
7. **Charging Routine**: Help your child develop a routine for charging the Chromebook or other device, so it's ready for use during school hours.
8. **Filtering and Monitoring**: Consider using parental control software or built-in filtering tools on your home network to ensure their child's online activities are appropriate and safe.
9. **Open Communication**: Encourage your child to communicate any issues, concerns, or experiences related to the Chromebook or other device, whether technical or social.
10. **Addressing Issues**: If their child faces technical problems or struggles with using the Chromebook, parents should support them by seeking assistance from the school's tech support team.

11. **Creating a Learning Environment**: Provide a quiet and comfortable space for their child to use the Chromebook for studying and completing assignments.
12. **Time Management**: Help their child manage screen time and strike a balance between online and offline activities.

By actively participating in the child's Chromebook or other device usage and promoting responsible digital citizenship, parents and guardians contribute to a positive and productive learning experience.

6.2 School Responsibilities

Student Data Privacy Compliance:
Rockford School District complies with the Minnesota Student Data Privacy Act, the Minnesota Government Data Practices Act, FERPA, COPPA, and other applicable federal and state privacy laws. Educational data collected through district-issued devices, instructional applications, and digital learning platforms shall only be used for legitimate educational purposes and authorized school operations.

The district does not permit the sale of student educational data, targeted advertising using student data, or unauthorized commercial use of student information. Technology providers contracted by the district must maintain appropriate security safeguards, limit access to authorized personnel, provide breach notification when required, and return or securely destroy educational data at the end of contractual services.

The district and its technology providers shall not use school-issued devices to monitor student location, audio, video, or communications except when permitted by law, including instructional use, technical support, device recovery, safety emergencies, legal compliance, or authorized assessment activities. When required by law, students and parents/guardians will be notified of such access.

Rockford School District has several responsibilities when implementing a Chromebook or other device program. Here are some key ones:

1. **Policy Development**: Rockford School District has developed comprehensive policies and guidelines for device use, covering acceptable use, internet safety, data privacy, device care, and consequences for misuse.
2. **Technical Support**: Rockford School District is committed to providing technical support for students, teachers, and parents to address any issues related to device setup, software, connectivity, and troubleshooting ensuring that each student receives a functional device and necessary accessories, like chargers.
3. **Device Management**: Implement a Mobile Device Management (MDM) system to manage and monitor devices, including software updates, security patches, and remote device management.

4. **Internet Filtering**: Set up internet filtering and content blocking to protect students from accessing inappropriate or harmful content.
5. **Digital Citizenship Education**: Offer digital literacy and responsible technology use programs to educate students about online behavior, privacy, cyberbullying, and ethical use.
6. **Teacher Training**: Provide professional development to teachers on integrating technology effectively into the curriculum and managing a classroom using Chromebooks and other devices.
7. **Curriculum Integration**: Work with educators to align the use of devices with educational goals and incorporate digital resources into the curriculum. The Rockford School District strives to be ready for blended and E-Learning days, as needed.
8. **Security and Privacy**: Ensure that student data is stored securely, follow data privacy regulations, obtain parental consent for any data collection or sharing as required, and support accessibility accommodations and assistive technology use for eligible students.
9. **Network Infrastructure**: Maintain a reliable and robust network infrastructure to support a high number of devices and ensure consistent connectivity.
10. **Equity Considerations**: Address potential equity issues, such as providing devices to students who lack internet access at home or ensuring accessibility for students with disabilities.
11. **Regular Maintenance**: Establish a schedule for device maintenance, updates, and repairs to keep devices in good working condition.
12. **Parent Communication**: Keep parents informed about the program's objectives, guidelines, and any changes through regular communication channels.
13. **Content Filtering**: Regularly review and update content filtering to adapt to new online threats and ensure a safe online environment.
14. **Data Backup and Recovery**: Implement data backup systems to prevent data loss and have protocols in place for recovering lost or corrupted data.
15. **Evaluation and Improvement**: Continuously assess the effectiveness of the program, gather feedback from stakeholders, and make improvements based on the collected data.
16. **Community Partnerships**: Collaborate with community organizations and internet service providers to address connectivity issues for students who lack internet access at home.

By fulfilling these responsibilities, school districts can create a successful and well-managed 1:1 device program that enhances learning experiences while ensuring student safety and data privacy.

6.3 Student Responsibilities

Highlighted below are some acceptable use responsibilities for Rockford Area School's students when using Chromebooks or other devices on and off campus:

1. **Educational Purpose**: Use the device primarily for educational purposes, including assignments, research, and communication related to schoolwork. Students may only use district-approved or staff-authorized AI tools for instructional purposes and must follow teacher directions regarding disclosure, citation, or prohibited use on assignments. Students should read, understand and follow the Rockford School District Acceptable Use Policy for Technology. The policy can be reviewed by clicking Policy 524 - Internet Acceptable Use and Safety Policy.
2. **Responsible Behavior**: Behave respectfully and responsibly online, treating others as you would in a face-to-face environment.
3. **Cyberbullying Prevention**: Do not engage in cyberbullying, harassment, or any harmful online behavior towards peers or others.
4. **Respect Copyright**: Adhere to copyright laws by only using and sharing content that you have the rights to, and giving proper credit when necessary.
5. **Privacy Awareness**: Respect the privacy of others by not sharing personal information or images without permission.
6. **Safe Browsing**: Use the internet for appropriate and safe content, refraining from accessing or sharing inappropriate or harmful material.
7. **Appropriate Communication**: Communicate online in a courteous and respectful manner, adhering to proper language and tone.
8. **Reporting Issues**: Report any inappropriate content, cyberbullying, suspected phishing, account compromise, or requests for passwords, verification codes, or other security information to a teacher or school authority immediately.
9. **Device Care**: Handle the device responsibly, keeping it clean and protected from damage.
10. **Password Security**: Keep your login credentials private and secure, avoiding sharing them with anyone. Passwords, passcodes, multi-factor verification prompts, backup codes, and recovery information must never be shared.

11. **Respect Classroom Rules**: Follow teachers' instructions regarding device use in the classroom, including when and how devices should be used.
12. **Digital Etiquette**: Maintain proper digital etiquette when communicating with teachers, classmates, and others.
13. **Report Misuse**: If you notice any fellow student misusing technology or violating acceptable use policies, report it to a teacher or appropriate school staff.
14. **Respectful Sharing**: If required to collaborate on projects or share files, ensure that shared content is respectful and relevant to the task.
15. **Internet Safety**: Be cautious while sharing personal information online, and avoid engaging with strangers.
16. **Online Etiquette**: Understand and follow netiquette guidelines when interacting with others on the internet.
17. **AI Generated Content**: Students must not submit AI-generated content as their own work when prohibited by the teacher or assignment requirements.

By following these acceptable use responsibilities, K-12 students contribute to a safe and productive digital learning environment while developing essential skills in responsible technology use.

6.4 Student Activities Strictly Prohibited

Listed below are some activities that are strictly prohibited for Rockford School District students when using Chromebooks or other devices in an educational setting:

1. **Cyberbullying and Harassment**: Engaging in any form of cyberbullying, harassment, or online intimidation towards peers, teachers, or others is prohibited. Rockford Area Schools Policy 514 provides additional information. The policy can be reviewed by clicking Policy 514 – Bullying Prohibition Policy. Inappropriate messaging, chatting, using social media's tools and applications is prohibited.
2. **Inappropriate Content**: Accessing, sharing, or creating explicit, offensive, or inappropriate content, including images, videos, or messages. Sending mass emails or spamming is included. Sending, accessing, uploading, downloading, or distributing, offensive, profane, threatening, pornographic, obscene, or sexually explicit materials are additional examples of prohibited conduct.
3. **Hacking or Unauthorized Access**: Attempting to hack into school systems, other students' accounts, or unauthorized access to files or networks.
4. **Plagiarism and Copyright Violation**: Copying or using others' work without proper attribution or permission, sharing copyrighted material without authorization, or

submitting AI-generated work as original student work when such use is restricted or prohibited by the teacher or assignment. The use of sites selling term papers, book reports and other forms of student work is an additional example of prohibitive conduct.

5. **Malicious Software**: Downloading or installing malware, viruses, credential-harvesting tools, or other malicious software that can harm devices, networks, or data.
6. **Unauthorized Devices**: Connecting unauthorized hardware, such as USB drives or external devices, without explicit permission. Students swapping or sharing devices amongst each other for non-educational purposes is discouraged.
7. **Proxy or VPN Usage**: Using proxies or VPNs to bypass school filters or security measures, or to access blocked websites.
8. **Personal Social Media During Class**: Using personal social media accounts or messaging platforms during class time without teacher permission.
9. **Distraction During Class**: Using devices for non-educational purposes during class, causing distractions to oneself or others.
10. **Cyberstalking**: Engaging in cyberstalking or repeatedly harassing others online.
11. **Unauthorized System Changes**: Making unauthorized changes to device settings, configurations, or software. The changing of device security settings (exceptions include personal settings such as font size, brightness, etc.), disabling monitoring or filtering tools, or removing district-managed extensions, profiles, or controls is prohibited.
12. **Sharing Personal Information**: Sharing personal information, contact details, or addresses with strangers online. Students should refrain from giving out personal information except in an instructional context or in the performance of Rockford School District business and with permission of the school district.
13. **Unauthorized Streaming or Downloads**: Streaming or downloading content not related to school activities during class or study time.
14. **Impersonation**: Pretending to be someone else or being anonymous, whether a student, teacher, or anyone else, online is prohibited.
15. **Vandalism and Defacement**: Vandalizing or defacing websites, online documents, or any digital content. Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.

16. **Sharing Passwords**: Sharing login credentials, passwords, passcodes, verification codes, or account recovery information with others, compromising security.
17. **Online Gambling**: Engaging in online gambling or participating in any illegal online activities.
18. **Accessing Inappropriate Sites**: Accessing websites or content that is not suitable for an educational environment.
19. **Unauthorized Purchases**: Making online purchases using school devices or accounts without proper authorization.
20. **Violations of Privacy**: Violating others' privacy by sharing private messages, images, or information without consent. Gaining access to other student's accounts, files, and/or data is an example. Password sharing is another example of prohibitive conduct.
21. **Doxing**: Posting personal information or encouraging others to share personal information about individuals online.

Strictly adhering to these prohibited activities ensures a safe and productive digital learning environment, promotes responsible technology use, and prevents disruptions within the school community.

6.5 Legal Propriety

It is important to follow trademark and copyright laws as well as all license agreements. Not knowing the law doesn't exempt you as ignorance of the law is not immunity. If you're uncertain, seek guidance from a teacher or parent.

Plagiarism goes against district and school policies. Students should always attribute sources, whether you're quoting or summarizing. This includes all kinds of internet media like images, videos, music, and text.

The use or possession of hacking software is completely forbidden. Breaking state or federal laws can lead to legal action or school-related consequences.

6.6 Student Discipline

Devices provided by the Rockford School District are primarily intended for educational use. However, they can also be used at home for other purposes, with a focus on prioritizing school-related activities. If a student violates any part of this handbook, the District's Acceptable Use Policy or other established disciplinary policies/plans while using the device at home or school, appropriate consequences will apply as outlined in the policy.

1. **Discipline in the School Environment:** Each school's discipline policies encompass the use of devices in a learning environment. Refer to school-specific materials or directly contact the school Principal for more information. Rockford Schools District Policy 506

contains additional information relating to student discipline. The policy can be reviewed by clicking Policy 506 – Student Discipline Policy.

2. **Gradual Discipline Approach:** Disciplinary measures follow a progressive approach. Initial, minor infractions might result in milder consequences compared to repeated or more severe offenses. The following examples are for illustration purposes, as appropriate steps will vary based on the student and situation. The following list are examples and may not be all inclusive.
    - Verbal warning
    - In-class repercussions
    - School-based consequences
    - Contact with parents
    - Referral to administration
    - Limited or loss of access to certain applications
    - Loss of device or mobile devices during class
    - Loss of device or network access for a longer duration
    - Suspension
3. **Classroom Interventions**: For minor infractions, initial interventions will likely take place within the classroom. These could include verbal warnings, adjustments to seating arrangements, and communication with parents.
4. **Consequences:** If a user engages in unauthorized activities, the student's school officials can revoke network access without prior notice. Additionally, access to the device itself can be withdrawn by school officials if unauthorized activities are detected.

6.7 Cyberbullying

As stated earlier in section 6.4, students using devices and other technology services are reminded of the district's policies regarding bullying and harassment, including cyberbullying. A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment.

The following policies provide additional guidance:

District Policy 413 (Harassment and Violence) - the policy can be reviewed by clicking Policy 413 – Harassment and Violence.

District Policy 514 Bullying Prohibition Policy - the policy can be reviewed by clicking Policy 514 – Bullying Prohibition Policy.

District Policy 524 (Acceptable Use Policy for Technology) - the policy can be reviewed by clicking Policy 524 - Internet Acceptable Use and Safety Policy.

7.0 Protecting and Storing your Device

7.1 Device Identification

Students will receive devices with special labels attached by the Technology Services Department. These labels must remain on the devices at all times, regardless of what happens. If a label becomes detached, students should promptly return the device so that we can apply a new label. The school maintains a comprehensive inventory of all devices. When the labels are scanned into the inventory system, this procedure assigns responsibility for the devices to the respective users.

7.2 Passcode Protection

Student devices provided by the district must have passcode or password protection. In Elementary and Middle School, many of these passcodes are already set by the school district and given to the student. In High School, most students can set their passcodes themselves.

It's crucial for students to keep their passcodes secret. Passcodes and other account security information should never be shared, published, posted, or approved in response to unexpected login prompts. If a student doesn't follow this agreement or any part of this standard, there might be unintended consequences, like a breach of data privacy.

If a student forgets their passcode or suspects it has been compromised, they should reach out for assistance to the Technology Services Department.

7.3 Storing Your Device

It is the student's responsibility to keep the devices assigned to them secure. Students are encouraged to take their district-issued devices home every day after school. Taking care of your Chromebook is important to ensure it stays in good condition and functions properly. Proper storage is a key part of keeping your device safe and ready for use. Here are some guidelines for storing your Chromebook:

1. **Safe Environment**: Store your Chromebook in a clean and dry place, away from direct sunlight, extreme temperatures, and moisture. Avoid placing it on surfaces where liquids could accidentally spill. Devices should not be stored in a student's vehicle when at school or at home.
2. **Charging**: Before storing your Chromebook, make sure it's charged to at least 50%. Long-term storage with a completely depleted battery could lead to battery damage.

3. **Closing the Lid**: When storing your Chromebook, close the lid gently. This helps protect the screen from potential damage.
4. **Disconnect External Devices**: If you've connected any external devices like USB drives or accessories, disconnect them before storing the Chromebook. This prevents accidental damage to ports and connectors.
5. **Secure Location**: Store your Chromebook in a secure location where it's less likely to be knocked over or stepped on. Avoid leaving it in places where it could fall, like the edge of a table or an unstable surface. Nothing should be placed on top of the device.
6. **Passcode Protection**: If your Chromebook has a passcode or password, make sure to engage this security feature before storing it. This adds an extra layer of protection against unauthorized access.
7. **Cleanliness**: Before storing, wipe the screen and keyboard with a soft, lint-free cloth to remove smudges and dirt. Avoid using abrasive materials or harsh chemicals.
8. **Avoid Weight**: Don't place heavy objects on top of your Chromebook, as this can damage the screen, keyboard, or internal components.
9. **Regular Use**: If you plan to store your Chromebook for an extended period, it's still a good idea to turn it on and let it update occasionally. This ensures that your device stays up-to-date with the latest software and security patches.

Remember that proper storage helps prolong the life of your Chromebook and ensures that it's ready for use whenever you need it. By following these guidelines, you can keep your device in excellent condition for a long time to come.

7.4 Devices Left Unattended

Ensuring the safety of the district-issued device is of utmost importance. It's crucial to never leave the device unattended, unless you are in the designated safe areas. Leaving the device unattended increases the chance of it being stolen. If the device is stolen due to being left unattended, the district may request the responsible person to cover the costs of a replacement device.

If an unattended device is found, it will be relocated either to the school office or the Technology Services office, where it can be safeguarded. Repeated occurrences of leaving the device unattended will result in disciplinary actions being implemented. Your cooperation in this matter contributes to the security and proper use of the devices provided by the district.

8.0 Repairing or Replacing your Device

8.1 Warranty

Rockford School District generally purchases devices with a standard warranty. This coverage assures protection against defects in materials and craftsmanship. The scope of this limited warranty encompasses standard usage, mechanical malfunctions, or defects in construction. In the event of such issues, replacement parts will be supplied for necessary repairs or device replacement.

It is important to note that this warranty does not cover damages arising from misuse, abuse, or negligence. We kindly request that all problems encountered with devices be promptly reported to the designated area for appropriate assistance. Your diligence in promptly addressing device concerns contributes to the smooth functioning of our equipment.

8.2 School/Student Responsibilities

In this section, we outline the responsibilities of both students and the school concerning the care, maintenance, and repair of school-issued devices. It's important that students understand their role in keeping devices functional and in good condition. Please refer to Section 2.0 Taking Care of Your Device, for more details on device maintenance.

Device Malfunctions and Damages: Reporting and Repair

If a device malfunctions or sustains damage, it is the student's responsibility to promptly report the issue to the school office. Normal maintenance and repair issues are covered by the Technology Services Department of the Rockford School District. However, if damages are found to be a result of not following the safety procedures outlined in this handbook, the student may be held accountable for the associated repair charges. The district will consider a family's ability to reimburse the district for damages or repairs. One criterion used with the eligibility for free and or reduced meals.

School District's Repair Responsibility:

The school district is responsible for repairing the following:

- Devices that malfunction due to manufacturing or application defects.
- Devices that are damaged through regular use (excluding accessories like chargers, cords, cases, or other accessories).
- Any issue covered under warranty.
- First-time accidental damages may be covered and determined on a case by case basis.

Student/Family Responsibility:

Students and their families are responsible for the following:

- The District encourages the students to fully utilize the devices being issued to promote a successful learning environment. Ensuring that the devices are properly taken care, stored correctly, and transported in a protective manner is important.
- Replacing lost items and damaged accessories (cables, chargers, devices, cases, or other accessories). The school will replace the item and invoice the family.
- Fully covering repair costs for intentionally damaged devices.

Repair Costs:

The estimated replacement costs for some damages and repairs are found in Section 1.1.

Repair Scenarios:

1. **1st accidental break:** Parents consulted with possible repair paid by school, loaner device provided, repaired device returned promptly. The district will review the incident and determine financial responsibility consistent with district procedures and the Device Protection Program.
2. **2nd or further accidental breaks:** Repair paid by student, no loaner device provided (exceptions at administration's discretion), device returned after payment.
3. **1st intentional break:** Repair paid by student, no loaner device provided (exceptions at administration's discretion), device returned after payment.
4. **2nd or further intentional breaks:** Repair paid by student, no loaner device provided (exceptions at administration's discretion), device returned after payment.

Student Responsibilities During Repairs:

When a device requires repair, students are expected to:

- Notify parents/guardians about the repair and ensuing bill.
- Make payment to the school office promptly.
- If the break was intentional or a second break, students may work with pen and paper until repair and payment are completed (exceptions determined by administration).
- Inform teachers of any necessary adjustments to assignments.

Repair turnaround time is typically 1-2 days.

Examples:

- *Accidental breaks*: Device in a backpack, tripping, stepping on the device, dropping from a counter or desk.

- *Intentional breaks or damage*: Deep scratches inconsistent with normal wear, extreme bending, throwing the device, any damage admitted to being intentional by a student.

Understanding these responsibilities will help ensure the smooth functioning of devices and minimize disruptions in learning.

8.3 Claim

In the event that a district-issued device is stolen or damaged due to fire, students or parents are required to file a police or fire report. A copy of the report must be submitted to the Principal's office before a replacement device can be provided. To enhance awareness about district-owned equipment, the Rockford School District will collaborate with the schools' Resource Officers to notify the sheriff's department of the situation.

8.4 Device Protection Program

For the 2026-2027 school year, Rockford School District offers a voluntary Device Protection Program to help families mitigate financial responsibility in the event of accidental damage, theft, or loss of a school-issued device. The program is designed to provide peace of mind by covering common repair costs, including screen damage, keyboard malfunctions, and full device replacement due to theft (with a police report).

Families who choose to enroll will pay an annual fee of $40 per student, with a family cap of $80. Students who qualify for the Educational Benefits Program will receive a 50% discount. Enrollment must be completed within the first 30 school days of the school year, or upon receipt of a device for mid-year enrollees. Families who do not opt into the program will be financially responsible for the full cost of any repairs or replacement due to damage, theft, or loss, subject to district procedures.

Claims are limited to one covered incident per year, with additional claims potentially requiring partial payment for repairs. Damage, loss, or theft should be reported to the school within two school days, and theft claims require a police report. For more details, families can reference the full Device Protection Plan agreement online or contact the district's Technology Services Director at Jeff.Kienitz@rockford883.org.

9.0 Common Questions

Question: Does the school district encourage the use of BYOD (bring your own device)?

Answer: The Rockford School District is not endorsing a BYOD in lieu of receiving a district issued device for several reasons:

1. **Equity and Accessibility:** BYOD programs can exacerbate existing disparities in technology access among students. Not all students may have access to their own devices, leading to inequalities in learning experiences and potentially hindering those without devices.

2. **Consistency:** Using a variety of different devices can make it challenging for teachers to provide consistent learning experiences and technical support. Compatibility issues, different software versions, and varying capabilities of devices can complicate lesson planning and troubleshooting.
3. **Security:** When students bring their own devices, there's a risk of introducing potentially harmful software, viruses, or security vulnerabilities into the school's network. Maintaining a secure digital environment becomes more complex when numerous devices are involved.
4. **Digital Divide:** A BYOD program can deepen the digital divide by allowing students with more advanced devices to access educational resources and applications that might not be available to those with older or less capable devices.
5. **Distractions:** BYOD programs can lead to increased distractions in the classroom, as students may use their personal devices for non-educational purposes during class time.
6. **Privacy Concerns:** Using personal devices can raise privacy concerns, as school staff may have limited control over the content accessed on students' devices. This can potentially lead to inappropriate content being displayed or shared within the school environment.
7. **Technical Support:** Managing a variety of different devices can strain the school's technical support resources. Troubleshooting issues on a wide range of devices can be time-consuming and complex.
8. **Policy and Regulation:** Schools need clear policies for device use, internet access, and data security. Implementing these policies consistently across various personal devices can be challenging.
9. **Teacher Training:** Teachers need training to effectively integrate technology into their teaching. Dealing with a variety of devices may require additional training and professional development.
10. **Liability:** Schools may be held liable for any damage, loss, or theft of personal devices brought to school premises. This could create legal complications.

It's important for a school district to carefully evaluate the benefits and challenges of a BYOD program and consider whether the potential educational gains outweigh the potential drawbacks. The 1:1 program at Rockford Area Schools is relatively new and the district is still learning the long-term viability and use of the 1:1 device and learning whether or not to implement a full or limited BYOD program.

Question: Does the school district have a device protection program for devices?

Answer: The school district offers a device protection program for students and families. Please refer to Section 8.4 in this manual. In addition, the district works to recycle and reuse

the parts from the discarded chrome books and other devices to offset the cost of purchasing parts. The district does this to reduce costs that may need to be recovered by invoicing students, parents or guardians assigned the devices.

Question: What if a student experiences a technical issue?

Answer: When technical issues arise, teachers are aware that such challenges are a natural aspect of using technology, and students should not face penalties due to these issues. Additionally, there are no restrictions preventing students from downloading assignments at school or home and printing them on paper. Teachers should not prevent students from choosing to complete assignments using paper.

Students will receive instruction in basic device troubleshooting to equip them with foundational skills. Students should have a grasp of these troubleshooting techniques. If a student encounters device problems beyond these basics, they should seek assistance from the Media Center or the Technology Services Department.

In certain cases, a student might need to temporarily exchange their device for a loaner during the day. However, given that all work should be saved to Google Drive, this switch should not disrupt the student's access to their work. It's crucial that students understand this, as it ensures their work remains accessible and uninterrupted.

Question: What if I forgot my password or username?

Answer: The student can talk with their teacher to resolve the issue. The student may be sent to the Technology Services Office for additional help in resetting user names or passwords.

Question: How should the camera and microphone be used on my device?

Answer: The use of microphones and cameras on Chromebooks or other devices is an integral aspect of modern learning. These features enable interactive and collaborative experiences, enhancing the educational process. To ensure a respectful and safe environment for all, the following guidelines are provided:

1. **Educational Use:** Microphones and cameras should be used for educational purposes only, as directed by teachers and in alignment with the curriculum.
2. **Privacy and Respect:** Students must be mindful of their surroundings when using microphones and cameras. Ensure that unintended or private content is not shared inadvertently.
3. **Consent:** When participating in live video sessions, students should be aware that their video and audio may be visible and audible to the entire class. By joining the session, students provide implied consent for their video and audio to be shared in the virtual classroom environment.

4. **Engagement:** During virtual classes, students are encouraged to engage actively by using cameras and microphones, as appropriate. This promotes a sense of connection and participation within the virtual classroom.
5. **Camera Etiquette:** Whenever possible, use appropriate backgrounds during video sessions. Ensure that the camera's focus is on the student and their learning environment.
6. **Muting:** When not actively participating, students are encouraged to mute their microphones to minimize background noise and distractions.
7. **Unauthorized Use:** Recording or capturing class sessions, including images, audio, or video, without explicit teacher permission is prohibited.
8. **Reporting Concerns:** If students encounter any inappropriate or concerning use of microphones or cameras, they should immediately report it to a teacher or school staff member.

By adhering to these guidelines, students contribute to a positive and effective online learning environment while respecting the privacy and rights of all participants.

Question: How will students save materials and projects?

Answer: Rockford School District utilizes Google for Education to help provide a framework of programs and support including Google Email and Drive. This is the primary source of storage for students. A couple other school-issued programs that contain storage are Adobe Creative Suites and Microsoft Office 365.

Question: Are programs used for curriculum vetted for use?

Answer: Yes, the program allowed for use in curriculum and instruction are listed on the school website. These are referred to as Digital Tools and can be located by clicking "Digital Tools."

Question: Can I use my personal and district assigned devices whenever I want in school?

Answer: The building principals may have an established best practice in place with regards to electronic devices during instructional time. The Principal may post this practice in the school's handbook or in other written form. In Rockford School District, teachers have the authority to decide whether electronic devices can be used during instructional periods. It's important to honor and comply with the instructions provided by each teacher. If a teacher permits the use of electronic devices, it's crucial to observe the following guidelines:

1. **Adherence to Policies:** Users must strictly follow district policies while using electronic devices.
2. **Educational Purposes:** Devices should be utilized solely for educational activities and purposes, as directed by the teacher.

3. **Minimized Distractions:** It's essential that device use does not create distractions or disruptions within the learning environment.
4. **In-Class Use:** Unless otherwise authorized by school personnel, electronic devices should only be used within the classroom during instructional time.

Teachers' decisions regarding the use of electronic devices are made to ensure effective learning and minimize disruptions. By adhering to their guidance and observing these guidelines, we contribute to a positive and focused educational environment.

Question: How do I connect to the internet off campus?

Answer: To connect a Chromebook to the internet at home, you can follow these steps:

1. **Power On:** Turn on your Chromebook if it's not already powered on.
2. **Wi-Fi Icon:** In the bottom-right corner of the screen, you'll see the network icon. It looks like a series of bars or a Wi-Fi symbol. Click on this icon.
3. **Networks Available:** A list of available Wi-Fi networks will appear. Locate your home Wi-Fi network from the list.
4. **Select Network:** Click on your home Wi-Fi network's name.
5. **Enter Password:** If your Wi-Fi network is secured (requires a password), a pop-up window will appear asking you to enter the network password. Type in the password accurately.
6. **Connect:** After entering the password, click the "Connect" button.
7. **Connected:** Once successfully connected, the network icon will change to show that you're connected to the internet.

Your Chromebook is now connected to your home Wi-Fi network, and you should be able to browse the internet and use online services. Remember that you'll need the correct Wi-Fi password to connect to a secured network.

If you have trouble connecting, make sure you're entering the correct password and that you're within range of your Wi-Fi router. If you continue to have issues, you might need to troubleshoot your Wi-Fi connection or contact your internet service provider for assistance.

Question: What if I don’t have internet at home?

Answer: If you don't have internet access at home, there are still a few options to consider for using your Chromebook:

1. **Offline Mode:** Many Chromebook applications and tools can work in offline mode. You can work on documents, read e-books, and use certain applications without an active internet connection. Any changes you make will be synced once you're back online.
2. **Public Wi-Fi:** You might be able to find public Wi-Fi hotspots in your area, such as libraries, cafes, community centers, or even some public parks. Be cautious about using public Wi-Fi for sensitive activities and always prioritize your online safety.
3. **Mobile Hotspot:** If you have a smartphone with a data plan, you can enable mobile hotspot functionality. This turns your phone into a Wi-Fi hotspot, allowing your Chromebook to connect to the internet through your phone's data connection. Keep in mind that this could use a significant amount of data from your mobile plan.
4. **School or Community Resources:** Check with your school counselor, the district's Technology Services Office or local community organizations. They might have resources available to help students access the internet.
5. **Internet Service Assistance Programs:** Some internet service providers help provide programs for low-income households, providing affordable internet access to students and families. Check with local ISPs to see if you're eligible for such programs.

   To find the most accurate and current information, you can visit the following websites:

   FCC Lifeline Program: Visit the FCC's Lifeline Program page for detailed information about the program, eligibility criteria, and application process: FCC Lifeline Program

   USAC Lifeline Program: The Universal Service Administrative Company (USAC) administers the Lifeline program. You can visit their website for application information and resources: USAC Lifeline Program

   National Verifier: The National Verifier is a tool used to determine Lifeline eligibility. You can find more information about the National Verifier on the USAC website: National Verifier

It's important to communicate with your teachers and school if you don't have reliable internet access at home. They might be able to provide alternative assignments or offer solutions to support your learning.

10.0 Parent Guide

Online Safety and Digital Citizenship Resources

Cyber Safety Guide for Parents

Ensuring the safety of our students in the digital world is a shared responsibility. As parents and guardians, you play a vital role in helping your child navigate the online landscape safely and

responsibly. This guide provides essential tips and strategies to promote cyber safety for your child:

1. **Open Communication:**
    - Establish an open and ongoing dialogue with your child about their online activities.
    - Encourage them to share their experiences, concerns, and any online interactions that make them uncomfortable.
2. **Set Ground Rules:**
    - Establish clear guidelines for screen time, device usage, and online activities.
    - Define appropriate online behavior, including treating others with respect and refraining from sharing personal information.
3. **Educate About Privacy:**
    - Teach your child to safeguard their personal information, including full name, address, school, phone number, and passwords.
    - Remind them that not everyone online may be who they claim to be.
4. **Monitor Online Activities:**
    - Regularly review your child's online profiles, social media accounts, and friend lists.
    - Keep an eye on the websites, applications, and games they use.
5. **Use Parental Controls:**
    - Utilize device and app-specific parental controls to manage and limit your child's online experiences.
    - Consider software that filters content, sets time limits, and monitors online activities.
6. **Teach Critical Thinking:**
    - Help your child develop critical thinking skills to evaluate information and identify potential online threats.
    - Discuss the importance of verifying information before sharing or believing it.
7. **Encourage Reporting:**
    - Let your child know they can come to you with any concerns about online interactions or content.

- Teach them how to report inappropriate behavior or content on websites and applications.

8. **Be a Role Model:**
    - Demonstrate responsible online behavior in your own interactions and discussions.
    - Model appropriate screen time management and digital etiquette.
9. **Online Friendships:**
    - Advise your child to only accept friend requests or connections from people they know in real life.
    - Discuss the potential risks of communicating with strangers online.
10. **Cyberbullying Awareness:**
    - Teach your child about cyberbullying and what to do if they encounter it.
    - Encourage them to report any instances of cyberbullying to you or a trusted adult.
11. **Artificial Intelligence Tools:**
    - The district may utilize instructional tools that incorporate artificial intelligence features. These tools are reviewed for educational value, privacy, and security.
    - Parents/guardians are encouraged to contact the district with questions regarding specific tools used in instruction.

By actively engaging in your child's online experiences and equipping them with the tools to navigate safely, you empower them to make responsible decisions in the digital world. Remember that fostering open communication and trust is key to creating a positive and secure online environment for your child.

There are several websites that provide valuable resources and information to support parents in promoting cyber safety for their children. Here are a few trusted websites that offer tips, guides, and tools for parents:

1. **Common Sense Media:** Common Sense Media offers a variety of resources to help parents navigate the digital world with their kids. They provide reviews of applications, games, and movies, as well as articles on topics related to online safety and digital citizenship. Website: Common Sense Media
2. **ConnectSafely:** ConnectSafely is a non-profit organization dedicated to promoting online safety. They offer resources for parents, educators, and teens, covering topics like social media, cyberbullying, and privacy. Website: ConnectSafely

3. **National Online Safety:** This organization provides a range of online safety resources and courses for parents and educators. They cover topics such as social media platforms, online gaming, and cyberbullying.
   Website: National Children's Alliance and SchoolSafety.gov
4. **Family Online Safety Institute (FOSI):** FOSI offers guides and resources to help families navigate the digital world safely. They cover topics like screen time management, online privacy, and digital well-being. Website: Family Online Safety Institute
5. **StaySafeOnline:** Managed by the National Cyber Security Alliance, StaySafeOnline provides resources for families, educators, and businesses to enhance online safety. They offer tips, videos, and guides for parents. Website: StaySafeOnline
6. **NetSmartz Workshop:** Created by the National Center for Missing & Exploited Children, NetSmartz Workshop offers resources and interactive activities to educate kids and parents about internet safety. Website: NetSmartz Workshop
7. **Google Family Safety Center:** Google's Family Safety Center provides tools and tips to help families stay safe online. They offer resources on online privacy, managing screen time, and safe online communication. Website: Google Family Safety Center
8. **SANS Institute –** The Sans Institute promotes several ways to stay safe online. They work to help spread security awareness programs that can be used in your home. Website: SANS Institute – Secure the Family

These websites offer a wealth of information, guides, and tools that can help parents navigate the digital world with their children and promote a safe and responsible online experience. Always ensure to explore and evaluate the content on these websites to find the information that suits your specific needs.

Parents and guardians may request information regarding district-approved instructional technology providers used for curriculum, testing, and assessment purposes. The district provides annual notice regarding student data privacy rights and maintains practices consistent with Minnesota student privacy laws and federal education privacy protections.

Annexes

Annex A: 1:1 District-Issued Device Policies, Guidelines, & Agreement Forms

Permission Form for Access to Technology - Rockford School District 883

Signing this form gives permission for my enrolled child or children to access and use electronic technology provided by the Rockford School District for educational purposes. I understand and agree to the following terms and conditions:

1. **Educational Use:** I acknowledge that access to technology in the Rockford School District is intended for educational purposes and opportunities. I understand that all use of Rockford School District's electronic technology must align with educational programming and curriculum.
2. **Compliance with Guidelines:** My child agrees to comply with all district guidelines, policies, and agreements regarding the use of electronic devices provided by the Rockford School District.
3. **Ownership and Review:** I acknowledge that the school-issued device is the property of the Rockford School District. I understand that the district reserves the right to review or seize the device at any time.
4. **Privacy Expectations:** Students and families should understand that school-issued devices are district property and that users should have no expectation of privacy regarding district-managed accounts, files, browsing activity, or device usage, except as protected by applicable law. I am aware that the district may access and monitor device usage as needed to follow the Federal and State rules and regulations.
5. **Guideline Compliance:** I acknowledge that failure to comply with the Rockford School District - 1:1 District Issued Device Handbook, as well as all district policies including District Policy 524 Internet Acceptable Use and Safety Policy, District Policy 514 Bullying Prohibition, and District Policy 506 Student Discipline, may result in consequences including the loss of privilege to take the device home, use the school-issued device, or other appropriate disciplinary actions.

By signing this permission form, I affirm that I have read and understood the terms and conditions outlined above. I agree to ensure my child's compliance with these guidelines and to support their responsible and educational use of electronic technology provided by the Rockford School District.

Parent/Guardian Name: _____

Parent/Guardian Name: (Signature) _____ Date: _____

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

I have read all the policies and guidelines in the Rockford School District - **1:1 District Issued Device Handbook.** I understand my responsibilities as a parent/guardian. I authorize Rockford School District - 883 to allow my student access to educational applications which may require a minimum age of 13 years or older.

Parent/Guardian Name:_____
Parent/Guardian Signature:_____
Date:_____

Annex B: Rockford Area Schools Digital Learner Pledge Form

Digital Learner Pledge Form

I understand the importance of responsible and respectful use of technology as a digital learner. I commit to uphold the following principles to ensure a positive and productive digital learning experience:

1. **Respectful Communication:**
    - I will communicate online with kindness, respect, and empathy, just as I would in person.
    - I will avoid using language or behavior that may hurt, insult, or offend others.
2. **Privacy and Personal Information:**
    - I will not share personal information, such as my full name, address, phone number, or passwords, online without permission.
    - I understand that what I post online can be seen by others, and I will be cautious about sharing private details.
3. **Cyberbullying Prevention:**
    - I will not engage in cyberbullying or any form of online harassment.
    - I will report any instances of cyberbullying or inappropriate behavior I come across.
4. **Intellectual Property and Citations:**
    - I will respect copyright laws and give proper credit when using others' work, images, or content.
    - I will create and share original content, giving credit when I use someone else's work.
5. **Digital Safety and Security:**
    - I will keep my passwords secure and not share them with anyone.
    - I will be cautious about clicking on links or downloading files from unknown sources.
6. **Device and Screen Time Balance:**
    - I will use technology for educational purposes and manage my screen time to maintain a healthy balance between online and offline activities.

- I will take good care of my device and accounts.
- I will not leave my device unattended.
- I will charge the devices battery so it is ready for class.
- I will be responsible for all damages or loss caused intentionally or by misuse or abuse.
- I agree to return the device, the charger and other accessories in good condition.
- I will not deface the device or place inappropriate decorations on the device.
- I will not deface or remove the serial number or inventory stickers on the device or accessories.

7. **Responsible Research and Information Evaluation:**
    - I will critically evaluate online information to ensure its accuracy and reliability before using it for my assignments.
8. **Online Etiquette:**
    - I will follow the guidelines set by my school and educators for online participation, discussions, and assignments.
    - I will adhere to appropriate netiquette and refrain from disruptive or inappropriate behavior online.

By signing this pledge, I commit to being a responsible digital learner and contributing to a positive online environment for myself and others. I understand that my actions in the digital world reflect on me and the values of our learning community.

Student Name: _____

Student Signature: _____

Date: _____

School: _____

Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Please keep this pledge form as a reminder of your commitment to responsible digital learning**.**

Version History:

This handbook establishes student and family expectations for district-issued technology use and does not serve as a technical operations manual, cybersecurity response plan, or legal interpretation of district policy. Operational security procedures are maintained separately under restricted internal governance documents.

Reviewed by: Jeff Kienitz, Director of Technology

Version	Date	Description of Change	Approved By
1.0.0	August 2023	Initial adoption	Jeff Kienitz
1.0.1	Sept 2023	School Board presentation	Jeff Kienitz
1.1.0	April 2025	Annual review/revision	Jeff Kienitz
1.2.0	April 2026	Annual review/revision	Jeff Kienitz

Data Classification: Public Data | TLP: CLEAR

This handbook contains student and family guidance for district-issued device use, acceptable use expectations, and general operational procedures intended for public distribution. This document may be shared with students, parents/guardians, staff, and the community. Operational cybersecurity procedures, incident response protocols, investigative records, and security configurations are maintained separately under restricted internal governance documents pursuant to Minn. Stat. §13.37 and applicable district security standards.

Title IX:

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment.

All Title IX reports and concerns should be directed to the Superintendent of Schools

Additional Title IX information is available on the Rockford Area Schools website under Human Resources → Title IX. The link is provided at: https://www.rockford883.org/district/departments/human-resources/title-ix

2026-2027
Rockford Area Schools Volunteer Handbook

Cindy Gapinski: Payroll/HR Coordinator cindy.gapinski@rockford883.org
Jeff Ridlehoover: Superintendent jeff.ridlehoover@rockford883.org

Updated by: Rockford Handbook Team, March 2026

Data Classification: Public Information | TLP: CLEAR
This handbook contains general volunteer guidance, conduct expectations, and district procedures intended for school volunteers and may be disclosed in accordance with Minnesota Statutes Chapter 13 and applicable district policies.
Disclaimer: This handbook is administrative guidance and does not replace Board Policy, emergency response procedures, or applicable state and federal law. In the event of conflict, governing law, Board policy, and district procedures shall control.

ROCKFORD AREA SCHOOLS ISD 883
VOLUNTEER HANDBOOK

Welcome to Rockford Area Schools ISD 883!
Thank you for your interest in volunteering with Rockford Area Schools. Volunteers play a vital role in enhancing our students' educational experiences, and we greatly appreciate your time, talents, and dedication. This handbook provides essential information about our expectations, policies, and procedures to ensure a safe and positive experience for both volunteers and students.

District Mission Statement

Our mission is to provide a rigorous and innovative educational environment that empowers every student to achieve success in a changing world. Volunteers contribute to this mission by supporting students, staff, and programs across our schools.

District Core Values

We believe in:

- **The brilliance of ourselves and others** – Everyone has the capacity and responsibility to foster the growth and brilliance of others.
- **Authentic community engagement** – Engaging and supporting our employees, families, and communities enhances the healthy development of each learner.
- **High expectations** – Instilling and upholding high expectations empowers students and staff to higher levels of achievement.

- **Collective responsibility** – Embodying the collective and urgent responsibility of anti-racist practices enriches a work and learning environment and community.
- **Persistent effort** – Through persistent effort, we will create anti-racist schools and academically successful learners.
- **Racial consciousness and cultural competence** – These qualities are essential to each person's ability to be a catalyst for change.
- **Advocacy for equity** – Everyone has equal intrinsic worth, and we will advocate for the historically marginalized.

Volunteer Program Overview

Who Can Volunteer?

- Parents and guardians of students
- Grandparents and family members
- Community members
- Business and civic organization representatives
- High school students fulfilling service requirements.

Ways to Volunteer

- Classroom assistance
- Library and media center support
- Mentoring and tutoring
- Field trip chaperones
- Event and extracurricular activity support
- Office and clerical help
- Facility and outdoor beautification projects

Volunteer Application & Background Checks

Annual Volunteer Application Renewal

All volunteers must complete a new application each school year. Applications can be found on the district website or at each school's main office. Completing an application does not commit you to volunteering, but it is a necessary step to get started.

Background Check Requirement

In compliance with **Minnesota Statute 123B.03**, all volunteers working with students must complete a background check, which includes:

- Criminal history check
- Sex offender registry check

Volunteers must provide a signed consent form and may be responsible for associated costs unless covered by the school district. If the results of the background check affect eligibility, the district will notify the individual accordingly.

Reference: Minnesota Statute 123B.03

Volunteer Status and Expectations

Sign-In and Identification

- Volunteers must check in at the front office and wear a visitor badge while on school grounds.
- Volunteers should sign out upon leaving.

Professional Conduct

- Treat all students, staff, and fellow volunteers with respect.
- Dress appropriately for the school environment.
- Arrive on time and notify the school if unable to fulfill a volunteer commitment.
- Always follow all school policies and procedures.

Confidentiality and Data Privacy

- Minnesota Data Privacy Laws and Policy 515 (Protection and Privacy of Education Records) bind volunteers.
- Personal, academic, or behavioral information about students must remain confidential.
- Any concerns about student well-being should be reported directly to a school administrator or staff member.

Volunteer Contact Restrictions

- Volunteers may not contact students outside of school without parental and administrative approval.
- Restricted contact includes social media, telephone communication, or meeting students off school grounds.

Cultural Awareness

Our community is culturally diverse. Volunteers should work positively with everyone and be aware of cultural differences to foster an inclusive environment.

Discipline Protocol

- Volunteers should not discipline students beyond maintaining order in their group or activity.
- Any behavioral issues should be reported to the supervising staff, as they are responsible for discipline.

Accident Reporting

- If an injury occurs while volunteering, report it immediately to the building health professional, Volunteer Services Coordinator, or supervising staff.

Record Keeping

- Accurate record-keeping of volunteer hours is crucial. Volunteers should log their hours as directed by the school.

Staff Responsibilities

- While volunteer suggestions are valued, staff members are legally responsible for decisions regarding student instruction and school management.

Field Trip and Event Guidelines

Field Trip Requirements

- Volunteers assisting on field trips must complete a background check.
- Volunteers must follow the direction of the lead teacher or staff member.
- No unauthorized stops or detours are allowed.

Emergency Procedures

- Follow staff instructions during fire drills, lockdowns, and other emergency procedures.
- Review the school's **Emergency Action Guide** for response protocols.

Reference: Policy 507 (Emergency Procedures)

Mandatory Reporting

Minnesota state law requires all school personnel and volunteers to report any suspected child abuse or neglect. If a volunteer suspects a student is being harmed, they must:

- Immediately report concerns to a school administrator, counselor, or teacher.
- Avoid questioning the student or investigating on their own.
- Maintain confidentiality and allow school officials to handle the matter appropriately.

Failure to report suspected abuse or neglect may result in legal consequences. Rockford Area Schools provides training and resources to help volunteers understand their responsibilities under **Policy 414 (Mandated Reporting of Maltreatment of Children or Vulnerable Adults)**.

Volunteer Recognition and Appreciation

We value the contributions of our volunteers and regularly recognize their efforts through:

- Volunteer appreciation events.
- Certificates of recognition
- Acknowledgment in school communications

Sexual Harassment Policy

Rockford Area Schools is committed to maintaining an environment free from sexual harassment. Sexual harassment is a form of sex discrimination and is prohibited in our educational programs and activities.

Definition of Sexual Harassment:

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education.
- Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting that individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment.

Reporting Procedures:

- Any volunteer who believes they have been subjected to sexual harassment or has witnessed such conduct should report the incident promptly to the Title IX Coordinator or any school administrator.
- The district will investigate all complaints promptly and take appropriate corrective action to eliminate the conduct and prevent its recurrence.

For detailed information, refer to **Policy 413 (Harassment and Violence Prevention)**.

Bullying Policy

Rockford Area Schools is committed to providing a safe and respectful environment free from bullying, harassment, and intimidation. Volunteers should be aware of and adhere to **Policy 514 (Bullying Prohibition Policy)**, which states:

- Bullying is prohibited on school property, at school functions, and in school transportation.
- Volunteers should immediately report any instances of bullying to a school administrator or staff member.
- Retaliation against individuals reporting bullying is strictly prohibited.
- The district will investigate all reports and take appropriate action.

Reference: Policy 514 (Bullying Prohibition Policy)

Additional Relevant Policies and Resources

Volunteers must adhere to the following **Rockford Area Schools policies**:

- **Drug-Free Workplace/Drug-Free School** (Policy 418)
- **Tobacco-Free Environment** (Policy 419)
- **Harassment and Violence Prevention** (Policy 413)
- **Internet Acceptable Use and Safety** (Policy 524)
- **Volunteer Background Check Policy** (Policy 404)
- **Student Privacy and Confidentiality** (Policy 515)
- **Bullying Prohibition Policy** (Policy 514)

These policies can be accessed at: **Rockford Area Schools Policies**

Title IX:

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment.

All Title IX reports and concerns should be directed to the Superintendent of Schools

More information can be found at https://www.rockford883.org/district/departments/human-resources/title-i

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Contact Information

For more information or to get started as a volunteer, please contact: Rockford Area Schools

ISD 883 Rockford Area Schools
651 Ash Street
Rockford, MN 55373
Phone: **763-477-9165**
Email: **cindy.gapinski@rockford883.org**

Website: **www.rockford.k12.mn.us**

Thank you for your willingness to support our students and schools!

Building Contact Information:

District Office

📌 **Superintendent:** Dr. Jeff Ridlehoover
📞 **Office Phone:** (763) 477-9165

Rockford Elementary Arts Magnet School

📌 **Principal:** Brenda Nyhus
📞 **Office Phone:** (763) 477-5837

Rockford Middle School - Center for Environmental Studies

📌 **Principal:** Paul Warzecha
📞 **Office Phone:** (763) 477-5831

Rockford High School - IB World School

📌 **Principal:** Paul Menard
📞 **Office Phone:** (763) 477-5846

For additional information, visit **www.rockford883.org**

Emergency Contact Number: 911

Rockford Area Schools – Volunteer Emergency Response Guide

At Rockford Area Schools, the safety of our students, staff, and volunteers is our top priority. Please familiarize yourself with the following emergency procedures. If you witness an emergency, notify a staff member immediately or call 911 if necessary.

Fire Emergency

- **Evacuate** the building immediately using the nearest exit.
- **Do not use elevators.**
- Follow posted evacuation routes and proceed to the designated assembly area.
- Do not re-enter the building until authorized by emergency personnel.

Severe Weather (Tornado, High Winds, etc.)

- Move to a designated shelter area, typically an interior room or hallway on the lowest floor, away from windows.
- Follow staff instructions and remain in place until the “All Clear” is given.

Medical Emergency

- Call **911** for life-threatening conditions.
- Alert the main office or another staff member immediately.
- If trained, provide first aid/CPR until medical personnel arrive.

Lockdown Procedures

- **Lockdown** (Threat Inside): Move to the nearest secure room, lock doors, turn off lights, and remain silent.
- **Lockout** (Threat Outside): All exterior doors will be secured; remain inside the building and continue normal activities.
- Follow staff instructions and do not open doors until an official “All Clear” is given.

Data Classification: Public Information | TLP: CLEAR
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Suspicious Activity or Threats

- Report concerns immediately to a staff member or administrator.
- Do not approach or confront suspicious individuals.
- Follow school protocols for safety.

Chemical Spill or Gas Leak

- Move away from the affected area.
- Alert staff immediately.
- Follow evacuation or shelter-in-place instructions.

General Safety Tips for Volunteers

- Always wear your volunteer badge while on school premises.
- Be aware of your surroundings and report any safety concerns.
- Follow all staff instructions during emergencies.

For any questions regarding emergency procedures, please consult school administrators. Thank you for your commitment to a safe school environment!

VOLUNTEER AGREEMENT

Rockford Area Schools

ROCKFORD AREA SCHOOLS
Independent School District #883
6051 Ash Street, Rockford, MN 55373

Volunteer Name:

Position: (name of program) Volunteer

Volunteer Start Date: Day of Week, Date??, 202?

Volunteer End Date: The duration for this Volunteer Agreement may be adjusted or terminated by Rockford Area Schools at any time.

VOLUNTEER

Individuals, including School District employees, frequently wish to volunteer to assist with coverage, supervision, and other tasks related to student activities, athletics, or other functions. These service hours are performed for civic, charitable, or humanitarian reasons, without expectation or receipt of compensation for services rendered. There is no requirement or expectation that any individual or employee performs volunteer services on behalf of the School District, nor any work-related benefit, incentive, or opportunity that will be provided or enhanced as a result of such services.

VOLUNTEER STATEMENT

I am interested in volunteering for this assignment. By signing this letter of assignment, I acknowledge and affirm that I will be performing these services voluntarily and without any expectation of compensation or other benefits. I understand the expectations outlined above and agree to abide by the guidelines set forth in this agreement and in the policies of the Rockford Area Schools District.

ACKNOWLEDGEMENT

I hereby acknowledge that I have carefully read this volunteer agreement, that I fully understand its contents, and agree to this assignment according to the terms and conditions listed above. By signing below, I express my understanding and intent to enter into this assignment willingly and voluntarily.

This agreement must be signed prior to volunteering.

Printed Name _____

Signature _____ **Date** _____

The Launching Pad Preschool

EARLY CHILDHOOD EDUCATION
Birth-PreSchooL

2026-27 Parent Handbook

Launching Pad Preschool is a 4-Star rated Parent Aware Program. The highest rating offered, it reflects a commitment to high quality programming using research-based best practices, while preparing children for success in kindergarten and beyond.

Rockford Area Early Childhood Programs is a program of the Rockford Area Schools Community Education Department.

Building a Community for Life-Long Learning
Rockford Area Schools
COMMUNITY EDUCATION

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Introduction

Welcome to the Launching Pad Preschool! The purpose of this handbook is to assist you in knowing more about this program offered through Rockford Community Education. Please take some time to familiarize yourself with the contents of this handbook. It includes information specific to the Launching Pad Preschool.

Tiffany Reinhard, Coordinator
tiffany.reinhard@rockford883.org

Philosophy

We believe that a child learns best in an atmosphere of love, warmth and acceptance. Our teachers listen to children, allow them to take the initiative, and yet guide them in productive and non-competitive ways.

Our program is founded on the belief that all children have great potential, are curious, and interested in constructing their own learning. We encourage positive peer and social relations, development of critical thinking skills, and facilitate the development of self-esteem by fostering independence and problem-solving skills.

We further believe that parents are the child's first and primary teachers and we enhance and support the parents in this important role.

It is important to remember that development is a journey, not a race. Children benefit from the individual, measured pacing of the journey, not from achieving developmental milestones at the earliest opportunity. We offer only developmentally appropriate activities for the children and will not push beyond what they are comfortable doing.

Jean Piaget generally is recognized as the leader in the field of early childhood education in the research and understanding of a child's development. From ages two to seven, a child is developing many of the cognitive skills that are the foundation for all formal learning. Attempts to hurry a child's cognitive development are not worthwhile: Piaget's research documents that the stages of cognitive development cannot be skipped, nor is it possible to speed through them. While most children at the youngest ages are able to memorize and recite, these skills do not represent meaningful learning in the preschool years. In our setting, we encourage deep and complex thinking. This fosters the tendency in children to be curious, to wonder, investigate then to question, study, and analyze so they can think critically. This is true preparation for life-long learning. "Academics" are very much embedded within our daily work. They are found in both the ordinary moments of our day and in the project work that we may do.

Children have a real understanding only of that which they invent themselves, and each time we try to teach them something too quickly, we keep them from reinventing it themselves. ~ Jean Piaget

Staff

Teachers are typically licensed in early childhood education and are carefully selected by our interviewing committee. Teachers are required to attend workshops, conferences, and other in-service training opportunities to keep abreast of the best way to enhance children's learning. Assistants are all parents and some have had children in our program. District #883 has a licensed school nurse on duty at all times.

Coordinator –Tiffany Reinhard
Children's Teachers – Jessica Attleson, DeAnn Lommel, BethAnn Brooks and Joy Johnson
Assistant Teachers - Katelin Schroeder, Cathy Egbert, Courtney Thorson, Alyssa Gabrelcik.
Administrator: Melissa Joseph, Community Education Director
Advisory Council: Composed of community members, including parents with children in the program, the advisory council assists with direction, support, program development, public relations, and evaluation of the program. Please contact your child's teacher or the coordinator if you wish to serve on the Advisory Council.

Program Information

Enrollment: Each class has one teacher and one assistant and a maximum of 16-18 children.

Funding: Our program is supported by tuition fees from parents along with a small amount of funding from the state for tuition assistance purposes.

Location: Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford, Minnesota, classrooms 209, 210, 211, 212, and 305.

Telephone Calls - Messages
The Early Childhood Programs phone number is 763-477-7500. All teachers have voice mail and you will be able to leave a message for your child's teacher. *If it is a very important message, such as a change in your child's dismissal routine, please speak to someone in the Early Childhood Office or REAMS office.*

Birthday Snacks
Please send nutritious foods rather than sweets. Since nutrition is one of the main components in our preschool program**, please do not send cake, cupcakes, cookies, candy, caramel-type popcorn, "fruit snacks," or other sweets.** State law does not allow homemade treats.

Hours:
Morning class: 8:05 - 10:45 AM
Afternoon class: 12:15 – 2:55 PM
All-day class: 8:05 AM – 2:55 PM

Days: Launching Pad Preschool-days off due to no school are built into the tuition total.

School closings/delays: If school is closed for any reason, then preschool classes will also be canceled. If there is a two-hour late start, there will be no morning preschool; all day preschool will be 2 hours late and PM preschool will be held as usual.

Make-Up Days: After the first 2, when preschool is cancelled due to weather related events, Launching Pad Preschool will make-up as many preschool sessions as the K-12 school calendar and program calendar permits. As these occurrences are beyond our control, refunds will not be issued.

Transportation: Parents are expected to provide transportation or arrange for car-pooling. Free transportation is available if there is room on regularly scheduled district bus routes.

Children who ride the bus to and/or from school are met by the assistant teacher at the bus stop every morning and at mid-day. Teachers and assistants walk children to the individual buses each afternoon.

Snacks: Nutritious snacks will be served daily. We ask that parents help provide snack food to assist in keeping the cost of tuition down. Food will not be used as punishment or reward. Again, no sweet treats, please.

Field trips: Parents will be notified of any field trips and may be asked to volunteer to help supervise children. A small fee may be required for some field trips.

Clothing/backpack: Your child's clothing should be comfortable, washable, and designed so that he/she is generally able to manage toileting by him/herself. Classes go outside when the weather permits. Therefore sweaters, snowsuits, raincoats, caps, mittens and boots should be easy and big enough for the child to dress him/herself. Please clearly mark each item with the child's name for identification, particularly snow boots, snowsuits, jackets, etc. Your child will need to carry a large backpack so he/she can bring artwork, notices and other items to and from school.

Student Withdrawal: If you need to withdraw your child from Launching Pad Preschool, we require a written notice of 10 business days prior to your end date. Failure to do so will result in you being billed for the tuition of the required 10 business days.

Curriculum

Our staff has been greatly influenced by training we have received in Reggio Emilia curriculum. We are members of the North American Reggio Emilia Alliance and the Minnesota Reggio Network. We attend Reggio networking sessions and explore literature about the Reggio approach to early education.

Creative Curriculum is research based, aligned with the Minnesota Early Childhood Indicators of Progress (ECIPs), and reflective of our Reggio-inspired approach to early education. Ours is an emergent curriculum – we are always learning and changing as we strive to ascertain what works best for providing children with tools for learning.

Together, the Reggio Philosophy and Creative Curriculum foster methods of teaching children that reflect "best practices" for age and developmentally-appropriate activities that are exciting, creative, and best encourage children's growth and learning.

What is a Reggio-inspired approach?

Reggio Emilia, a city in northern Italy, is the home of what many people consider the best program in the world for young children, ages birth to six.

The Reggio Emilia philosophy sees the child as unique, strong, and full of potential and envisions environments that are reflective of learning and relationships between children, teachers and parents.

The Reggio Emilia approach to education is committed to the creation of conditions for learning that will enhance and facilitate the child's construction of his or her own powers of thinking through the fusion of all the expressive, communicative and cognitive languages.

The Reggio Emilia approach is based upon the following principles:

- The image of the child as curious, competent, and able to build theories.
- Shared discussions among children, among adults, and between adults and children are ways children represent what is learned. Through repeated conversations and revisiting ideas, children can reconstruct their earlier theories.
- The Reggio approach is about guiding children's ideas with provocations. There is collaboration on many levels. Parents are considered an essential collaborator and parent participation is desired and supported.
- The Reggio Emilia approach calls for the introduction of a wide array of creative media and activities as a means of enhancing children's creative, social, and cognitive development. The children represent their ideas and emotions through many "languages," including spoken and written words, visual arts, drama, music, movement, construction and more.
- The teacher's role within the Reggio Emilia approach is complex. Teachers co-explore the learning experience with the children to provoke ideas, problem solve, and critical thinking skills. Teachers help children see the connections in learning and experiences and help children express their knowledge through representational work.
- Teachers document children's processes of learning in many ways - through photographs, written records, journals, etc. Projects can emerge from children's ideas and/or interests, or by knowing what is of interest to children, teachers can introduce them: shadows, puddles, tall buildings, construction sites, nature, etc.

• Time is a critical factor but not measured by the clock or calendar. Children's own personal rhythms and own sense of time is considered important.

Breakfast/Lunch:

During the 2023 Minnesota Legislative Session, lawmakers signed into law the Free School Meals program for students:

Eligible for 1 reimbursable breakfast, free of charge:

- **AM classes and all-day classes**

Eligible for 1 reimbursable lunch, free of charge:

- **All-day classes**

Even with this change, districts are still required to keep track of meals served to each individual child and families that qualify for benefits. We will continue to collect the Application for Educational Benefits. Students qualifying for benefits increases federal and state funding to support learning experiences for students in Rockford Area Schools. Qualifying for benefits also helps your family reduce fees in other areas of your child's school experience.

Parents may provide cold lunches and purchase milk for $.60 each. Lunch is to be eaten in designated areas only. If your child brings his/her lunch:

- Make sure the lunch is clearly labeled.
- Low sugar and high fiber are important.
- Remember protein/vegetables/fruits/grains.
- Please don't send candy or more than one cookie.

If you intend to purchase milk, it is necessary to have funds available in your student's food service account. When you log into Infinite Campus Parent Portal* you will see the Food Service tab in the menu. On this tab you can view individual or family meal account balances, view daily meal purchases in real time, and sign up to receive low balance e-mail notifications. You have the convenience of making online payments directly through Infinite Campus Parent Portal.

All-Day Preschool

Children will have preschool in the morning and then there will be a lengthy break for lunch and a quiet time, or naptime, for those who choose to sleep. The afternoon will continue with another session of preschool that will be at a more relaxed pace, with time for enrichment activities and group time.

Please send a small blanket, one that can remain at school with your child for naptime. We will furnish a soft mat for your child, but a blanket from home will add to their comfort. Please put your child's name on the blanket.

Calendar

We follow the school year calendar of Rockford Elementary Arts Magnet School, except that we begin later and end earlier, and offer mid-year parent-teacher conferences.

Conferences

Every family has a parent/child conference with the teacher before classes begin in September. Parents also have the opportunity to have a formal conference to discuss their child's progress in January. At the end of the year, each parent receives a summary report of his/her child's progress.

Daily Communication

Teachers communicate to parents a recap of each day.

Gifts to Employees

Refer to District Policy 421

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Guidance Procedures

By noticing children behaving positively and praising them for this, the need for discipline is greatly reduced. We believe positive reinforcement, redirection of negative behavior, and an explanation of what is expected and why is the best and easiest way of handling inappropriate behavior. Yet, at times, purposeful discipline becomes necessary for the good of the individual child and the other children in the program.

The following is the course of action that will be taken, if needed:

1. First time - identify the undesirable action to the child as being inappropriate.
2. Second time - reminder of rule.
3. Third time - brief "break-time" from the activity to calm down and/or help regulate oneself.
4. If the inappropriate behavior continues, a parent-teacher conference will be requested to discuss alternative measures of guidance.

Referral:

The Launching Pad Preschool is designed to serve students ages three to five years old. It is a non-mandated community education preschool program. Though every effort is made to meet the educational needs of every student, if a child's behavioral, developmental or cognitive needs exceed the typical services offered to children in our program, then we will seek parental permission to begin the referral process for consultation and/or assessment to the Early Childhood Special Education (ECSE) team. This is rooted in our commitment to the success of all students by providing developmentally appropriate education to each one.

Emergency Procedures

We will participate in fire, tornado, and safety drills so the children are familiar with the procedures.

Health Information

District #883 has a licensed school nurse on duty at all times. All immunizations must be current according to state law. Your child must complete Early Childhood Health and Developmental Screening (offered by the school district) prior to being enrolled in the program, within 90 days after the enrollment date, or when your child reaches the age of 3 years and 7 months. Please call our office to set up an appointment at 763-477-7500.

For your child's well-being and the protection of the other children, your child should be kept home if he/she has the following:

Red eyes	**Heavy cough**
Upset stomach	**Ear ache**
Open sores	**Swollen glands**
Fever	**Diarrhea**

Children should be fever free for 24 hours *without* the aid of medicine (Tylenol, Motrin, Advil, etc.) before returning to school. Also, when the illness includes vomiting or diarrhea, please wait to return to school until it has been 24 hours since the last incident.

If your child becomes ill at school, the teacher will notify the parents or the contact person on the emergency card if the parents cannot be reached. You should have someone who can care for your child if he/she cannot remain at school.

The district student health service is staffed by a licensed nurse. Other health services may be provided to students under the direction and supervision of a licensed school nurse. In the event of an emergency, 911 will be notified along with the parent/guardian.

Please notify us if your child has a contagious illness. The staff will notify you if a contagious illness exists among the preschool children.

All prescription medications require a doctor's order and signed parent permission. The medication must be brought to the school in its original container with a label prepared by a pharmacist. This form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Medication, with the exception of Epi-Pens, will be stored in a locked receptacle in the EC Office. Epi-Pens can be stored in the child's respective classroom.

Attendance:

If your child will be absent from preschool, please call the attendance line at 763-477-7525 and leave a message.

Title IX

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment. All Title IX reports and concerns should be directed to the Superintendent of Schools.
More information about Title IX can be found at: https://www.rockford883.org/district/departments/human-resources/title-ix

Tobacco-Free Schools

Refer to District Policy 419

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or electronic cigarettes in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities.

Tuition/Fees

Tuition is divided into a ten-payment plan and is due on the 1st of the month – all payments are the same regardless of school vacation days, conferences, etc.

Payment months:
June, by the September conference, October, November, December, January, February, March, April, and May.

TUITION IS DUE ON THE 1st DAY OF EACH MONTH. A $25.00 LATE FEE WILL BE ASSESSED FOR PAYMENTS MORE THAN 5 BUSINESS DAYS LATE. If your tuition is more than three weeks late, LPP reserves the right to withdraw your child from the program if arrangements have not been made with the Coordinator.
There is a non-refundable registration fee: $50 for the first child - $40 for the second child that is due with the application in order to process the registration.

If your child is absent for an extended time, you will still be responsible for preschool tuition, as we cannot offer that slot to anyone else unless you withdraw your child from the program.

Class options

Children must be at least 3 by 9/1/2026 for:

5 days/week (MTWThF) 8:05 AM–10:45 AM: $365/month.

3 days/week (MWF) 8:05 AM–10:45 AM or 12:15 PM–2:55 PM: $250/month

2 days/week (T/Th) 8:05 AM–10:45 AM or 12:15 PM–2:55 PM: $200/month.

2 days/week ALL DAY (T/Th) 8:05 AM–2:55 PM: $310/month.

Children must be at least 4 by 9/1/2026 for:

5 days/week ALL DAY (MTWThF) 8:05 AM–2:55 PM: $640/month

3 days/week ALL DAY (MWF) 8:05 AM–2:55 PM: $415/month.

Late fees: There is a $25 late fee for tuition payments received more than 5 business days past the first of each month. There is a $10 late fee for each 15 minutes a child is picked up late from preschool.

Drop-off/Pick-Up for Preschool children:

• Parents are requested to bring their child to the classroom no more than 10 minutes before scheduled starting time. A child should not be dropped off outside the elementary school on their own unless arrangements have been made previously with ECP staff.
• Parent must notify LPP if someone other than the parent will pick the child up from school on any one day, or on a regular basis.
• Parents must notify LPP and transportation if their child is to get off the bus at any place other than the normal drop-off point. (A child may only be delivered to an area within the general bus route.) The transportation supervisor requests a three-day notice and parents are asked that they deviate from the normal bus route only in case of an emergency.
• Parents should pick their child up outside the classroom promptly at the scheduled release time.

Busing

Bus transportation to and from preschool is available if:

1) The pick-up/drop-off point is on the regular bus route and,
2) There is space available on the bus. Busing policy permits only one address for pick-up each day and one address for drop-off each day.

Parent Participation

We welcome parents into our classrooms as observers and/or helpers. Please call your child's teacher to arrange a time for your visit.

What we expect from you:

• Please pay tuition promptly on the 1st of the month. You may pay online on *ELEYO,* or by check or cash in our office.
• Talk to the teacher or coordinator about any concerns you have about the program, your child, or related matters.
• Inform the EC office of any changes in phone number (work or home), address, or emergency information.
• Make sure your child has an adequate night's rest before sending him/her to school.
• Assess your child's health before sending him/her to school. (See Health Information above.)
• Read any correspondence via email or sent home with your child as you check the backpack each day.
• Label your child's personal items.
• No expensive or fragile items should be sent to school with your child - these may get broken or lost.
• Arrange to have an ill child picked up from the health office promptly.

What you can expect from us:

• An atmosphere of warmth, love and acceptance.
• Individual, positive attention for each child.
• A conscientious and thoroughly planned program with age-appropriate activities.
• A pleasant, safe, well-supervised, and healthy environment.
• Information sent home on a regular basis about activities, special events, or if there are concerns about a particular situation.
• Confidentiality of all information pertaining to children or families.
• Opportunities for you to be involved in your child's education.
• Children who ride buses will be met at the buses in the AM and be placed individually on buses in the PM.
• Our staff is required by law to report any suspected child abuse and/or neglect.

Sample Daily Schedule

A daily schedule and on-going documentation of the children's experiences are displayed in each classroom as well as our common areas. Parents are strongly encouraged to pay attention to the displays as they provide a glimpse into the inner life of the classroom community. Children learn about time from the daily, predictable routines that are established.

A sample of the daily schedule may include:

5-10 minutes
ARRIVAL
Free choice time

15-20 minutes
MEETING
Hello, sharing, story time and explain new activities

80 Minutes
PLAYFUL LEARNING
Hands-on activities, explore learning stations; projects

HEALTHY SNACK & WATER
Wash hands, social interaction, conversation, and manners. Children choose snack as a self-directed, independent activity

15 minutes
MUSIC & MOVEMENT CIRCLE
Songs, music, finger plays

10-15 minutes
GROSS MOTOR
Outdoors or play in large motor room; extra story

214

or songs

10 minutes
DISMISSAL
Get ready, good-byes, pick-up or buses

Interest centers for developmentally appropriate activities:

Creative: Art, music, building blocks and dramatic play.

Literacy: Writing tools, paper, alphabet, books, story writing and documenting.

Science: Exploration, natural science, water/sand experimentation; "How?" "What?" "Why?" "Where?" "How much?"

Music: Experimenting with music, singing, listening, creating, performing, movement exploration, rhythms, playing instruments and exposure to many types of music.

Large muscle activity: A large muscle room and outdoor play area offer many opportunities for running, climbing, jumping, sliding, riding and balancing.

Math: Hands-on activities provide concrete experiences with counting, matching, sequencing, weight, size, volume, and one-on-one correspondence; children also experiment with shapes and manipulatives to learn classifying, sorting and predicting.

Acknowledgement Form

I have received a copy of the 2026-27 Launching Pad Preschool Parent Handbook.

_____

Student Printed Name

_____

Parent/Guardian Printed Name

_____

Parent/Guardian Signature

_____

Date

Rockford Area Early Childhood Programs

2026-27

Staff Handbook

Rockford Area Early Childhood Programs is a program of the Rockford Area Schools Community Education Department.

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Introduction

Welcome to Rockford Early Childhood Programs; we are glad to have you as part of our team. The purpose of this handbook is to assist you in knowing more about the Early Childhood Programs, your responsibilities as staff, and Early Childhood policies and procedures.

Whether a staff of ECFE (Early Childhood Family Education) or SR (School Readiness (Launching Pad Preschool)), our first mission is to be a warm, welcoming and safe place where parents and children feel a sense of belonging and importance. We strive to provide this for all of our families and help it guide us in our work with them.

Please take some time to familiarize yourself with the contents of the Early Childhood Staff Handbook. The introduction includes general information specific to the Early Childhood Programs. Also included in the Handbook are important Personnel Policies. If you need further information, all Rockford Area School District policies can be found on the school district website, www.rockford.k12.mn.us. Since the Early Childhood Programs are part of the Rockford Elementary Arts Magnet School, its handbook is included as well.

Philosophy

ECFE's Mission and Message: To strengthen families through education and to offer support for parents as they provide the best possible home environment for the healthy growth and development of their children. The task of parenting is important. ECFE recognizes and supports parents' understanding of their children, as well as their parental roles. What parents do to guide and nurture their own children along with their skills in working with others who share responsibility for their child's development (teachers, schools and other in the community) is critical to each child's future and the future of our nation.

ECFE/SR: We believe that a child learns best in an atmosphere of love, warmth and acceptance. Our teachers listen to children, allow them to take the initiative, and yet guide them in productive and non-competitive ways.

Our program is founded on the belief that all children have great potential, are curious, and interested in constructing their own learning. We encourage positive peer and social relations, development of critical thinking skills, and facilitate the development of self-esteem by fostering independence and problem-solving skills.

We further believe that parents are a child's first and primary teachers and we enhance and support parents in this important role.

It is important to remember that development is a journey, not a race. Children benefit from the individual, measured pacing of the journey, not from achieving developmental milestones at the earliest opportunity. We offer only developmentally appropriate activities for the children and will not push beyond what they are comfortable doing.

Jean Piaget generally is recognized as the leader in the field of early childhood education in the research and understanding of a child's development. From ages two to seven, a child is developing many of the cognitive skills that are the foundation for all formal learning. Attempts to hurry a child's cognitive development are not worthwhile: Piaget's research documents that the stages of cognitive development cannot be skipped, nor is it possible to speed through them. While most children at the youngest ages are able to memorize and recite, these skills do not represent meaningful learning in the preschool years. In our setting, we encourage deep and complex thinking. This fosters the tendency in children to be curious, to wonder, investigate then to question, study, and analyze so they can think critically. This is true preparation for life-long learning. "Academics" are very much embedded within our daily work. They are found in both the ordinary moments of our day and in the project work that we may do.

Children have a real understanding only of that which they invent themselves, and each time we try to teach them something too quickly, we keep them from reinventing it themselves.
~ Jean Piaget

Curriculum

Our staff has been greatly influenced by training we have received in Reggio Emilia-Inspired Philosophy. We are members of the North American Reggio Emilia Alliance and the Minnesota Reggio Network. We attend Reggio networking sessions and continually explore literature about Reggio to broaden our knowledge.

Creative Curriculum is research based, aligned with the Minnesota Early Childhood Indicators of Progress (ECIPs), and reflective of our Reggio-inspired approach to early education. Ours is an emergent curriculum – we are always learning and changing as we strive to ascertain what works best for providing children with tools for learning.

Together, the Reggio Philosophy and Creative Curriculum foster methods of teaching children that reflect "best practices" for age and developmentally-appropriate activities that are exciting, creative, and best encourage children's growth and learning.

What is a Reggio-inspired approach?
Reggio Emilia, a city in northern Italy, is the home of what many people consider the best program in the world for young children, ages birth to six.

The Reggio Emilia philosophy sees the child as unique, strong, and full of potential; it envisions environments that are reflective of learning and relationships between children, teachers and parents.

The Reggio Emilia approach to education is committed to the creation of conditions for learning that will enhance and facilitate the child's construction of his or her own powers of thinking through the fusion of all the expressive, communicative and cognitive languages.

The Reggio Emilia approach is based upon the following principles:

• The image of the child as curious, competent, and able to build theories.
• Shared discussions among children, among adults, and between adults and children are ways children represent what is learned. Through repeated conversations and revisiting ideas, children can reconstruct their earlier theories.
• The Reggio approach is about guiding children's ideas with provocations. There is collaboration on many levels. Parents are considered an essential collaborator and parent participation is desired and supported.
• The Reggio Emilia approach calls for the introduction of a wide array of creative media and activities as a means of enhancing children's creative, social, and cognitive development. The children represent their ideas and emotions through many "languages," including spoken and written words, visual arts, drama, music, movement, construction and more.
• The teacher's role within the Reggio Emilia approach is complex. Teachers co-explore the learning experience with the children to provoke ideas, problem solve, and foster critical thinking skills. Teachers help children see the connections in learning and experiences and help children express their knowledge through representational work.
• Teachers document children's processes of learning in many ways - through photographs, written records, journals, etc. Projects can emerge from children's ideas and/or interests, or by knowing what is of interest to children, teachers can introduce them: shadows, puddles, tall buildings, construction sites, nature, etc.
• Time is a critical factor but not measured by the clock or calendar. Children's own personal rhythms and own sense of time is considered important.

Staff

Teachers are typically licensed in early childhood education and are carefully selected by our interviewing committee. Teachers are required to attend workshops, conferences, and other in-service training opportunities to keep abreast of the best way to enhance children's learning.

Coordinator: Tiffany Reinhard
Administrators: Melissa Joseph, Community Education Director
Advisory Council: Composed of community members, including parents with children in the program, the advisory council assists with direction, support, program development, public relations, and evaluation of the program.

Absences/Sick Days/Substitutes

When a sub is needed unexpectedly due to illness, sick child, etc., please call the Early Childhood Program (ECP) Coordinator. If it is after hours or you can't reach the Coordinator in the office, call his/her cell phone and leave a message, or text him/her. Then, contact Teachers on Call to request a substitute, if unable to cover it internally. Often the Coordinator can assist you in securing a substitute for subsequent days, if needed, due to your own or your child's illness. Sometimes the Coordinator can adjust staff or check on another staff's availability.

When you are requesting to be gone for a family function, vacation, appointment, etc., approval must be gotten from the ECP Coordinator in advance of looking for a sub. Our first priority is to staff our program, and sometimes you may not be aware of other circumstances that have evolved that may affect staffing. Though the Coordinator will try to be flexible and honor your requests, there could be a time when it may not be feasible due to extenuating circumstances. Once it is approved, then secure a substitute and let the Coordinator know who/when, etc.

Confidentiality

It is expected of all staff to be vigilant about confidentiality and data privacy. You will often be aware of sensitive information regarding children and their families and it is expected that this information will not be discussed except with the coordinator, the Community Ed Director, and/or other staff working directly with the child/family, on a need-to-know basis.

When speaking about an incident to a parent, always use the phrase, "the other child;" DO NOT USE NAMES.

Home or work phone numbers/addresses, etc., of staff, or parents and children should not be given out to anyone other than staff. Staff can take a message and relay the information needed to the other party.

The only exception is when a parent has given written permission to share phone numbers, email address, or mailing address with other children/families in the class.

Dress

Staff should wear clothing that is comfortable and appropriate for working with children. Appearance should be neat and clean.

Emergency School Closing/Late Start

If school is closed for any reason, then Preschool and ECFE classes (including evening) will also be canceled. If there is a two-hour late start, there will be no morning Preschool or morning ECFE classes; afternoon/evening classes will be in session as usual.

Make-Up Days: After the first 2 weather related events, every effort will be made to make-up any classes that have been cancelled, dependent on time permitting in the

K-12 school calendar/ECFE session. Please refer to District Policy 806, district school closing procedure for more information.

Emergency Procedures

We will participate in fire, tornado, and safety drills so the children are familiar with the procedures.

The following procedures would be followed for these specific emergencies:

1. Tornado - designated place of safety in our building
2. Fire – designated emergency exit routes
3. Winter weather closing - children will be dismissed to parents/guardians, buses, or GKP according to emergency procedures outlined by parents on Emergency Dismissal forms.
4. Power failure in the building – the program will follow the direction of the Superintendent; children may be sent home.
5. Minor scrapes and scratches - school health staff have been trained in first aid to be able to deal with this type of medical care.
6. *Stranger in the building*, or *threat in the community* drills, referred to as "safety" drills, are practiced regularly with a lockdown procedure in place.
7. Missing child - staff will search the area while the coordinator/teacher contacts the parents. If necessary, police will be called.

Guidance Policy for Children

By noticing children behaving positively and commenting to them for this, the need for discipline is greatly reduced. We believe positive reinforcement, redirection of negative behavior, and an explanation of what is expected and why is the best and the easiest way of handling inappropriate behavior. Yet, at times, purposeful discipline becomes necessary for the good of the individual child and the other children in the program.

The following is the course of action that will be taken, if needed:

1. First time - identify the undesirable action to the child as being inappropriate.
2. Second time - reminder of rule.
3. Third time - brief exclusion from the group and/or brief loss of privileges. (Child is excluded from the group for a very short time in an observable location. This type of time out is not meant as punishment, but as an opportunity for the child to take time away from the activity that led to the disruption.)
4. If the inappropriate behavior continues, a parent-teacher conference will be requested to discuss alternative measures of guidance.

Referral:

The Launching Pad Preschool is designed to serve students ages three to five years old. It is a non-mandated community education preschool program. Though every effort is made to meet the educational needs of every student, if a child's behavioral, developmental or cognitive needs exceed the typical services offered to children in our program, then we will seek parental permission to begin the referral process for consultation and/or assessment to the Early Childhood Special Education (ECSE) team. This is rooted in our commitment to the success of all students by providing developmentally appropriate education to each one.

Gifts to Employees

Refer to District Policy 421

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Health Information

District #883 has a licensed school nurse on duty at all times. All immunizations must be current according to state law. A child in preschool must complete Early Childhood Health and Developmental Screening (offered by the school district) prior to being enrolled in the program, within 90 days after the enrollment date, or when a child reaches the age of 3 years and 7 months. Parents should call our office to set up an appointment at 763-477-7500.

For a child's well-being and the protection of the other children, a child should be kept home if he/she has the following:

Red eyes	**Heavy cough**
Upset stomach	**Ear ache**
Open sores	**Swollen glands**
Fever	**Diarrhea**

Children should be fever free for 24 hours *without* the aid of medicine (Tylenol, Motrin, Advil, etc.) before returning to school. Also, when the illness includes vomiting or diarrhea, a child should wait to return to school until it has been 24 hours since the last incident.

The classroom teacher or Coordinator is responsible for contacting a parent if there is a concern regarding a child coming to school without adhering to this policy. Respect for the parent and concern for the child and the child's classmates should always be conveyed.

If a child becomes ill at school, the teacher will notify the parents, or the contact person listed on the emergency contacts if the parents cannot be reached. The child should rest in the nurse's office, if possible, while waiting to be picked-up. If not possible, the child should rest in a quiet place in the classroom away from the other children. There may be a possibility of the child resting in the ECP Office, if staff is available.

If a contagious illness exists among the preschool children, please notify the ECP Office staff so appropriate notification can be sent home with the children. Please keep the ill child's name in confidence when addressing any concerns of other parents.

The district student health services office is staffed by a licensed nurse. Other health services may be provided to students under the direction and supervision of a licensed school nurse. In the event of an emergency, 911 will be notified along with the parent/guardian.

Medication

All prescription medications require a doctor's order and signed parent permission. The medication must be brought to the school in its original container with a label prepared by a pharmacist. This form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Medication, with the exception of Epi-Pens, will be stored in a locked receptacle in the EC Office. Epi-Pens can be stored in the child's respective classroom.

On Time/Late Staff

All employees are expected to report to work on time. If you are going to be unexpectedly late, contact the ECP Coordinator immediately.

Photo ID's

Staff is required to wear a photo ID/name badge. Children and parents should be able to easily identify staff if they have a concern or question. These will be provided each year, though staff must have their photo taken when the all-school picture day takes place. If joining the staff during the year, please contact Payroll at the District Office for your photo and name badge.

Pick-Up for Preschool Children:

• Parents are requested to bring their child to the classroom no more than 10 minutes before scheduled starting time. However, if a student is at the door once the REAMS bell sounds for K-4 entry, students will be welcomed. A child should not be dropped off outside the elementary school unless arrangements have been made previously with ECP staff.
• Parent must notify LPP if someone other than the parent will pick the child up from school on any one day or on a regular basis.
• Parents must notify LPP and transportation if their child is to get off the bus at any place other than the normal drop-off point. (A child may only be delivered to an area within the general bus route.) The transportation supervisor requests a three-day notice and parents are asked that they deviate from the normal bus route only in case of an emergency.
• Parents should pick their child up outside the classroom promptly at the scheduled release time.

Telephone/Copier/Computer/Fax

The use of cell phones or work phones should be kept to a minimum, be brief, and on an emergency basis during work/teaching time. The same is expected in regards to texting, IM, etc. Teaching time is defined as, "when children/parents are present." Work time includes prep time before and after class, including time between classes, unless it is an employee's break/lunch time. The copier/fax machine/computer should not be used for personal use.

Time Sheets/Pay Day

All staff will use SMARTeR to sign-in and out during their work day. Changes/corrections need to be communicated in writing to the Coordinator by 3:30 PM on the 15th and last day of every month. If you have questions, please see the ECP Coordinator.

Title IX

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment. All Title IX reports and concerns should be directed to the Superintendent of Schools.
More information about Title IX can be found at: https://www.rockford883.org/district/departments/human-resources/title-ix

Tobacco-Free Schools

Refer to District Policy 419
School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or electronic cigarettes in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities.

Toileting Assistance

Two staff members should be present, if possible, to assist a child with his/her toileting issues. If two staff are not available, the staff person assisting the child will notify another staff member that they will be assisting a child with toileting needs. The staff person providing assistance should use the bathroom that is usually used by the children. Respectful and appropriate conversation and actions will be employed at all times with the child requiring assistance.

Acknowledgement Form

I have received a copy of the 2026-27 Rockford Area Early Childhood Programs Staff Handbook.

_____

Staff Printed Name

_____

Staff Signature

_____

Date

Building a Community for Life-Long Learning

Rockford Area Schools
COMMUNITY EDUCATION

2026-2027

Parent Handbook

GALAXY KIDS
School Age Care

Galaxy Program

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Introduction

Welcome to Galaxy Kids Program! We are pleased that you have selected our program for your child. Galaxy Kids Program is a quality school-age care program offered for children in preschool through grade four. The goal of our program is to create a caring, quality, learning environment that will complement your child's needs. Galaxy Kids is certified through the Department of Human Services.

Galaxy Kids Program offers your child choices for experiences in the areas of art and drama, music, sports, language arts/reading, group games, technology, community service, homework assistance, and quiet time. The children are encouraged to pursue their interests, develop confidence and independence, make new friends, and of course, have fun!

Galaxy Kids Program is sponsored by the Rockford Area School District 883 Community Education Department. Like all other district programs, we are governed by the policies and guidelines of the Board of Education.

This Parent Handbook is designed to inform you about our program procedures. Please read through the handbook carefully, paying special attention to the policies and schedules. Since the Galaxy Kids Program is housed in the Rockford Elementary Arts Magnet School (REAMS) building, it is important to familiarize yourself with the REAMS handbook. It is available on the Rockford Schools website under REAMS Office.

Please feel comfortable contacting us through phone calls, emails or stop-in visits. Our goal is to work in partnership with our families in order to provide the children with a safe and caring environment.

Mission Statement

Galaxy Kids Program is committed to providing a safe, enriching learning environment for students in our community during their out of school time. We strive to work cooperatively with students' families, school-day staff, and our community to provide a quality, year-round child care program that is dedicated to continually improving our program. We encourage self-expression and creativity, build self-esteem and confidence, and promote positive behavior, social skills, and friendships. Galaxy Kids Program is dedicated to providing an inclusive environment for students of varying abilities and needs, allowing all students to feel safe and respected. We encourage students to make choices, gain independence, and experience a variety of social and educational experiences. It is our purpose to help each child develop to the best of their individual ability in an atmosphere in which each child will become a valued member of our school community.

Open Door Policy

Parents are welcome visitors to our program. We appreciate input regarding program expectations, suggestions, ideas and comments on ways to improve our service to you and your family. You may direct suggestions, concerns, compliments and complaints to the program coordinator, either verbally or in writing. You are welcome to leave a note in the Parent Box or be sending an email. You are also welcome to direct questions, concerns, and comments to our Community Education Director.

Title IX

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment. All Title IX reports and concerns should be directed to the Superintendent of Schools More information can be found at https://www.rockford883.org/district/departments/human-resources/title-ix

Registration and Enrollment Information

Openings are determined on the basis of the number of adult staff-to-child ratio (1 Adult: 15 K-6 children and 1 Adult: 10 preschool children). When openings occur, parents/guardians of registered children are contacted for enrollment on the basis of: 1) the time slot indicated on the registration form, and 2) on a first-come basis for the time slot according to the date of registration.

How to Register

Parents will register using their Eleyo account. You can register for an account by visiting https://rockford.ce.eleyo.com/. Parents will pay a non-refundable enrollment fee at the time of

registration. Your child is not registered until the fee is paid. If you are enrolling your child after the registration dates you will need to work with the supervisor to determine a start date for your child within the program. Non-payment of previous Galaxy charges will result in a delay in enrollment until all fees are paid.
Please allow a minimum of three to five business days to process enrollments.

Enrollment Periods

Galaxy Kids has 2 sessions each year, School Year and Summer. Each session requires a separate registration. The school year enrollment period is from the first day of school until the last day of school. The summer enrollment period is for 10 weeks, starting the first Monday after the school year ends and ending the week before Labor Day Weekend.

Hours of Operation

Galaxy is open Monday through Friday, from 6:00am to 6:00pm, including during the summer session and on theme days. The program will be closed the following district holidays: Labor Day, Thanksgiving Thursday and Friday, Winter Break, Presidents Day, Good Friday, Memorial Day, the days that fall in the same week as the last day of school, Juneteenth, week of Independence Day, and the week before the start of the new school year. Weather-related school closings are addressed in a separate section of this handbook.

Schedule Options

Consistent Schedule Option: Choose this option if you need care on the same days of the week each month. 2 days per week is required to receive the regular rate. One day or less is billed at the Drop-in rate.
Pick-Your-Day Schedule Option: Choose this option if your care needs vary from week to week and will not always be on the same day each week. 8 days per month are required. 7 or less days will automatically be billed at the Drop-in rate.
Drop-In Option: Families have the option to register as Drop-in only. Choose this option if you do not consistently need care or need less than 8 days per month. Drop-In days should be requested 3 business days in advance using your Eleyo account. There is an additional charge of $2.00 above the regular fee. These days can be accommodated based on space and staff availability. Drop-in care may not be available on certain field trip days. No refunds are available for canceling a requested drop-in date.

**Field trips are typically scheduled for every other Friday during the summer program. On-site care isn't available on field trip days. A field trip fee will be applied to your account if you register your child for a day a field trip is scheduled. Field trip fees are listed on the permission form ($10 or less).*

Fee Schedule

Please see last page for Fee Schedule

Additional Fees

Finder's Fee: $5.00 if your child does not come to Galaxy after school and Galaxy was not notified directly by a parent, no matter the reason, of the absence. This can delay the buses while searching.

Late Payment Fee: $25.00 will be applied to your account if your payment is not received by the due date. If a family is unable to make payment by the due date, contact the supervisor to discuss payment arrangements. If no payment or contact is made within 7 business days of the due date, child care may be terminated. Your family will be unable to sign up for any other Community Education offerings until the account is paid in full.

Late Schedule Fee: $25.00 will be applied to your account if your Pick Your Own schedule is not received by the due date. If you have questions on your schedule, please contact the supervisor before the date the schedule is due. If you no longer need care, please submit a Contract Change Form and request to withdraw your contract using your Eleyo account.

Late Pick-Up Fee: Galaxy Kids Program closes at 6:00pm each evening and it is important that our daily operations can conclude on time. Due to the additional expense of staff members staying late when parents arrive after the program closes you may be charged a Late Pick-Up Fee. Galaxy Kids Program will apply a fee of $5 for the first 10 minutes a child is picked up late. After the first 10

minutes, $1 per minute will be applied to your Eleyo account.

Financial Assistance

Financial assistance may be available for qualifying families through state or county funds. Contact the County Human Services based on your county of residence. Written authorization from the county must be received by Galaxy before a child can begin care. If financial assistance is cancelled, you will be responsible for all expenses incurred. Families receiving assistance must assume responsibility for fulfilling county requirements such as providing child care schedules, submitting timely reports and making payments not covered by the assistance program in a timely manner. If co-pays and remaining care payments are not made in a timely manner, Galaxy Kids Program reserves the right to end care until your balance is paid in full. Parents participating in financial assistance programs are responsible for checking their balance due on their Eleyo account and paying the remaining balance due after assistance payments are applied.

Invoicing/Payments/Auto-Pay

Since the Summer of 2022, all families must have auto-pay added to their accounts to receive child care from Galaxy.

Summer Program- Care will be billed on a bi-weekly basis. You will receive an invoice every other Monday, with payment due the following Thursday.

School Year- Care is billed based on the days you have contracted for. Invoices will be available for payment on the 15th of the month prior to care. Payments are due by the 25th of the month prior to care being provided (i.e. September payment is due by August 25th). Galaxy Kids Program is a pay ahead program. If your payment is not received by the due date, care cannot be provided.
Drop-in Care will be invoiced during the next billing cycle.

Forms

All Galaxy Kids form that you will need are located on-site in the main Galaxy classroom and on our website. The Drop-In Care Form is NOT located on the website. This form is located on-site in our main classroom to ensure the safety of each child when additional care is scheduled. Please contact a Galaxy staff member or the Galaxy coordinator for help filling out a Drop-In Form.

Drop-In Care Form

If you need emergency Drop-in care (less than 3 business days' notice) please call Galaxy Kids Program directly. You will be asked to sign a Drop-in Form when you arrive to pick-up your child.

Contract Change/Withdrawal

If you need to withdraw your child from Galaxy or change their contract after invoicing, we require a ten business day written notice. Please give notice via email, in addition to withdrawing or changing your contract using your Eleyo account. Families are financially responsible for any dates that fall within the 10 business days. If you withdraw your child without the required written notice, you will be billed tuition for the rest of the required time. Re-enrollment will be dependent on space availability and cannot be allowed until any outstanding balance is paid in full.

Vacation Credit Request Form

If you have planned time that your child will be away from the program and you are contracted for a Consistent Schedule at least 2 days a week, you may request a Vacation Credit for the days your child will not be attending Galaxy. Forms are due by the 14th of the month for the following month (example: September Vacation Credit Request Forms are due by August 14). Families on consistent schedules may receive a credit for up to one week of care per month, based on the number of days your child attends per week. Example: If your consistent schedule is set for 3 days per week, you may use up to 3 credit days per month.

You are responsible for all costs incurred for your contracted days, whether your child attends or not, unless we have received a Vacation Credit Request, contract change or withdrawal with sufficient notice.

Activity Form

If your child will be attending an activity while scheduled for care at Galaxy Kids, please fill out and return an Activity Form 10 business days prior to the activity. On this form you can indicate if you would

like a Galaxy staff member to bring your child to and from the activity, date, time, and location of activity, and special instructions for the staff member.

Communication

Galaxy Kids strives to maintain open and clear communication. We will regularly send out updates and monthly newsletters, as well as individual communication with each child's family on an as-needed basis. You will also receive monthly reminder emails when forms and payments are due.

Each family is assigned a mail slot to receive periodic communication (cubby). Children can also store completed projects and items; however parents are responsible for making sure your family's cubby is emptied each day.

Reports

If your child has an accident, incident, or serious behavioral issue you will be notified by Galaxy staff using either an Incident/Accident Report or a Behavior Report. You will also receive a form indicating if your child isn't feeling well, along with what actions were taken while your child was at the program.

Orientation

An orientation will be offered at the beginning of each session. An email orientation will also be sent out to all families at the beginning of each session.

Parent Feedback

We welcome feedback, both positive and negative, at all times. If you would like to share feedback you may email the coordinator, leave a note in the locked wooden box, or call and speak directly with a staff member. You may also request a conference with the coordinator regarding your child. The coordinator may also request a conference regarding your child if the need arises. You will also be asked to participate in a survey at least annually.
We encourage parents to be as involved with our program as they prefer. You are invited to participate in the Community Education Advisory Board or Accreditation Stakeholder team if you would like to advise on policies and procedures regarding the program.
Galaxy Kids follows ISD 883's grievance procedures and policy # 103 regarding complaints from students, employees, parents, or other persons. You may report concerns or complaints directly to the school district or to an individual employee. The employee will advise their immediate supervisor of the complaint. For more information, please see policy #103 on the district website.

Conferences

If you would like to meet to discuss your child's progress while at Galaxy Kids Program you may request a conference with the program supervisor and classroom assistants that work with your child. Please be sure to schedule conferences in advance so staff members can prepare and additional staff members can be scheduled if need. The program coordinator may request a conference with you regarding your child if the need arises.

Arrivals/Departures

Sign-In and Sign-Out

Parents are required to sign their child(ren) in and out of the program each day. Please sign your child in/out using the Galaxy Kids iPad and make sure a Galaxy staff member knows you are taking your child. This is a safety measure. Parents are responsible for keeping their Authorize Pick-Up list current on their Eleyo account. If an emergency arises and some not on your authorized list will be picking up your child, please call Galaxy kids BEFORE the person arrives to pick up your child. You will be asked to follow-up with the information in writing as soon as you can (example: email). All persons not recognized by staff will be asked for photo identification. Be sure we have current phone numbers where you can be reached during your child's time at Galaxy in order for us to verify that you are aware of this change.

If a parent sends a sibling to pick up child from Galaxy, the sibling must be at least 12 years of age and must be listed on your Authorized Pick-Up List as someone who can pick up the child. The sibling must either be known to staff or have a picture ID.

Unauthorized Pickup

If you do not want your child's other parent or grandparent to pick up said child, you must give us a copy of a court order with that information.

Health and Safety

Please keep your child's emergency information current. Registration and emergency information is kept at our program for each child. You may update your information using your Eleyo account. If you update your information after your initial registration, please notify us so we can updated our safety lists.

Nutrition Guidelines

Galaxy Kids Program is committed to serving a variety of healthy and nutritious food during program hours. Students will be offered snack options each day that include a balance of fruits, vegetables, grains, and proteins, while limiting foods high in fats, sodium and sugars. Students will be offered water, low or non-fat milk, and 100% fruit juice with each snack. Staff members will support children's abilities to self-regulate eating (i.e. only eating until full) as well as model healthy eating habits. Breakfast is available on school days through the district hot lunch program. Breakfast may be purchased through the REAMS office. You must contact the supervisor to set up an account if you do not have one. We will be taking the children to the lunchroom before the start of the school day. Please check the district menu and if you do not want to participate in the breakfast program for that day, you are welcome to send a breakfast snack with your child. On non-school days a breakfast snack will be provided through the Galaxy Program.

Lunch is provided on school days through the District 883 hot lunch program. Lunch may be purchased through the REAMS office or using your Parent Portal. You must contact the Galaxy supervisor to set up a lunch account if you do not have one. Milk will be available for purchase to supplement lunches brought from home.

2026-2027 LUNCH AND BREAKFAST PRICES
Breakfast: $2.50
Lunch: $4.50
Milk $0.60
**Lunch and Breakfast Prices subject to change as determined by Taher Food Services.*

*for up to date information visit:
https://www.rockford883.org/district/departments/foodservices

For more information regarding your child's lunch account, payment methods, and eligibility for free or reduced price meals, contact 763-477-9165. Please see District Policy 730R in the District Student/Parent Handbook.

Cold lunch is necessary to bring on all non–school days and during the summer program unless otherwise stated. When sending a cold lunch with your child/children, families are responsible for ensuring that the contents of your child's/children's lunch are appropriately packed and cooled, especially if sending a milk product or a perishable food item. We ask that you do not send pop to drink.

Afternoon snacks are included in the tuition fees and will be served each day at 3:30pm. Please check the monthly menu on our webpage to see what is being served each day. During the summer program, a breakfast snack will be served at 7:45am each day. Breakfast snacks are included in your tuition fees during the summer.

Accidents/Injuries

All adult Galaxy staff members receive training in 1st Aid and CPR. If a child has a minor injury, the attending staff person will treat the injury and inform the **parents/guardians via phone call or through our accident/injury report form.** If a serious accident should occur, the staff will contact the parent/guardian and call 911. If emergency treatment is necessary, the child will be taken to Buffalo Emergency Care and the parent will be responsible for all medical expenses.

Illness and Absence from the Program

In case of illness a child should not attend Galaxy Kids Program if ANY of the following symptoms occur: Fever above 99 degrees, severe cold, undiagnosed rash, vomiting, diarrhea, sore throat, upset stomach, body aches or head lice. Please contact the coordinator if your child has any communicable diseases so that we can inform other parents that their child may have been exposed.

Chronic Health Conditions

If your child has a medical need or chronic health condition, please contact the Galaxy coordinator to schedule a meeting prior to your child beginning our program. It is important to us that we have as much information as possible to provide the highest

quality care for your child.

If a child should become ill with any of the symptoms described above, Galaxy Kids Program staff will contact a parent/guardian and request that the child be picked up from the program within one hour of being contacted. If a parent/guardian cannot be reached, a program staff member will get in touch with an emergency contact as listed on your Parent Portal.

Communicable Diseases

To avoid the spread of germs and for the benefit of the ill child, a child displaying any of the above symptoms will be asked to rest in a quiet area away from other children while waiting. Your child/children may not return to Galaxy Kids Program until she/he has a written doctor's notice, has not vomited or had diarrhea for 24 hours, or has been on medication for at least 24 hours.

Please Note: Because head lice is terribly contagious and extremely difficult to eradicate, Galaxy Kids Program reserves the right to check each child's head upon arrival and may refuse to care for any child who shows any evidence of lice infestation.

If you have signed up your child for a day to attend the Galaxy Kids Program and your child is ill and unable to attend we ask that you call us as soon as possible. To call your child in sick, please call the 763-477-7555. You will be charged for the day. However, if we need to locate where your child is because you have not notified us, we will also charge a Finder's Fee.

Administering Medications

A form from a doctor must be presented before any prescription medications can be given to any child at Galaxy Kids Program. Medication must be in its original container, properly labeled. These medications will be kept in a locked location, away from children. Over-the counter medications may be administered if a Medication Form is on file with a parent's signature.

State of Minnesota Rule 3 Licensing Requirements for Child Care Centers (Section 9503.0140, Subparagraph 7) states: "non-prescriptive medications and topical ointments must be administered according to the manufacturer's instructions." Galaxy Kids Program requires parent/guardian authorization for administration of non-prescriptive medications such as Children's Tylenol.

Insurance

Medical insurance coverage for the Galaxy Kids Program is the responsibility of the parents.

Sunscreen

Children will have the opportunity to go outside each day that weather permits. It is important that you put sunscreen on your child each day. Students are allowed to keep this in their backpacks to re-apply throughout the day. Parents are responsible for supplying sunscreen for their child during program hours. Sunscreen should be labeled with your child's name and grade. If sunscreen is not provided, your child will do alternative indoor activities in place of outdoor activities unless a waiver is signed.

Blankets/Extra Clothes

Preschool/kindergarten students should bring the following for daily use: blanket for nap time and an extra set of clothing and underwear in case of accidents. Please put the extra clothing in a storage bag labeled with the child's name and kept in his/her backpack at all times. Notices will be sent home if extra clothing was used or if you need to take the blanket home to wash. We take precautionary measures to maintain the blankets here as well.

Galaxy Kids Program follows District Policy 516 in regards to Health and Safety in the District Parent/Student Handbook.

Child Guidance/ Behavior Management

Galaxy Kids Program is dedicated to creating a positive and encouraging classroom community by implementing positive behavior guidance techniques with all children. Our program is dedicated to being inclusive of children of all abilities. Our goal is to teach children positive ways of dealing with conflict while maintaining a safe and caring environment for each child. Galaxy Staff follow the School Discipline Policy 506 from the District Student/Parent handbook.

Our program staff use developmentally appropriate language to help children make desirable choices, to become cooperative persons who are responsible for their own actions, and who respect the rights, feelings, and property of others. Staff members are committed to being positive role models, employing positive, non-threatening techniques, and consistently acknowledging and encouraging positive behaviors and attitudes.

Behavior Expectations

The basic expectations for students to remember are:

1. We respect ourselves, others and property
2. We behave in a safe and orderly way.
3. We act as responsible citizens.

Unacceptable Behaviors:

· Any violations of the District Disciplinary Policy
· Violations of listed basic expectations.

Examples of unacceptable behaviors include, but are not limited to:

· Physical aggression
· Drugs, alcohol, tobacco or weapons used or in possession on the premises.
· Destruction of property.
· Unsafe activities such as leaving the area without permission, behavior which endangers others, etc.
· Behaviors that disrupt activities and/or other program participants.

Consequences for Unacceptable Behaviors:

· Loss of Galaxy privileges or activities.
-Positive conflict resolution between all parties involved and program staff.
· Meeting with Galaxy staff and other children involved. Positive redirection.
· If behavior is severe, parents will be contacted to pick up their child immediately.
· Suspension from the program from 1-5 days.
· If negative behaviors are continuous, parents will meet with program staff for a conference. Behavior improvement action steps will be developed and signed by child, parent, and program staff.
· If there is no improvement using the new behavior plan, parents will be notified to discuss possible disenrollment from the program.

Galaxy Staff will notify enrollees, as well as parents, of any violations and resulting disciplinary actions. The Galaxy staff will document this notification on a behavior report and give a copy to the Galaxy supervisor.

We follow district policies 506 and 525 for all violent and severe behaviors from the District Student/Parent Handbook.
For additional information regarding students with disabilities, please see the Americans with Disabilities Act. https://www.ada.gov/

Program staff will meet with the Community Education Director and other appropriate district staff regarding decisions that need to be made due to severe discipline.

Bullying

Galaxy Kids Program followings ISD 883's Policy 514: Bullying Prohibition Policy. The policy defines "Bullying" as:
"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. The term, "bullying," specifically includes cyberbullying as defined in this policy.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, 514-3 including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment."

If children are displaying behavior that is consistent with bullying and previous behavior interventions have not been successful, a meeting will be

scheduled with the parents and program coordinator to discuss a Behavior Plan.

Staffing Ratios

We follow the ratios of staff to children recommended by the State of Minnesota, the National Association for the Education of Young Children (NAEYC) and the MN Afterschool Accreditation Program (MAAP). Independence will be encouraged by allowing children to do things for themselves, but a staff member must be present at all times. Student workers may be included in the staff to student ratios; however they will not be alone with children at any time. Additional staff are scheduled during high-risk activities, such as field trips or community outings.

Preschool: 1: 10 (maximum 20)
Kindergarten-Grade 6: 1: 15 (maximum 30)
Mixed Group: For mixed age group we staff in accordance with the youngest age group present

Emergency Procedures

Galaxy Kids Program follows all of ISD 883's Emergency Procedures. Emergency drills are completed and documented on a scheduled basis.

Lockdown Procedures-Soft

Soft lockdown procedures will be implemented if there is a threat outside the school building or a non-threatening emergency circumstances that people need to be kept away from.

1. Coordinator or building principal will announce "SOFT lockdown" procedures.
2. Staff members will direct all students to the nearest classroom, including those outside.
3. Custodians will lock exterior doors.
3. Staff will clear hallways, restrooms, and other rooms that cannot be secured.
4. Staff members will close all shades, lock classroom doors and control all movement inside the classroom. Students will **continue activities as planned within the classroom**.
5. Coordinator or building principal will announce "all clear" when the situation has resolved.

Lockdown Procedures-Hard

The threat/intruder is inside the building

1. Coordinator or building principal will announce "HARD lockdown" procedures.
2. Staff will immediately direct all students, staff, and visitors into the nearest classroom or secured space and **LOCK THE DOORS.**
3. Staff members will turn off lights and keep all students away from windows and doors and out of sight.
4. Staff members will not allow parents/guardians to enter the building during an active hard lockdown. Parents will be notified if a hard lockdown occurs and will be notified as soon as it is safe to pick up your children.
5. Everyone in the building will remain in place until the situation has resolved.
5. Coordinator or building principal will announce "all clear" when the situation has resolved.

Evacuation Procedures

In the event of a fire or smoke from a fire that has been detected staff members will:

1. Evacuate students to the nearest designated safe area. See map located on each classroom door.
2. Staff members will take their tracking board along with them and ensure all children have been accounted for. A designated staff member will take the master attendance sheets along and ensure all students signed into the program have been accounted for.
3. Report missing or unaccounted for students to the coordinator right away.
4. No one may reenter the building until the building is declared safe by fire or police personnel.

Sheltering Procedures

1. Coordinator or building principal will announce when students should take shelter.
2. Staff members will move their group to the designated safe area nearest to where the group is located. Staff members will take their tracking board along with them and ensure all children have been accounted for. Staff and students will take the closest and safest route to the designated shelter.
3. Staff members will implement "drop and tuck" procedures": Face an interior wall, drop to knees and roll forward on the balls of your feet. Tuck head down and place hands on top of head and neck.
4. Once all students are safely sheltered, staff will take attendance to ensure all students are accounted for.

Severe Weather

School Closing: Galaxy Kids Program will be CLOSED

if school is closed for the day. Families are still financially responsible for the day.

2-Hour Late Start: Galaxy will OPEN at the regular time. If the decision is made to close school, Galaxy will remain OPEN depending on the severity of the weather. Parents will be contacted immediately if the decision is made to close Galaxy.
Early Dismissal: If school is dismissed early, Galaxy will remain OPEN depending on the severity of the weather. Parents will be contacted immediately if the decision is made to close Galaxy.
After School Activities Cancelled: If after school activities are cancelled, Galaxy will remain OPEN regular hours depending on the severity of the weather conditions.

Invoices will be adjusted in the event a child's time at Galaxy is extended.

Announcements will be made on the district website at www.rockford883.org, local radio and TV stations as well as phone call notice to district families.

During summer session, Galaxy Kids Program will maintain the following inclement weather policies:

If inclement weather occurs and poses a risk for children and program staff, Galaxy Kids Program may close. Program staff will contact you to inform you of the program closing. Supervision will be provided up to 2 hours after the closing announcement.

We follow District Policy 806 Crisis Management for all Emergency Situations from the District Student/Parent Handbook. This manual can be found on the Rockford Schools website at www.rockford883.org. Click on District and then District Policies.

Energy Curtailment

During the summer months Rockford Area Schools participate in a program called Excel Energy Peak Control, which means we are obligated to shut down the majority of electricity in our district. The school district works with Excel to make the best use of available power during these limited power use times. To keep our kids cool and safe, we may bring them to the Community Center Field House on these days. The hours of peak control vary with each control period. These days only take place in our district on odd numbered days when the heat index is high. If it is an even numbered day, we are allowed to operate as usual unless there is an extreme emergency.

Programming

Galaxy Kids Program strives to ensure our lesson plans and curriculum supports youth development and engagement. Lesson plans and activities focus on all aspects of youth strengths and needs, including physical, social, emotional, and cognitive/academic needs. Lesson plans and Activity Planning Forms will be adjusted to reflect the needs, interests and abilities of all students. Developmental needs will be intentionally supported through daily activities, including daily lesson plans, monthly schedules, transition games, and daily informal interactions with students.

Transportation

Students will only be transported during program hours in authorized school vehicles. Field trip transportation is provided by 4.0 Transportation. Transportation can also be provided by Galaxy employees who have received training to drive a district-owned van. Children will never be transported in staff member's personal vehicles for any reason.

Field Trips

During non-school days, especially the summer program, Galaxy Kids Program will be attending field trips. It is essential to arrive with adequate time before departures as Galaxy Kids will not delay a departure to wait for late arriving children. Please do not send additional money with your child unless informed that you may do so. On the days of field trips, no other on-site care will be available. As a reminder, children will need to bring a cold bag lunch/drink for ALL field trips. Parents/guardians are responsible for contacting program staff by 8:00 AM if a child/children are unable to attend a field trip. You will pay for the field trip if you have signed up your child on your monthly Calendar Form.

We will also take walks to the Rockford Public Library during the summer program. You will receive a monthly schedule of our visits. It is important that your child have a valid library card in order to attend.

This only applies to students entering grades 1-6 as we do not take preschool and kindergarten students. To see which days your child will be attending, be sure to check our website or the on-site parent bulletin board for the schedule.

Cell Phones and Electronic Devices

Galaxy staff members plan activities that are designed for students to be actively involved with other Galaxy kids during their time in the program. Bringing personally owned electronic devices to Galaxy is discouraged. Galaxy is not responsible for lost, broken, or stolen items of this nature. Student use of district-owned technology is closely monitored. Students must follow guidelines for appropriate use of devices such as IPads. Galaxy will not allow photos to be taken of staff or other students. Posting photos on social media will result in a conference with parents and further disciplinary action. Please see District Policy 506 and 524R in the District Student/Parent Handbook.

Pets/Animals in the Program

On occasion, Galaxy Kids Program may have working service dogs at our locations. We also may have presentations from outside organizations involving animals. Parents/Guardians are asked to check with the supervisor and/or staff before bringing any animals into the program. You will be notified in writing if any animals will be present in the program for any reason.

Community Partnerships

Galaxy Kids strives to provide opportunities for our students to excel within their school and community. Galaxy maintains community partnerships with several business to provide additional learning experiences for our students.

Data Privacy

This notice is being given to you to make you aware of your rights with any family information that you provide to Galaxy Kids Program. The information we request on your registration forms is important for us to be able to serve your child. Certain information, such as emergency and health information, is required by the MN Department of Human Services to have on file. All information provided to Galaxy Kids Program will be kept in confidence and made available within our program to our staff only. If your services are subsidized, fully or in part, we are required to allow access by the funders of your services to your records if requested. Please see policy 515 in the District Student/Parent Handbook.

2026-2027 School Year Fees	
Before School Care 6:00am-8:00am	$11.25 per day Consistent Schedules $12.25 per day Pick Your Day Schedules $13.25 per day Drop-In Care
Preschool Half-Day Care 8:00am-12:15pm or 10:45am-2:55pm	$17.50 per day Consistent Schedules $18.50 per day Pick Your Day Schedules $19.50 per day Drop-In Care
Preschool School-Day Care 8:00am-2:55pm	$27.75 per day Consistent Schedules $28.75 per day Pick Your Day Schedules $29.75 per day Drop-In Care
After School Care 2:55pm-6:00pm	$16.00 per day Consistent Schedules $17.00 per day Pick Your Day Schedules $18.00 per day Drop-In Care
1 hour, Before or After School 7:00am-8:00am or 2:55pm-4:00pm	$8.25 per session Consistent Schedules $9.25 per session Pick Your Day Schedules $10.25 per session Drop-In Care
Non-School Day 6:00am-6:00pm	$38.00 per day Consistent Schedules $40.00 per day Drop-In Care
Activity Fee for field trip or on-site presenter	Cost of Activity
2026 Summer Fees	
Full Day 6:00am-6:00pm	$38.00 per day Consistent Schedules $39.00 per day Pick Your Day Schedules $40.00 per day Drop-In Care
Weekly Rate Monday- Friday, 6:00am-6:00pm	$174.75 per week Consistent Schedules Only
Activity Fee for field trip or on-site presenter	Cost of Activity
Partial Day AM or PM 6:00am-12:00pm OR 12:00pm-6:00pm	$27.75 per day Consistent Schedules $28.75 per day Pick Your Day Schedules $29.75 per day Drop-In Care
Additional Fees as Needed	
Finder's Fee	$5.00
Late Payment Fee	$25.00
Late Schedule Fee *For Pick Your Day Schedules*	$25.00
Late Pick-Up Fee	$5/First 10 minutes, $1 per minute after the first 10 minutes.
Registration Fees	
Registration (required fall and summer)	$40.00 per child OR $75 max per family

2026-2027
Rockford Area Schools AWAIR Plan
Workplace Accident and Injury Reduction Plan

Cindy Gapinski: Payroll/HR Coordinator cindy.gapinski@rockford883.org
Jeff Ridlehoover: Superintendent jeff.ridlehoover@rockford883.org

Updated by: Rockford Handbook Team, March 2026

Data Classification: Security Information – Nonpublic Data | TLP: AMBER
This document contains internal workplace safety procedures, hazard analysis methods, accident investigation protocols, and operational response guidance intended for authorized district staff and safety personnel. Distribution is limited in accordance with Minnesota Statutes §13.37 and applicable workplace safety regulations.

Disclaimer: This plan is an internal operational safety document and does not replace Board Policy, emergency response procedures, workers' compensation requirements, OSHA reporting obligations, collective bargaining agreements, or applicable state and federal law. In the event of conflict, governing law, Board policy, regulatory requirements, and district operational procedures shall control.

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A Workplace Accident and Injury Reduction Plan (AWAIR)

Resource Training & Solutions
A Minnesota Service Cooperative

Prepared for:
Rockford School District

Prepared by:
Resource Training and Solutions

Contact Person:
DeWayne Larson

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AWAIR Management Plan Review and Updated Report

Program review and changes are documented below. Documented reviews indicate that the plan continues to meet the needs of the District or has been modified to do so more effectively.

DATE	UPDATES/NOTES	REVIEWER
5/1/2025	Updated and added various clarifications throughout the plan. Removed old verbiage and outdated standards. Revised and consolidated formatting for plan.	Scott George Wayne Warzecha Josh Baumann

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B. AWAIR — Training Log
C. AWAIR — Minnesota OSHA Standard (Refer to Master Regulations Manual)
D. AWAIR — Safety Committee Member Roster
E. AWAIR — Safety Committee Agenda and Minutes

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Introduction

This Plan is designed to help the school district to comply with the requirements of the Minnesota Occupational Safety and Health (OSHA) A Workplace Accident and Injury Reduction (AWAIR) standard. Compliance is required.

This Plan is intended to be non-site-specific and will need to be modified to adapt to specific conditions and policies at each site or school district. In addition, each school district is responsible for the implementation, enforcement and updating of their AWAIR Plan. It is required that the Plan be reviewed and updated annually. Actual use of this Plan is limited to *Resource* Training & Solutions and the Rockford School District which it represents.

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A Workplace Accident and Injury Reduction (AWAIR) Overview

As of March 17th, 2025, Minnesota OSHA has extended the AWAIR (A Workplace Accident and Injury Reduction) program requirement to include all K–12 public and private schools. That means every district needs to develop, implement, and maintain a written safety and health program. Employers, under the General Duty Clause, must provide employees with a workplace free from recognized hazards and control or minimize accidents. Minnesota OSHA will make revised AWAIR program guidelines as they become effective.

The AWAIR Act requires a written program to promote safe and healthful working conditions. The basic requirements of the program include:

1. Responsibilities of all managers, supervisors, and employees in implementing and maintaining the program.

2. Specific methods to be used to identify, evaluate and control hazards.

3. How the program will be communicated to all affected employees.

4. Procedures for investigating and correcting workplace accidents.

5. Enforcement of safe work practices.

The overall program must be reviewed on an annual basis to ensure accuracy and effectiveness. In addition, all activities, and procedures to meet the program requirements should be documented.

Goals

The intent of the AWAIR standard is to make safety an important part of each workplace by making employers and employees more safety conscious. The goals of the AWAIR Plan include the following:

- Providing a safe working environment for all employees.
- Address employee safety concerns on any relevant job hazards.
- Better educate employees to become more safety conscious.
- Establish an avenue of communication between employer and employee.

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Personnel Responsibilities

Organization shall establish a general health and safety compliance policy statement. The policy should identify the District's position relative to the importance of health and safety, various responsibilities of staff, program objectives, and resources made available. The written AWAIR program will define responsibilities of administration, supervisors, and employees to support implementation of the program. Safety is everyone's responsibility. The following are typical responsibilities of various staff.

Administration

- Establish a safety committee.
- Designate a safety facilitator to oversee day-to-day responsibilities.
- Provide necessary resources to support overall program (that is, training, hazard corrections, personal protective equipment, equipment modifications).
- Identify staff responsibilities.
- Promote and enforce program participation.
- Participate in periodic facility audits.
- Review plan annually.

Supervisors

- Interface between management and employees.
- Serve as a resource for employees.
- Ensure employees are receiving required training.
- Conduct periodic facility audits.
- Enforce safe work practices and procedures.
- Investigation and correction of accidents and near-misses.

Employees

- Provide input to job hazard analysis and participate in facility audits.
- Report accidents and near-misses immediately upon occurrence.
- Follow regulations and maintain their areas in a safe manner.
- Wear Personal Protective Equipment (PPE) as required for their protection and maintain the equipment in a sanitary manner.

Safety Committee (182.676 SAFETY COMMITTEES)

Every employer of more than twenty-five employees shall establish and administer a joint labor-management safety committee. Every public or private employer of twenty-five or fewer employees shall establish and administer a safety committee if it is subject to the requirements of section 182.653, subdivision eight. Employee safety committee members must be selected by employees. An employer that fails to establish or administer a safety committee as required by this section may be cited by the commissioner. A citation is punishable as a serious violation under section 182.666.

- The committee aids and advises on health and safety issues.
- Members should represent their particular work area and bring employee safety and health concerns and complaints to administration for correction.
- Monitor and promote program compliance.
- Assist in the identification of new hazards or unsafe practices.
- Address employee safety concerns.
- Conduct regularly scheduled meetings and review facility audits and accident injury reports.

***Note**: Safety committee meetings shall be scheduled during normal working hours. In addition, all committee members attending these meetings shall receive their normal wages.*

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Hazard Identification, Analysis and Control

The School District shall identify new or existing hazards, conditions, or operations within each facility. Means for identifying hazards include the following:

- visual walk-through inspections.
- employee input.
- employee absenteeism rates.
- re-occurring injuries or accidents.
- review of work practices/procedures.
- OSHA 300 - Log and Summary of Occupational Injuries and Illnesses and OSHA No. 101 - Supplementary Record of Occupational Injuries and Illnesses.
- insurance data.
- workers' compensation records.

Hazards should be evaluated relative to their potential consequences and probability. Once evaluated, hazards are then prioritized according to various jobs or functions with the greatest potential for injury.

Actual control or corrective measures for hazards identified and analyzed typically involve one of (or combination of) the following: engineering controls, administrative controls, personal protective equipment.

Engineering Controls

The preferred control measures by OSHA, where feasible, are engineering controls. The intent is to eliminate or reduce the hazard by controlling the hazard itself. The following are examples of engineering controls.

- redesign of an operation or piece of equipment (for example, adding a machine guard)
- isolating the hazard from the worker (for example, construction of a guardrail or barrier, power, or electrical source lock-out)

Administrative Controls

The following are examples of administrative controls.

- employee training.
- establishing work practices or standard operating procedures.
- buddy system (no one works alone concept).
- labeling or warning placards.
- security to restrict access.

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Personal Protective Equipment (PPE) Controls

PPE is used in situations where engineering or administrative controls are not feasible or fully effective. The following are examples of PPE controls.

- protective clothing (that is, hard hats, safety glasses, safety boots, gloves)
- respirators
- high-traction soles

Communication

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The School District's written program shall specify how the overall program will be communicated to affected employees to assure their knowledge of the hazards present and control measures involved. Employees with known hazards associated with their respective job functions shall receive training on the AWAIR program. Components of the training program include the following topics:

- health and safety policy
- staff responsibilities
- applicable OSHA standards
- review of standard operating procedures or safe work practices
- review of control measures (that is, engineering, administrative, PPE)
- reporting procedures
- investigation procedures

Training shall be provided to all new employees prior to commencement of any work with identified hazards. Training will be provided annually thereafter to review safe work practices and any new hazards identified. Retain all training records for three years (minimum). A training log is provided in Appendix B.

In addition to the training program, the following forms of communication should be considered to maximize the effectiveness of their AWAIR program.

- Provide updates or articles to staff resource sections.
- furnish employees with a copy of the School District's AWAIR Plan.
- post the health and safety plan next to the OSHA Job Safety and Health Protection poster (No. 2203).
- encourage employee input without the fear of retaliation.
- provide contact information of safety committee members.

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Investigating, Reporting and Correcting Accidents

The School District's safety coordinator or facilitator shall investigate all accidents, including near mishaps, as soon as possible after the event or first report of injury. The goal is to determine the cause to prevent its reoccurrence through corrective actions. In all cases, administering first aid or medical care to the injured is the first priority. Furthermore, the investigator should secure the area and survey the scene to prevent any additional accidents or injuries.

In order to investigate, it is imperative that every employee promptly report any accident or near mishap. This requires the School District to eliminate any employee fear, embarrassment or concern for repercussions associated with reporting accidents. All employers must report:

1. All work-related fatalities within 8 hours.
2. All work-related inpatient hospitalizations, all amputations, and all losses of an eye within 24 hours.

You can report to OSHA by:

1. Calling Minnesota Occupational Safety and Health Division at (651) 284-5050 or 1-877-470-6742.
2. In the event of needing to report outside of normal business hours you can contact federal OSHA at 1-800-321-OSHA (6742).

The ultimate goal of the investigation is to determine the basic and root causes, and to determine appropriate corrective action so the incident does not happen again. To simply attribute an accident to “employee error,” without further consideration of the basic causes, deprives the organization the opportunity to take real preventative action. Possible use of engineering controls, improved work practices and administrative controls should be considered to help employees do their jobs safely. Management practices should also be considered as a possible basic factor. If there is administration or supervisory pressure to increase production or cut costs, employees may take unsafe shortcuts in work procedures or necessary preventative maintenance may be delayed or skipped.

Enforcement

The School District shall implement the following monitoring and enforcement activities to promote active participation and compliance with their AWAIR program.

1. Supervisors must monitor to ensure safety rules and procedures are correctly followed.
2. Hold staff accountable by incorporating their safety responsibilities into their performance evaluations.
3. Employees should be coached to correct unsafe behavior and disciplined if violations continue.
4. Enforcement of safe work practices should be fair, consistent throughout the organization and based on established disciplinary policies. Management and supervision should be conscious of the examples they set for the workplace and should obey the same rules as the rest of the workplace.

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Appendix A

AWAIR Plan Compliance Checklist

The following checklist serves as a quick reference for an individual School District to evaluate their level of compliance with the Minnesota OSHA A Workplace Accident and Injury Reduction Standard (Chapter 5205.1500)

- ☐ Written AWAIR Program
- ☐ Personnel Responsibilities Assigned
- ☐ Safety Committee Established and Regularly Scheduled
- ☐ Hazard Identification, Analysis and Control Conducted
- ☐ Controls or Corrective Measures are In Place
- ☐ Training of Employees
- ☐ Accident Investigation Policy and Procedures In Place
- ☐ Establish Measurement Criteria to Evaluate Program Effectiveness

Appendix B
AWAIR Training Log

School District: _____

Training Date: _____

Training Location: _____

Purpose: _____ (initial) _____ (annual)

I, the undersigned School District employee, have received training and understand my responsibilities under the District's AWAIR Plan.

Attendance Log		
Employee Name (Printed)	**Employee Signature**	**Job Title**

_____

Trainer (Printed)

Trainer (Signature)

Appendix C

An Employer's Guide to Developing A Workplace Accident and Injury Reduction (AWAIR) Program

Please visit the website below:
http://www.dli.mn.gov/osha/PDF/awair.pdf

Appendix D

Safety Committee Member Roster

Appendix E

Safety Committee Agenda and Minutes

ROCKFORD AREA PUBLIC SCHOOLS SPECIAL EDUCATION PARAPROFESSIONAL HANDBOOK

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Updated by: Rockford Handbook Team, March 2026

Data Classification: Public Information | TLP: CLEAR
This handbook contains general employment guidance, instructional expectations, and role-specific responsibilities for paraprofessionals and may be disclosed in accordance with Minnesota Statutes Chapter 13, FERPA, and applicable district policies.

Disclaimer: This handbook is administrative guidance and does not replace Board Policy, Individualized Education Programs (IEPs), Behavior Intervention Plans (BIPs), medical care plans, collective bargaining agreements, or applicable state and federal law. In the event of conflict, governing law, Board policy, student-specific plans, and district procedures shall control.

Welcome to Rockford Area Schools!

ISD #883 Mission Statement

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

We welcome you to the Rockford School District. It is a pleasure to have you join our team! Special Education paraprofessionals are an integral team member, assisting students with Special Education needs to meet their educational goals. This handbook will assist you in answering any questions, however, you will also find that as a member of the Rockford Schools team, you have resources in your colleagues who possess a wealth of knowledge.

Thank you!

Dr. Jeffery Ridlehoover, Superintendent
Mr. Paul Menard, Rockford High School, IB World School
Mr. Paul Warzecha, Rockford Middle School Center for Environmental Studies
Mrs. Brenda Nyhus, Rockford Elementary Arts Magnet School
Mrs. Emily Seitzer, Special Education Supervisor

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Introduction

The Purpose of this Handbook

This handbook was created to provide paraprofessionals with information and resources to be successful in their careers. This handbook should not be considered a training module or replace the yearly required training, but rather treated as a wealth of information and strategies for paraprofessionals.

Potential uses for this handbook include:

- A resource to enhance communication among teachers and paraprofessionals.
- A reference for requirements established by state and federal rules and regulations.
- A resource to enhance and improve classroom and behavior management and promote independence.
- A reference for characteristics of disabilities.

IDEA

The Individuals with Disabilities Education Act (IDEA) is the federal law that supports special education and related service programming for children and youth with disabilities. It was originally known as the Education of Handicapped Children Act, passed in 1975. In 1990, amendments to the law were passed, effectively changing the name to IDEA. In 1997 and again in 2004, additional amendments were passed to ensure equal access to education.

This federal legislation is designed to ensure that children with disabilities be granted a free appropriate public education (FAPE) in the least restrictive environment (LRE). IDEA does the following:

- Ensure that all children with an identified disability receive special education and related services to address their individual needs.
- Ensure that children with disabilities are prepared for employment and independent living.
- Ensures that the rights of children with disabilities and their families are protected under the law.
- Assesses and ensures the efforts of institutions providing services to people with disabilities.
- Aids states, localities, federal agencies, and educational service agencies in providing for the education of children with disabilities.

Source: IDEA Section 1400
Your role, as a Rockford school employee, will be to participate on a team of professionals who implement the Individuals with Disabilities Education Act (IDEA) for students identified as eligible for special education services (MN Rule 125A.08)

Your specific responsibilities may vary, but you will spend your days working with students. Your role may be one of a behavior manager, an instructional assistant, or any number of other duties designed to

help ensure students with disabilities are able to meet academic standards and have a successful school experience.

Consistent with MN Statute 125A.08 (section c, 1-3), this handbook supports the training requirements for paraprofessionals. Yearly, paraprofessionals must receive training in the following areas:

- emergency procedures
- building orientation
- confidentiality
- vulnerability and reporting
- disability and behavior-specific information related to the student with whom the paraprofessional is working
- how a student's disability affects the student's education and behavior
- following lesson plans
- implementing follow-up instructional activities

Description of Paraprofessionals in Schools

Special Education is defined as "specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, home instruction, and instruction in hospitals and institutions". Therefore, a district must adapt its content, methodology, and delivery of instruction (C.F.R. § 300.39.(a)(1). Classroom teachers, special education teachers, and paraprofessionals work collaboratively as "flexible" teams to maximize their efforts to increase student achievement and independence. Note that throughout this handbook, the term "paraprofessional" will be synonymous with "special education paraprofessional."

Paraprofessionals are traditionally supervised by a licensed teacher or an administrator who is responsible for the education of students with disabilities. Your role is to work with students. General classroom maintenance and beautification are not part of your job. A teacher may ask you to make classroom copies in an emergency, but this is not part of your overall responsibility. As a paraprofessional, you are an essential part of a special education team, and as such, you are valued for the contribution you make to student success.

The following is a sample of a special education paraprofessional responsibility:

- Provide instructional support in small groups or 1:1 student interaction
- Assist teachers in a resource room and/or classroom setting
- Provide one-to-one instruction and/or support
- Make daily accommodations and modifications specified in the IEP
- Support implementation of behavior plans
- Supervise students in hallways, the bus, or other non-instructional settings
- Collaborate with other professionals to help ensure student success
- Collect data on individuals with exceptional learning needs
- Provide personal care assistance
- Reinforce a concept the teacher has taught

● Reteach components of a lesson under the supervision of teacher
● Implement behavior management strategies

Training may be provided to you in areas such as instructional methods, teamwork, behavior management, facilitating interactions between peers and the student with a disability, use of technology, maintaining confidentiality, fostering independence in children, and providing personal care.

Special Education Teachers: They have training and require licensure to meet the needs of students receiving special education services. A special education teacher will likely be your immediate supervisor and determine your schedule and plan lessons for students.

The following are a sample of a special education teacher's responsibility:

● Develop the IEP (Individualized Education Program)
● Plan activities and lessons for students
● Communicate all plans, policies, and instructions to parents, paraprofessionals, and general education teachers
● Communicate information about individual students and data privacy
● Administer assessments for student evaluation
● Plan behavior management strategies
● Monitor progress on goals and objectives
● Coordinate related services
● Manage due process mandates
● Meet as need or regularly with paraprofessionals

General Education Classroom Teachers: They typically instruct groups of students per grade level or content area. You may work in a general education classroom assisting the teacher with the needs of special education students.

The following is a sample of a general education teacher's responsibility:

● Primary instructor
● Content expert
● Attend and participate in IEP Meetings
● Provide accommodations and modifications in the general education classroom
● Collaborate with Special Education Teachers

Common Acronyms and Terms

As a paraprofessional, you will likely hear a variety of acronyms and terms that may be unfamiliar. Below is a list of common acronyms and terms that are used in special education.

Acronyms

Acronym	Meaning
ABA	Applied Behavior Analysis
ADA	American with Disabilities Act
AT	Assistive Technology
BA	Behavior Analyst
BIP/PBSP	Behavior Intervention Plan/Positive Behavior Support Plan
CBM	Curriculum Based Measure
ESY	Extended School Year
FAPE	Free and Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
IFSP	Individual Family Service Plan
LRE	Least Restrictive Environment
OT	Occupational Therapist
PBS	Positive Behavior Supports
PLAAFP	Present Level of Academic Achievement and Functional Performance
PT	Physical Therapist
SLP	Speech Language Pathologist

Terms

Term	Description
Eligibility	Student documents that identifies whether a student meets the criteria for special education services under one of 13 disability categories. Eligibility must be determined every 3 years once a student is made eligible for services.
IEP	Individual Education Program is a written document that is developed for eligible students with a disability and documents the specially designed instruction and related services. The IEP is developed, reviewed, and revised at least annually.
Annual IEP Goal	A measurable statement of desired student progress
Progress Monitoring	Data that is collected to monitor a student's progress toward annual IEP goals.
BIP/PBSP	Behavior Intervention Plan/Positive Behavior Support Plan. A plan comprising practical and specific strategies designed to increase or reduce definable behavior. These strategies address preventative techniques, replacement behaviors, how to respond to or resolve behaviors, and crisis management, if necessary.

Confidentiality and FERPA

Confidentiality Considerations

One of the most important aspects of ethical behavior for paraprofessionals is the handling of confidential information about students and their families. During the normal course of daily activities, you will encounter a wide variety of information about students. Information may include test scores, behavior, attendance, family matters, as well as other kinds of personal information.

You are required by law to keep this information private.

IDEA (34 CFR 300.623) addresses a school district's obligations to protect the confidentiality of student information. The Minnesota Data Practices Act (MN Statute 13.02 Subd.7) prohibits the unauthorized sharing of personal information. The Family Educational Rights and Privacy Act (FERPA) forbid the disclosure of information about students. It is necessary for you to follow the spirit and the letter of each law. The list below is a practical application of data privacy.

- Families have permission to learn about their child, NOT other children within the classroom or school
- Never discuss students with others while out in the community (ex. at the grocery store, at the park).
- Never discuss information about a student with other faculty members unless they have a need to know the information.
- Never share information in hallways, faculty lounges, and wherever someone could overhear you.
- Always err on the side of NOT disclosing information when you have a question.
- If you have a question about what kind of information you are allowed to access, speak with your building supervisor or principal.

The purpose of confidentiality is to protect our students and is not just about following the law. As parents, we would not want our children discussed in the teacher's lounge or in the office where others could hear. It is important that we protect educational records and personal identifiable information about our students.

Communication with Teachers/Staff

Confidentiality of student information should always be considered when discussing students with teachers, staff, and even other students within the school. Information or concerns about students should only be discussed with those individuals with a legitimate educational interest in the student. If you are unsure who has a legitimate educational interest, ask your supervisor.

Examples of questions you may be asked and how might respond:

Question	Possible Response
"Is Mindy doing better now that she isn't in Ms. Schneider's class all day?"	"I appreciate that you're concerned about Mindy, but unfortunately I can't talk about that." **OR** "I am not sure if I can share that with you since you are not her teacher this year. Could you ask Ms. Houck about it? Thanks for understanding."
"Does Jesse need special math classes this year?"	"I can't share information about student placements, sorry." **OR** "Information like that is confidential, so I cannot talk with you about it. Thanks for understanding."
"Is there anything I can do to support Nicole when I see her on the playground or in the lunchroom?"	"That is a great question! I would suggest that you check with her case manager."

Communication with Parents/Community Members

Communication with parents and other community members should be directed to the special education teacher unless he or she has directed you otherwise. At times, this might be difficult as people often expect that a paraprofessional will communicate with them either at school or in the community.

Examples of questions you may be asked and how might respond:

Question	Possible Response
"Is Levi in Special Ed?"	"That's not something I can share with you, sorry." **OR** "Information like that is confidential, so I cannot talk with you about it. Thanks for understanding."
"Why do you have to be at recess with Hunter?"	"Sorry, I can't discuss that with anyone outside of school." OR "Part of my job is to protect student confidentiality, so I can't explain that."
"I noticed that there is a boy in Ms. Shoop's class that is pushing other kids and yelling all the time. Is anyone doing anything about this?"	"I am sorry, but I cannot talk about students outside of school. Thanks for understanding." OR "I appreciate your curiosity, but unfortunately I can't share that information with you."

Abuse and Neglect

MN Statute 626.556, The Reporting Maltreatment of Minors Act, requires school employees to report suspected child abuse and/or neglect. In most cases, schools have procedures in place for you to make a report. Be sure you understand the procedures in your school. In Minnesota, you are charged with a misdemeanor if you fail to report. It is not your responsibility to determine whether or not abuse or neglect occurred; it is simply to report your suspicions and observations. Your identity is protected by law when you make a report. This is an important responsibility and should be taken very seriously by you.

Neglect is the most common form of maltreatment in Minnesota. It is usually the failure of the child's caregiver to:

- Supply the child with necessary food, clothing, shelter, medical, mental healthcare, education, or appropriate supervision
- Protect the child from conditions or actions that endanger the child
- Take steps to ensure that a child is educated according to the law

Here are some signs that may suggest a caregiver is being neglectful:

● Malnutrition
● Poor hygiene
● Inadequate clothing for weather conditions
● Poor school attendance
● Injuries that are untreated
● Constant fatigue or listlessness

Physical Abuse is defined by the state of Minnesota as "…any physical injury or threat of harm or substantial injury, inflicted by a caregiver upon a child other than by accidental means. Physical abuse can range from minor bruises to severe internal injuries and death." At times, a child will make statements that indicate physical abuse has occurred. In other cases, you may notice marks on the child's body.

Sexual Abuse is the subjection of a child to a criminal sexual act or threatened act. Behavioral signs can differ depending on the age and maturity level of the student and the relationship of the child to the abuser, but they may include the following:
● Difficulty walking, sitting, or complaints of genital pain
● Frequent urinary tract infections
● Suddenly acting younger and more immature
● Acting more sexually mature than the student's age would indicate
● Repeated toileting accidents that occur after the child has previously mastered these skills

Emotional Abuse is harm to the child's psychological capacity or emotional stability evidenced by an observable and substantial impairment of the child's functioning and is considered abuse in Minnesota. Signs are, for instance:
● Very high or very low body weight
● Sleep disorders
● Depression/Anxiety
● Lack of concern for physical appearance

These signs do not always indicate abuse. But remember, the statute requires you to report if you suspect abuse. The best way to determine if a student is experiencing neglect or abuse is to listen. Listen to what the student says and what the student does not say. Also, pay close attention if the student's behavior changes abruptly.

The importance of the safeguards in ADA and IDEA, which protect the rights of students with disabilities, legislation concerning confidentiality and a student's right to privacy, and your role as a mandated reporter of abuse and neglect, cannot be overstated. Make sure you understand them and adhere to them.

How do I report Abuse or Neglect? Contact the School Counselor, Case Manager or Administrator for more information regarding reporting procedures.

What is a Disability?

Americans with Disabilities Act defines (US EEOC, 2009) an individual with a disability is a person who:

- Has a physical or mental impairment that substantially limits one or more major life activities.
- Has a record of such an impairment.
- Is regarded as having such an impairment

Minnesota defines a person with a disability as any person who:

- Has a physical, sensory, or mental impairment which materially limited one or more major life activities.
- Has a record of such an impairment.
- Is regarded as having such an impairment.
- Or is discriminated against because of an association with a person with a disability (Minn. Stat. § 363).

Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder is a neurodevelopmental disorder that affects how an individual processes information and interprets the world. Core features of autism are persistent deficits in social interaction and communication and restricted, repetitive, or stereotyped patterns of behavior, interests, or activities. Each individual with ASD displays a unique combination of characteristics, ranging from mild to severe, requiring individually determined educational and treatment programming.

Blind-Visually Impaired (BVI)

"Visually impaired" means a medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education instruction and related services may be needed." A student with visual impairments and a functional need may be considered for special education under the Blind – Visually Impaired (BVI) category.

Deaf-Blind (D/B)

Deaf-Blindness means concomitant hearing and visual impairments. The combination causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deaf and Hard of Hearing (D/HH)

Deaf/Hard of Hearing means a medically verified diminished sensitivity to sound that is expressed in terms of standard audiological measures. Students with an identified hearing loss qualify for special education services if the hearing loss affects educational, communicative, or social functioning.

Developmental Cognitive Disabilities (DCD)

Developmental Cognitive Disability is defined as a condition that results in intellectual functioning significantly below average and is associated with concurrent deficits in adaptive behavior that require special education and related services.

Developmental Delay (DD)

Developmental Delay (DD) Is defined as a child up to age seven who is experiencing a measurable delay in development according to diagnostic instruments and procedures that fit the Developmental Delay (DD) disability category.

Emotional or Behavior Disorder (EBD)

Emotional or Behavioral Disorders are defined as students who need specialized services for emotional or behavioral support for a wide range of complex and challenging emotional or behavioral conditions. Medical, biological, and psychological conditions as well as genetic dispositions can affect these students' ability to learn and function in school.

Other Health Disabilities (OHD)

Other Health Disabilities include a wide range of chronic or acute health conditions, including Attention Deficit/Hyperactivity Disorder (AD/HD), that can range from mild to severe. Medications, treatments, therapies, and repeated hospitalizations can affect a student's ability to learn and function at school. A student with such a condition may be considered for special education under the OHD category.

Physically Impaired (PI)

Physically Impaired is defined as having a medically diagnosed, chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services.

Severely Multiply Impaired (SMI)

Severe Multiple Impairment is defined as meeting the criteria for two or more of six categorical areas: deaf or hard of hearing, physically impaired, developmental cognitive disability (severe/profound), visually impaired, emotional, or behavioral disorders and autism spectrum disorders.

Specific Learning Disabilities (SLD)

Specific Learning Disability is a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. The disability may be exhibited as an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. SLD also includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech and Language Impairment (SLI)

Speech and Language Impairments are defined as speech/language impairment as "a communication disorder such as stuttering, impaired articulation, language impairment or a voice impairment that adversely affects a student's educational performance."

Traumatic Brain Injury (TBI)

Traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both. TBI adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as: cognition; language; memory; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Roles and Responsibilities of Paraprofessionals

Responsibilities of a Paraprofessional

The responsibilities of a paraprofessional can vary between districts, schools, and even between classrooms. The special education teacher, principal, or other staff members will identify the daily responsibilities of the paraprofessionals they supervise. In some cases, you might be given a Responsibility Matrix that outlines the responsibilities of the teacher and the paraprofessional. Once those responsibilities are outlined, it is important that you review them, and ask questions to clarify any information that is unclear.

Some examples of questions that you might ask your direct supervisor are:

- Who will provide me with my weekly or daily schedule?
- Will I be working in multiple classrooms or have any duties outside of your classroom?
- How do you prefer that I bring questions or concerns to you?
- Will I be collecting data for the students I work with? What are the procedures?
- What is the procedure if I need to take a day off?
- What staff development will I be expected to participate in?
- What are the district's policies and regulations regarding harassment, teasing, or bullying?
- What is the evaluation procedure for my work?

Examples of Possible Responsibilities:

Supervision of Groups of Students	Behavioral Supports	Delivery of Instruction/Services
• Assist individual students on arrival and/or departure • Supervise individual students during lunch • Supervise individual students during recess • Monitor students during hall passing periods • Accompany students to services • Circulate in the classroom to provide behavioral supports where needed • Enforce class and school rules • Facilitate appropriate social interactions among students • Supervise individual students while on field trips	• Implement positive behavior management strategies using the same emphasis and techniques as the teacher, including observing and rewarding student behavior. • Provide reinforcement and support according to IEPs/Individualized Behavior Plans • Provide physical proximity for students with behavior problems • Assist students who are self-managing behavior (e.g. provide cues, prompts) • Help students develop/self-monitor organizational skills • Provide cues, prompts to students to use impulse/anger control strategies • Provide cues, prompts to students to employ specific prosocial skills	• Provide instruction based on provided lesson plans • Read/repeat tests or directions to students • Read with students • Support classroom teacher in providing accommodation as outlined in the IEP. • Help students work on individual projects. • Support students' participation in classroom activities (e.g., using the computer, gathering materials, cooperative groups) • Re-teach/reinforce instructional concepts introduced by teachers to small groups or individual students. • Provide prompts during instruction as outlined by the teacher to promote student independence. • Provide instruction based on provided lesson plans
Data Collection/Reporting	**Activity Preparation/Follow-up**	**Health/Personal Related Services**
Observe and record: • Student progress in academic areas • Individual student behaviors • Student health needs • Student food/liquid intake • Student bathroom use/needs • Student use of communication skills, adaptive equipment, or devices	• Create, prepare, and organize supplies and materials. • Prepare classroom displays. • Help prepare and clean up snacks. • Help students clean up after activities. • Collect completed work from students/ return papers to students	• Follow a personal care plan. • Assist students using the restroom. • Transfer, turn, position lift students. • Assist students to use wheelchairs, stander, other mobility devices. • Provide support with assistive technology

Attitude

All employees convey an image of the school to other professionals, to parents, and to the community as a whole. We want this to be a positive image. The special education paraprofessional is as much a part of creating this image as is the certificated staff member. Therefore, your actions, speech, and dress should be appropriate and professional at all times. Show your support for the special education program as well as your supervising teacher verbally, enthusiastically, and actively. For example, just remembering to smile and being friendly towards others can make a difference, as well as looking for ways to assist others.

When working with students, having a sense of humor, praising their efforts, and using positive statements show students that you care about them and that you enjoy what you are doing.

Remember, all staff members are responsible for the welfare of ALL students. Be willing to take initiative. Show responsibility by looking ahead at what needs to be done. Listen to directions and if unclear about what is being asked, ask questions! Work only on teaching concepts the teacher has set for the student. If unclear, ask questions.

Attendance

Attendance and punctuality convey how seriously you take your job. Your supervising teacher and the students you work with count on you being at work and on time every day. Whenever possible, personal appointments should be scheduled after work hours. Talk with your supervising teacher on how to notify them in case of an absence.

Classroom Considerations

Classroom Expectations and Routines

As a paraprofessional, it will be important for you to understand and support schoolwide and/or classroom expectations, as well as the classroom routines for each classroom or school setting that you work in. School or classroom expectations identify behaviors that make the school or classroom a good place for students to learn. Classroom routines are established ways for students to complete a task such as sharpening pencils, requesting help, or turning in assignments.

When working with students, all staff should be positive models of the expectations, as well as provide students with praise for following the expectations. If a student is struggling to follow an expectation, it is important to provide feedback to the student to help them correct their behavior. This might include reminding them of the expectation, explaining how they need to change their current behavior to meet the expectation, or having them practice the correct way to demonstrate the expectation. Check with your direct supervisor to identify what approach he or she prefers that you take with students.

Examples of questions that you might ask your direct supervisor are:

- What are the school and classroom expectations?
- What is my role in supporting or teaching the classroom expectations?

- Are there classroom routines that I need to be aware of, and how are those routines taught to students?
- Do any of the students I work with have Behavior Intervention Plans? If so, how do I implement those?

Instruction

As a paraprofessional you may be providing instruction to students under the direction of the special education teacher. This could be academic instruction, such as reading or math, behavioral instruction, or even social skills instruction. You might also be preparing instructional materials for lessons. There are a wide variety of instructional strategies and techniques that are effective with students with disabilities. The special education teacher will select the instructional method to be used.

Before teaching a lesson, it is helpful to review the lesson and ask yourself questions such as:

- Do I know what the goal of the lesson is?
- Are the directions clear for myself and for the students?
- Do I have the materials I need ready?
- Do I know how to implement the lesson as outlined? If not, could I ask the teacher to demonstrate it for me?
- Do I know what prompts I might need to use?
- Do I understand how the students will show that they have learned the material?
- Do I know what to do if the students are not getting it?
- Do I know what data or work samples I need to collect?

Student Accommodations

Understanding Accommodations

Accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities. “Access” is the opportunity and ability for an individual to participate in the instruction, discussions, activities, products, and assessment provided to all students within a public school. Accommodations are provided to “level the playing field.” Without accommodation, students with disabilities may not be able to access grade-level instruction or participate fully in assessments. They are intended to offset the effects of the disability and to provide students with the opportunity to demonstrate knowledge and skills. Accommodations are intended to reduce, or even eliminate, the effects of a student’s disability. They do not, however, reduce learning expectations and should not give a false picture of what a student knows and can do.

Implementing Accommodations

When working with students, you might be asked to implement or support student accommodation in a special or general education setting. The special education teacher will indicate what the students’ IEP accommodations are and how they should be implemented. It is important to remember that when implementing accommodations, they must be followed as outlined. This helps to ensure that the

student is getting equitable educational support to “level the playing field,” allows them to show what they are able to do, and work toward student independence. If you are unsure of what an accommodation means, or if a teacher you are working with asks you to change the accommodation, be sure to talk to your direct supervisor about it.

Levels of Support

While serving as a paraprofessional, you must walk the tightrope between assisting and enabling. Think back to a time when you struggled to learn something and the achievement you felt when you were successful, like your first bike ride. Students need to experience that same achievement. Now remember when you tried to learn something that was too hard and you needed help, like getting your car to start when the battery is dead. Students need to know that there is someone who will help them when they need it. This is the tension inherent in your job. When is helping necessary and when do we let the student struggle a bit? At times paraprofessionals give students more assistance than they need in an attempt to be helpful. Students have learned that if they say something is too hard, sit there and do nothing, an adult may rescue them. This is called “learned helplessness” and can create a very dependent student. Be very careful to provide the least level of support that is needed at the time in order to encourage independent behavior. There is no acid test to determine when help is necessary and when it is not. If you work with a student and are not sure, talk it over with your team.

INDEPENDENT: The student knows how to do this task without any help from you.

INDIRECT VERBAL: An indirect verbal prompt tells the student that something is expected but not exactly what. Example: “What next?” “Now what?” Start here when using increasing hierarchy.

DIRECT VERBAL: This is a direct statement of what we expect the student to do or say. Example: "Come here." "Put the glass on the counter." This level of prompt requires that the student be able to follow your direction. If the indirect verbal assist did not work, move to this level.

GESTURE: Pointing, facial expression, mouthing words silently or otherwise indicating with a motion what you want the student to do.

MODELING: Modeling is simply showing the student what you want him or her to do. You do not physically touch the student. In order for modeling to work, the student must know how to imitate another person's actions.

PARTIAL PHYSICAL ASSIST: Less intense or intrusive than a full physical assist. If full physical assistance is hand-over-hand, the partial physical assist can be visualized as providing minimal supportive guidance-touching the wrist to stabilize handwriting.

FULL PHYSICAL ASSIST: Hand-over-hand assistance to complete the targeted response. This is usually used when the target response is motor in nature. For example, a full physical assist might involve putting your hand on the student's hand and moving the student's hand through the action of writing his or her name.

Service Delivery Models

Every student has special education services based on their individual needs. These services can be organized in categories of service delivery models. Service delivery models range from minimal support (consultation in the general education classroom) to more extensive support, where students spend most of their day in a special education setting. Below is a general overview of the most common service delivery models:

Inclusive Instructional Setting

A student participating in the inclusive instructional setting will be a full-time participant in the regular education classroom and have all the special education services delivered in that regular education classroom. The student does not leave the regular education setting as all or most of the student's special education services come to his regular education classroom.

Cooperative Teaching Model

In the cooperative teaching model, the special education teacher co-teaches with the regular education teacher in the regular classroom. The students with IEPs receive adaptive instruction and materials from the special education teacher as part of the instruction in the regular classroom. The special education teacher is co-teaching the class and provides individualized instruction required by each student's IEP, and the instruction is delivered in the regular education environment.

Pull-Out Services

Pull-out services typically happen in a setting outside the general education classroom. The student goes to the provider's (special education teacher or related service provider) classroom to work one-on-one or in a small group setting. The specialist provides the instruction, and depending on the student's needs, instruction may or may not be integrated with the general education curriculum.

Consultation Services

Consultation services are provided by a related service provider which assists other professionals in meeting a student's IEP goals and objectives. The individual who receives the consulting is not the student but another professional. Consulting is a type of service delivery that is best used to ensure that a student has multiple opportunities in a day to use a particular skill.

Self-Contained Classrooms

Self-contained classrooms are classrooms specifically designated for children with disabilities. Self-contained programs are usually indicated for children with disabilities who may be able to participate in the general education classroom for a limited amount of time or may not be able to participate in general education programs at all due to their disability.

Federal Instructional Settings

The Federal Instructional Setting is the location and the amount of time that the student with an IEP/IFSP receives special education services. The Federal Setting is based on the age of the student and the amount of special education services they receive.

Ages 3-6	Ages: 6-21
31 Regular early childhood or kindergarten program at least 80% of the day	00 No IEP/IFSP/IIIP
32 Regular early childhood or kindergarten program 40-79% of the day	01 Outside regular classroom less than 21% of the school day
33 Regular early childhood or kindergarten program less than 40% of the day	02 Outside regular classroom 21-60% of the school day
41 Separate class	03 Outside regular classroom more than 60% of school day
42 Separate school	04 Public separate day school facility greater than 50% of the school day
43 Residential Facility	05 Private separate day school facility greater than 50% of the school day
44 Service Provider Location	06 Public residential facilities greater than 50% of the school day
45 Home	07 Private residential facilities greater than 50% of the school day
	08 Homebound placement

Collaboration Considerations

Collaborating With School Professionals

You may encounter a variety of other professionals while working as a paraprofessional. The students' team must determine through an evaluation and team discussion the need for any of these services.

● Speech / Language Pathologists (SLP) – Speech and Language Pathologists help students to improve their expressive and receptive language as well as other skills such as articulation and social communication.

● Developmental Adaptive Physical Education Teachers (DAPE) – DAPE teachers work with students receiving special services to meet their physical education needs.

● Occupational and Physical Therapists (OT and PT) – OTs and PTs help students develop skills to become physically independent.

● School Social Workers (SWK) – Social Workers have an understanding of students and work to bridge the needs of school and home.

● Licensed School Nurses – Nurses meet the medical needs of students while they are at school.

● School Psychologists (School Psych) – School Psychs assess students to determine their level of intellectual functioning. They may also offer counseling sessions or teach small groups of students to learn to manage their emotions.

● Teacher of Deaf and Hard of Hearing (TDHH) – A TDHH works with students who have varying degrees of hearing loss to teach strategies and advocacy skills to be a more successful student and adults.

● Teacher of the Blind/Visually Impaired – A BVI Teacher works with students who are visually impaired, including, but not limited to, teaching Braille.

● Teacher of Physically Impaired (PI) – Students with medically diagnosed physical impairments may also work with a Teacher of the Physically Impaired.

● Audiologist – An audiologist may assist with checking a student's hearing levels and recommending and maintaining necessary amplification devices.

● Behavior Analyst - A BA is an expert in analyzing behavior and providing recommendations to intervene

● Lead Teachers/Coordinators – Leads coordinate the activities of teachers. Not all schools have a lead teacher.

Acknowledgment of Para Handbook

I have read and understand the contents of the Rockford Special Education Paraprofessional Handbook. I understand that I am responsible for the information contained in this handbook. If I have specific questions I can ask my supervising teacher, principal, or special education supervisor.

_____

Signature Date

_____

Printed Name Building

Rockford Area Schools
COMMUNITY EDUCATION

2026-2027

Staff Handbook

GALAXY KIDS
School Age Care

Galaxy Program

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Introduction

Welcome to Galaxy Kids Program. The purpose of this handbook is to inform all Galaxy Kids Program Staff members of their responsibilities, Galaxy Kids Program procedures and other information pertinent to the Galaxy Kids Program.
At Galaxy Kids Program we believe that our staff should be professional, able to carry out instruction, and are warm and welcoming towards children. Please familiarize yourself with the contents of the Galaxy Kids Program Staff Handbook. This handbook includes information specific to the Galaxy Kids Program. If you need further information, all Rockford Area School District policies can be found on the school district website, www.rockford883.org.

Mission Statement

Galaxy Kids Program is committed to providing a safe, enriching learning environment for students in our community during their out of school time. We strive to work cooperatively with students' families, school-day staff, and our community to provide a quality, year-round child care program that is dedicated to continual improvement. We encourage self-expression and creativity, build self-esteem and confidence, and promote positive behavior, social skills, and friendships. Galaxy Kids Program is dedicated to providing an inclusive, diverse environment for students of varying abilities, backgrounds, and needs, allowing all students to feel safe and respected. We encourage students to make choices, gain independence, and experience a variety of social and educational experiences. We encourage student involvement in planning, coordinating, and implementing activities. It is our purpose to help each child develop to the best of their individual ability in an atmosphere in which each child will become a valued member of our school community.

Hours of Operation

Galaxy Kids Program is open Monday-Friday, 6:00am-6:00pm. Galaxy is open most non-school days, excluding staff holidays. Galaxy Kids also has a summer program from mid-June through the end of August. Galaxy Kids is closed over Winter Break and the week of July 4th.

Hiring Procedures

Galaxy Kids Program follows RAS policy 401: Equal Employment Opportunity.

A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.
B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.
D. Every school district employee shall be responsible for following this policy.
E. Any person having any questions regarding this policy should discuss it with Business Manager/Personnel Manager.

The Galaxy Kids Program Coordinator will be responsible for reviewing applications received for open positions. The Program Coordinator will be responsible for screening all applicants, including but not limited to: interviewing applicants and checking references and employment history. The ISD 883 business office is responsible for initiating and completing a background check.

Orientation

Staff members must complete at least 10 hours of orientation prior to working with children. New staff members will not be left alone with children until their orientation is complete. During your orientation, you will receive a written job description along with a copy of the Galaxy Staff Handbook.

Training/In-service

Galaxy Kids Program will pay for the tuition cost for any staff training required by the Galaxy Kids Program Coordinator or Community Education Director. Staff members are allowed to record time and receive wages for time spent in staff meetings scheduled and approved by the Galaxy Kids Program Coordinator.

Assistants that work 20 or more hours per week will be expected to attend at least 15 hours of

workshops/trainings that are offered each year (July 1-June 30). Proof of attendance is required and given to the coordinator. This does NOT include CPR/First Aid training, which is required for ALL Assistants.

Assistants that work under 19 hours per week will be expected to attend at least 12 hours of workshops/trainings that are offered each year (July 1-June 30). Proof of attendance is required and given to the coordinator. This does NOT include CPR/First Aid training, which is required for ALL Assistants.

Student workers are not required to attend workshops/training, but are welcome to go if it works with their homework schedule. However, student workers are required to attend all staff meetings and family night events, along with CPR/First Aid training.

Personnel Procedures

Galaxy Kids Program follows all policies and procedures of ISD 883/Rockford Community Education. Please see the district-wide policies, located at the following link for more information: https://www.rockford883.org/staff/ras-staff/7-policies-guidelines-and-parent-student-handbook

Professional Development Plans

All classroom assistants will work with the Program Coordinator to develop a Professional Development Plan (PDP). PDP's will be developed using the Core Competencies for Out of School Time professionals, and will be reviewed with the Program Coordinator annually or as needed. We are committed to developing each staff's knowledge and abilities continuously throughout their employment at Galaxy Kids Program.

Staff Reviews

Staff reviews will be completed one time per year. Reviews are typically completed each June. Staff members will meet with the Program Coordinator to complete their yearly reviews.

Time Sheets/Pay Day

Employees will document their time worked using the SMART system. Pay periods are the 1-15 of the month, and the 16-the end of the month. Employees are paid on the 15th and 30th of each month.

Reporting to Work/Late Staff

All employees are expected to report to work on time and to be ready to work with the children. For example, if you are scheduled to work at 7:00, you are here, personal belongings are put away and you are ready to work with the children at 7:00. You should put a note in TC+ when clocking in stating you were late and you should notify the Coordinator.

Confidentiality

Because of data privacy and confidentiality issue, Galaxy staff members must abide by the following:

1. When speaking with a parent involving an incident between their child and another child, always refer to the other child as "the other child." DO NOT USE NAMES.
2. Home or work phone numbers of staff, parents, and children **are not** to be given out to anyone other than Galaxy Staff. Staff members may take a message and pass it along to others.

Galaxy Staff may discuss issues of a confidential nature with the program coordinator or the Community Education Director.

Staff Schedules

The Galaxy Coordinator will determine the staff schedules. At any time hours may be increased or decreased due to low student enrollment or other circumstances.

When Galaxy is in operation from 6:00am to 6:00pm, staff schedules may vary in hours and scheduled work times. Staff members may be asked to leave early due to a low number of children in attendance. Staff schedules will be adjusted for the summer program to meet the needs of the program.

Requesting Time Off

Staff members may request time off in writing to their direct supervisor, in addition to submitting time off using the SMART website. Time off will be approved in the order requests were received. If the program cannot maintain a safe staff to student ratio, time off requests may be denied.
Part-time staff members may fill in for other staff members, as long as their total hours for the week do not exceed 40. The Program Coordinator maintains a list of district staff that have received training to substitute for staff members at Galaxy Kids Program. In the event of a long-term absence from the program, the out of ratio staff who completes lesson planning and the Program Coordinator will adjust schedules to cover the open time frame.

Sick Time

If an employee is sick, they must notify their immediate supervisor at least one hour prior to the

start of their shift. It is the employee's responsibility to make sure they receive a response from their supervisor to ensure their message was received. Employees must also note when they are sick on SMART.

Mandated Reporting

Galaxy Kids Program follows RAS policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse.
All staff members are mandated reporters. Mandated reporters are professionals or a professional's delegate identified by law who **MUST** make a report if they have reason to believe that the abuse, neglect, or financial exploitation of a vulnerable adult has occurred. If you suspect a child is being neglected or abused, you must make a VERBAL report within 24 hours of becoming aware of the suspected abuse/neglect. A WRITTEN report must be completed within 72 hours. All reports are confidential. You are protected by law from retaliation when filing a report. For more information or resources on child abuse, visit Prevent Child Abuse Minnesota at: http://www.pcamn.org/.

Staffing Ratios/Supervision

We follow the ratios of staff to children recommended by the State of Minnesota, the National Association for the Education of Young Children (NAEYC) and the MN Afterschool Accreditation Program (MAAP). Independence will be encouraged by allowing children to do things for themselves, but a staff member must be present at all times. Student workers may be included in the staff to student ratios; however they should not be alone with children at any time. Additional staff are scheduled during high-risk activities, such as field trips or community outings.

Preschool: 1: 10 (maximum 20)
Kindergarten-Grade 6: 1: 15 (maximum 30)
Mixed Group: For mixed age group we staff in accordance with the youngest age group present.

Volunteers

If someone requests to volunteer at Galaxy Kids Program, the Program Coordinator and RAS district office will work cooperatively to ensure a background check is completed. Volunteers may not be included in the staff to student ratio, and may never be left alone with children.

Communication

1. Galaxy Kids Program uses the following communication tools to communicate updates and information to staff members: Daily Day minder, district email, monthly staff meetings, monthly parent newsletters, and information posted on the staff bulletin board.
2. Staff members are expected to communicate with peers, children, and parents in a professional manner. Parents should be greeted upon entering the classroom and provided with regular verbal updates regarding their children. Staff members will communicate concerns using Incident/Accident Reports and Behavior Reports.
3. Galaxy Kids Program will conduct annual surveys to gather feedback from students, staff, and parents. Results from these surveys will be used to develop ongoing improvements within the program.
4. Staff members will provide feedback regarding the program in the form of written notes, discussions with supervisors, participation in staff meetings, and completing surveys.
4. Staff members will maintain confidentiality while communicating with parents using both written and verbal communication.

Answering the Telephone

When answering the phone, staff should greet the caller by saying, "Good morning/afternoon, Galaxy Kids this is_____ how may I help you?" If the person is asking questions that you do not know the answers to, please transfer them to the Galaxy Coordinator. The phones at Galaxy should not be used for personal calls. If an emergency arises, make your call brief. Use of a personal cell phone to make non-work related calls is prohibited during scheduled work hours.

Staff Responsibilities

Galaxy Kids Program School-Age Care Assistant

1. Planning and implementing daily activities from subject areas as assigned by Coordinator. Plans need to be completed in a timely manner & written out for substitutes to follow as well as for program coordinator to view. This includes filling out Activity Planning Forms in a timely manner.
2. Interacting directly with the children during all activities, i.e. gym games, outside, sitting with children during meals, art projects, etc.
3. Communicating clearly with parents. Parents should be informed of any and all matters pertaining to their child in a positive and timely manner. Parents should be greeted every morning and evening.

4. Communicating in a positive and professional manner with program and district staff.
5. Maintaining on site record keeping, daily attendance, locating children who do not show up when scheduled, keeping children's files up to date.
6. Documenting any and all negative behaviors and reporting these behaviors to the coordinator immediately.
7. Providing a safe environment, foreseeing potentially dangerous situations, and being current in first aid/CPR training and blood-borne pathogens training.
8. Serving breakfast or snacks, and supervising the children during meals.
9. Knowledge of all guidelines and policies. Be familiar with the parent handbook, program forms and Galaxy Program website. All staff should also be familiar with the ISD 883 District-Wide Staff Handbook.
10. Providing guidance and a safe setting while enforcing consistent boundaries for child behavior.

High School Student Worker

1. Communicating in a positive and effective manner to children, parents, building staff, and other Galaxy Staff.
2. Helping serve breakfast and snacks and supervising children during meals.
3. Assisting other staff in planning and carrying out daily activities.
4. Interacting directly with the children during all activities, i.e. gym games, outside, sitting with children during meals, art projects, etc.
5. Have knowledge of Galaxy Program guidelines and policies and be familiar with the parent handbook and Galaxy Program website.
6. Enforcing behavior guidance policies with help from adult staff and coordinator, if necessary. Do not deal with serious issues; tell the coordinator or assistant so they can handle the child.
7. First Aid/CPR certification preferred.

Program Guidelines and Expectations

Arrivals/Departures

1.Staff members are responsible for signing children into the program each session, and signing them out at the end of the session or when they leave for the day. Children will be signed in and out on the Staff Attendance Board. When children are dropped off or picked up by their parent or an authorized person, the authorized person must sign the child in/out on the Parent Sign-In/Out boards. Staff members are responsible for reminding parents to sign their children in/out.
2. When students arrive on a school van or bus, the staff member will sign the child in on the Staff Attendance Board. The staff member will also sign the child out on the Parent Attendance Board, noting that the child left on the bus.

Pickup Authorization

Children are to be released only to their parents or persons listed on their Authorized Pick Up list. If parents would like their child released to anyone else, the parent must provide authorization in writing in advance. In an emergency, a phone call will be sufficient. Inform the parent that the person will need to show proper identification.

If someone comes to pick up a child that the staff does not know, follow these directions:

1. Ask the person for identification.
2. Check to see if their name is on the child's Authorized Pick-Up List or check the Dayminder to see if there is a note from the parent authorizing their child's release to this person.
3. If the person is not an authorized person tell them you must speak to the parent before releasing the child.
4. Phone the parent. If the parent authorizes the person to pick up their child, you may release the child to the person. If you are not able to reach the parent, notify the person that you cannot release the child without the parents authorization.

Staff must be aware of any persons who are authorized to pick children up. The Coordinator will keep the registration list up to date. If the unauthorized person is a biological or adoptive parent we must have a copy of the restraining order on file.

If a person who is unauthorized to pick up a child, such as a non-custodial parent, arrives to pick up the child, the following steps should be taken:

1. Ask the parent to step out in the hall or into another room with you, away from the children.
2. The other staff person(s) in attendance will stay with the children.
3. The other staff members are to remove the children from the unauthorized parent if the following are factors:

    A. There is a restraining order against this person and Galaxy has a copy of it.
    B. The person becomes abusive, verbally and/or physically with the staff members.

If the above occurs, the staff person who stays with the children will then make a phone call to 911. Never leave the children unattended. The designated removal place will be where there is a telephone.

Do not ever put yourself or the children in a position of physical harm.

Any situation such as the one described above needs to be documented immediately and the Galaxy Kids Program Coordinator and Community Education Director need to be contacted as soon as possible.

Tracking Children

All staff members are responsible for knowing how many children are in their care at all times. A written count of all children present will take place every 30 minutes. The staff member assigned to the Sign In/Out boards is responsible for initiating the child count and confirming that it is correct. Staff members may use checklists at their own discretion; however all staff members are required to use the magnetic white boards with a nametag for each child in their care. When the child leaves for the day their nametag will be removed from the whiteboard and placed on the "Out" board.

Missing Children

If a child does not check-in after school, please take the following steps to locate the child. You must repeat all steps until the child has been safely located.

1. Check on Infinite Campus to see if the child was in school.
2. Call the school teacher or school office to see if they know the whereabouts of the child.
3. If the child has gotten on a bus call the bus garage and ask them to bring the child to Galaxy Kids Program. If they were on the bus but have already been dropped off at home, call the home to see if they answer. Ask to speak to an adult. Contact the parents immediately to notify them of the situation.
4. If the school/bus company does not know the whereabouts of the child, call the parent(s).
5. If the parent(s) cannot be reached by phone, the emergency contacts must be called.
6. Leave messages at all available phone numbers for the parents, guardians, and emergency contacts, inform them of the situation.
7. Fill out a Finder's Fee Form and give it to the coordinator. The coordinator will notify the parent and apply the Finders Fee to their Parent Portal.

If you are not able to reach any adult or cannot find the location of the child, contact the police department and explain the situation to them.

Children Who Run Away

When a child in your care runs away from the supervised area keep an eye on him/her from a distance. If the child moves toward a place where his/her safety is a concern you must go after him/her. If the child leaves the grounds and you cannot find him/her, call the police for assistance and call the coordinator. Any time a child runs or a restraint is utilized the parents must be informed, and the incident documented on a Behavior Report.

Information for the police:
You can give the police a description of the child including their name, address, appearance, etc. *You should not reveal information about the child regarding special needs.* You can tell the police about events leading up to the incident and what type of mood the child may be in when they arrived. The coordinator can also request that the police notify Galaxy Kids when they have caught up with the child and inform Galaxy Kids of their location so assistance with handling/processing the situation can be done. We are permitted to give the police more information regarding special needs if the parents have signed a release allowing us to do so.

Maintaining Staff and Student Professional Boundaries

1. In order to maintain professional boundaries, children may not hang or jump on staff members at any time. Staff members may not hold children or allow children to sit on their laps.
2. Staff members must always be at the head of the group when transitioning. A second staff member, if possible, should be at the end of the group.
3. If you take groups to the large bathrooms, be sure to monitor the time spent in the bathrooms.
4. ***Children should never be left in any area unattended.*** If the staff member needs to step out, another staff member should be contacted to take over.
5. Children are not allowed to use the walkie-talkies, staff computers, or program keys.

Alone with a Child

Whenever possible staff members should not be alone with a child. There are, however, times when this may not be possible. For staff security, staff members should choose a location that is "public" and open in nature when alone with a child. Student workers and volunteers may not supervise children

and must never be left alone with a child for any period of time.

Classrooms

1. Toys from home are to stay in lockers, unless permission has been given from the group leader (in most cases we allow toys on Fridays only).
2. Children should clean up their play area before switching activities, going to school or going home.
3. Only Galaxy CD's/tapes are to be played unless staff has previewed and permission has been given.
4. TV is only operated by the staff members and only on during designated hours.
5. Computers must be monitored at all times.
6. Children (and staff members) are not allowed to sit on counters and/or tables.

Staff members are responsible for actively supervising and interacting with children at all times. Staff members should not be visiting with each other, talking on the phone (including cell phones), or working on their own projects.

Gym

1. A first aid bag and radio must always go inside with the group.
2. Organized games are to be played, no free play in the gym. Staff members must be aware of what is happening at all times, in all areas of the gym.
3. If the curtain is down a staff member needs to be on both sides of the curtain.
4. No food, drink, or gum is allowed in the gym (children and staff).
5. Staff members should be involved with the activities in the gym, not just observing or standing around.
6. No tackle football or any other physical contact sport, is allowed at any time.
7. Children are not allowed in equipment storage areas.
8. Children should be separated by age and ability groups based on the activity to ensure safety.

Playground

1. A first aid bag and radio must always go outside with the group.
2. Children are not to run upstairs to the playground. They must walk with the leader and hold on to the railing.
3. No throwing stones or snowballs on the playground.
4. Go down slides feet first and one child at a time.
5. Children playing on the grassy areas or basketball areas need to be supervised at all times.
6. Staff are to spread out on the playground so all children are being observed at all times.
7. School building rules are followed at all times.
8. All equipment in games should be used as it was intended for.

Toileting Assistance

In an effort to protect the dignity and privacy of the child who require assistance in toileting, when possible two staff members will be present. When two staff members are not available, the staff person assisting the child will notify another member of the staff that they will be assisting the child with toileting alone and they will use the restroom that is normally used by Galaxy Kids. Care will be taken to be respectful and appropriate in all conversation and actions while assisting the child.

Outside Time

All children should go outside every day, weather permitting, even if just for a few minutes. If the children went outside at recess and the weather has not gotten any colder, staff should take the children outside. Do not take the children outside if it is extremely cold, wet, muddy, too humid, etc. Children and staff members should have proper clothing for being outside. Staff members should place themselves in different areas of the playground so they can actively supervise all children. Staff members should not congregate together.

Children need to follow all playground rules. Staff members are responsible for making sure these rules are being followed and prevent any situations that could become dangerous.

Activity/Lesson Planning

The program planning specialist will complete daily lesson plans (Lesson Planning Forms). Classroom Assistants will meet with the planning specialist one time a week during their weekly planning meeting. During this meeting classroom assistants will receive their Lesson Plans for the following two weeks and will have an opportunity to ask questions and provide feedback to the planning specialist. All staff members will be scheduled a minimum of one hour per week to complete their Activity Planning Forms. The Activity Planning Form will be completed at least one week prior to when the activity is scheduled to take place. Activity Planning Forms will be attached to the Lesson Planning Sheet that is provided by the planning specialist.

Programming

Galaxy Kids Program strives to ensure our lesson plans and curriculum supports youth development

and engagement. Lesson plans and activities focus on all aspects of youth strengths and needs, including physical, social, emotional, and cognitive/academic needs. Lesson plans and Activity Planning Forms will be adjusted to reflect the needs, interests and abilities of all students. Developmental needs will be intentionally supported through daily activities, including daily lesson plans, monthly schedules, transition games, and daily informal interactions with students.

Child Guidance and Behavior Management

Inclusive Environment

Galaxy Kids Program and staff members will create a caring, inclusive environment. The program values and supports the rights of all children, regardless of their diverse abilities, to participate actively in our child care setting. Children will be provided with reasonable accommodations and should be in groups with same-age peers whenever possible.

Pro-Social Behavior

Staff members will model appropriate, pro-social behavior at all times when working with students.

<u>If a child is displaying negative behaviors, staff should do the following:</u>

1. Talk to the child. Explain to the child in a positive manner why the behavior is inappropriate, or ask the child to tell you why this behavior is not appropriate.
2. If the child continues to display negative behaviors, redirect the child. Discuss what they could do instead. Encourage them to suggest ideas. Make sure child is aware of consequences to choices made.
3. If negative behavior continues, follow through with the consequence agreed upon earlier. If it is a "time-out", do not leave the child isolated for unreasonable amount of time. After the consequence has been met, discuss the behavior in a positive manner with the child before letting them go back to be with the other children.
4. Document all negative behaviors with a Behavior Report and make the child aware of what is written for the parents to read. Give the original copy to the parents and make a copy to give to the coordinator.

<u>If a discipline problem becomes severe; i.e. child is physically abusive towards other children or staff, staff is to do the following:</u>

1. Immediately remove the child from the group. If the child chooses not to leave the room, remove all other children from the room.
2. Give the child a chance to calm down.
3. Document the incident using a Behavior Report. Give the original copy to the parent and make a copy to give to the coordinator.
4. Contact the coordinator. If unable to reach them, contact the Community Education Director. Either of these people will make any further decisions.
5. Inform the parent that the coordinator will be in touch with them.
6. Continue trying to reach the coordinator.

At any time a child may be removed from the program for up to a week following a severe incident. THIS DECISION IS TO BE MADE WITH THE GALAXY KIDS COORDINATOR OR THE COMMUNITY EDUCATION DIRECTOR. AT <u>NO</u> TIME IS A STAFF MEMBER TO MAKE A DECISION BY THEMSELVES REGARDING A CHILD'S EXPULSION FROM GALAXY KIDS PROGRAM.

Galaxy Kids Program follows ISD 883's Policy 507: Corporal Punishment
No employee or agent of the school district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

Bullying Policy

Galaxy Kids Program followings ISD 883's Policy 514: Bullying Prohibition Policy. The policy defines "Bullying" as:
"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. The term, "bullying," specifically includes cyberbullying as defined in this policy.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, 514-3 including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic

device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment."

If you suspect a child may be the target of bullying you should report your concerns to the Program Coordinator right away.

Health and Safety/Emergency Procedures

General Guidelines

1. Staff members must wash hands at the start of their shift, upon entering a new classroom, after eating or drinking, after using the restroom, and after sneezing/coughing/blowing their nose.
2. Galaxy staff members are responsible for serving meals and snacks during program hours, therefore they must follow all safety and reporting guidelines as stated by the State of Minnesota.

   a. The Program Coordinator must report the following illnesses to the State of Minnesota: salmonella spp., Shigella spp., Escherichia coli 0157:H7, or other enteric bacterial pathogen, or the hepatitis A virus. The report should be made by the next working day (Minnesota Food Code 4626.0060 A).
   b. Employees must be restricted from serving food if they have the following symptoms: diarrhea, vomiting. They may return to food-related responsibilities when they are free from symptoms. The Program Coordinator is required to keep a log of staff members exhibiting diarrhea and vomiting. Staff members are required to report these symptoms to the program coordinator and refrain from working until symptoms are no longer present.

3. The Program Coordinator will maintain a list of student medical information, including allergies and long-term health and developmental considerations. These lists will be posted in each classroom on the inside of the First Aid cupboard.
4. Emergency safety drills will be conducted throughout the school year and summer. Staff are responsible for being familiar with the district "Emergency Procedures" book located in each classroom (Red Binder).

Emergency Procedures

All Galaxy staff are trained in the district's Emergency Procedures, which can be located in each classroom in the RED Emergency Procedures book. Staff members will also follow the programs Child Care Emergency Plan, located by the entrance of each classroom on a RED clipboard.

Nutrition Guidelines

Galaxy Kids Program is committed to serving a variety of healthy and nutritious food during program hours. Students will be offered snack options each day that include a balance of fruits, vegetables, grains, and proteins, while limiting foods high in fats, sodium and sugars. Students will be offered water, low or non-fat milk, and 100% fruit juice with each snack. Staff members should support children's abilities to self-regulate eating (i.e. only eating until full) as well as model healthy eating habits.

First Aid Requirements

First aid kits are accessible to staff members at all times. First aid kits are located in each classroom. Portable first aid kits are also available for when students are outside, in the gym, in the computer lab, and on field trips and off-site activities. First aid kits will include the following: Water (if not available in the space), disposable gloves, adhesive bandages, antiseptic wipes, scissors, sterile compresses, thermometer, adhesive tape, ice pack, current first aid manual. A staff member will be assigned to complete weekly checks of all first aid kits to ensure they are adequately stocked.

Student Accidents/Injuries

All adult staff members must be certified in First Aid/CPR. If an accident occurs, please follow the instructions below.
1. The coordinator (teaching assistant if coordinator is not available) does the initial assessment of the injury. DO NOT MOVE THE CHILD. IF YOU ARE UNSURE OF THE SEVERITY

OF THE INJURY, THE COORDINATOR OR ASSISTANT WILL SEND ANOTHER STAFF PERSON TO CALL 911.
2. While the coordinator or assistant is attending to the child, other staff on site should remove the other children from the area. As a staff, you should determine a centralized place for the children to gather when an accident or injury occurs; i.e. on the playground, all children will meet by the door.
3. If you have to call 911, immediately contact the parent/guardian. If you cannot reach the parent/guardian, please contact one of the people listed on the child's emergency contact list. After reaching these people, please contact the program coordinator. If unable to reach the program coordinator, leave a message and then contact the community education director.
4. The assistant will fill out a Galaxy Kids Program Accident Report, and return it to the coordinator as soon as possible. ACCIDENT REPORTS MUST BE FILLED OUT FOR ANY AND ALL INJURIES. A copy of each Accident Report will be given to the parent and a copy will be kept in the child's file on-site.
5. Staff members must wear gloves when attending to a child that is bleeding or secreting bodily fluids and following all first aid/CPR procedures.
6. Inform the parent of any accident that involved their child, in person, on the day it occurred. (If a serious accident, call immediately.)
7. In the event that a serious injury has occurred, Galaxy staff will notify the Program Coordinator as soon as it is safe to do so. The coordinator will inform the RAS district office and Community Education Director.

First Aid Kits

First aid kits must be in all areas where children are, including classrooms, the gym, outside, and during off-site activities. First aid kits will be checked by an assigned staff person each week. All first aid kits should include the following items: water (if not available in the space), disposable gloves, adhesive bandages of assorted sizes, sealed packages of antiseptic wipes, scissors, sterile compresses, thermometer, adhesive tape, ice packs, current first aid manual.

Head Injury/Concussion

If a child bumps their head while at Galaxy Kids Program, staff will immediately implement the following steps.

Step 1: Make sure the child is okay. Provide first aid as needed.
Step 2: Notify Program Coordinator so assistance can be provided.
Step 3: Immediately begin the Concussion Signs and Symptoms Checklist.
Step 4: After completing the checklist the 1st time, notify the parent that their child has bumped their head and we are monitoring them- please remember this notification MUST take place within 15 minutes of the time of injury.
Step 5: Complete the checklist again after 15 minutes from the time of injury, 30 minutes from the time of injury and once before the child leaves for the day.

Notes:

- The staff who is first aware of the incident is the Responding Staff and must remain with the child until they leave for the day.
- At no time should a child who has bumped their head by allowed to lay down or fall asleep.
- If a student displays symptoms of a concussion, the parent will be called and asked to pick up their child.

If at any time a child displays the following symptoms, call 911 immediately: loss of consciousness for any period of time, vomiting, disoriented behavior, confusion, loss of memory, problems with balance or dizziness.

Staff Injuries

If a staff member is injured, they must immediately report the injury to the Program Coordinator or Community Education Director. They will assist you in documenting the injury and filling out a First Report of Injury and advise you on what to do next.

Administering Medications

A form from a doctor must be presented before any prescription medications can be given to any child at Galaxy Kids Program. Medication must be in its original container, properly labeled. These medications will be kept in a locked location, away from children.

All classroom assistants will receive training in medication administration. Only trained, adult staff members can administer medication to children.

When dispensing medication, the Galaxy Staff must double check the child's first and last name on the bottle and confirm the child's name with them, as well as double check the ordered dosage. Medication should be dispensed into the child's hand or into a cup. Staff should not touch the medication directly. After the staff has watched the child take the medication, the log should be completed, including initials and time administered. Unused medications and emptied bottles must be returned to the parent/guardian. Over-the counter medications may be administered if a Medication Form is on file with a parent's signature.

State of Minnesota Rule 3 Licensing Requirements for Child Care Centers (Section 9503.0140, Subparagraph 7) states: "non-prescriptive medications and topical ointments must be administered according to the manufacturer's instructions." Galaxy Kids Program requires parent/guardian authorization for administration of non-prescriptive medications such as Children's Tylenol.

Sick Children

A child may not attend Galaxy Program if the child has any of the following; fever above 99.9 degrees, vomiting, diarrhea, undiagnosed rash, inflamed or mattery eyes, severe cold or sore throat. If a child does become ill at Galaxy, or any of the above symptoms appear, do the following:

1. Have the child rest in a quiet comfortable place away from the other children (if possible).
2. Contact the parent. Explain the situation. If the child does have any of these symptoms, he/she must be picked up as soon as possible (within 1 hour). If the parent says that they cannot come to get the child, tell them either they need to make arrangements for someone else to pick up the child or you will call one of the people listed on the child's emergency contact list, found in their Parent Portal.

*A child may not return to the program until they are fever/symptom free for 24 hours or on medication for at least 24 hours.

Pets

On occasion, Galaxy Kids Program may have working service dogs at our locations. We also may have presentations from outside organizations involving animals. Parents/Guardians are asked to check with the supervisor and/or staff before bringing any animals into the program. You will be notified in writing if any animals will be present in the program for any reason.

Transporting Children

1.Galaxy Kids staff members will be responsible for safely transporting children to and from Rockford Community Education classes and activities. Staff members responsible for providing transportation will have a copy of their driver's license on file, must maintain a safe driving record, and must receive transportation training through 4.0 Transportation (including a written test and supervised test drive with transportation manager). Students must always be transported in an approved district-owned vehicle.
2. Galaxy staff members are responsible for ensuring students are safely transported to/from field trips in district busses. Staff members are responsible for ensuring students maintain safe behavior while on the bus. In the event of an emergency, Galaxy staff members are responsible for safely supervising students and notifying the Program Coordinator of incidents.

Emergency School Closings and Late Starts

Often an emergency closing due to bad weather is announced after Galaxy Kids Program has opened. Staff members are responsible for reporting for the before school session unless contacted by the coordinator.

<u>If school is cancelled after you have arrived during the before school session:</u>

1. The coordinator will be in contact with program staff.
2. Galaxy will remain OPEN depending on the severity of the weather. If the decision is made to close Galaxy, Galaxy staff members will email and call parents. Parents will have 2 hours to pick up their children.
3. At least two staff will stay until the last child is picked up.

<u>If school is cancelled in the middle of the day:</u>

1. The coordinator will be in contact with program staff.
2. Galaxy will remain OPEN depending on the severity of the weather. If the decision is made to close Galaxy, Galaxy staff will email and call parents. Parents will have 2 hours to pick up their children.

3. At least two staff members will stay until the last child is picked up.

If school has a late start after you arrive:
All AM staff are to remain with the children until school is in session. The staff will be paid for this time.

Late Parent Policy

Galaxy Program closes at 6:00PM. Staff members will use the following procedure to handle late pick-ups:

1. Whenever possible, have two staff stay with child.
2. Assure the child that their parent or guardian is probably stuck in traffic and find something for the child to do.
3. Attempt phone contact with the parents or guardians of the child. If parents cannot be reached, phone calls should be made to the emergency contacts for the child.
4. If staff haven't heard from the parents/guardians and are not able to secure a pick-up for the child by contacting the emergency contacts, at 6:30 PM staff will notify the coordinator.

Suspicion of Parents under the Influence of Drugs or Alcohol

If the coordinator or classroom assistants suspect a parent/guardian is under the influence of alcohol or drugs and believes the child would be in danger because of the parents' state, the following procedures should be taken:

1. Tell the parent/guardian confidentially that you are concerned about having him/her driving and offer to call a back-up person from the emergency contact list.
2. If the parent/guardian insists on driving with the child, you will be obligated to call the police.
3. Call 911 and report the incident and if possible provide the police with a description of the car, license plate number, and which direction they were headed. You may be asked to provide the child's home address.
4. If a staff member smells what they believe is alcohol on a parent's/guardian's breath, but otherwise their behavior appears consistent with what is typical for them, that staff member is under no obligation to do or say anything.
5. Staff members should never try to physically restrain or argue with a parent or guardian. Discuss the situation with the Galaxy Coordinator.

Field Trips

Galaxy Kids Program will be taking a variety of field trips during the school year and the summer program. The following are the guidelines for field trips:

1. The Galaxy Kids Program Coordinator plans field trips.
2. Children and staff are to wear Galaxy Program t-shirts.
3. Staff may not transport children in their own vehicles on field trips.
4. The cell phone, first aid kit, walkie talkies, and each child's emergency information must be taken on all field trips.
5. Staff will remain with all children in their group for the entire field trip. Children should never be allowed to wander alone without supervision, i.e. the bathroom.
6. No children are to be left behind for on-site care on a field trip day for negative behaviors in the morning prior to the field trip. The child will attend the field trip, and if the behaviors continue, a staff person will remove them from the field trip activity and sit with them on the bus. Upon returning from the field trip, the staff person will contact the coordinator and make him or her aware of the situation, and fill out a Behavior Form to notify the parents.
7. If an accident/injury happens to a child on a field trip and 911 is contacted, the parent should be contacted and informed of where the child is being taken. The Emergency Medical Technician's (EMT's) should be given the information from the child's Emergency Form. Staff will not ride in the ambulance with the child. Contact the Program Coordinator and the Community Education Director as soon as possible. Fill out an Accident Report.
8. Attendance should be taken before the bus leaves for the field trip, and before the bus leaves the field trip site to return to school.
9. The coordinator will designate the staff person who will take care of the payment, explanation of rules, and anything else that arises during the field trip.

Parent and Family Involvement:

1. Galaxy Kids has an open door policy for staff members and parents. If a parent expresses a concern to you, please acknowledge their concern

and let the parent know you will get more information and follow up with them. If needed, please contact the Program Coordinator so concerns can be followed up with in a timely manner.
2. Parents will be offered an opportunity to attend an orientation at the beginning of each session (School Year/Summer).
3. Parents and other family members are encouraged to participate in program activities.
4. Conferences can be requested by the program supervisors or the parent regarding children when the need arises.

Community Partnerships

Galaxy Kids strives to provide opportunities for our students to excel within their school and community. Galaxy maintains community partnerships with several business to provide additional learning experiences for our students. We currently maintain a partnership with the Rockford Public Library, and RiverWorks Food Shelf. These businesses provide opportunities for our students to be active within their community and gain an awareness of community needs and programs.

Gifts

Staff members should not receive gifts of monetary value from program participants. If gifts are received, the parent will have the option of taking back the gift or offering it as a donation to the program.

Dress Code

Staff members should dress in an appropriate, professional manner while working with students. Please remember you are representing our program and the Rockford School District while working. Tank-tops are allowed, as long as they don't have large, open armholes or spaghetti straps. All undergarments must be covered (this includes sports bras). Shorts/skirts must be modest. Please dress comfortably while at work. All staff are expected to participate in activities with the children so please wear comfortable shoes you can play games in. Clothing should be clean and in good repair at all times. Please refrain from wearing pants with holes in them or "off the shoulder" shirts.

Title IX

Rockford Area Schools does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX, including employment. All Title IX reports and concerns should be directed to the Superintendent of Schools. More information can be found at https://www.rockford883.org/district/departments/human-resources/title-ix

Other

The Minnesota Department of Education has clarified the following scenario for school districts:

"Due to potential conflicts of interest, school employees must **NOT** direct or influence the activities of the groups listed." (or similar groups)

- Booster Clubs (i.e. Rocket Activities Boosters and/or Music Partners)
- School Foundations (i.e. Rockford Education Foundation)
- Scholarship Funds (i.e. Rockford Dollars for Scholars)
- Or similar groups

We interpret this to mean the following: Employees can join any of these groups as a non-voting, non-paid, ex-officio members / volunteers but they cannot serve on a leadership team, a decision making body or Board of Directors for any of these groups.

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Math Curriculum

Meeting Date: May 18, 2026

Prepared by: Kathy Madson

Date Prepared: May 15, 2026

☐	Information	☐	Briefing	☒	Action	☐	Enclosure Item(s)

The board is requested to approve the adoption of the new Math Curriculum.

Perham Preseason Travel Itinerary – Friday August, 28th – Saturday August 29th

Friday, August 28th

9:45am Team Breakfast in RCC/RHS Grounds

10:30am Transportation Departure from RHS/RCC

12:30pm Lunch/Stretch Stop in Little Falls, MN

1:15pm Transportation Departure from Little Falls, MN to Detroit Lakes

3:00pm Arrive in Detroit Lakes for Team Accommodations

5:30-6:15pm Team Dinner

6:30 – 9:00pm Team Building + Dessert

10:00pm Bed Check

Saturday, August 29th Meet/Race Day at Arvig Park (Perham, MN)

6:30am Wake-up Call and Breakfast

7:15am Transportation Departure from Detroit Lakes to Arvig Park (Perham)

7:45am Arrive at Course and Set-up Camp

9:00 – 12:30pm Junior High, Varsity, Junior Varsity Races

1:30 Transportation Departure from Perham

3:00-3:30pm Stop in Little Falls (Stretch/Restroom)

5:00pm Arrive at RHS

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: ___***HighSchool***_____

Group/Class: ***BoysandGirlsCrossCountry***_____

Teacher(s)/Advisor(s) submitting request: __***Jeff Dickman (Head Coach)***_____

# of students: ___***35***_____ # of school personnel: _***2 coaches***_____ # of chaperones: __***Minimum 6_(3 of each gender)***_

Destination: _***Detroit Lakes, MN (Stay) Perham, MN (Arvig Park) Competition***__

Address: ***Hotel or Resort in Detroit Lakes 56501***_____

Have students received teachers' approval to miss class? Yes _***N/A***____ No _***N/A***____

Departure Date: _***8/28/2026***_ Departure Time: ***10:30am***_____ Return Date: _***8/29/2026***__ Return Time: _***5:00pm***_____

Days absent: When school is in session: ____***N/A***_____ Non-school days/vacation time: _____

Have reasonable accommodations been made for students with disabilities? Yes _***X***____ No _____ For trips that contract a tour service, has the contract been reviewed and approved by the Business Manager? Yes_***N/A***___ No____ For trips outside the Continental US and those using a travel services, provide the name of the travel service:

__***N/A***_____

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

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

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

TRANSPORTATION: Attach request if using district transportation.

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

___***X***____ Public Transportation _____ Contracted Transportation: _____

(Name of Service; attach contract)

Place of lodging: _____ Dates: ____***8/28 Overnight***_____

COSTS: (Estimate per student)

Transportation $___***$1300***_____ Expenses to be paid by the district $__***1300***_____

Meals $____***$45 per athlete/for trip***____ Expenses to be paid by special funds ***$ 1,575___All via Cross Country Boosters Acct***_

Substitute Teachers $_____

Lodging $_***$1,800_(12 rooms @$150/night estimate)***_____ Explain special funding and/or procedures for handling instances of economic

Other (fees, ins) $_____ need: ___***Cross Country Booster Account for Lodging and Meals***___

Total $___***Estimated $3500 from CC Booster Acct***__and ***$1300 from District***

TOTAL ***$5000.00***_____

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: _____ Date: _____

Superintendent (or Designee): _____ Date: _____

Board Approval: Yes _____ No _____ Date: _____

Comments _____

Distribution: *Original to Principal, signed copies to teacher(s)/advisor(s) submitting application, office copy* **03/22**

Rochester, MN/Waverly, IA Travel Itinerary – Friday October, 2nd – Saturday October 3rd

Friday, October 3rd

3:30pm School Transportation Departure from RHS/RCC to Rochester, MN

5:15-5:30pm Arrive in Rochester, MN and Check-in to hotel

6:30pm-9:30pm Team Dinner and Team Building Activities

10:00pm Bed Check

Saturday, October 3rd Meet/Race Day at Wartburg College (Waverly, IA)
Dan Huston/Steve Johnson Invitational (High School Varsity/Junior Varsity Meet)

6:30am Wake-up Call and Breakfast

7:15am Transportation Departure from Rochester to Wartburg College (Waverly, IA)

9:15-9:30am Arrive at Wartburg College for Team Camp Set-up and Race Prep

11:20am – 12:40pm pm Varsity, Junior Varsity Races

2:00pm Transportation Departure from Waverly, IA

4:00-5:00pm Team Dinner and stop in Owatonna, MN

7:30pm Arrive at RHS

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: _____***High School***_____ _____

Group/Class: _____***Boys and Girls Cross Country***_____

Teacher(s)/Advisor(s) submitting request: _____***Jeff Dickman (Head Coach)***_____

# of students: __***20***_____ # of school personnel: __***1-2***_____ # of chaperones: _***Minimum 6 (3 of each gender)***_____

Destination: _***Rochester, MN (Overnight) - Meet in Waverly, IA***_____

Address: _____***155 16th Ave SW Rochester, MN*** _____

Have students received teachers' approval to miss class? Yes _***N/A***____ No _***N/A***____

Departure Date: _***10/2/2026***__Departure Time: _***3:30pm***_ Return Date: _***10/3/2026***__ Return Time: _***9:30pm***____

Days absent: When school is in session: ___***N/A***_____

Non-school days/vacation time: _____

Have reasonable accommodations been made for students with disabilities? Yes __***X***___ No _____

For trips that contract a tour service, has the contract been reviewed and approved by the Business Manager? Yes_***N/A***___ 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? _____

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

TRANSPORTATION: Attach request if using district transportation.

School buses and/or 7 or 8 person vans: _____ N/A: ___***X***_____

__***X***_____ Public Transportation ____***X***____ Contracted Transportation: _____***Rochester City Lines or Hold Bus Services***_____ *(Name of Service; attach contract)*

Place of lodging: ____***Holiday Inn Express - Rochester, MN***_____ Dates:

____***10/2/2026***_____

COSTS: (Estimate per student)

Transportation $____***1,635.00***_____ Expenses to be paid by the district $_***700.00***_(RHS to Rochester Only)_____

Meals $___***$45per athlete/trip***____ Expenses to be paid by special funds $ ***$1000 all via_Rockford Cross Country Booster***__

Substitute Teachers $_____

Lodging $____***$1200 (8 rooms @$150_per night)***_____ Explain special funding and/or procedures for handling instances of economic

Other (fees, ins) $_____ need: _____

Total $____***$4600.00__Estimated _$3900 from Booster Account, $700 from District***_____

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: _____ Date: _____

Superintendent (or Designee): _____ Date: _____

Board Approval: Yes _____ No _____ Date: _____

Comments _____

Distribution: *Original to Principal, signed copies to teacher(s)/advisor(s) submitting application, office copy* **03/22**

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: May 2026 Superintendent's Report

Meeting Date: May 18, 2026

Prepared by: Superintendent’s Office

Date Prepared: May 1, 2026

X	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 Rocket Spotlight!

Meeting Date: May 18th 6:30pm

Prepared by: Paul Warzecha

Date Prepared: April 20th

x	Information		Briefing		Action		Enclosure Item(s)

Stacy Kleist (Nutritional Food Service)

Stacy has had a tremendous year in the RMS-CES Kitchen. Her kindness, connection with kids, and desire to have people feel welcomed make mealtimes at RMS something that students look forward to. She is always eager to have her lunch staff participate in school dress-up days, and even purchased 'Comeback Season' shirts for her lunch crew to participate during 'Dugan Day'. She will always make sure that those on a late bus have a chance for breakfast. As she notices students who might not be acting like their normal selves, she is eager to connect with Counselors/Administration to offer that student support elsewhere in their day. She cares deeply for kids and strives to make sure everyone can have what they need to be successful. An example of this was when Stacy worked with a student to make a plan for meals she could eat for hot lunch with food accommodations. Stacy also introduced the student to another member of the kitchen staff so the student could feel more comfortable. Thanks for all you do, Stacy!

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: RMS-CES Celebration

Meeting Date: May 18th 6:30 pm

Prepared by: Paul Warzecha

Date Prepared: April 20th, 2026

x	Information		Briefing		Action		Enclosure Item(s)

Celebration: RMS-CES will be honoring the 8th-grade Envirothon team, which consists of the following students who on April 16th have won the Envirothon competition for three consecutive years in a row. Although the core group has been most consistent throughout the years, we will be honoring anyone who has served on this team at any point in the last three years. We are very proud of their accomplishments.

Russell Purser (2026, 2025, 2024)
Tucker Ehret (2026, 2025, 2024)
Max Freeland (2026, 2025, 2024)
Douglas Stark (2026)
Cole Ashfeld (2026)
Edrin Xhelilaj (2025, 2024)
Miles Mooney (2025, 2024)

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: RMS- CES Principals Update

Meeting Date: May 18th

Prepared by: Paul Warzecha

Date Prepared: May 1st 2026

x	Information		Briefing		Action		Enclosure Item(s)

Paul Warzecha to provide updates on the RMS-CES, including progress on SIP goals, Instructional/curriculum information, and other initiatives that have impacted our school climate and achievement.

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Summer Programing

Meeting Date: May 18, 2026

Prepared by: Jill Gordee

Date Prepared: May 12, 2026

X	Information		Briefing		Action		Enclosure Item(s)

Summer School Coordinator Jill Gordee to present on the Summer School Programing.

2026 Summer Programming: Calendar

Name of School	Date	Time
RHS	June 8 - 11	8:30 a.m.- 11:30 a.m.
Located at RHS	June 15- 18	8:30 a.m.- 11:30 a.m.
	June 22- 25	8:30 a.m.- 11:30 a.m.
RMS (New dates this year)	August 4, 5, 6	9:00 a.m.- 12:00 p.m.
Located at RMS	August 11, 12, 13	9:00 a.m.- 12:00 p.m.
	August 18, 19, 20	9:00 a.m.- 12:00 p.m.
	Frequency: 3 days a week (Tues-Thurs)	
REAMS	June 8 - 11	8:30 a.m.- 11:30 a.m.
Located at REAMS	June 15- 18	8:30 a.m.- 11:30 a.m.
	June 22- 25	8:30 a.m.- 11:30 a.m.
Maple Hill	July 20 - August 6- (Elem)	9:00 a.m.- 12:00 p.m.
ESY	June 16 -18	8:30 a.m - 11:30 am
Location: REAMS & RHS	June 23-25	
Frequency: 3 days a week (Tues-Thurs)	August 4-6	300
	August 11-13	

**New this year
-Rockford Middle School will offer a “RAMP UP” to the school year in August.

District Wide Summer School Coordinator - Jill Gordee

District Wide Summer Supervision - Erin Sindelir

District Wide Support - Christa Larson

District Wide Summer Programming 2026

REAMS - June session

Focus: Math and Reading

Kindergarten	7
Grade 1	3
Grade 2	13
Grade 3	7
Grade 4	8
Total Students	39 enrolled

Staff:
Anne Koste
Marty Johnson
Elizabeth Thell

Maple Hill - July & August session

Focus: Math and Reading

Kindergarten	1
Grade 1	3
Grade 2	6
Grade 3	7
Grade 4	4
Total Students	23 enrolled

Staff:
Alex Probst
Elizabeth Thell

District Wide Summer Programming 2026

RHS - June Session

Focus: Credit Recovery

Total Students	18 enrolled
Method of delivery	13 In person 5 online

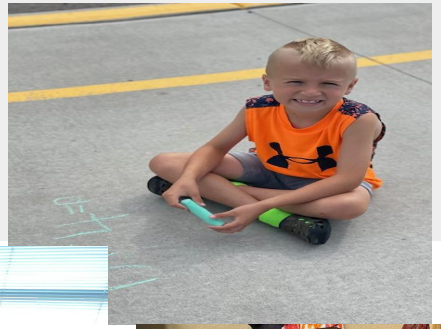
Staff:
Samantha Bloom
Julie Merila

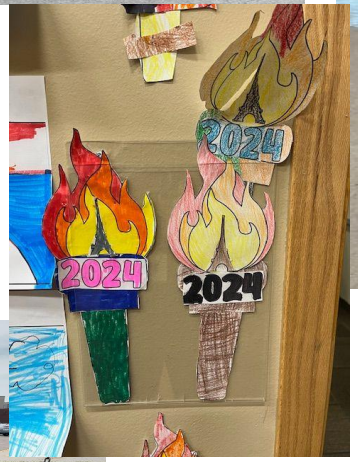
RMS - “RAMP Up to the School Year” - August Session -Focus: Math and Reading

5th	3
6th	4
7th	3
8th	3
Total Students	13 enrolled

302

Staff:
Andraya Hill




2024
2024

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Resolution to Certify Listing of Graduates

Meeting Date: May 18, 2026

Prepared by: Superintendent's Office

Date Prepared: May 1, 2026

☐	Information	☐	Briefing	☒	Action	☐	Enclosure Item(s)

The Board needs to pass a resolution authorizing Rockford High School Principal, Paul Menard, to grant high school diplomas to all Rockford Area School District students that have met the State of Minnesota and Rockford Area School District graduation requirements. If the Board agrees, this will certify our listing of graduates.

BE IT RESOLVED, by the School Board of Independent School District No. 883, Authorizes Rockford High School Principal, Paul Menard, to grant high school diplomas on Friday, May 29, 2026 to all Rockford Area School District students that have met the State of Minnesota and Rockford Area School District graduation requirements.

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Summer Programing

Meeting Date: May 18, 2026

Prepared by: Kathy Madson

Date Prepared: May 13, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Learning and Innovation Specialist Kathy Madson to present an update on the Learning and Innovation department including the new Q-Comp plan to be approved.

District & Instructional Updates

Board May 2026

Purpose

- provide district updates
- reflect on 25-26 achievement and growth
- preview 26-27 roadmap tied to instructional work

Reflecting on 25-26

308

3Ps

Instructional Roadmap

Foundational Concepts

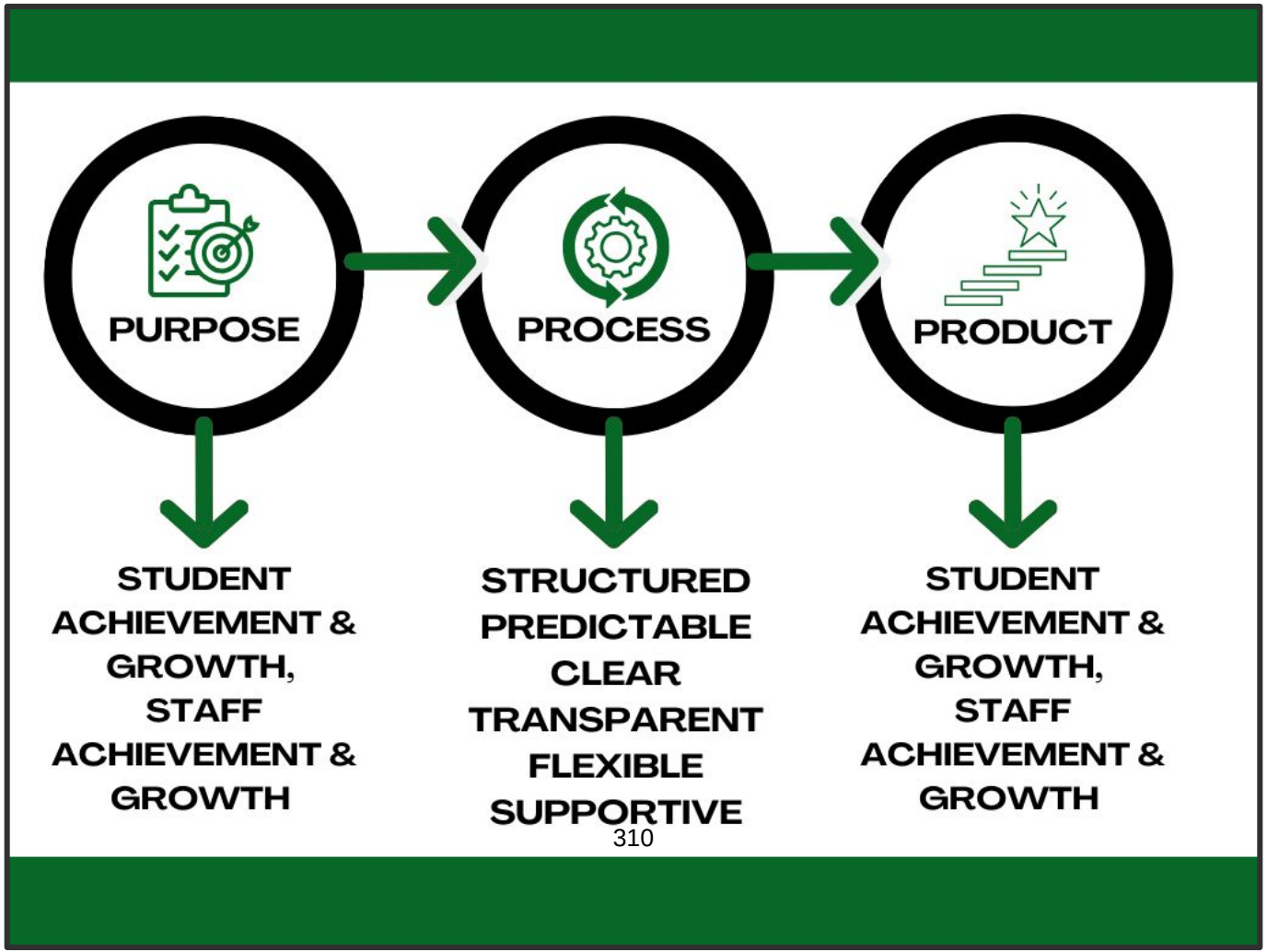
STRATEGIC DIRECTIONS

Student Achievement & Growth

Healthy & Supportive Environment

Culture of Collective Purpose

3Ps


PURPOSE
PROCESS
PRODUCT
STUDENT ACHIEVEMENT & GROWTH, STAFF ACHIEVEMENT & GROWTH
STRUCTURED
PREDICTABLE
CLEAR
TRANSPARENT
FLEXIBLE
SUPPORTIVE
STUDENT ACHIEVEMENT & GROWTH, STAFF ACHIEVEMENT & GROWTH

INSTRUCTIONAL ROADMAP SY 25-26

STRATEGIC DIRECTION

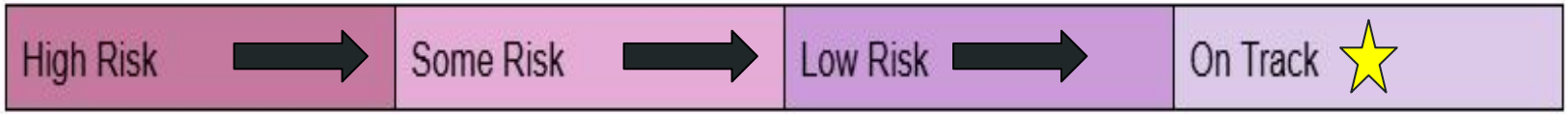
Support student achievement & growth, literacy

STRUCTURED SUPPORT

Implementation of Building Instructional Leadership Teams (BILT)

Building Goal Structure

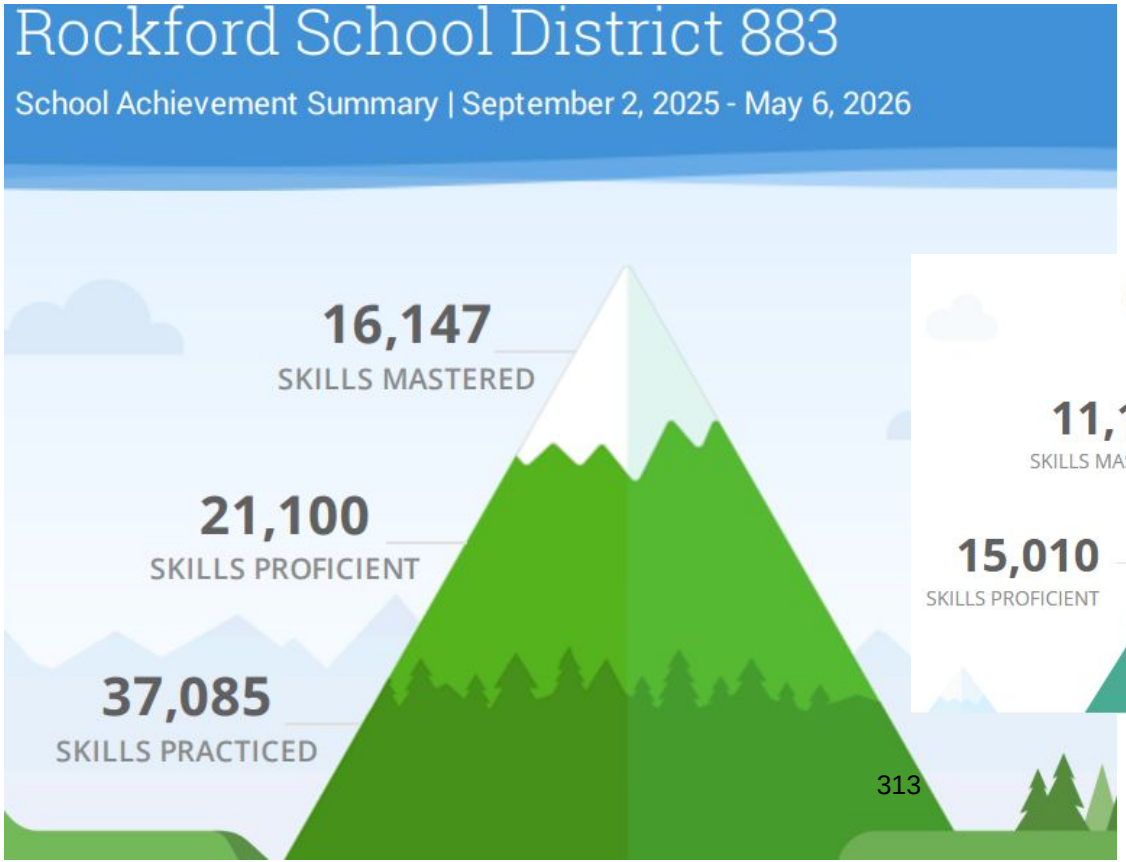
By the end of the school year, 25% of students who tested in the “some risk” or “high risk” categories in math and reading will demonstrate growth by either moving into the “low risk” or “some risk” category, or by beating their spring predicted score based on their fall growth report score.

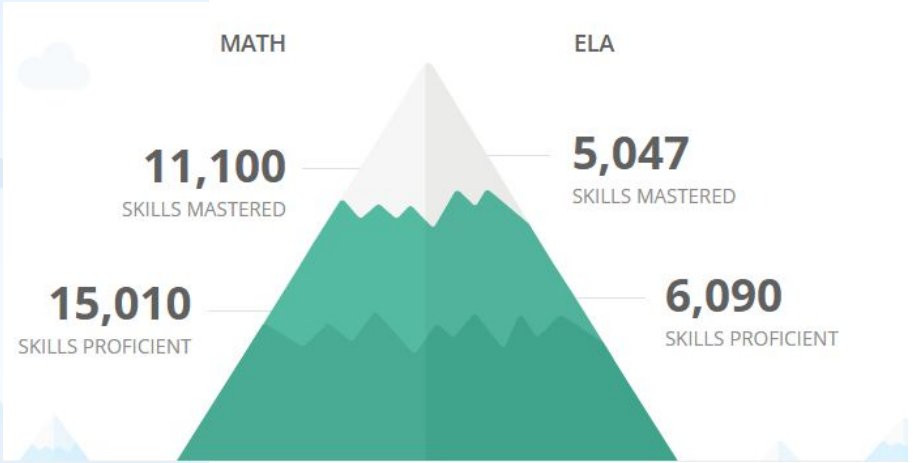


This empowers teachers to focus on individual student growth
This data is available in FastBridge and Infinite Campus.
More accessible, more concrete.
Data for each student can be tracked over time.

312

IXL


Rockford School District 883
School Achievement Summary | September 2, 2025 - May 6, 2026
16,147
SKILLS MASTERED
21,100
SKILLS PROFICIENT
37,085
SKILLS PRACTICED
313


MATH
ELA
11,100
SKILLS MASTERED
15,010
SKILLS PROFICIENT
5,047
SKILLS MASTERED
6,090
SKILLS PROFICIENT

Professional Development Day
January 19, 2026

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	**Classroom Teachers & Interventionists** **7:20-7:50** *Theater Room* ☐ Data Analysis & Next Steps **8:00-9:55** *Team Collaboration* ☐ Data Review & Action ☐ Engagement Data & Strategies ☐ CKLA (as time allows) **Specialists** **7:20-9:55** ☐ Engagement Data & Strategies ☐ Curriculum Mapping ☐ Phy Ed: DAPE **All Teachers** **10:05-11:05** *Theater Room* ☐ Multilingual learners*	**7:20-8:30** *Media Center* ☐ Multilingual learners* **8:40-9:40** **Station Rotation** *Media Center* ☐ Student achievement plans ☐ Student connectedness ☐ STEM student ☐ Engagement: Aristotle **9:50-10:45** **Mapping** *Media Center* ☐ Purpose & Preview ☐ Curriculum Mapping or One-Pager **10:45-11:05** ☐ Closure & Reflection	**7:20-8:30** *Media Center* ☐ Metacognition Close **8:40- 9:40** *Media Center* ☐ Multilingual Learners* **DP** *Room 101* **9:45-10:15** ☐ DP: Internal Assessment **10:15-11:05** ☐ Mapping: Purpose & Preview ☐ Curriculum Mapping or One-Pager **MYP** *Media Center* **9:45-10:15** ☐ Mapping: Purpose & Preview ☐ Curriculum Mapping or One-Pager **10:15-11:05** ☐ MYP: Community Engagement
11:05am 11:35am	Lunch		
11:35am 3:20pm	Self-directed Work Time 314		

*fulfills a relicensure requirement

Overall rating
4.19 / 5.0

Professional Development Day

February 17, 2026

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	**Classroom Teachers (3-4)** **7:20-11:05** ☐ Self-directed time **K-2, Interventionists, Specialists, SpEd** **7:20-8:00** *Music Room* ☐ REAMS Learner Profile **Classroom Teachers (K-2)** **8:00-11:05** ☐ CKLA Training & collaboration **Interventionists** **8:00-11:05** ☐ Reading: UFLI (8:00-9:00, room 505) ☐ Curriculum, Assessment, Progress Monitoring **Specialists** **8:00-11:05** ☐ Curriculum Mapping ☐ Engagement & Intervention	**7:20-8:30** *Media Center* ☐ Reading Preparation* **8:40-9:40** **Station Rotation** *Media Center* ☐ Student achievement plans ☐ Student Connectedness Data & Strategies ☐ RMS-CES Learner Profile **9:50-10:45** *Media Center* ☐ Maps, One-Pagers **10:45-11:05** *Media Center* ☐ Mindfulness, Connection ☐ Closure & Reflection	**7:20-8:25** *Food Science Room (601)* ☐ Curriculum & Planning **8:30-9:30** **Station Rotation** ☐ Data Backed Student Support (*601*) ☐ Instructional Design (*603*) ☐ Class Engagement (*604*) **9:30-10:30** *Media Center* ☐ Reading Preparation* **10:30-11:05** *Media Center* ☐ Maps, One-Pagers
11:05am 11:35am	Lunch		
11:35am 3:20pm	**K-2, Interventionists, Specialists** ☐ Self-directed time **Classroom Teachers (3-4)** **11:35-2:30** ☐ CKLA Training & collaboration **2:30-3:00** ☐ REAMS Learner Profile	Self-directed Work Time 315	

*fulfills a relicensure requirement (REAMS teachers who have attended CKLA trainings have already fulfilled this requirement. Still need it? Attend at RMS or RHS.)
ML, Nurses, REAMS SpEd, SLPs see next page for your schedule

Overall rating
4.22 / 5.0

Professional Development Day

March 27, 2026

- For this **four hours** of contract time, **staff will be able to work at RAS or remotely**.
- All **work connected to this half day is due by 4/5 at 8:00pm.** You determine when you do the work.
- See the overview on this page. More detail can be found on pages 2-3.

	REAMS	RMS	RHS
Structured Professional Development Required: 2 hours	**If you're a proctor** • 1 hour MCA proctor training • 1 hour mySAEBRs (Classroom teachers) or Spring data / test prep (Interventionists, SpEd) **If you're not a proctor** 2 hours on the following: Specialists • Mapping K-2 • mySAEBRs • CKLA Individually mapping out upcoming lessons and domains	**If you're a proctor** • 1 hour MCA proctor training • 1 hour curriculum mapping (Done? Roadmap: Further Learning or Implementation) **If you're not a proctor** 2 hours on the following: • Curriculum mapping Done with mapping? • Roadmap: Further Learning or Implementation • PLC Individual Goal • Work on another map (if applicable)	**If you're a proctor** • 1 hour MCA proctor training • 1 hour curriculum mapping (Done? Roadmap: Further Learning or Implementation) **If you're not a proctor** 2 hours on the following: • Curriculum mapping Done with mapping? • Roadmap: Further Learning or Implementation • PLC Individual Goal • Work on another map (if applicable) • IB Course Outlines
Self-Directed Teacher & Team Work Time Required: 2 hours	**Ideas** 1. CKLA - continue individually mapping out lessons and domains 2. Individual Goal work 3. Roadmap: Further Learning or Implementation 4. Past PD Playlist 5. Relicensure Check	**Ideas** 1. Updating End of Quarter Grades & Postings 2. Unit Planning for Q4 3. Individual Goal work 4. Personal Content-Specific PD Work 5. Past PD Playlist 6. Relicensure Check	**Ideas** 1. Updating Midterm Grades & Post (due 3/27) 2. Class planning 3. Individual goal work 4. IB Work: unit plans, IAs 5. Student support: intervention, acceleration, ML 6. Relicensure Check

316

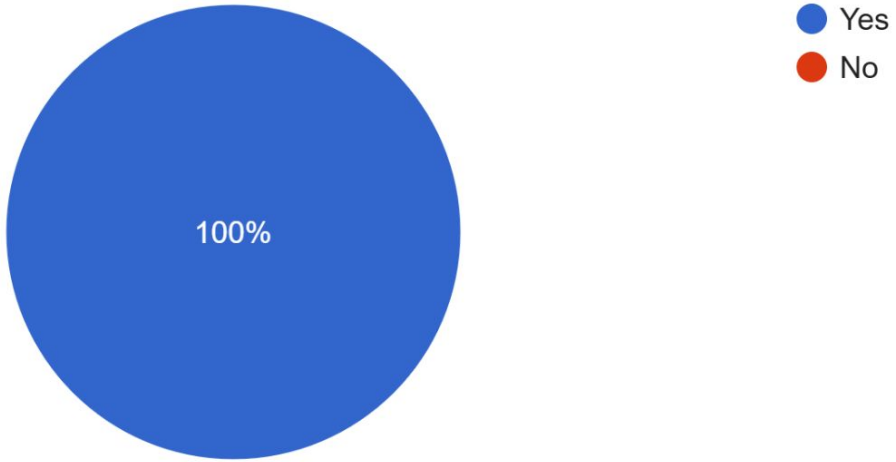
Do the Tracking & Reflection form on PD/PLC Classroom when you complete all 4 hours.

Questions? Email Kathy Mattson

Overall rating
4.51 / 5.0

Did you like the flexible format provided by this half day of professional development?

115 responses



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Professional Development Day
April 6, 2026

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	*All teams see PLC agendas for additional information.* **Classroom Teachers** ☐ Foundational Skills (K-1) ☐ Social/Science & CKLA (K-4) ☐ Student Information for 26-27 (K-4) ☐ Spring Student Support (K-4) **Interventionists, Special Education** ☐ Curriculum, Assessment ☐ Progress Monitoring ☐ 26-27 Preparation **Specialists** ☐ Curriculum Mapping ☐ Engagement & Intervention ☐ 26-27 Planning	**7:20-10:00** *Media Center* ☐ Quarter 4 ☐ 5 In / 5 Out Curriculum Work ☐ Maps & Curriculum Overviews ☐ We Started and Now… **9:00-10:00** *RMS Math Team* *Room 9* ☐ Curriculum Meeting **10:00-11:05am** ☐ Product Work Time ☐ Q & A, Collaboration ☐ Department Rotations	**7:20-10:00** *Media Center* ☐ Rigor through Inquiry ☐ 5 In / 5 Out Curriculum Work ☐ Six Year Audit ☐ Foundations for Learning **10:00-11:05am** *Media Center* ☐ Product Work Time ☐ Q & A, Collaboration
11:05am 11:35am	Lunch		
11:35am 3:20pm	Self-directed Work Time (BILT Members: Personalized Learning Training 12:00-3:00pm, RMS Media Center)		

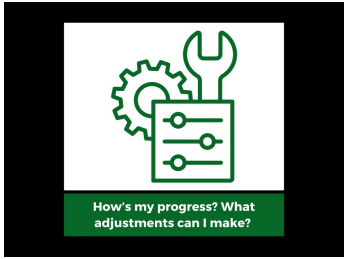
*ML, Nurses, SLPs see next page for your schedule
Relicensure Note: The Accommodations, Modification relicensure requirement is being granted through our yearlong work on instruction, engagement, and data-backed student support.

Overall rating
4.43 / 5.0

Instructional Design Learning Scale

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

319



Instructional Design Progress

REAMS

CKLA Implementation

What dedicated teachers!

Your district is further along in implementation than most districts in the 3rd year!!! I'm finishing up my report for Amplify and excited to let my supervisors know how well everything is going for Rockford.

from CKLA Trainer after time with grade level teams in February

320

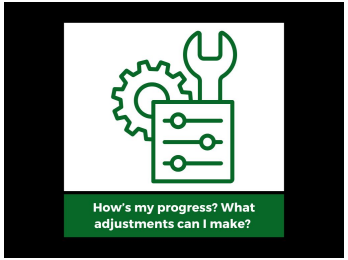
RMS-CES & RHS

Showcase format

- Engagement
- Relearning
- Metacognition
- Rigor

	Instructional Design		
	Oct	Jan	May
District	2.52	2.64	2.78

Engagement Continuum Learning Scale



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

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Engage to Learn

Active ⟵ Passive ⟶ Active

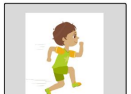
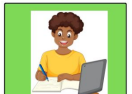
	DISRUPTING	AVOIDING	WITHDRAWING	PARTICIPATING	INVESTING	EXPLORING
Looks Like	Distracting others Disrupting learning Destroying materials	No progress on work Arriving late Packing up early	Daydreaming Doing the minimum Pretending to work	Paying attention Doing most work	Valuing the learning Working consistently Reviewing work	Setting goals Monitoring progress Learning more
Sounds Like	Unkind words Off-topic talking Arguing	Not responding Off-topic talking	Little communication No group work	Answering questions Some collaboration	Asking questions Sharing ideas Collaborating	Seeking feedback Supporting others Leading
	DISENGAGED			ENGAGED		

Engage in learning | Ignite curiosity | Launch your future

Adapted from Amy Berry (2022)

Engage to Learn

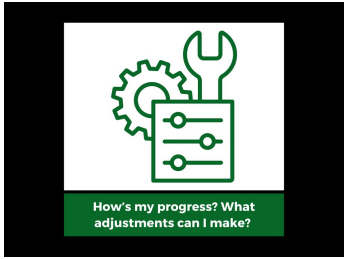
Active ⟵ Passive ⟶ Active

	DISRUPTING	AVOIDING	WITHDRAWING	PARTICIPATING	INVESTING	EXPLORING
Looks Like						
Sounds Like	Distracting others Destroying materials Saying unkind words Blurting	Doing something else Leaving the classroom Off-topic sharing	Leaving my spot Thinking about something else Not doing partner or group work	Doing my work Paying attention Following directions	Asking questions Asking for help Working with partners Sharing ideas	Setting goals Fixing mistakes Making work better Curious to learn more
	DISENGAGED			ENGAGED		

Adapted from Amy Berry (2022)

Engagement		
Oct	Jan	May
2.15	2.53	2.54

Data Backed Support Learning Scale



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

ML Learning

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening	2.3	338
Speaking	1.3	210
Reading	1.9	332
Writing	2.7	319
Oral Language 50% Listening + 50% Speaking	1.7	274
Literacy 50% Reading + 50% Writing	2.1	326
Comprehension 70% Reading + 30% Listening	1.9	334
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1.9	310

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main topics in discussions • Categorize or sequence information presented orally using pictures or objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally
Speaking	1	communicate orally in English using gestures and language that may contain a few words, for example: • Ask and answer simple questions about what, when, or where something happened • Name familiar objects, people, and pictures • Show how to solve problems using words and gestures • Express personal preferences
Reading	1	understand written texts that include visuals and may contain a few words or phrases in English, for example: • Interpret information from graphs, charts, and other visual information • Comprehend short text with illustrations and simple and familiar language • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims
Writing	2	communicate in writing in English using language related to familiar topics in school, for example: • Describe ideas or concepts using phrases or short sentences • Label illustrations describing what, when, or where something happened • State steps in processes or procedures • Express opinions about specific topics or situations

Individual Learning Plan

This Individual Language Learning Plan was developed for this student and is to be implemented over the school year. The ML teacher will work to identify the recommended accommodations based on the student's ongoing achievement and progress. This ILP will be modified each academic year to reflect the outcome of the annual ACCESS scores.

Demographic Information

Student Name		Grade	
Home Language		Other Languages	
First US School Entry		Date	
Date Identified ELD		Date of Screener	
ML Teacher		ML Class Time	

Academic Background

ACCESS Scores (Composite Score Goal: 4.5 for program exit)
See MCAs, FAST in Campus or building records.
Full WIDA Individual Student Report available in Infinite Campus.

Year	Grade	Listening	Speaking	Reading	Writing	Composite

Data-driven Student Support

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?** **Observation to Intervention**
SAMPLE ROW English	Disengaged (Withdrawing) Struggling with a Skill	Struggling with content (reading) • Observation: Slow reading, not picking up key points • Int: Audio for reading available • Int: Explicitly teach strategies for navigating the text ○ Offering a new notes strategy, monitoring progress & offering new strategies depending on how they work
	Indicate level of engagement What is observed?	• Observation: • Int: • Int:

Data SS		
Oct	Jan	May
2.50	2.69	2.68

Outcome/Impact

Example Data
- work completion--share rate of completion
  - Week 1: Student completed 0/5 tasks
  - Week 2: Student completed 2/5 (check some improvement)
- Content struggle--share assessment (formative/summative observation)
  - 9/5, Paragraph writing: No punctuation
  - 9/12, Paragraph writing: 3 punctuation marks appeared (some improvement)

Week of DATE
1. Which of your interventions did you implement this week?
2. Was the observed concern reduced as a result of interventions?
3. Provide quantitative data to support your response to 2.

Previewing 26-27

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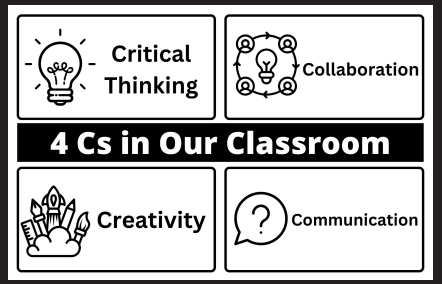
This is Rockford.

REAMS: Arts



RMS-CES : Environmental Studies

RHS: IB World School

Engage in learning

Ignite curiosity

Launch your future

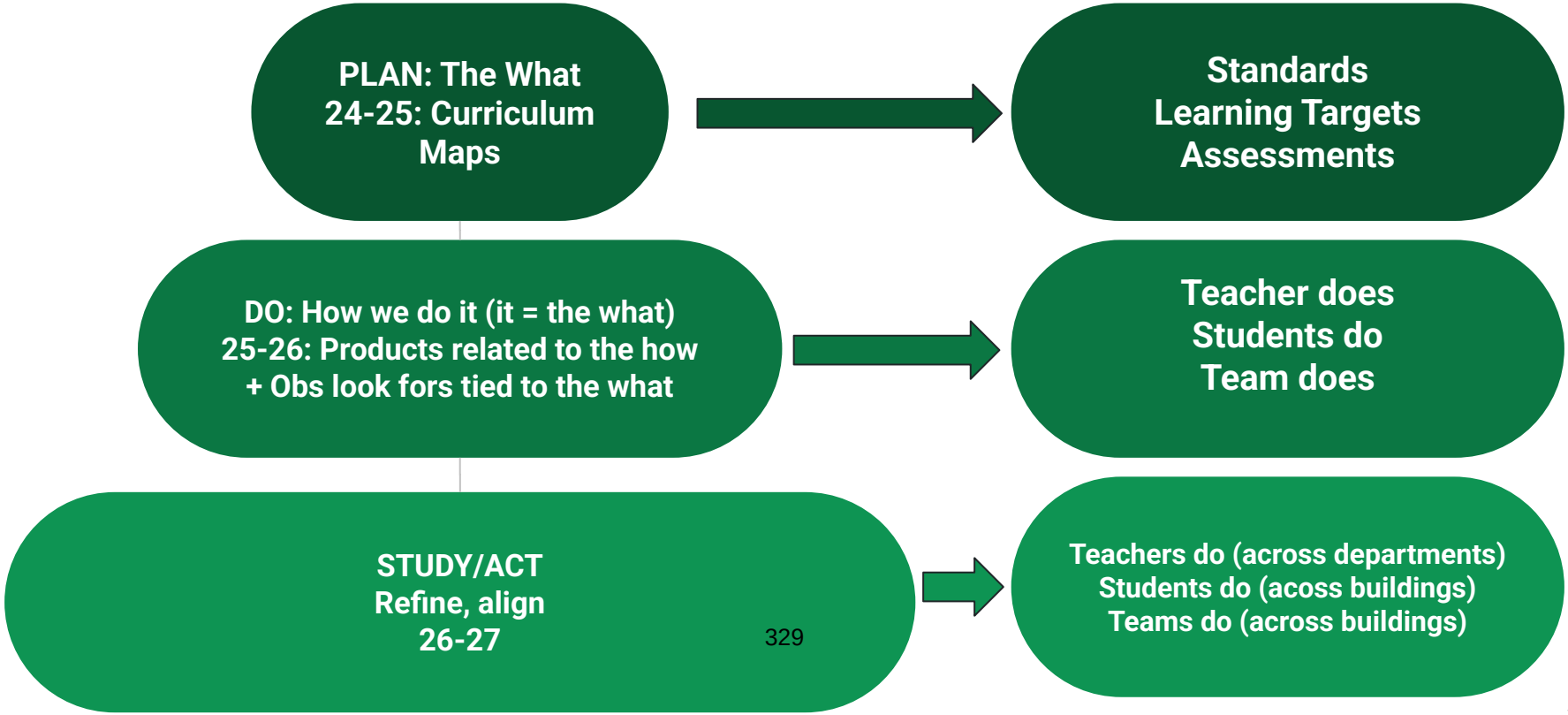
Profile of a Graduate

- Purpose: Share about the achievement of our RAS students in a way that goes beyond academics to acknowledge skills that will help each student successfully pursue the path they choose.
- Process: We'll be launching the visual and a yearlong plan for implementation next year.
- Product: Every spring, students in 4th, 8th, and 12th will do a lifelong learning survey to let us know how we're doing in supporting students in developing these characteristics at each building level.

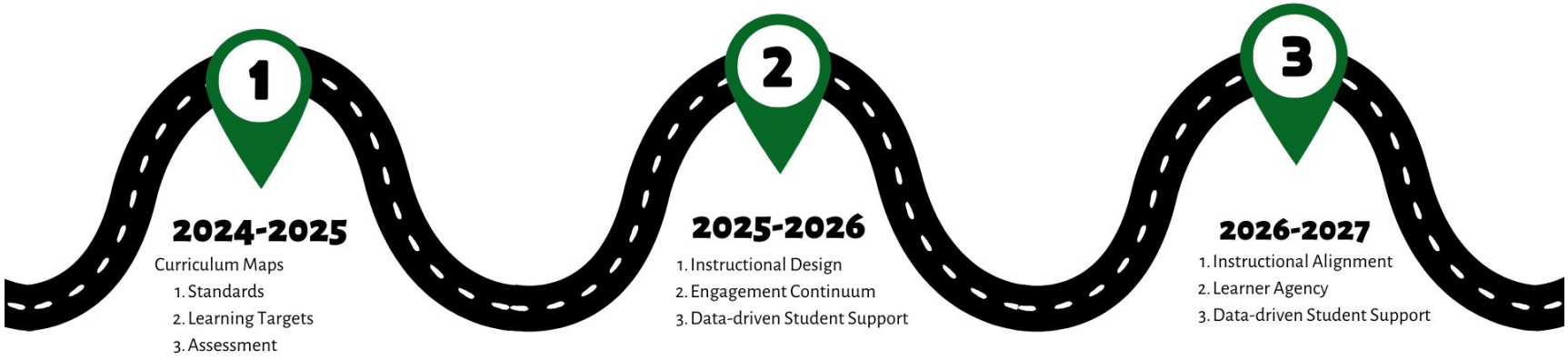
Note: Your input during PD has helped shape this.

This is Rockford. Strong teachers. Strong learners. Strong futures.

3 Year Cycle of Roadmaps: Revised through Conversation



INSTRUCTIONAL ROADMAPS 24-27



STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Building Instructional Leadership Teams (BILT), SIP

INSTRUCTIONAL ROADMAP SY 26-27

STRATEGIC DIRECTION

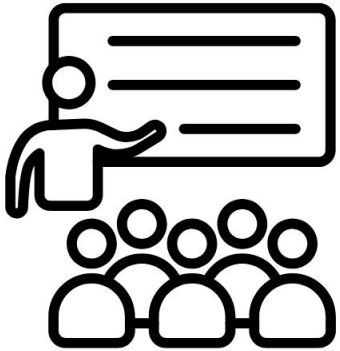
Support student achievement & growth, literacy

STRUCTURED SUPPORT

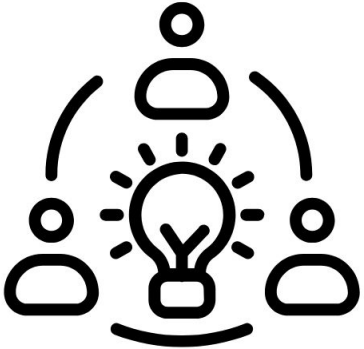
Provided by Building Instructional Leadership Teams (BILT)

Learner Agency: Common Language

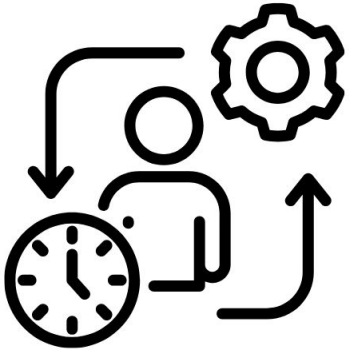
Engage to Learn



Whole Class Learning



Collaborative Learning



Self-directed Learning

Learner Agency: Reflect on the learning structures that support your achievement.

Learner Agency: BLAST

1. Flex times (WIN, Rocket Block, BOOST) will now be called BLAST
    a. Why that name?
        i. BLAST stands for Building Learning and Skills Together -- that meaning matches the purpose of the time.
    b. Why not the previous names?
        i. The structure and expectations connected to this time is evolving. A name change with that evolution parallels the change in instructional delivery, practice.
2. Purpose
    a. The purpose of BLAST is to ensure all students have relevant, personalized support (intervention, practice, acceleration) in their academic work.
    b. Guidelines will be shared which are intended to create clear expectations and consistent structures within teams and awareness between teams.

Acknowledgement: There are strengths in existing practices that will be maintained.

Data-driven Student Support

- Data analysis: part of the PD/PLC Process
- Discussions/questions in 25-26 used to grow in 26-27
- Student Achievement Plans: evolving and transferring
- Impact of roadmap work on our student achievement data

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Professional Development

2024-2025

Workshop Week	8/26, 8/27, 8/28, 8/29	4
SD Days/Work Days	10/16, 11/04, 1/20, 3/21(.5	5
	6/05(.5)	
	1 Floating SD/Work Day 8/01 - 8/23	

2025-2026

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	

2026-2027

Workshop Week	8/24, 8/25, 8/26, 8/27	4
SD Days/Work Days	10/14, 11/2, 1/18, 2/16,	7
	3/19(.5), 3/29, **5/21**, 6/4(.5)	
Floating Day	8/03 - 8/21	1

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	28	19	26	73
Individual Goal	25	29	21	75
Observations	15	23	26	64
Building Goals		1	11	12
Staff Development Days	38 335	34	22	94

RMS-CES Math Adoption

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RMS Math Adoption

Timeline

1. December-January
    a. Provide reflections on existing curriculum (all), form
    b. Complete or review mapping of new standards
    c. Identify curriculum to review
2. February
    a. Review curriculum
    b. Committee updates building teams, gets input
3. March
    a. Review curriculum
    b. Committee updates building teams, gets input
    c. Visit implementing schools for top 2
4. April
    a. Teachers rate options independently
    b. Initial recommendation
5. May
    a. Implementation plan for 26-27 shared (RMS)
    b. RHS review curriculum 27-28 (REAMS)
    c. RHS re-visit curriculum in spring 2028
6. June
    a. Wrap up as needed
7. July
    a. Order materials (RMS)

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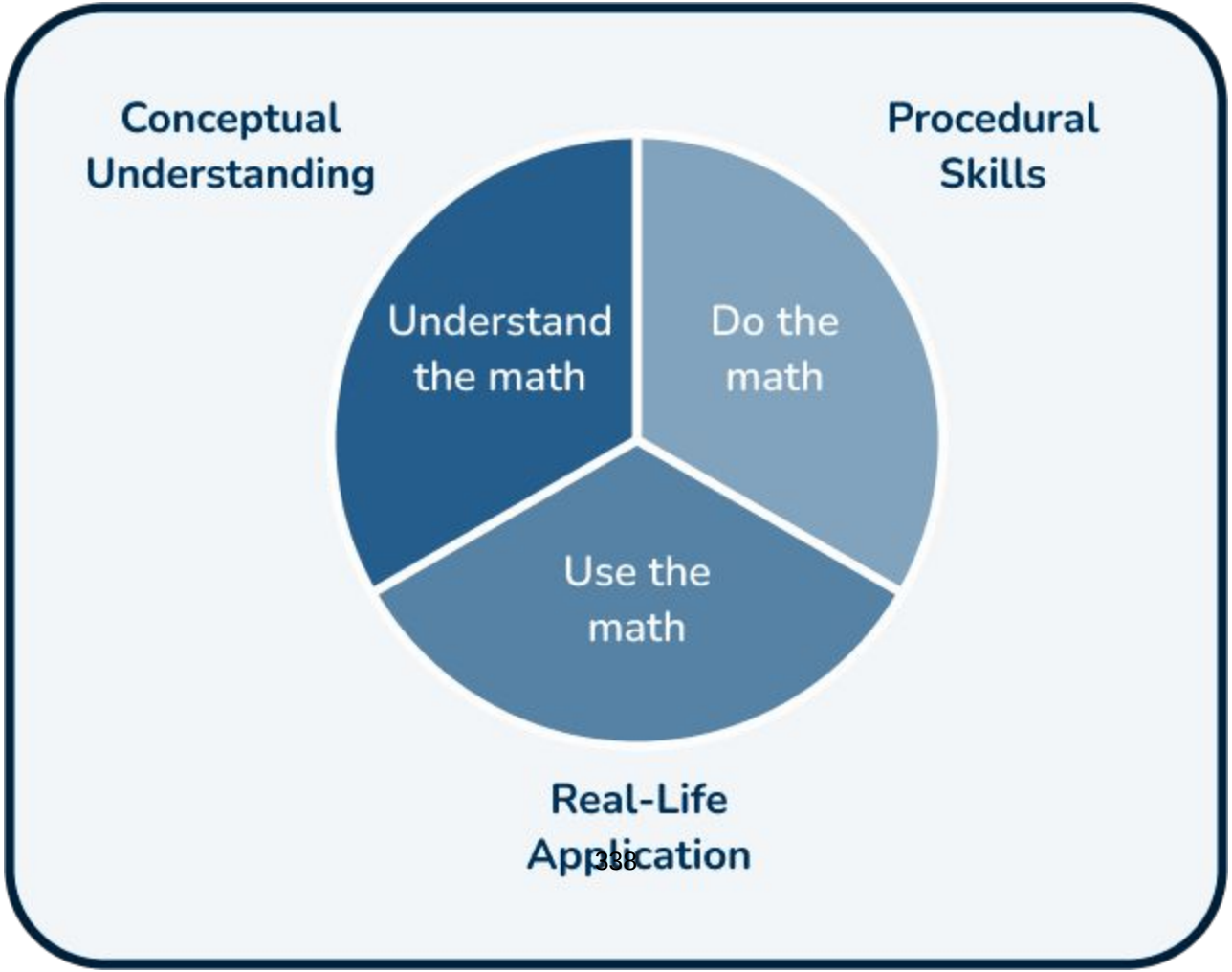
Reviewed

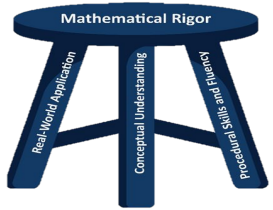
1. Big Ideas
2. Envision Savvas
3. iReady
4. Illustrative Math
5. MN Reveal Math
6. Math in Focus

Top 2: Big Ideas, Savvas
Selected Big Ideas

Rating

- ❑ Limited or No Evidence
- ❑ Partial Evidence
- ❑ Sufficient Evidence
- ❑ Strong Evidence


Conceptual Understanding
Procedural Skills
Understand the math
Do the math
Use the math
Real-Life Application


Mathematical Rigor
Real-World Application
Conceptual Understanding
Procedural Skills and Fluency

Cost

- 6 year contract
- Consumables (grade 5)
- Textbooks (grades 6-8)
- Digital components included (teacher and student)
- Professional Development included

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Questions

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Q Comp Board Report

May 2026

Teacher Leadership

Here are some snapshots connected to BILT:

- For me, it's the people. This group energizes me! Very brilliant minds in one space doing great work for kids!
- Strong leadership with many great ideas to make schoolwide improvements

342

Teacher Leadership

Here are some highlights connected to observation coaches:

- The coach has always been there to help with lesson planning, and in many ways the coach is a second mentor.
- The coach consistently shares ideas, resources, and thoughtful feedback that strengthen my teaching. The coach’s willingness to collaborate and support others makes a real difference for our team and our students.

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Teacher Leadership

Here are experiences with mentors:

- My mentor has been a blessing and the best mentor I have had the opportunity to work with. She has been very helpful in understanding the ins and outs of my role, always taking the time to answer questions and provide clear guidance. Her support, encouragement, and willingness to share her knowledge have helped me grow in confidence and skill. I am truly grateful for her mentorship and the positive impact she has had on my professional growth.
- My mentor has done a great job at noticing my teaching style. She is strategic with when she brings new information up so that she isn't giving me multiple tasks at once. I am someone who learns from my mistakes, therefore, I often times will ask her random questions throughout the year based on things that didn't go well or ways to improve my lessons. She has great ideas and every lesson I've used of hers has gone wonderfully. She is a great mentor and teammate.
- My mentor is amazing and I appreciate her understanding, support, and encouragement.

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Job-Embedded Professional Development

- Overall, our work has focused on creating a more supportive, engaging, and student-centered classroom while using reflection and participation strategies to better understand and respond to student learning.
- My instruction will become more intentional and student-centered. I am designing more hands-on learning experiences to help students better understand complex concepts
- Instructionally, it has helped me be more intentional with planning, engagement, and differentiation.

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Job-Embedded Professional Development

- During PLC and PD we have worked on completed our Student Achievement Plans to provide supports for our struggling students. We have also explored ways in which we can ensure student success through summative and formative assessments. The focus of grading for ML students and how to best support their learning was a large topic as well.
- We meet weekly to go over the content taught that week and brainstorm ways to best present the information and skills to our students. We work towards finding unique and new ways to make our lessons engaging, especially when the curriculum is a heavy load for our students. We use the data/scores from each unit to reflect where we can best assist our students and where we can work to bridge learning gaps with current students and students who will be learning the same content in future years.

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Teacher Evaluation

- Observations are always a great way to get feedback that is directly related to my teaching practice in the moment with students.
- Observations are the best way to learn about your teaching and getting ideas how to be a better teacher by talking to other teachers. I also observe which helps as well.
- Observations impacted our classroom instruction by providing new ideas and strategies, as well as insight into how they can be implemented or adapted to fit our classroom environment.

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Program Impact

- Everything we do is directly impacting our students.
- We are working at moving the needle that allows all students to have success and mastery of the content. We have had a lot of discussion on the curriculum/standards. Then we reflected on the assessments that measure this achievement.

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26-27 Recommendations

- Teacher Leadership: No changes
- Job-embedded PLC: Continue responsive planning, flexible grouping
- Observations: Adjust to two observations and a roadmap round
- Overall: Keep building next year--with purpose, process, product structure and shared leadership

Questions

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Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per Minnesota Statutes, section 122A.414, subdivision 3(a) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

In 2025-2026, the instructional roadmap focused on instructional design, student engagement, and data-driven student support. That work led to a variety of products at each site.

Instructional Design

- REAMS focused on CKLA implementation. That work translated to three professional development trainings, fully mapped CKLA instruction, and a review of how the curriculum integrates some social studies and science standards.
- RMS-CES focused on instructional implementation of relearning, summative support, and multilingual learner supports.
- RHS focused on relational capacity, metacognition, inquiry, and rigor.

Engagement

- All sites incorporated common language for engagement.
- Data was collected at sites.
- Teachers implemented engagement language in instruction in the way that fit their context.

Data-driven Student Support

- There is a purposeful review of FAST data and other student achievement evidence as it is available throughout the year (Workshop Week, PD/PLC mid year, end of year)

- Teachers received training on Student Achievement Plans and implemented them for students.

This year's work was focused on "the how" of instruction while in 24-25, we were focused on "the what." The work in connection to these roadmap goals have unified teachers at every level in our ability to use common language and practice to support student achievement through strong instructional practice. Next year's roadmap will allow us to further refine and align that work with goals of instructional alignment, learner agency, and data-driven student support.

Progress in this work has been captured by the learning scale. The PD/PLC time devoted to this work has supported staff in growth; having time in the spring was welcomed and important in that process this year.

Here is how a couple of groups captured it:

- We liked having the time to collaborate about CKLA, especially in our first year. We were able to map out what we were teaching and discuss what worked and what didn't work. This positively affects our students because we were prepared and consistent.
- Through discussions and PD work surrounding summative and formative assessments, relearning opportunities, multi-lingual learner training, and engagement work has given us many good ideas to immediately implement in the classroom.
- Good focus on the engagement continuum and direct ties to student achievement.

All of this work was made possible through the support of our teacher leaders throughout the district; the BILTs monitored progress and continuously adjusted the plan and supported teachers with the process.

How did the work of teacher leaders impact student achievement?

BILT members worked throughout the year to build meaningful professional development and PLCs with a clear product. Those products are connected to instruction, which impacts student achievement. All PD is built with purpose so it is meaningful and transferable; it is often structured as a model of classroom instruction--the teachers are the students.

All BILTs continue to review student achievement data and they ask important questions that help us refine our processes so that we can better meet the needs of all students.

Mentors and coaches also provide support for teachers as they work to meet student needs.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

The BILTs had a full day training in August 2025. We did that training earlier this year to allow more time to prepare for Workshop Week and the year to come.

The feedback from BILT members reflects that we're growing in this model and feeling more comfortable. The goal is to see that continue each year.

- I think our group felt so much better about what direction we were moving in terms of writing out SIP goal and planning our workshop week.
- Our SIP goals went way better this year versus last year! It was a much better feeling!
- So much easier this time than last!
- I feel much more prepared for Workshop week this time than I did last year at this time. A lot less overwhelming when you have a bit of context and background experience.
- I appreciate how our team collaborates. We challenge each other and are open to listening to each other's perspective.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

The BILT members, observation coaches, and mentors receive strong ratings in both December and May.

Here are some snapshots connected to BILT:

- For me, it's the people. This group energizes me! Very brilliant minds in one space doing great work for kids!
- Strong leadership with many great ideas to make schoolwide improvements

Here are some highlights connected to observation coaches:

- The coach has always been there to help with lesson planning, and in many ways the coach is a second mentor.
- The coach consistently shares ideas, resources, and thoughtful feedback that strengthen my teaching. The coach's willingness to collaborate and support others makes a real difference for our team and our students.

Here are experiences with mentors:

- My mentor has been a blessing and the best mentor I have had the opportunity to work with. She has been very helpful in understanding the ins and outs of my role, always taking the time to answer questions and provide clear guidance. Her support, encouragement, and willingness to share her knowledge have helped me grow in confidence and skill. I am truly grateful for her mentorship and the positive impact she has had on my professional growth.
- My mentor has done a great job at noticing my teaching style. She is strategic with when she brings new information up so that she isn't giving me multiple tasks at once. I am someone who learns from my mistakes, therefore, I often times will ask her random questions throughout the year based on things that didn't go well or ways to improve my lessons. She has great ideas and every lesson I've used of hers has gone wonderfully. She is a great mentor and teammate.
- My mentor is amazing and I appreciate her understanding, support, and encouragement.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

The BILT newsletter continued this year and will be continued into future years.

In year two of implementing BILT, each team has had to navigate questions about how best to support the work. Each site has developed a system that works for their unique ecosystem.

A big question BILTs explore is how best to structure the work in recognition of the different needs of each teacher. The structures we've explored this year have allowed for the development of a new system for planning our work next year. Each moment of learning allows for reflection and provides an opportunity for growth. Even as the BILT structures evolve, it's clear that the power of shared leadership is great.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Teachers capture it well in these quotes:

- Overall, our work has focused on creating a more supportive, engaging, and student-centered classroom while using reflection and participation strategies to better understand and respond to student learning.
- I have continued to focus on improving my instructional practices. This has included creating materials to better support multilingual learners and becoming more familiar with student achievement plans, including adding and reviewing student data. I have also explored new engagement strategies, examined both formative and summative assessments, and considered approaches for implementing retakes to support student learning and growth.
- I am constantly reflecting on what is going well with a lesson and what can improve, this helps be to develop my curriculum for my map but also allowing me to try different strategies or ways of delivery class to class to ensure I am delivering my best lesson for my students. The engagement continuum has also impacted my instruction design, I am frequently reflecting on how to reach those students who are disengaged and how to create a more engaging lesson for both me and my students benefit.
- My instruction will become more intentional and student-centered. I am designing more hands-on learning experiences to help students better understand complex concepts
- Instructionally, it has helped me be more intentional with planning, engagement, and differentiation.

Ratings for professional development time throughout the year have been strong. This speaks to a clear purpose with time to learn and time to implement. When there's time given to both, that ensures that the transfer to classroom instruction happens.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

Individual goals for teachers allowed for focused instructional work. Data connected to those goals shows students improving their reading skills and math skills along with academic habits overall. There are also goals that support students with new instructional strategies (examples: structured engagement reflections in connection to achievement, relearning structures, interventions as a part of student achievement plans).

Teachers also highlighted a couple of student achievement connections:

- During PLC and PD we have worked on completed our Student Achievement Plans to provide supports for our struggling students. We have also explored ways in which we can ensure student success through summative and formative assessments. The focus of grading for ML students and how to best support their learning was a large topic as well.
- We meet weekly to go over the content taught that week and brainstorm ways to best present the information and skills to our students. We work towards finding unique and new ways to make our lessons engaging, especially when the curriculum is a heavy load for our students. We use the data/scores from each unit to reflect where we can best assist our students and where we can work to bridge learning gaps with current students and students who will be learning the same content in future years.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

The strategies to increase student achievement came from review of instructional practices at each site, along with review of engagement and achievement data at each site on an ongoing basis.

This work will continue and evolve with the 26-27 roadmap plan (instructional alignment, learner agency, data-driven student support).

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

The building goal data is tracked in a consistent format from building to building. All buildings then used that data to consider individual student support needs. In some cases, that led to the development of a Student Achievement Plan. In other cases, that led to Tier 1 strategy implementation.

Teams are now growing used to starting with the data as a part of the process to support all students. There have been strong results with the Student Achievement Plans and strong strategy implementation, with teachers sharing practices with each other. There are still moments where teams have questions; that is inevitable. In those moments, those questions are noted and shared with BILTs to provide support.

The MTSS team in the district also completed a six-part series that allowed us to review our systems. That data will inform work to come in 26-27 together with the roadmap.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

Each year's roadmap builds on the last. Though we're only in year two of that model, it now feels essential to our process. We've focused on "the what" and "the how" and now, with the DuFour's questions as an ongoing foundation, we will focus on refining and aligning our instruction.

The learning scale continues to be a powerful way to capture growth with this work. That, too, is evolving as we are looking at that data from teachers and considering how best to provide support when teachers need it. To do that, as the School Improvement Plans are developed, there will be plans made and then we'll pause to map out support ideas in advance of the work. With that, we'll also designate which BILT members and leaders will provide that support.

Ultimately, for the work to be effective, we have to recognize that teachers have different needs, just as students do. We want to follow up, develop an understanding, and provide responsive support.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Observations provide teacher ideas for instruction. They also give teachers an opportunity to ask questions and think through new instructional approaches with a colleague.

Teachers reflect on this reality:

- Observations are always a great way to get feedback that is directly related to my teaching practice in the moment with students.
- Observations are the best way to learn about your teaching and getting ideas how to be a better teacher by talking to other teachers. I also observe which helps as well.
- Observations impacted our classroom instruction by providing new ideas and strategies, as well as insight into how they can be implemented or adapted to fit our classroom environment.

With the development of a new observation structure, both classroom teachers and teachers in unique roles reported higher value in the observations. This will continue next year for those who opt in.

This is what some teachers pointed out about the alternate observation structure:

- I appreciate the flexibility of the alternative observation schedule and found it much more useful and felt it provides richer feedback and opportunity for reflection. Thank you for offering that.
- The alternative option for observations was a welcome modification for staff. Flexibility of scheduling with the alternative observations. The alternative method was a new way of preparing for an observation. Preparing/learning/reflecting.

What impact did the observation/evaluation process, including coaching, have on student achievement?

The impact of observations on student achievement is reflected in new strategies teachers implement. PD this included opportunities to develop Tier I strategies. With implementation of those strategies, students have stronger supports that allow them to achieve and grow. That will continue to be a focus, along with ensuring that our Tier 2 and Tier 3 supports are clear. Observations allow learning and coaching in putting those interventions into place.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The pre and post-observation questions are connected; there are questions tied to student learning, learning environments, assessment, planning, and instructional strategies. These questions directly connect to our work with the roadmap goals that can translate to new instructional practices. While the specifics of that are slightly different in each building, each team is focused on products that improve instructional practice.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

This year, observers did an asynchronous training in August. In that training, they reviewed resources related to coaching from the state before watching video lessons and applying our BAS observation rubric.

One-on-one meetings happened as needed in connection to each round of observations along with a mid-year meeting to address common questions and challenges.

We facilitated follow-up meetings to ensure there's an opportunity for ongoing conversation connected to being in an observer role.

The observer feedback shaped recommendations for 26-27 to continue to strengthen our process and maximize learning for the teachers so they can grow as individuals and teams.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

The engagement work has been integrated into our professional conversations. Integrating that into the observation process has happened naturally. That will continue with our roadmap work and, by extension, our observations.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

Impact

Teachers invest in the Q Comp program and all of its components. It is for that reason that the impact of Q Comp is a clear part of each building landscape.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

Teacher voice has informed this entire report. This program is built on shared leadership in support of teachers and students. Because BILTs allow teachers to guide the process, the work is authentically connected to teachers' instructional needs. By building thoughtful roadmaps with a purpose of student achievement and growth and continuously building

responsive PD/PLC plans, we'll continue to implement effective instructional practices and strategies.

Here are some teacher reflections:

- I feel like our team has done a great job of working well as a team, and have accomplished a lot during our PD and PLC time.
- Time given to let conversations breathe and come back to things instead of one and done with the expectation of mastery afterwards. We liked the volume of SD and content.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Our work this year has been centered around instruction: the way it's designed, the way it facilitates student engagement, and the way it supports students. All of that work contributes to creating strong learning environments.

The ongoing time we have through PD/PLCs that are a part of Q Comp, is critical to this work.

Here's a snapshot of some impacts teachers shared:

- The students are aware of the engagement continuum and are starting to see how if they are more engaged they will have better academic results.
- Everything we do is directly impacting our students.
- We are working at moving the needle that allows all students to have success and mastery of the content. We have had a lot of discussion on the curriculum/standards. Then we reflected on the assessments that measure this achievement.

How will the district use the review findings to improve the overall effectiveness of the program?

Each opportunity for feedback throughout the year has a place to offer suggestions along with a place to request a conversation. That mechanism ensures that everyone understands that their voice is valued and their input is considered as we work to continuously strengthen our program.

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Early Retirement Incentive Approval

Meeting Date: May 18, 2026

Prepared by: Superintendent's Office

Date Prepared: May 12, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Superintendent Dr. Jeff Ridlehoover to present the ERI for approval.

Rockford Area Schools ISD 883
Superintendent Dr. Jeff Ridlehoover
6051 Ash St. | Rockford, MN 55373
Ph. 763-477-9165
Fax 763-477-5833
www.rockford883.org

MEMORANDUM OF AGREEMENT
ONE-TIME EARLY RETIREMENT INCENTIVE

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 883, Rockford, Minnesota, ("School District") and the Education Minnesota-Rockford ("Union"). The School District and the Union are referred to collectively as "the parties."

WHEREAS, the Union is the exclusive representative of licensed teachers who are employed by the District;

WHEREAS, the Union and the District are parties to a collective bargaining agreement ("CBA") governing the negotiated terms and conditions for teachers employed by the District;

WHEREAS, the District would like to offer eligible teachers a one-time early retirement incentive in addition to any retirement benefits, insurance benefits, or severance provided under the 2025-2027 CBA between the District and the Union; and

WHEREAS, the District's reasons for offering a one-time early retirement incentive are to protect jobs, to provide greater stability in the workplace, to improve staff morale, and to improve the District's financial status;

NOW, THEREFORE, the District and the Union agree as follows:

1. **Eligibility.** To be eligible for the early retirement incentive provided under this MOA, a teacher must meet all of the following requirements:

   a. Eligible teachers must use the attached form to provide irrevocable notice of retirement effective June 30, 2027, and to apply for the early retirement incentive. Eligible teachers must submit the attached form to the District's Superintendent by 4:00 p.m. on February 1, 2027. For purposes of this MOA, "retirement" means termination of services in the employing district and withdrawal from active teaching service.

   b. Eligible teachers must have at least fifteen (15) consecutive years of teaching service in this District.

   c. Eligible teachers must be at least age fifty-seven (57) or be eligible for Tier I retirement benefits as provided under Minnesota Statute 353, Subdivision 1a : "Rule of 90."

   d. Eligible teachers must currently contribute to the Minnesota Teachers Retirement Association ("TRA") plan.

   e. Eligible teachers must be licensed, in good standing, and a member of the teachers' collective bargaining unit through June 30, 2027. A teacher who is discharged for cause or who resigns after receiving notice that the District intends to initiate termination or discharge proceedings, is not in good standing for purposes of this MOA.

DRAFT

2. **Retirement Incentive Payment**.

- For each eligible teacher, the District will make a one-time, lump sum, contribution in the amount not to exceed the equivalent of $10,000 per eligible year up to initial Medicare eligibility (currently defined as 65 years of age by the US Department of Health and Human Services). The contribution will be made to the teacher's Minnesota State Retirement System ("MSRS") account. Under no circumstance will the total amount of the retirement incentive payment exceed $50,000. These contributions are in addition to any severance, retirement, insurance, or other benefits described in the CBA. The contribution will be made during a regularly scheduled payroll period in June 2027. The table below is to be used as a guide.

Years to Medicare Eligibility	RAS ERI Maximum Contribution
1 (age 64 at retirement)	$10,000
2 (age 63 at retirement)	$20,000
3 (age 62 at retirement)	$30,000
4 (age 61 at retirement)	$40,000
5 (age 60 at retirement)	$50,000
6 or More (age 57, 58, or 59 at retirement)	$50,000

3. **Limitation.** The District's obligation to make the payment described in the preceding paragraph of this MOA is subject to all federal and state laws. If the payment under this MOA plus the amount of any severance under the CBA (excluding payments for accumulated sick leave, if any) exceeds the teacher's annual pay for 2026-2027, the payment under this MOA will be reduced in compliance with Minnesota Statutes section 465.72 so that the total amount of severance does not exceed the teacher's annual pay for 2026-2027.

4. **Death of Teacher.** If an eligible teacher dies after the Board-approved retirement date but before the full retirement incentive payment has been distributed, the early retirement incentive will be paid to the teacher's designated beneficiary.

5. **Separate from CBA and No Precedent.** This MOA is separate from, and not a part of, the CBA. Nothing in this MOA may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union.

6. **Entire Agreement.** This MOA constitutes the entire agreement between the parties related to the early retirement incentive provided under this MOA. Neither party has relied on any statements, promises, or representations that are not stated in this MOA. The terms of this MOA supersede any and all prior agreements between the parties related to the early retirement incentive provided under this MOA. No amendments or modifications of this MOA will be valid unless they are in writing and signed by both parties. A copy of this MOA will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

This MOA will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

EDUCATION MINNESOTA-ROCKFORD

_____ Date: _____
Union President(s)

INDEPENDENT SCHOOL DISTRICT NO. 883

_____ Date: _____
School Board Chair

_____ Date: _____
School Board Clerk

Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION APPROVING RETIREMENT FOR THOSE TEACHERS WHO APPLIED FOR THE EARLY RETIREMENT INCENTIVE

WHEREAS, Independent School District No. 883 and Education Minnesota-Rockford entered into a Memorandum of Agreement ("MOA") providing a voluntary, one-time early retirement incentive for teachers who meet specific eligibility requirements and retire effective at the end of the 2026-2027 school year; and

WHEREAS, the Board has reviewed the list of the eligible teachers who applied for the early retirement incentive and the amount of the benefit that will be paid to them;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 883 as follows:

1. The Board hereby approves the retirements of the following teachers who have applied for the early retirement incentive outlined in the MOA: [TEACHER NAMES].

2. The Superintendent, or a designee, is directed to provide a copy of this resolution to the teachers named above.

The motion for the adoption of this Resolution was made by _____, and was duly seconded by _____.

Upon a vote being taken, the following voted in favor of the Resolution:

And the following voted against the Resolution:

Whereupon this Resolution was declared duly passed and adopted.

DRAFT

Rockford Area Schools/Education Minnesota - Rockford
Teacher Application to Apply for the Early Retirement Incentive (ERI)

Form must be received by the Superintendent of Schools no later than 4pm on February 1, 2027

Teacher Name: _____

If selected to participate in the Rockford Area Schools one-time Early Retirement Incentive offering, I am submitting my intent to retire at the conclusion of the 2026-27 school year. I understand that this decision is irrevocable, my employment will be terminated, and I will be withdrawing from active teaching service.

In agreement with the Early Retirement Incentive offering, I understand all rights and obligations contained in the Memorandum of Understanding.

Teacher Signature: _____ Date: _____

—----------Below this line is for Office Use Only—----------

Date Received by the Superintendent of Schools: _____

Approved for the Early Retirement Incentive (Y/N) : _____

DRAFT

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Non-Renewal of Probationary Teacher for FY26

Meeting Date: May 18, 2026

Prepared by: Superintendent's Office

Date Prepared: May 4, 2026

X	Information		Briefing		Action		Enclosure Item(s)

Recommendation of Non-renewal of Probationary Teacher for FY26 (required and letter will be delivered to teacher after Board approval).

RESOLUTION NONRENEWING A PROBATIONARY TEACHER

WHEREAS, Eleanor Marti, presented accordingly on the meeting agenda is probationary teacher in Independent District No. 883.

BE IT RESOLVED, by the School Board of Independent District No. 883, that pursuant to Minn. Stat. 122A.40, subd. 5 and the District master agreement, the teaching contract of Eleanor Marti, probationary teacher in Independent District No. 883, shall be nonrenewed at the end of the 2025-2026 school year effective June 5, 2026.

BE IT FURTHER RESOLVED, that written notice be sent to Eloeanor Marti regarding the nonrenewal of the teacher's teaching contract.

WHEREUPON said resolution was declared passed and adopted on this 18th day of May, **2026.**

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: End of YEar District Operational Plan 2025-2026 Update

Meeting Date: May 18, 2026

Prepared by: Superintendent's Office

Date Prepared: May 4, 2026

X	Information		Briefing		Action		Enclosure Item(s)

Superintendent Dr. Jeff Ridlehoover to present an End of Year update on the District Operational Plan.

Rockford Area Schools

District Operational Plan (DOP)

Goals, strategies and performance indicators

School Year 2025-26

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

The Mission of Rockford Area Schools

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

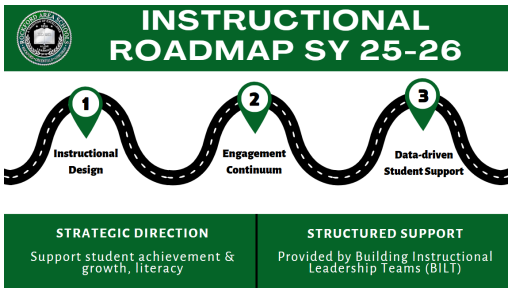
Rockford Area Schools Strategic Directions

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

Student Growth and Achievement

Rationale	Leader(s)
Our purpose as a school district is to educate our students and maximize their individual gifts and talents. Providing quality programming, ensuring our teachers are trained in best practices, and partnering with students and families to offer opportunities that connect to their passions is important to overall student growth and achievement.	Dr. Jeff Ridlehoover Kathy Mattson Melissa Joseph

Goals	Strategies	Performance Indicators	Timeframe
Implementation of our new Amplify CKLA elementary literacy curriculum **(Goals Met)**	Continuation and enhancements related to regular and ongoing professional development aligned to the adopted curriculum	Teacher evaluations through glows/grows in PLC meetings, PD trainings	SY 2025-26
		Common Planning Meetings	SY 2025-26
		PLC Documentation (Overview)	
	Literacy coaching “on demand”	Goal Modified via Staff Feedback	SY 2025-26
	Parent/family communication and engagement	Benchmark data/literacy night 11/3, 11/6 (Slides, Literacy Math)	SY 2025-26
Engage in a comprehensive review of our middle school mathematics curriculum **(Goals Met)**	Follow the RAS comprehensive curriculum review and adoption protocol	Final selection of a new curriculum via data gathering and a consensus-building protocol (in progress) Slides, Big Ideas selected	Spring 2026
		RAS Mathematics Curriculum Review Process & Timeline	

Goals	Strategies	Performance Indicators	Timeframe
Engage in the work associated with the new/revised RAS Instructional Roadmap **(Goals Met)**	Professional learning and development The adoption of two additional professional development days	Roadmap PD Archive 	SY 2025-2026 (ongoing)
School Improvement Plans (SIP) Template 25-26 REAMS, RMS-CES, RHS **(Goals Met)**	Align School Improvement Plans (SIP's) to RAS strategic directions and instructional roadmap	SIP (REAMS, RMS-CES, RHS)	SY 2025-26
Aligning our work in the areas of literacy and ADSIS intervention with a sustainable MTSS process **(Goals Met)**	Increase our collective work related to interventions, utilizing a systematic approach to the MTSS framework.	MTSS data collection process - (data sensitive student information spreadsheets at each site managed by counselors) Aligned MTSS process across buildings (Slides) Quarterly meeting overview Intervention menus Multilingual learner supports (ISRs all in Infinite Campus) Individual Learning Plans	SY 2025-26
Continue our work as a statewide model school district in providing students and families with high-quality Magnet programming	Continued collaboration with our NWSISD partner school districts. Work with our NWSISD partners,	Student/Family Feedback (late May) Grant process and progress with our	SY 2025-26 (In Progress) SY 2025-26

Goals	Strategies	Performance Indicators	Timeframe
at all levels **(Goals Met)**	Buffalo and Fridley, to revise our grant proposal for potential submission in spring 2026.	NWSISD partners (Goal discontinued) REAMS: Arts Integration Activities (4 C posters) RMS Reflection & Review (Magnet Integration Form, site) RHS IB Self-Study (MYP, DP/CP)	 SY 2025-26 SY 2025-26 SY 2025-26
Create an early learning outdoor space that can be utilized by our Preschool, ECFE, and Galaxy programs to enhance our current alignment with our magnet programs. **(On Track)**	Connect and collaborate with local partners to provide guidance on design and construction requirements as well as potential sources of financial support.	Successful Implementation and ready for use sometime during 26-27 SY Early Learning Outdoor Classroom Timeline	Multi-Year Project - Timeframe for Completion is SY 2027-28

Healthy and Supportive Environment

Rationale	**Leader(s)**
Per the rationale established by the Board of Education, "people do better when they feel better," our work will center on ensuring that every student and member of our staff is treated with respect and kindness. In addition, we are committed to a proactive approach of establishing clear processes to assist students, families, and staff when	Dr. Jeff Ridlehoover Kathy Mattson

challenges occur.	Melissa Joseph Jeff Kienitz Courtney Neibert

Goals	Strategies	Performance Indicators	Timeframe
Profile of a RAS Graduate **(On Track)**	Development of a comprehensive vision that accurately portraits the essential qualities and characteristics of a RAS graduate	Staff, student, parent, & community input (slides) One page overview and corresponding implementation plan	SY 2025-26 (In Progress and full implementation in Sy 2026-27)
Implement/Initiate our work towards a more Personalized Learning model (Student Agency) **(Goals Met)**	Construct and implement professional learning tailored toward whole group, small group, and individualized/independent practice instructional pedagogy	The development and implementation of common vocabulary amongst students and staff	SY 2025-26
Data use to drive Instruction **(Goals Met)**	The utilization of data and professional learning tailored to instructional pedagogy	PD/PLC Work in alignment with testing cycles (process, PLC notes/PD day work)	SY 2025-26
Student engagement focus **(Goals Met)**	Professional development to create a common E-12 language aligned to our engagement efforts Purposeful and targeted instruction for students aligned to engagement	Professional learning materials/agendas, building engagement data (Inquiry & Engagement) Classroom instruction materials/visuals connected to engagement (REAMS, Secondary)	SY 2025-26 SY 2025-26
Continued work with our Magnet school programs to enhance high quality instructional programming	Regular and ongoing check-ins with CICs as well as our partner schools in the NWSISD	NWSISD meeting agendas and accompanying documentation	SY 2025-26

Goals	Strategies	Performance Indicators	Timeframe
and an exceptional daily experience **(Goals Met)**			
The creation of a comprehensive K-12 curriculum review cycle **(Goals Met)**	Reflect on standards implementation dates, curriculum maps to create a cycle for implementation	Review cycle document that encompasses a district-wide instructional overview	SY 2025-26

Community, School, and Family Partnerships

Rationale	**Leader(s)**
Students perform better when strong partnerships exist between our schools, our families, and the greater community. Clear and transparent communication as well as the solicitation of feedback from all stakeholders ensures that all voices are heard and greater understanding is gained.	Dr. Jeff Ridlehoover Melissa Joseph Jeff Kienitz Courtney Neibert Kathy Mattson Jill Gordee

Goals	Strategies	Performance Indicators	Timeframe
Rockford in 88.3 seconds **(Goals Met)**	Develop a monthly video demonstrating a variety of high-impact endeavors that highlight Rockford Area Schools	2025-2026 Videos	Fall 2025 and ongoing
Through collaboration, work to ensure Rockford Area Schools is accurately branded as an E-12 school district **(Goals Met)**	Work collaboratively with stakeholders as well as our internal and contracted marketing team to share information and accurately promote our programming in the area of early learning	EC E-12 Brochure Eye Contact Media Partnership Eye Contact Media Metrics Events held districtwide - open houses,	Summer/Fall 2025 Winter/Spring 2026

Goals	Strategies	Performance Indicators	Timeframe
		Community Expo, parent nights, etc. Logo enhancements - TBD	
Increase alignment in our Preschool and Galaxy work to create consistent and supportive experiences for all children participating in both. **(Goals Met/On Track)**	Share and reflect on current practices to identify approaches that support developmental continuity. Explore effective strategies as it pertains to Literacy.	Professional Development Observation by the CE Director in both programs Implementation begins in the spring of 2026 (round 1) and round 2 will occur just prior to school starting in the fall	SY 2025-26
IB credits (Jill) **(Goals Met/Continuing)**	Engage IB stakeholders and legislative leaders throughout the state to draft comprehensive legislation that allows for a wider acceptance of IB credits at higher education institutions	Legislative lobbying efforts and related documentation IB Legislative Work SF 5263 SF 5264	SY 2025-26 (In Progress)
Brand and roll out Launch your future: EC and career prep **(Goals Met)**	Highlight/publicize college earning credit opportunities available to students in Rockford Area Schools as well as the career pathways leading to career preparation and industry certification	Rockford Area Schools K-12 Magnet Brochure Launch Your Future Pathways Presentation	Fall 2025/Winter 2026
A commitment to enhanced communication via an increase in accessible communication in multiple languages **(Goals Met)**	Training on translating routes	Language Access Plan Translated documents, QR codes, links on district documents	SY 2025-26

Culture of Collective Purpose

Rationale	**Leader(s)**
Strong organizations are built on trust, collaboration, partnership, and understanding. Establishing clear direction, strong lines of internal and external communication, and a shared leadership model will provide all stakeholders with common purpose related to our individual and collective work.	Dr. Jeff Ridlehoover Kathy Mattson Bridget Peterson Mike McNulty Melissa Joseph Jeff Kienitz

Goals	Strategies	Performance Indicators	Timeframe
Increase the overall effectiveness and leadership capacity of our Building Operational Leadership Teams (BILT) by utilizing our Advisor model **(Goals Met)**	Collaboration related to defining the role and work given our BILT structure	BILT Advisor Evaluations (BILT eval, BILT Advisor draft) Clear Workflow Map for Advisors	SY 2025-26 SY 2025-26
I-Cab **(Goals Met)**	Periodic meetings to reflect on roadmap implementation and ongoing teacher needs	Meeting agendas Responsive work/direction as a result of meetings (26-27 roadmap)	SY 2025-26
BILT/BOLT Year 2 **(Goals Met)**	Regular meetings with clear agendas and strategies for sharing out information	Highlight work facilitated by BILT and BOLT at each site	SY 2025-26
Continued review of the RAS safety committee work **(Goals Met)**	Review of protocols Handbook revisions Quarterly meetings	RAS Safety Committee Records	SY 2025-26

Goals	Strategies	Performance Indicators	Timeframe
Continued review and improvement of the RAS OnBoarding and OffBoarding processes **(Goals Met)**	Responsive reflection and collaboration to make sure the system is clear and provides the needed info effectively to all involved	Collective Onboarding Drive	SY 2025-26
Continue our evolution in providing high quality support by reimagining support positions **(Goals Met)**	Reflection Staff Input	Implementation of a restructured administrative support structure	Spring 2026
Increase the collective capacity of our building and program leaders **(Goals Met)**	Book study *Clear Leadership*	Informal dialogue Increased leadership capacity	SY 2025-26 (In Progress)

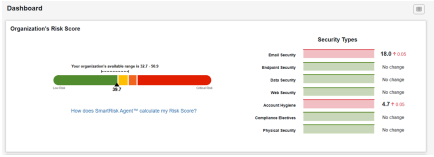
Stewardship of Resources

Rationale	Leader(s)
As stewards of resources consisting of physical assets, human capital, and monetary reserves, it is prudent to provide the public, as well as our internal stakeholders, with accurate, relevant, and timely reporting of district affairs.	Dr. Jeff Ridlehoover Bridget Peterson Mike McNulty Melissa Joseph Jeff Kienitz Dan Pratt

Goals	Strategies	Performance Indicators	Timeframe
Review of student activity fees **(In Progress)**	Perform a comprehensive review of our activity fees that accounts for revenue versus expenses as well as comparisons of similar geographical districts as well as those similar is scope of offerings and size of school system	Final product and recommendation to the Board of Education Board recommended a summer conversation due to instability in the energy sector.	Spring 2026 (In Progress) Note - With the levy passage in November 2025 we are likely to keep all fees status quo for SY 2026-27
Negotiate fair and fiscally sound employee contracts **(In Progress)**	Establish financial parameters that demonstrate fair compensation packages to all employee bargaining groups while also remaining cognizant of the need to balance current and future financial constraints and obligations of RAS Review language in contract for clarity in fiscal, policy, and procedural accuracy	EMR Master Contract- Completed and Ratified November 2025 284 Contract - Negotiations TBD Finalized Contracts	Fall 2025 Fall/Winter 2026 (2026-27 DOP) SY 2024-2025

Potential Levy (if approved by the Board of Education) **(Goals Met)**	Clearly and transparently articulate to all stakeholders (parents / guardians/ employees / members of the community) the need for additional financial resources to both support and enhance the educational experience of all RAS students	District Publications Social Media Direct Mail or Electronic Mail Staff Presentations Community Presentations	Summer/Fall 2025
Finalize the expenditures of Bond funds **(Goals Met/In Progress)**	Complete all major and minor projects related to the bond monies associated with the RAS capital improvement projects	Track resurface REAMS Parking Lot REAMS Carpet DO Carpet Final Bond Fund Projects	Fall 2025
Maximize and align our technology vision with resources via a comprehensive assessment **(Goals Met)**	Conduct an annual technology inventory and needs assessment to identify underused assets and opportunities for repurposing Implement lifecycle management practices including proactive maintenance, scheduled refresh cycles, and surplus device reallocation Align new purchases with curriculum, safety, and infrastructure goals as outlined in the district's strategic and technology plans	Update Technology Plan to 2025-2026 school year Annual cost savings or value recaptured through reallocation and optimized procurement Technology Plan 5 Year Identify reductions in technology procurement and programs to fit reduced budget allocations Reduction Identification Write 1:1 Handbooks and Technology Plan	Summer/Fall 2025 (In Progress) SY 2025-26 (In Progress) SY 2025-26 (In Progress) SY 2025-26 (In Progress)

Leverage grant funding to maximize current software licenses **(Goals Met)**	Identify eligible local, state, and federal grant opportunities (e.g., E-rate, Title I/IV, cybersecurity, or workforce readiness) Prioritize grant applications that support renewal, expansion, or integration of high-impact instructional or operational software Work with department leaders to align grant requests with current license usage data, renewal timelines, and identified instructional/operational needs Track software usage analytics to justify continued funding and avoid paying for unused licenses	Number and dollar value of software licenses funded through grants Rockford Grant Percentage reduction in general fund spending on software Number of software tools retained or expanded due to grant support Alignment of licensed software with curriculum and district strategic priorities (as documented in annual tech reports or audits) 1. Rockford Vetted Apps	SY 2025-26 (In Progress)
Strengthen our cyber training modules to assist in the detection and responsiveness related to cyber security threats **(Goals Met)**	Expand the scope of cybersecurity training to include real-world phishing simulations, role-based modules (e.g., admin, teachers, tech staff), and emerging threat scenarios Partner with a cybersecurity awareness provider (e.g., KnowBe4 or similar) to deliver interactive, trackable modules tailored to K–12 environments	Completion rate of required cybersecurity training modules (goal: 100% annually) Cyber Training Measured reduction in staff phishing test failure rate (e.g., decrease by 25% over 12 months)	Summer/Fall2025 (In Progress) To date: Training was set up in Vector for 25-26. Phishing rates have been monitored via knowBe4 software and is on track. Working to revise and submit the cybersecurity policies to

	Implement a tiered training model based on user access levels and data sensitivity Incorporate cybersecurity expectations and response protocols into annual mandatory training and onboarding procedures for key staff	 Increase in number of reported phishing attempts or suspicious activity via internal reporting tools Audit compliance with Minnesota Statute 16E.03 and cyber insurance requirements Technology 25-26 Cyber Audit Review and publish protocols relating to CyberSecurity	the auditor in Feb2026 for compliance with MN Statute 16E.03. Working with our insurance liaison in building documentation for compliance. Also working with CISA, MN State University, Homeland Security, and insurance in maintaining compliance. Winter 2025 SY 2025-26 SY 2025-26
Strengthen and enhance our infrastructure resource inventory protocols **(Goals Met)**	Improve the current inventory system and review existing data Implement standardized naming conventions, asset tagging, and regular audit schedules across all buildings Develop and maintain a digital	Conduct a comprehensive audit of technology assets. 100% of infrastructure assets logged with location, status, and lifecycle metadata Inventory of Assets April 2026 Network	Fall 2025 (In Progress) SY 2025-26 (In Progress)

	infrastructure map documenting physical locations, connections, lifecycle status, and dependencies. Align inventory records with cybersecurity asset management practices and procurement/retirement processes.	Completion of infrastructure audits with discrepancies reduced by 90% within 12 months Improve Inventory system integration with procurement and maintenance logs	SY 2025-26 (In Progress) SY 2025-26 (In Progress)

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Policy Committee Policy Updates - Final Reading

Meeting Date: May 18, 2026

Prepared by: Superintendent's Office

Date Prepared: May 1, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

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

Policy Number	Policy Name	Changes
702	Accounting	No Changes
703	Annual Audit	No Changes
704	Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System	No Changes
705	Investments	Update Business Manager to CFO
705.1R	Post-Issuance Debt Compliance Policy	Revoke
706	Acceptance of Gifts	No Changes
707R	Transportation of Public School Students	Update to Match MSBA
707	707 Attachment A	Revoke

Adopted: 11/15/04 *Orig. 1995*
Reviewed: 2006, 5/18/26
Revised: 04/30/07, 01/23/2023

702 ACCOUNTING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. MAINTENANCE OF BOOKS AND ACCOUNTS

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

IV. PERMANENT FUND TRANSFERS

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

V. REPORTING

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

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.75 (Revenue ; Reporting)
Minn. Stat. § 123B.76 (Expenditures ; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.78 (Cash Flow; School District Revenues; Borrowing for

Current Operating Costs; Capital Expenditure Deficits)
Minn. Stat. § 123B.79 (Permanent Fund Transfers)
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)

Adopted: 11/15/04 Orig. 1995
Reviewed: 2019, 2026
Revised: 12/16/19, 01/23/2023

703 ANNUAL AUDIT

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENT

A. The school board shall appoint independent certified public accountants to audit, examine and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.

B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.

C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Minnesota Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minnesota Statute section 123B.14, subdivision 7.

D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act, and the Minnesota Legal Audit Compliance Guide for School Districts issued by the Office of the State Auditor.

F. The school board must approve the audit report by resolution or require a further or amended report.

G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.

H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minnesota Statutes chapter 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. §123B.09 (General Powers of Independent School Districts)
Minn. Stat. §123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. §123B.02 (Boards of Independent School Districts)
Minn. Stat. § 123B.77, Subds. 2 and 3 (Accounting, Budgeting, and Reporting Requirement)

Cross References: MSBA Model Policy 702 (Accounting)

Adopted: 11/15/04 *Orig. 1995*
Reviewed: 2009, 2026
Revised: 06/21/11, 01/23/2023, 11/24/2025

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district, and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) with a capitalization level that equals or exceeds $5,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is $25,000. The inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

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

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

GASB Implementation Guide 2021-1

Cross References: MSBA/MASA Model Policy 702 (Accounting)

Adopted: 4/16/2012 *Orig. 2012*
Reviewed: 2019
Revised: 05/20/2019

705.1R POST-ISSUANCE DEBT COMPLIANCE POLICY

I. PURPOSE¶
¶
The purpose of this policy is to establish compliance with the Internal Revenue Code (the "Code") and regulations promulgated thereunder ("Treasury Regulations") governing certain obligations.¶
¶
II. GENERAL STATEMENT OF POLICY¶
¶
The Internal Revenue Service (IRS) is responsible for enforcing compliance with the Code and Treasury Regulations promulgated thereunder governing certain obligations (for example: tax-exempt obligations, Build America Bonds, Recovery Zone Development Bonds and various "Tax Credit" Bonds). The IRS encourages issuers and beneficiaries of these obligations to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against post-issuance violations. ¶
¶
The Securities and Exchange Commission (SEC) is responsible for enforcing compliance with the SEC Rule 15c2-12 (the "Rule"). Governments or governmental entities issuing obligations generally have a requirement to meet specific continuing disclosure standards set forth in continuing disclosure agreements ("CDA"). Unless the issuer, obligated person, or a specific obligation is exempt from compliance with CDAs, these agreements are entered into at the time of obligation issuance to enable underwriter(s) to comply with the Rule. The Rule sets forth certain obligations of (i) underwriters to receive, review and disseminate official statements prepared by issuers of most primary offerings of municipal securities, (ii) underwriters to obtain CDAs from issuers and other obligated persons to provide material event disclosure and annual financial information on a continuing basis, and (iii) broker-dealers to have access to such continuing disclosure in order to make recommendations of municipal securities transactions in the secondary market. The SEC encourages issuers and beneficiaries adopt and implement a post-issuance debt compliance policy and procedures to safeguard against Rule violations.¶
¶
When obligations are issued, the CDA commits the issuer or obligated person to provide certain annual financial information and material event notices to the public. Issuers and other obligated persons may also choose to provide periodic, voluntary financial information and filings to investors in addition to fulfilling the specific responsibilities delineated in their CDA. It is important to note that issuers and other obligated persons should not give any one investor certain information that is not readily available to all market participants by disseminating information to the marketplace, at large. Issuers and other obligated persons should be aware that any disclosure activities determined to be "communicating to the market" can be subject to regulatory scrutiny.¶
¶
III. OBJECTIVE¶
¶
The District desires to monitor these obligations to ensure compliance with the IRS Code and

Treasury Regulations and the SEC Rule. To help ensure compliance, the District has developed the following policy (the "Post-Issuance Debt Compliance Policy"). The Post-Issuance Debt Compliance Policy shall apply to the obligations mentioned above, including bonds, notes, loans, lease purchase contracts, lines of credit, commercial paper or any other form of debt that is subject to compliance.¶

¶

IV. AUTHORITY, PROCEDURE¶

¶

A. The Business Manager is designated as the District's agent who is responsible for post-issuance compliance of these obligations.¶

¶

B. The Business Manager shall assemble all relevant documentation, records and activities required to ensure post-issuance debt compliance as further detailed in corresponding procedures (the "Post-Issuance Debt Compliance Procedures"). At a minimum, the Post-Issuance Debt Compliance Procedures for each qualifying obligation will address the following: ¶

¶

1. General Post-Issuance Compliance;¶
2. General Recordkeeping;¶
3. Arbitrage aYield Restriction and Rebate Recordkeeping;¶
4. Expenditure and Asset Documentation to be Assembled and Retained¶
5. Miscellaneous Documentation to be Assembled and Retained;¶
6. Additional undertakings or activities that support points 1 through 45 above;¶
7. Continuing Disclosure Obligations;¶
8. Compliance with Future Requirements ¶

¶

C. The Business Manager shall apply the Post-Issuance Debt Compliance Procedures to each qualifying obligation and maintain a record of the results. Further, the Business Manager will ensure that the Post-Issuance Debt Compliance Policy and Procedures are updated on a regular and as needed basis.¶

¶

D. The Business Manager or any other individuals responsible for assisting the Business Manager in maintaining records needed to ensure post-issuance debt compliance, are authorized to expend funds as needed to attend training or secure use of other educational resources for ensuring compliance such as consulting, publications, and compliance assistance.¶

¶

E. Most of the provisions of this Post-Issuance Debt Compliance Policy are not applicable to taxable governmental obligations unless there is a reasonable possibility that the District may refund their taxable governmental obligation, in whole or in part, with the proceeds of a tax-exempt governmental obligation. If this refunding possibility exists, then the Business Manager shall treat the taxable governmental obligation as if such issue were an issue of tax-exempt governmental obligations and comply with the requirements of this Post-Issuance Debt Compliance Policy.¶

¶

V. PRIVATE ACTIVITY BONDS¶

¶

The District may issue tax-exempt obligations that are "private activity" bonds because either (1)

the bonds finance a facility that is owned by the District but used by one or more qualified 501(c)(3) organizations, or (2) the bonds are so-called "conduit bonds", where the proceeds are loaned to a qualified 501(c)(3) organization or another private entity that finances activities eligible for tax-exempt financing under federal law (such as certain manufacturing projects and certain affordable housing projects). Prior to the issuance of either of these types of bonds, the Business Manager shall take steps necessary to ensure that such obligations will remain in compliance with the requirements of this Post-Issuance Debt Compliance Policy. ¶

¶

In a case where compliance activities are reasonably within the control of a private party (i.e., a 501(c)(3) organization or conduit borrower), the Business Manager may determine that all or some portion of compliance responsibilities described in this Post-Issuance Debt Compliance Policy shall be assigned to the relevant party. In the case of conduit bonds, the conduit borrower will be assigned all compliance responsibilities other than those required to be undertaken by the District under federal law. In a case where the Business Manager is concerned about the compliance ability of a private party, the Business Manager may require that a trustee be retained to assist with record keeping for the obligation and/or that the trustee or such third party be responsible for all or some portion of the compliance responsibilities.¶

¶

The Business Manager is additionally authorized to seek the advice, as necessary, of bond counsel and/or its financial advisor to ensure the District is in compliance with this Post-Issuance Debt Compliance Policy. ¶

¶

¶

¶

Legal References: ¶

¶

Cross References: ¶

¶

Adopted: 11/15/04 *Orig. 1995*
Reviewed: 2009
Revised: 06/21/11, 01/23/2023, 5/18/26

705 INVESTMENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. SCOPE

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

IV. AUTHORITY; OBJECTIVES

A. The funds of the school district shall be deposited or invested in accordance with this policy, Minnesota Statutes chapter 118A and any other applicable law or written administrative procedures.

B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows

1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.

2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable and debt service.

3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

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

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

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

VI. STANDARD OF CONDUCT

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

VII. MONITORING AND ADJUSTING INVESTMENTS

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

VIII. INTERNAL CONTROLS

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

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minnesota

Statutes sections118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of another postemployment benefits (OPEB) trust or trust account established pursuant to Minnesota Statutes section 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minnesota Statutes chapter 118A or Minnesota Statutes section 356A.06, subdivision7. Investment of funds in an OPEB trust account under Minnesota Statutes section 356A.06, Subdivision 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

A. Limitations on instruments, diversification and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.

B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.

2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.

3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

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

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.

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

XIII. SAFEKEEPING AND COLLATERALIZATION

A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minnesota Statutes section 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

B. Deposit-type securities shall be collateralized as required by Minnesota Statutes section 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.

C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school

district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than $1,000,000.

XIV. REPORTING REQUIREMENTS

A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.

B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minnesota Statutes section 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minnesota Statutes section 471.38.

Legal References:
Minn. Stat. § 118A.01 (Definitions)
Minn. Stat. § 118A.02 (Depositories; Investing; Sales, Proceeds, Immunity)
Minn. Stat. § 118A.03 (When and What Collateral Required)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (Safekeeping; Acknowledgements)
Minn. Stat. § 356A.06, Subd. 7 (Investments; Additional Duties)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References:
MSBA/MASA Model Policy 703 (Annual Audit)
Minnesota Legal Compliance Audit Guide for School Districts Prepared by the Office of the State Auditor

Adopted: 10/21/02 *Orig. 1995*
Reviewed: 2007
Revised: 06/16/08, 01/23/2023

706 ACCEPTANCE OF GIFTS

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References: Minn. Stat. §123B.02, Subd. 6 (General Powers of Independent School Boards)
Minn. Stat. § 465.03 (Gifts to Municipalities)

Cross References: None

Attachment A to Policy 707 ¶

(Transportation of Public School Students)¶

¶

SCHOOL BUS SCHEDULING AND ROUTING¶

¶

Rockford Area School District 883 shall provide transportation for students in grades 1-5 who live one-half (1/2) mile or more from their designated school; and for students in grades 6-12 who live beyond one road mile of their designated school. Transportation for kindergarten students will be provided on regular AM and PM routes for those who live one-half (1/2) mile or more from their designated school (starting 2004-2005 school year, no daily Noon transportation will be available). If seating is available, students living within these boundaries will be picked up on designated routes. Students on private roads with ten or more homes will be picked up.¶

¶

School buses will travel on roads and in driving conditions as deemed appropriate in Policy 709. Designated bus stops will be no more than one-fourth (1/4) mile from the end of the student's driveway for grades K-8 and one half (1/2) mile for grades 9-12. If the driveway does not enter onto an approved road, the student may be required to walk up to one-fourth (1/4) mile from the beginning of an approved road to the designated bus stop.¶

¶

The school district will transport students to and from the designated bus stops using the following criteria:¶

¶

For students in Early Childhood, Kindergarten, Grades 1-5¶

¶

I. Home/School Transportation¶

- A. The district transportation department will determine the designated bus stop.¶
- B. Home residence of child will be the determining factor for a designated bus stop.¶
- C. Students will ordinarily be picked up and returned to their designated bus stop.¶
- D. Pick up and return will be the same location every day.¶
- E. Preschool designations are determined by location and numbers of students.¶

¶

II. Home/Daycare/Child Care Transportation¶

- A. Transportation will be provided to/from daycare if the daycare facility is on an existing district bus route.¶
  1. The drop-off or pick-up location shall be consistent daily to eliminate the possibility of confusion on the part of the riders, school officials and the transportation department.¶
  2. Preschool and kindergarten parents must contact the District Transportation Director to make sure daycare is on an existing preschool/kindergarten route.¶
- B. A parent/guardian may request the designated bus stop to be a daycare facility by completing the application, DAYCARE TRANSPORTATION FORM, and return to the District Transportation Director by August 1 of each school year.¶
  1. If daycare arrangements change during the school year, a NEW daycare form must be completed **three (3) days prior** to the date that the designated daycare bus stop change takes place.¶

¶

III. Exceptions to pick-up and delivery to same location every day¶

- A. Parent's varied work schedule¶

1. In the event a parent's work schedule is carried, a WEEKLY/MONTHLY TRANSPORTATION CONTRACT must be completed and signed **three (3) days prior** to the date that the change of designated bus stop takes place.¶
2. Once the contract is submitted in writing, no variation for that time period will be allowed.¶

B. A temporary/short-term reassignment of the designated bus stop may be approved if the request can be accommodated on an existing bus route and provided there is seating space available. This request must be submitted in writing to the building principal **24 hours** before the date the change of the designated bus stop takes place so that a temporary bus pass may be issued.¶
1. The purpose of the request shall be for unusual situations that require a different pattern of transportation on a one-time or short-term basis (i.e. child is to go to grandparents because parent is ill, child care provider is ill, parent vacation, joint custody situations).¶
2. Bus pass authorizations will be given on a limited basis.¶
3. Parent/guardian must submit **in writing** to the building principal, a **dated and signed** request for transportation to or from a bus stop other than those regular assigned. **The request must state that special circumstances that require the change**. The request shall also include first and last name of student, directions telling the driver where the student should be delivered, including name, address, and phone number of the person receiving the child, and bus route number.¶
4. **Phone requests will not be accepted**.¶

¶

IV. A student riding a bus other than the bus to which he/she has been assigned as provided in Sections I, II, and III defined above will be returned to the district's school-age childcare, Galaxy Kid's Club, in the Rockford Elementary School. It will be the responsibility of the parent or their representative to pick up the student prior to 6:00 PM and to pay the appropriate childcare charge assessed to parents of other Galaxy Kid's Club students.¶

¶

V. Under no circumstances will students be delivered to other than their designated bus stop for social situations (i.e., birthday parties, sleepovers, Boy or Girl Scouts meetings, study groups, or other non-emergency events).¶

¶

For students in Grades 6-12¶

¶

I. Only students assigned to the school bus by an administrative official shall be transported.¶

¶

II. Requests for students to ride another bus other than the designated bus must be approved by an authorized school official and a bus pass must be presented to the bus driver before boarding.¶

¶

III. Under no circumstances will students be delivered to other than their designated bus stop for social situations (i.e., birthday parties, sleepovers, Boy or Girl Scouts meetings, study groups, or other non-emergency events).¶

¶

¶

Establishing Bus Routes¶

¶

In establishing or reviewing bus routes, the transportation director shall utilize the following standards (in accordance with Policy 709):¶

¶

I. Safety¶

A. Buses should not make unsafe stops or turnarounds.¶

B. Students should not be required to cross busy highways.¶

¶

II. Efficiency¶

A. Efforts will be made to prevent overcrowded buses. In no case shall the number of students riding a bus exceed the posted capacity of the bus as established by the bus manufacturer.¶

B. Efforts will be made to establish routes so as to fill up the bus in as short a time as practical.¶

¶

III. Bus Riding Time (in descending order of importance.)¶

A. Wherever safety allows, bus stops will be consolidated to reduce the number of stops, turnarounds and distance traveled (within the above quarter-mile provision).¶

B. Preferential or shortened bus routes will not be given to students causing discipline problems on the bus.¶

C. Efforts will be made to achieve an equality of riding time for all students on the route in terms of the total number of minutes of riding time in the morning and afternoon (first on/first off). However, if a bus travels near a location where a later stop is scheduled, students living at the location will be allowed to leave the bus.¶

D. Efforts will be made to eliminate long waits at the elementary building in the afternoon.¶

E. Efforts will be made to explore the use of the alternatives to meet unique situations.

Adopted: 10/21/02 *Orig. 1995*
Reviewed: 2017
Revised: 12/17/18, 1/23/2023, 11/24/2025, 5/18/2026

707~~R~~ TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

A. "Child with a disability" includes every child identified under federal and state special education law as~~,~~ deaf or hard of hearing, blind or visually impaired, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.

B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.

C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.

D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.

E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.

F. "Pupil support services" are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located.

G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.

H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.

I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation.

D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.

B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.

D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's

actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.

C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/ STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, Subdivision 1(b)(4), for a resident child with disabilities not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with disabilities not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.

B. Resident students with disabilities who are transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school

district boundary.

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

~~***VIII. TRANSPORTATION OF STUDENTS PLACED IN DAY TREATMENT PROGRAMS*** ¶~~

~~¶~~

~~A. *PURPOSE* ¶~~

~~*Consistent with the authority granted by Minnesota law, the purpose of this policy is to impose reasonable restrictions on the transportation of students who are temporarily placed for care and treatment in a day program and who continue to live in the District during the care and treatment. In adopting this policy, the School Board has given consideration to social, political, economic, and educational factors.* ¶~~

~~¶~~

~~B. *SCOPE OF POLICY* ¶~~

~~*This policy applies to regular education and special education students who: (1) are legal residents of Independent School District No. 883; (2) are temporarily placed for care and treatment in a day program by a person or entity other than the District, a Minnesota court, or a Minnesota governmental agency; and (3) continue to live in the District during the care and treatment.* ¶~~

~~¶~~

C. *DEFINITIONS ¶*

For purposes of this policy, students who are placed in any of the following facilities are considered to be placed for "care and treatment": (1) chemical dependency and other substance abuse treatment centers; (2) shelter care facilities; (3) hospitals; (4) day treatment centers; (5) correctional facilities; (6) residential treatment centers; and (7) mental health program facilities. Such facilities must be licensed by the Minnesota Department of Human Services or the Minnesota Department of Corrections. ¶

¶

For purposes of this policy, the phrase "sufficient to meet the needs of the student" means that the facility provides treatment or services that are consistent with the established professional standard of care applicable to the individual needs of the student. In the event a student, parent, or legal guardian contends that a facility is not sufficient to meet the needs of the student, the student, parent, or legal guardian must provide a signed statement from a qualified physician explaining why the facility is not sufficient to meet the needs of the student. ¶

¶

D. *TRANSPORTATION RESTRICTIONS ¶*

Independent School District No. 883 may refuse to provide transportation to or from a care and treatment facility outside the District's regular operating hours. ¶

¶

Independent School District No. 883 may refuse to provide transportation to a care and treatment facility if another care and treatment facility is at least ten miles closer to the student's home and is sufficient to meet the needs of the student. The following exception applies: If the closest care and treatment facility is not covered by the parent's or legal guardian's insurer (if any) or does not have any openings, and the student or the student's parent or legal guardian submits written documentation to the District office showing that the insurer has formally denied coverage for a requested placement at the closest facility or that the facility has denied a requested placement because it has no openings, the District will provide transportation to the next closest facility that is covered by the student's insurer and has an opening.¶

VIIIIX. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district.

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school

of origin and the shelter or other non-shelter on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.

4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, Subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

iX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

XI. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XII. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section12132, (Americans with Disabilities Act) are governed by these provisions.

XIII. FEES

A. In its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional.

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

Legal References:
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.02 (Child with a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)

20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132, *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

~~**Attachment A**~~

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: MSBA Policy Updates - Final Reading

Meeting Date: May 18, 2026

Prepared by: Superintendent's Office

Date Prepared: May 1, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

The following policy updates from MSBA have been reviewed by the policy committee and are up for a Final read.

Policy Number	Policy Name	Changes
211	**CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT**	Technical Updates
401	**EQUAL EMPLOYMENT OPPORTUNITY**	Technical Updates
404	**EMPLOYMENT BACKGROUND CHECKS**	Technical Updates
405	**VETERAN'S PREFERENCE**	Technical Updates
406	**PUBLIC AND PRIVATE PERSONNEL DATA**	Technical Updates
410	**Family and Medical Leave Policy**	Substantive Updates
418	**DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**	Technical Updates
420	**STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS**	Technical Updates
427	**WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS**	Technical Updates
503	**STUDENT ATTENDANCE**	Substantive Updates
515	**PROTECTION AND PRIVACY OF PUPIL RECORDS**	Substantive Updates
520	**STUDENT SURVEYS**	Technical Updates
530	**IMMUNIZATION REQUIREMENTS**	Substantive Updates
615	**TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS**	Substantive Updates

	FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS	
613	**GRADUATION REQUIREMENTS**	Technical Updates
616	**SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**	Technical Updates
618	**ASSESSMENT OF STUDENT ACHIEVEMENT**	Technical Updates
619	**STAFF DEVELOPMENT FOR STANDARDS**	Technical Updates
620R	**CREDIT FOR LEARNING**	Substantive Updates
701	**ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET**	Substantive Updates
807	**HEALTH AND SAFETY POLICY**	Technical Updates
731R	**INFORMATION SECURITY GOVERNANCE AND CYBERSECURITY RISK MANAGEMENT**	Substantive Updates

Adopted: 9/18/00 *Orig. 1995*
Reviewed: 2006, 2022, 2024
Revised: 7/23/18, 5/18/26

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee or student.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.

B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.

C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreement and school district policies may also apply.

III. CIVIL ACTIONS

A. Pursuant to Minnesota Statutes Section 466.07, subd. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to Minnesota Statutes Section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and to the Family Educational Rights and Privacy Act, 20 United States Code § 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, to the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official designated as the responsible authority for the collection, use and dissemination of data.

D. Service of Subpoenas

School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. If the school district receives information relating to activities of a criminal nature, by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes and provisions of applicable collective bargaining agreements.

3. Pursuant to Minnesota Statutes section 123B.02, Subd. 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision whether to reimburse shall be made in the school board's discretion. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.

2. If questioning at school is unavoidable, the school district will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel, Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Op. Atty. Gen. 169 (Minn, Mar. 7, 1963)
Op. Atty. Gen. 169 (Minn, Nov. 3, 1943)

Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308 (1975)

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 408 (Subpoena of a School District Employee)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)

Adopted: 11/20/00 *Orig. 1995*
Reviewed: 2017, 2022
Revised: 07/23/18, 5/18/26

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and for all school district employees.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.

~~*[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § 363A.03, Subd. 44.]*~~

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.

D. Every school district employee shall be responsible for following this policy.

E. Any person having any questions regarding this policy should discuss it with *Business Manager/Personnel Manager.*

Legal References:
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 405 (Veteran's Preference)
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: 11/20/00 *Orig. 1995*
Reviewed: 2009
Revised: 07/23/18, 11/21/2022, 5/18/26

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who are ~~receive an~~ offered ~~of~~ employment in the school and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, volunteers or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may hire or otherwise allow an individual to provide a service to a school pending completion of a background check under Minnesota Statutes, section 123B.03, subdivision 1 or obtaining notice of a Professional Educator Licensing and Standards Board action under subdivision 1a but shall notify the individual that the individual's employment or other service may be terminated based on the result of the background check or Professional Educator Licensing and Standards Board action. The school district is not liable for failing to hire or for terminating an individual's employment or other service

based on the result of a background check or Professional Educator Licensing and Standards Board action. ~~The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes section 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.~~

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the ~~Minnesota~~ Commissioner of the Minnesota Department of Education within the 12 months preceding an offer of employment or permission to provide services.

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;

2. the other school hiring authority conducted a criminal background check within the previous 12 months;

3. the individual executes a written consent form giving the school district access to the results of the check; and

4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.

E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency

performing the same function in the resident state~~,~~ or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

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

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

Cross References: None

Adopted: 1/08/01 *Orig. 1995*
Reviewed: 2016
Revised: 07/24/17, 5/18/26

405 VETERAN'S PREFERENCE

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.

C. Veteran's preference points will be applied pursuant to applicable law as follows:

1. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.

4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.

F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

G. If the school district does not select~~rejects~~ a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

[Note: A school district may require a veteran to complete an initial hiring probationary period as defined in Minn. Stat. § 43A.16.]

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.

2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 (Veteran's Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA Model Policy 401 (Equal Employment Opportunity)

Adopted: 10/08/01 *Orig. 1995*
Reviewed: 2014
Revised: 07/23/18, 2022, 1/22/2024, 5/18/26

406 PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its employees, volunteers, independent contractors, and applicants ("personnel").

II. GENERAL STATEMENT OF POLICY

A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private or confidential.

III. DEFINITIONS

A. "Public" means that the data is available to anyone who requests it.

B. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject. and to school district staff who need it to conduct the business of the school district.

C. "Confidential" means the data are not public and are not accessible to the subject.

D. "Parking space leasing data" means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.

E. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.

F. "Finalist" means an individual who is selected to be interviewed by the school board for a

position.

G. **"**Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations, section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 Code of Federal Regulations, Parts 160, 162 and 164. "Protected health information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer; and records regarding a person which has been deceased for more than fifty (50) years.

H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendent, and principals and in a charter school, individuals employed in comparable positions.

IV. PUBLIC PERSONNEL DATA

A. The following information on current and former employees, volunteers and independent contractors of the school district, is public:

1. name;

2. employee identification number, which may not be the employee's Social Security number;

3. actual gross salary;

4. salary range;

5. contract fees;

6. actual gross pension;

5. terms and conditions of employment relationship;

6. contract fees;

7. actual gross pension;

8. the value and nature of employer-paid fringe benefits;

9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;

10. job title;

11. bargaining unit;

12. job description;

13. education and training background;

14. previous work experience;

15. date of first and last employment;

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;

17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;

18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;

20. work telephone number;

21. badge number;

22. work-related continuing education;

23. honors and awards received;

24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data; and

25. Photo

B. The following information on current and former applicants for employment by the school district is public:

1. veteran status;

2. relevant test scores;

3. rank on eligible list;

4. job history;

5. education and training; and

6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for a public employment.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:

a. name;
b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
c. education and training;
d. employment history;
e. volunteer work;
f. awards and honors;
g. prior government service;
h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, Section 15.0597; and
i. veteran status.

2. Once an individual is appointed to a public body, the following additional items of data are public:

a. residential address;
b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
c. first and last dates of service on the public body;
d. the existence and status of any complaints or charges against an appointee; and
e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.

3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision. 2(b), upon completion of an investigation of a complaint or

charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

Data relating to a complaint or charge against a public official is public only if:

1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement. Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

A. All other personnel data not listed in Section IV are private data will not be otherwise released unless authorized by law.

B. Data pertaining to an employee's dependents are private data on individuals.

C. Data created, collected or maintained by the school district to administer employee assistance programs are private.

D. Parking space leasing data with regard to data on individuals are private.

E. An individual's checking account number is private when submitted to a government entity.

F. Personnel data must be disseminated to labor organizations to the extent necessary to conduct elections, investigate and process grievances and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the

employee.

H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. a pre-petition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 1; or

3. a court, law enforcement agency, or prosecuting authority.

I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.

J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:

1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

L. The school district must report to the board of teaching or the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota Statutes, section 122A.20, subdivision 2, and shall, upon written request from the licensing board having jurisdiction over a license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, Chapter 268.

N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, Chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.

O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if

1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or

2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes, Chapter 13. Data that are released under this paragraph must not include data on the student.

P. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.

Q. Protected health information, as defined in 45 code of Federal Regulations, Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.

R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations - and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government

entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner of MDE makes a final determination of child maltreatment involving a teacher under Minnesota Statues, section 260E.21, subdivision 4 or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes 13.41, subdivision 5, and must provide the PELSB and the licensing division at MDE with the necessary and relevant information to enable the PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minnesota Statutes Chapter 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated the *Superintendent* as the authority responsible for personnel data.

The responsible authority, or a school district employee if so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.41 (Licensing Data – Public Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, subd. 3 (Applicants for Employment)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07(Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, 162 and 164 (HIPAA Regulations)

Cross References:
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA Law Bulletin "I" (School Records – Privacy – Access to Data)

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Reviewed: 2015, 2021, 2022, 2023, 2024
Revised: 06/20/16, 9/19/2022, 3/18/24, 8/18/25, 5/18/26

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA). ~~and also with parenting leave under state law.~~

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA. ~~and consistent with the requirements of the Minnesota parenting leave laws.~~

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. "Covered service member" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.

2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service

during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations.

While the twelve (12) months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

D. "Military caregiver leave" means leave taken to care for a covered service member with a serious injury or illness.

E. "Next of kin of a covered service member" means the nearest blood relative other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered service member, all such family members shall be considered the covered service member's next of kin, and the employee may take FMLA leave to provide care to the covered service member, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered service member's only next of kin.

F. "Outpatient status" means, with respect to a covered service member who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:

1. a military medical treatment facility as an outpatient; or

2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;

2. to attend military events and related activities of a covered military member;

3. to address issues related to childcare and school activities of a covered military

member's child;

4. to address financial and legal arrangements for a covered military member;

5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;

6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member;

8. to address care needs of a covered military member's parent who is incapable of self-care; and

9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or

2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning given in 38 United States Code section101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

a. birth of the employee's child and to care for such child;

b. placement of an adopted or foster child with the employee;

c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or

e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:

a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

(1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to

perform the duties of the servicemember's office, grade, rank, or rating; or

(2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

(3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

(4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school

district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered service member being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

    The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for

reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

~~B. Twelve-week Leave under State Law~~¶

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~~An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.~~¶

B~~C~~. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the service member. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a service member includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered service member and ends 12 months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered service member with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered service member and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs IV.A. 7., IV.A. 10., IV.A. 12., IV.A. 13., and IV.A. 14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.

2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.

4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

VI. OTHER

A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: ~~Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)~~
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References:

Adopted: 04/16/01 *Orig. 1995*
Reviewed: 2015
Revised: 07/23/18, 9/19/2022, 9/18/2023, 11/24/2025, 5/18/26

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, or medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.

C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.

E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.

I. "Toxic substances" includes 1)glue, cement, aerosol paint containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.

J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, Subdivision 1a and is pursuant to the procedure established under Paragraph V.G below.((~~experiments in laboratories; pursuant to a temporary license to sell liquor issued~~

~~under Minnesota laws or possession after the purchase from such a temporary license holder).~~

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

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

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

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

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, intoxicating

cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medial cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes, section 624.701, Subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

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

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and

asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:

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

Cross References:

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

Resources:

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

List of Model Cannabis Education Programs for School District and Charter School Consideration.

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

Please visit MDE's Health Education webpage for more information.

Adopted: 4/16/01 Orig. 1995
Reviewed: 2015
Revised: 06/20/16,11/21/2022, 5/18/26

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Students

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

B. Employees

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

C. Circumstances and Conditions

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

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

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

D. Students with Special Circumstances and Conditions

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

E. Extracurricular Student Participation

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

F. Precautions

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

G. Information Sharing

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

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

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

H. Reporting

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

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;

2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;

3. cooperation and coordination among school districts and Service Cooperatives;

4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;

5. involvement of parents and other community members;

6. in-service training for district staff and school board members;

7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and

9. participation by state and local student organizations.

10. The program must be consistent with the health and wellness curriculum.

11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funds and foundations,

department professional development funds, federal block grants or other federal or state grants.

J. Vaccination and Screening

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

Legal References:
Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441- (Tuberculosis Screening in Schools)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

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

Resources:
MN Department of Health, *Persons Required to Report Disease* (accessed 12/23/25)

Adopted: 6/15/15 *Orig. 2015*
Reviewed: 2022
Revised: 7/23/18, 5/18/26

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

[NOTE: MSBA arranged these paragraphs in alphabetical order in February 2026.]

A. Direct Services

"Direct services" means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

B. Indirect Services

"Indirect services" means special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

C. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

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~~"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.~~

III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)

Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

Adopted: 07/09/01 *Orig. 1995*
Reviewed: 2013, 2025
Revised: 04/20/15, 5/16/2022, 5/18/26

503R STUDENT ATTENDANCE

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota. Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

c. The district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff during scheduled school hours. Minnesota Statutes, section 120A.22 does not remove the school district's responsibility to continue to comply with reporting requirements in Minnesota Statutes, section 126C.05 for the purposes of funding.

d. The principal must issue and keep a record of attendance, under rules established by the school board.

B. Attendance Procedures

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

1. Excused Absences

a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

b. The following reasons shall be sufficient to constitute excused absences:

(1) Illness.

(2) Serious illness in the student's immediate family.

(3) A death or funeral in the student's immediate family or of a close friend or relative.

(4) Medical, dental, or orthodontic treatment, or a counseling appointment.

(5) Vacations with family.

(6) Personal trips to schools or colleges.

(7) Court appearances occasioned by family or personal action.

(8) Religious instruction not to exceed three hours in any week.

(9) Physical emergency conditions such as fire, flood, storm, etc.

(10) Official school field trip or other school-sponsored outing.

(11) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

(12) Family emergencies.

(13) Active duty in any military branch of the United States.

(14) A student's condition that requires ongoing treatment for a mental health diagnosis.

c. Consequences of Excused Absences

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

(2) Work missed because of absence must be made up within *2* days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

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

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

(a) *The parent or guardian will be notified by phone or by mail after three unexcused absences by the student At the time of notification, the student or his/her parent/guardian will be urged to set up a conference with school officials regarding the student's absences and any prescribed consequences.*

(b) *Disciplinary action may also include but is not limited to detention, suspension, etc. as deemed appropriate by the building administrator*

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

   a. Students tardy at the start of school must report to the school office for an admission slip.

   b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

   Valid excuses for tardiness are:

   a. Illness.

   b. Serious illness in the student's immediate family.

   c. A death or funeral in the student's immediate family or of a close friend or relative.

   d. Medical, dental, orthodontic, or mental health treatment.

   e. Court appearances occasioned by family or personal action.

   f. Physical emergency conditions such as fire, flood, storm, etc.

   g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

   a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

   b. *Tardiness between periods will be handled by the teacher.*

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

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. *Grade 9-12 students involved in athletics or activities must be in school all day to be eligible for practice or competition. The exceptions to this rule are as follows:*

   - *9-12 students may have an excused absence from all or part of first and/or second block (until 10:30 am).*
   - *9-12 students may be excused for a medical appointment, in which case the absence will be allowed for any part, or all, of the school day. Upon returning to school, the student will furnish written notification from the medical office, verifying the visit.*

   Students, in grades 7 & 8, must not have an unexcused absence, as determined by the Middle School Attendance Policy.
   Consequences: a student whose absence from school does not comply with this policy will lose eligibility to practice or play in any school activity that same day.

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

III. RELIGIOUS AND CULTURAL OBSERVANCES ACCOMMODATION

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

IV. DISSEMINATION OF POLICY

1. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

2. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for a religious or cultural observance.

IV. REQUIRED REPORTING

A. Continuing Truant

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

1. Three (3) days if the child is in elementary school; or

2. Three (3) or more class periods on three (3) days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

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

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34;

4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes Chapter 260C;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes section 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one (1) day.

C. Habitual Truant

1. A habitual truant is a child ~~under the age of 17 years~~who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse ~~for seven school days per school year if the child is in elementary school or~~ for one or more class periods on seven (7) school days per school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from

attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days per school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

Pursuant to section 260C.163, subdivision 11, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes Chapter 260A.

Legal References:

Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton B. of Edu. 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. B. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. B. of Educ. of Township High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. B. of Educ. 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References:

MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: 11/09/01 *Orig. 1995*
Reviewed: 2013,2024
Revised: 04/18/16, 9/19/2022, 8/21/2023, 11/24/2025, 5/18/26

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act) (FERPA) 34 Code of Federal Regulations. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, and Minnesota Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students

who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information," under federal law, means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include;

a. a student's social security number;

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

2. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

[Note: The federal definition includes all of the types of information specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.

The Minnesota definition imposes additional restrictions upon the types of information that may be designated as directory

information.

A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records. The term "education records" does not include:

   a. Records of instructional personnel that are:

      (1) kept in the sole possession of the maker of the record; and

      (2) used only as a personal memory aid;

      (3) not accessible or revealed to any other individual except a temporary substitute teacher; and

      (4) are destroyed at the end of the school year.

   b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

      (1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of postsecondary~~post-secondary~~ education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of postsecondary~~post-secondary~~ education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means ***District Superintendent*** and ***Building Principal***.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and postsecondary~~post-secondary~~ educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of postsecondary~~post-secondary~~ education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

   a. in plain language;

   b. dated;

   c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

   d. specific as to the nature of the information the subject is authorizing to be disclosed;

   e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

   f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

   g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. <u>Eligible Student Consent</u>

   Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and

required of the eligible student, except as provided in Section V of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the

organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health, including mental

health, or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII of this policy;

14. To military recruiting officers and postsecondary~~post-secondary~~ educational institutions pursuant to Section XI of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate ~~health authorities to~~ parties, including parents or an eligible student, in connection with an emergency if knowledge of the information is~~extent~~ necessary to ~~administer immunization programs~~ protect the health or safety of the student or other individuals (34 Code of Federal Regulations, part 99.36)and for bona fide epidemiologic investigations which the Commissioner of the Minnesota Department of Health~~commissioner of health~~ determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a

student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute,

or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

    The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304)who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the Commissioner of the Minnesota Department of Health ~~commissioner of health~~ determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted; or~~.~~

4. to appropriate parties, including parents or an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

4. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process

required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI of this policy.

3. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e- mail address in a class in which the student is enrolled.; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be

signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this paragraph~~section~~, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POSTSECONDARY~~POST-SECONDARY~~ EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. Copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and postsecondary~~post-secondary~~ educational institutions. To refuse the release of the above information to military recruiting officers and postsecondary~~post-secondary~~ educational institutions, a parent or eligible student must notify the responsible authority, ***building principal,*** in writing by ***September 15*** each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this article~~section~~ may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this article~~section~~ does not prevent the school district from disclosing personally identifiable information under Section VI of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI of this policy; and

   b. The school district has complied with the record-keeping requirements of article~~Section~~ XIII of this policy.

2. Subdivision A. of this article~~section~~ does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section14071. However, the school district must provide the notification required in Section XII.D of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the

event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this article~~section~~ for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4 of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B of this policy, the record of disclosure required under this article~~section~~ shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1 does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials Section VI.B.1 of this policy, to requests for disclosures of directory information under Section VII of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code section 2332b(g)(5)(B) or an act of

domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this article~~section~~ immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this article~~section~~

includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for

the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

a. the cost of materials, including paper, used to provide the copies;

b. the cost of the labor required to prepare the copies;

c. any schedule of standard copying charges established by the school district in its normal course of operations;

d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and

e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the

student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this article~~section~~.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this article~~section~~.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this article~~section~~ shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and

evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this article~~section~~ and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, Chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means ***Building Principal*.**

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this article~~section~~ must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal No Child Left Behind Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Resources

U.S. Department of Education: *FAQs on Photos and Videos under FERPA | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *FERPA/IDEA Crosswalk | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy* (accessed 012926)

Minnesota Department of Health: *The Family Educational Rights and Privacy Act (FERPA) and Immunization Data* (including *Possible School Consent Language for Sharing Immunization Data with Registries*) (accessed 012926)

Adopted: 4/17/06 *Orig. 1995*
Reviewed: 2016, 2022, 2024
Revised: 01/18/17, 5/18/26

520 STUDENT SURVEYS

I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the students returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey , analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with paragraphs~~Sections~~ IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent of a student to inspect, upon~~on~~ request of the parent, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student,

including any applicable procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the student~~child~~ lives, or a person who is legally responsible for the welfare of the student~~child~~.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student, including an evaluation, to a student which contains one or more of the items listed in paragraph~~Section~~ IV.B., above, including the right of a parent of a student to inspect, upon ~~on~~ request of the parent, any such survey.

c. The right of a parent of a student to inspect, upon ~~on~~ request of the parent, any instructional material used as part of the educational curriculum for the student and any applicable procedures for granting a request by a parent for reasonable~~such~~ access to instructional material within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as~~i.e.,~~ materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing

educational products or services for, or to, students or educational institutions, such as:

(a) college or other postsecondary education recruitment or military recruitment;

(b) book clubs, magazines, and programs providing access to low-cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students(, or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in ~~Section IV.C.1.~~, Subparagraph IV.C.1.e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under ~~Section IV.C.~~ Subparagraph IV.C.1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal

information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in paragraph~~Section~~ IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in ~~Section IV.C.2.~~, Subparagraph IV.C.2.b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students direct notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedure and Process)

Resources:
U.S. Department of Education, *Family Educational Rights Privacy Act (FERPA)* (accessed 11/03/25)

U.S. Department of Education, *Protection of Pupil Rights Amendment (PPRA)* (accessed 11/03/25)

Adopted: 4/17/06 *Orig. 1999*
Reviewed: 2017, 2024
Revised: 09/17/18, 5/18/26

530 IMMUNIZATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement, from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in paragraph ~~Section~~ III.A. or III.B., above, or statement of immunization set forth in article~~Section~~ IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of thirty (30) days to submit a statement specified in paragraph~~Section~~ III.A. or III.B., above, or article~~Section~~ IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

B. The parent or guardian of a minor student or an emancipated student submits a ~~his or her~~ notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or emancipated student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district will develop and implement a procedure to:

1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Minnesota Department of Health;

2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;

3. review student health records to determine whether the required information has been provided; and

4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five (5) years after the student attains the age of majority.

B. Student immunization records maintained by the school district are generally considered education records subject to the Family Education Records and Privacy Act (FERPA). The school district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies. ~~Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.~~

C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within thirty (30) days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution as defined in Minnesota Statutes, section 135A.14, the designated school district administrator shall ~~will~~ assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within sixty (60) days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Minnesota Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Minnesota Department of Health.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)

Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
20 U.S.C. § 1232g (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (Jan. 17, 1968)
Op. Atty. Gen. 169-W (July 23, 1980)

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

Resources: MN Department of Health: School Health Personnel Immunization and Disease Reporting (accessed 12/15/25)

Adopted: 03/20/00 *Orig. 1997*
Reviewed: 2019, 2022
Revised: 04/20/20, 11/21/2022, 2/19/25, 5/18/26

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 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 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. Students beginning 8th grade in the 2023-24 school year and beyond, must successfully complete, as determined by the school district, the following high school level course credits for graduation *(one (1) course credit = 1 semester):*

1. *Eight* credits (4 years) of language arts sufficient to satisfy all academic standards in English language arts;

2. *Six* credits (3 years) of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

3. *Six* 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;

4. *Seven* credits (3.5 years) 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;

5. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;

6. *One* credit sufficient to satisfy the state standards in physical education;

7. *One* credit sufficient to satisfy the state standards in health;

8. *One* credit of career and technical education, and

9. *One* credit of Personal Finance

10. A minimum of *seventeen elective* course credits.

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.A.4., , 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.A.3, 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.A.3. , 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. A.3., above.

e. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.A.2. or VI.A.5., above.

f. A computer science credit may fulfill a mathematics credit requirement under VI.A.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.A.2. or VI.B.3., above, if the credit meets the state academic standards in science or mathematics.

B. Students beginning 8th grade in the 2022-23 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 semester):*

1. *Eight* credits (4 years) of language arts sufficient to satisfy all academic standards in English language arts;

2. *Six* credits (3 years) of mathematics, an advanced algebra credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

3. *Six* 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;

4. *Seven* credits (3.5 years) 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;

5. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;

6. *One* Credit sufficient to satisfy the state standards in physical education;

7. *One* Credit sufficient to satisfy the state standards in health;

8. *One* credit of career and technical education, and

9. A minimum of *eighteen* elective course credits.

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.B.4., 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.3. ,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.B.3. , above, if the credit meets the state chemistry or physics academic standards as approved by the school district.

d. 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.3., above.

e. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.B.2. or VI.B.5., above.

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

g. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.B.2. or VI.B.3., above, if the credit meets the state academic standards in science or mathematics.

h. 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. Students beginning 8th grade in the 2017-18 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 semester):*

1. *Eight* credits (4 years) of language arts sufficient to satisfy all academic standards in English language arts;

2. *Six* credits (3 years) of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.

3. *Six* credits (3 years) of science, including (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;

4. *Seven* credits (3.5 years) 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.

5. *Two* credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;

6. *One* credit of health *and* one credit of physical education;

7. *One* credit of career and technical education, and

8. A minimum of *eighteen* elective course credits.

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.C.4., above, if the credit is sufficient to satisfy all of the academic standards in economics.

b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI.C.3. ,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.C.3. , 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.C.3.., above.

e. A career and technical education course may fulfill a mathematics credit or arts requirement under Section VI.C.2. or C.5., above.

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

g. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.C.2. or VI.C.3., 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 Academic~~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.13 (Advanced Placement and International Baccalaureate Programs)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)

Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)

Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0750~~00 3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts ~~3501.0900-~~3501.0955 (Academic Science Standards for Kindergarten through Grade 12~~in Science~~)
Minn. Rules Parts 3501.1350~~00 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)

Resources:
Minnesota House of Representatives: Minnesota's Graduation Requirements (November 2025) (accessed 01/29/26)

Adopted: 05/15/06 *Orig. 1997*
Reviewed: 2019, 2022
Revised: 04/20/20, 2/16/25, 5/18/26

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. The federal Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota Comprehensive Assessment (MCA), the Minnesota Test of Academic Skills (MTAS), and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments used to meet this requirement.

The MCA and MTAS/Alt MCA are criterion-referenced assessments, which means they measure a snapshot of student learning of a fixed set of criteria: the Minnesota Academic Standards. The Minnesota K–12 Academic Standards are revised every ten (10) years, according to a schedule determined by the state legislature. When standards are updated, the statewide assessments are also updated with a new series to align to the new standards. The new assessments are administered when the new academic standards are fully implemented.

B. The Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCA)

1. The Minnesota Test of Academic Skills (MTAS) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments designed for, and limited to, students with the most significant cognitive disabilities. They are designed to measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students who receive special education services and meet the eligibility criteria may take the MTAS/Alt MCA.

2. In compliance with the transition to new Minnesota academic standards, the Minnesota Department of Education (MDE) is developing alternative assessments, the Alt MCA, to replace the MTAS, according to the following schedule:

a. Science Alternate MCA (2024-25 school year);

b. Reading Alternate MCA (2025-26 school year); and

c. Mathematics Alternate MCA (2027-28 school year).

III. DEFINITIONS

A. Most Significant Cognitive Disability

This term describes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. IEP teams may use the following characteristics to identify if a student has a most significant cognitive disability:

1. The student's cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by

   a. a standardized norm-referenced measure of cognitive functioning, or

   b. when formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).

2. The student's disability has a significant impact on their ability to function in multiple environments, including home, school and community.

3. The student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills to actively participate in school, work, home and community environments.

B. Other key terms are defined in the current MDE *Procedures Manual for the Minnesota Assessments* (see Resources).

IV. ALTERNATIVE ASSESSMENT

A. Initial Steps

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. 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 must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

   If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of an alternate assessment.

4. Participation decisions will be made separately for mathematics, reading, and science. Participation decisions must be made annually and documented in a student's IEP.

B. Alternate Assessment Eligibility Requirements

1. For a student with a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true:

   a. the student's cognitive functioning to be significantly below age expectations;

   b. the student's disability has a significant impact on their ability to function in multiple environments, including home, school, and community; and

   c. the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills to actively participate in school, work, home, and community environments.

2. Alternate assessment participation decisions must not be made on the following factors:

   a. Student's disability category as defined in Minnesota Rules, part 3525.1325-1348;

   b. Educational environment or instructional setting;

   c. Participation in a separate, specialized curriculum;

   d. An expectation that the student will receive a low score on the MCA;

   e. Language, social, cultural, or economic differences;

   f. Concern for participation rate calculations at the district level.

V. ALTERNATE ACCESS FOR ELs

A. ACCESS for ELs

1. All English learners in grades K–12 in public schools are required to participate annually in an English language proficiency assessment. With very few exceptions, all English learners take the ACCESS for ELs.

   Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

   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. Some students with significant cognitive disabilities may be eligible to take the Alternate ACCESS for ELLs instead of the ACCESS for ELL.

B. Eligibility Requirements

1. The student is identified as an English learner (EL) and is reported as EL in student enrollment data submitted in the Minnesota Automated Reporting Student System (MARSS);

2. The student must have a most significant cognitive disability;

3. The student cannot meaningfully participate in the WIDA ACCESS, even with allowable accommodations.

4. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

C. Alternate ACCESS participation decisions must not be made on the following factors:

1. The student's disability category alone;

2. The student's placement or instructional setting;

3. The student's language background, or other social, cultural, or economic factors;

4. An expectation that the student will receive a low score on the WIDA ACCESS ; and

5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.

~~**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.

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

See Chapter 4 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports

VII. 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)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
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: 08/14/06 *Orig. 1997*
Reviewed: 2019, 2022, 2023, 2024
Revised: 10/21/19, 9/20/21, 08/21/23, 9/15/25, 5/18/26

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and the federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents or guardians and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and the federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the *District Curriculum Advisory Committee (the "Advisory Committee")*.

2. The District Advisory Committee created under Policy 603 (Curriculum

Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the District Curriculum Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies, and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with the MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. In the *fall* of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.,*] will provide active community participation in:

   a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;

   b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

   c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,

   d. Advising the school board about development of the annual budget.

3. The District Advisory Committee shall meet the following criteria:

   a. The District Advisory Committee shall ensure active community participation in all phases of planning and improving the~~for~~ instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2.~~Graduation Standards~~.

   b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.

   c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

   d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. Translation services should be provided to the extent appropriate and practicable.

5. The District Advisory Committee shall meet the following timeline each year to:

   Fall Hold an organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board;

   Agree on the process to be used and become familiar with the instruction and curriculum of the cycle content area.

   Winter: Review evaluation results and prepare recommendations.

   Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee.
A committee of professional staff shall develop a plan for assessment of student progress, the graduation standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, review process cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines.

   The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner required under Minnesota Statutes, section 120B.11, subdivision 5.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
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)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat.§ 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making ; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147, (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12~~the Arts~~)
Minn. Rules Parts ~~3501.0900-~~3501.0960 (Academic Science Standards for Kindergarten through Grade 12~~in Science~~)

Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.13~~00-3501.1345~~ (Academic Standards for Social Studies

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standard for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and

High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: 07/15/02 *Orig. 1998*
Reviewed: 2017, 2024
Revised: 04/15/19, 11/21/2022, 08/21/23, 5/18/26

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Benchmark" means the specific knowledge or skills that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

D. "Cultural competence," "cultural competency," or "culturally competent," for purposes of statewide accountability, means the ability of families and educators ~~and will~~ to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, ~~or~~ other cooperative work experience, youth apprenticeship, or employment.

G. "Required standard" means ~~(1)~~ a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards are required to be implemented in the classroom.~~, and (2) a locally adopted expectation for student learning in health.~~

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The *superintendent* shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.

B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

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

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

a. computer-adaptive reading and mathematics assessments in grades 3 through 8;

b. state-developed high school reading and mathematics tests aligned with state academic standards;

c. ~~high school reading in grade 10, mathematics in grade 11 and~~ a high school writing test aligned with state standards~~;~~ when it becomes available; and

d~~e~~. ~~science assessments.~~ Annual science assessments are required in one (1) grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma);

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.;

4. The school district may use a student's performance on a statewide assessment as one of ~~the~~ multiple criteria to determine grade promotion or retention. The school district ~~also~~ may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. T~~For students in grade 8 in the 2012-2013 school year and later, t~~he school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota a~~A~~cademic s~~S~~tandards, as measured by the Minnesota Comprehensive Assessments administered during ~~in~~ high school, shall~~must~~ be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c). The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:

a. explains the need for state academic standards;

b. identifies the state assessments that are aligned with state standards;

c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;

d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;

e. summarizes the provisions in Minnesota Statutes section 120B.306, subdivision 1~~1(a) and (c)~~; and

f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

3. The school district may provide a student's parent access to the student's individual student performance data and achievement report that is made available under Minnesota Statutes, section 120B.305, paragraph (b), clause (1), when the performance data and report is available to the school district.

VI. Rigorous Course of Study Waiver

A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and

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

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

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

VII. CAREER EXPLORATION ASSESSMENT

A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

B. On an annual basis, the school district must use the career exploration elements ~~in these assessments~~ to help students, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

C. Though not a high school graduation requirement, all students, except those eligible for alternative assessments, are encouraged to participate in a nationally recognized college entrance exam. ¶

D~~C~~. A~~ll~~ students~~, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks,~~~~who demonstrates attainment of required state academic standards, which include career and college readiness benchmarks, on high school assessments, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

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

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

E~~D~~. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

F~~E~~. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (General Requirements: Statewide Assessments ~~Testing and Reporting System~~)

Minn. Stat. § 120B.302 (General Requirements; Test Design)

Minn. Stat. § 120B.305 (Assessment Reporting Requirements)

Minn. Stat. § 120B.306 (District Assessment Requirements)

Minn. Stat. § 120B.307 (College and Career Readiness)

Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)

Minn. Rules Parts 3501.06~~40-3501.0655~~ (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12~~the Arts~~)
Minn. Rules Parts ~~3501.0900-~~3501.0960 (Academic Science Standards for Kindergarten through Grade 12~~in Science~~)
Minn. Rules Parts 3501.135~~000-3501.1345~~ (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing~~,~~ Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: 07/15/02 *Orig. 1998*
Reviewed: 2017
Revised: 04/15/19, 11/21/2022, 2/16/25, 5/18/26

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 Graduation Requirements and with students as they progress to achievement of those ~~Graduation~~ Assessment Graduation 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 Graduation 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) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the ~~Graduation~~ Assessment Graduation 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 Graduation Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for ~~Graduation~~ Assessment Graduation 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 Graduation 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)

Minn. Stat. § 120B.303 (Assessment Graduation Requirements)

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 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501. 0820 (Academic Arts Standards for Kindergarten through Grade 12~~the Arts~~)
Minn. Rules Parts~~ 3501.0900-~~3501.0960 (Academic Science Standards for Kindergarten through Grade 12~~in Science~~)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13~~00-3501.1345~~ (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:

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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, 11/24/2025, 4/20/26

620R CREDIT FOR LEARNING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. "Course" means a course or program.

D. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

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

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least ***24*** credits from the transferring school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least ***4 semesters of*** credits from the school district.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank

3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. One credit of a postsecondary class is equivalent to .5 of a high school credit. A four credit postsecondary class would in the required subject area would be equivalent to one full year of high school credit.Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following ~~school year~~ academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

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

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (8), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective

credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

A. Additional weight is given for courses where the curriculum is significantly more challenging, ~~such as College in the School (CIS) courses and International Baccalaureate (IB) courses~~. College courses taken by PSEO students~~, deemed by Rockford High School to be equivalent to its CIS courses,~~ are eligible for weighted grading upon verification of equivalence to courses offered at Rockford High School by the Guidance Office ~~, 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 through PSEO~~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-4 ¶**~~
~~Standards Rubric ¶~~
~~1 – Does Not Meet ¶~~
~~2 – Partially Meets ¶~~
~~3 – Meets ¶~~

~~4 - Exceeds ¶~~
~~NE - No evidence¶~~
~~__ - A blank entry indicates a standard has not been addressed during a given grading period.¶~~

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

IX. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12~~the Arts~~)
Minn. Rules Parts ~~3501.0900-~~3501.0960 (Academic Science Standards for Kindergarten through Grade 12~~in Science~~)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13~~00-3501.1345~~ (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: 11/15/04 *Orig. 1995*
Reviewed: 2011
Revised: 07/24/17, 01/23/2023, 11/24/2025, 5/18/26

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENTS

A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. ~~The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.~~ When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.

B. ~~The school district must maintain separate accounts to identify revenues and expenditures for each building.~~ Expenditures shall be reported in compliance with Minnesota Statutes section 123B.76.

C. Prior to July 1 of each year, the school board must~~shall~~ approve and adopt its ~~initial~~ revenue and expenditure budgets for the next school year. The ~~adopted expenditure~~ budget document so adopted must~~shall~~ be considered an~~the school board's~~ expenditure authorizing or appropriations document~~authorization for that school year~~. No funds shall~~may~~ be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

D. Each year, the school district must~~shall~~ publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the

Commissioner the Minnesota Department of of Education (commissioner)within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement mustshall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. ~~A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district.~~ At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section, 123B.10.

E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

F. The school district must also post the materials specified in Paragraph III.D. above in a conspicuous place on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

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

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

Adopted: 03/21/16
Reviewed: 1/21/26
Revised: 9/19/2022, 5/18/2026

731R Information Security Governance and Cybersecurity Risk Management

I. PURPOSE

The purpose of this policy is to establish governance for the protection of Rockford Area Schools information systems, technology infrastructure, and data. Information technology systems and data are essential to district operations and must be protected from unauthorized access, disclosure, alteration, disruption, or destruction.

This policy establishes the framework for the district's Information Security Program and provides direction for protecting the confidentiality, integrity, and availability of district information resources.

The district's cybersecurity and information security program align with nationally recognized cybersecurity frameworks and guidance including:

- National Institute of Standards and Technology (NIST) Cybersecurity Framework (CSF 2.0)
- Cybersecurity and Infrastructure Security Agency (CISA) K–12 Cybersecurity Guidance
- CIS Critical Security Controls
- ISO/IEC 27002:2022 Information Security Controls

II. GENERAL STATEMENT OF POLICY

Rockford Area Schools shall maintain a comprehensive Information Security Program designed to protect district information resources, reduce cybersecurity risk, and ensure compliance with applicable laws and regulations.

The district will implement administrative, technical, and physical safeguards to protect district data and systems from unauthorized access, misuse, disruption, or loss.

Information security responsibilities extend to all district employees, students, contractors, volunteers, and third parties who access district systems or data.

The Superintendent shall establish and maintain administrative procedures, operational standards, and technical safeguards necessary to implement this policy.

III. SCOPE

This policy applies to all district information systems and information assets including:

- District-owned computers, devices, and equipment
- Network infrastructure and communications systems
- Cloud-based systems and hosted services
- Software and applications used to support district operations
- Data created, received, stored, or transmitted by the district

This policy also applies to third-party vendors and service providers that store, process, transmit, or access district data.

IV. INFORMATION SECURITY GOVERNANCE

The district shall maintain governance processes to oversee cybersecurity risk management and the protection of district information assets.

Information security governance responsibilities include:

- Oversight of cybersecurity risk management
- Implementation of district information security policies and procedures
- Compliance with applicable federal and state laws
- Cybersecurity incident response coordination
- Oversight of vendor and third-party data security
- Oversight of cybersecurity program maturity and performance metrics

The Superintendent shall designate a district Information Security Representative responsible for administration of the district's Information Security Program.

Cybersecurity Governance Committee

The district shall maintain a Cybersecurity Governance Committee consisting of representatives from Technology, Administration, Operations, and other relevant departments. The committee shall provide oversight of cybersecurity risk management, policy development, and incident response coordination.

V. ROLES AND RESPONSIBILITIES

1. School Board

The School Board provides governance oversight through adoption and periodic review of district information security policies.

2. Superintendent

The Superintendent is responsible for:

- Ensuring implementation of this policy
- Designating a district Information Security Representative
- Ensuring appropriate resources are available to support cybersecurity protections

3. Director of Technology

The Director of Technology is responsible for administration of the district's Information Security Program including:

- Network and infrastructure security
- Identity and access management
- Endpoint protection and monitoring
- Security monitoring and vulnerability management
- Backup and disaster recovery systems
- Coordination of cybersecurity incident response

The Director of Technology shall provide an annual report to the School Board summarizing:

- The district's cybersecurity risk posture
- Significant cybersecurity incidents
- Program maturity metrics and improvement efforts

4. Information Security Representative

The designated Information Security Representative shall support administration of the district's cybersecurity program and maintain professional knowledge and competency in cybersecurity practices through continuing professional education and relevant professional training.

5. District Administrators

District administrators are responsible for supporting implementation of district information security policies and ensuring staff compliance with data protection requirements.

6. Employees and Authorized Users

All employees and authorized users of district technology systems are responsible for:

- Protecting district data from unauthorized disclosure
- Following district information security and technology policies
- Reporting suspected cybersecurity incidents or vulnerabilities to the Technology Department or designated Information Security Representative

Failure to comply with district security policies may result in disciplinary action.

VI. INFORMATION SECURITY PROGRAM REQUIREMENTS

The district shall maintain an Information Security Program that includes the following components:

1. Cybersecurity Risk Management

The district shall conduct cybersecurity risk assessments at least annually and when significant changes to district technology systems occur.

The district shall maintain a cybersecurity risk register documenting identified risks, mitigation strategies, and responsible owners.

2. Access Control

The district will implement controls to ensure that access to district systems and data is restricted to authorized users based on job responsibilities. Security controls may include:

- Role-based access controls
- Least-privilege access
- Multi-factor authentication for administrative accounts, remote access, and access to sensitive systems

3. Endpoint and Network Security

The district will implement safeguards to protect network infrastructure and computing devices including endpoint protection technologies, network security controls, and vulnerability management.

4. Security Logging and Monitoring

The district shall maintain centralized security logging and monitoring capabilities designed to detect suspicious or malicious activity across district systems and networks.

5. Backup, Recovery, and Business Continuity

The district shall maintain secure backup systems, disaster recovery capabilities, and business continuity planning processes to ensure restoration of critical services following cybersecurity incidents or operational disruptions.

6. Security Awareness Training

District employees shall participate in periodic cybersecurity awareness training designed to reduce risks associated with phishing, social engineering, and other cyber threats.

VII. DATA CLASSIFICATION AND PROTECTION

The district shall maintain a formal data classification and handling framework consistent with the Minnesota Government Data Practices Act.

Data classification categories may include:

- Public Data
- Private Data
- Confidential Data
- Security Information

Appropriate safeguards shall be applied based on the classification and sensitivity of the data.

VIII. CYBERSECURITY INCIDENT RESPONSE

Rockford Area Schools shall maintain a documented Cybersecurity Incident Response Plan defining response role, escalation procedures, communication protocols, and recovery processes.

Incident response procedures shall address:

- Detection and reporting of cybersecurity incidents
- Incident containment and mitigation
- Notification to district leadership
- Compliance with state and federal breach notification requirements
- Coordination with law enforcement when appropriate
- Coordination with cyber insurance providers

All suspected cybersecurity incidents must be reported immediately to the Technology Department or designated Information Security Representative.

IX. VENDOR AND THIRD-PARTY SECURITY

Vendors and service providers that process, store, transmit, or access district data must comply with district security requirements and applicable laws. Vendors must notify the district of any security incident involving district data within a defined timeframe consistent with contractual obligations and applicable law.

Vendor agreements shall include provisions addressing:

- Data protection and privacy requirements
- Compliance with FERPA and applicable laws
- Security safeguards
- Breach notification obligations

The district shall conduct security evaluation of vendors that store, process, or access district data prior to contract approval and periodically thereafter.

X. EMERGING TECHNOLOGY AND ARTIFICIAL INTELLIGENCE

The district shall evaluate cybersecurity, privacy, operational, and data protection risks associated with emerging technologies including artificial intelligence systems, connected devices, advanced analytics platforms, and new cloud-based services.

Use of artificial intelligence technologies that process, analyze, store, or generate district data must comply with district information security requirements, student data privacy protections, and applicable federal and state laws including the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act.

Artificial intelligence technologies that access district systems or data may be subject to security and privacy review prior to implementation to ensure appropriate safeguards are in place.

The district may establish administrative procedures governing the evaluation, procurement, and use of artificial intelligence technologies to ensure responsible use, protection of student and staff data, and alignment with district instructional and operational goals.

XI. POLICY REVIEW

This policy shall be reviewed annually to ensure alignment with evolving cybersecurity threats, legal requirements, emerging technologies, and industry best practices.

This policy establishes governance and oversight expectations for the district's information security program and is not intended to serve as a technical or operational manual. Specific security procedures, technical controls, and operational practices may be modified by the district as necessary to address evolving cybersecurity risks, technology changes, and operational requirements.

Legal References

Minn. Stat. Ch. 13 – Minnesota Government Data Practices Act
Minn. Stat. § 13.055 – Security Breach Notification
Minn. Stat. § 13.37 – Security Information
Minn. Stat. § 16E.36 – State Cybersecurity Program
Minn. Stat. § 125B.15 – Internet Access for Students

Family Educational Rights and Privacy Act (FERPA) – 20 U.S.C. §1232g
Children's Online Privacy Protection Act (COPPA) – 15 U.S.C. §6501 et seq.
Children's Internet Protection Act (CIPA) – 47 U.S.C. §254

Cross References

Policy 406 – Public and Private Personnel Data
Policy 515 – Protection and Privacy of Pupil Records
Policy 524 – Internet Acceptable Use and Safety
Policy 722 – Public Data Requests
Policy 806 – Crisis Management

¶

731R INFORMATION SECURITY POLICY ¶

¶

I. **PURPOSE** ¶

¶

The purpose of this policy is to authorize and direct the Superintendent to establish, implement, educate, and maintain a data governance plan comprised of a series of information technology security protocols and procedures.¶

¶

Failure to secure and protect the confidentiality, integrity and availability of information assets in today's highly networked environment can damage or shut down systems that operate critical infrastructure, financial and business transactions; vital curricular functions; compromise data; and result in legal and regulatory non-compliance.¶

¶

This policy benefits all stakeholders of Rockford Area Schools by defining a framework that will assure appropriate measures are in place to protect the confidentiality, integrity and availability of data; and assure staff and all other affiliates understand their role and responsibilities, have adequate knowledge of security policy, procedures and practices and know how to protect information.¶

¶

II. Scope¶

¶

This policy encompasses all systems, automated and manual, for which Rockford Area Schools has administrative responsibility, including systems managed or hosted by third parties on behalf of the entity. It addresses all information, regardless of the form or format, which is created or used in support of School District activities.¶

¶

Information security measures apply to all Rockford Area Schools agents and employees and all district operations. Any unauthorized access, use, transfer, or distribution of district information by any employee, affiliated or non-affiliated vendor, student, or any other individual, may result in appropriate disciplinary action, which may include a recommendation for termination and other legal action.¶

¶

III. General Statement of Policy¶

¶

This policy acts as an umbrella document to all other security policies and ¶
associated standards. This policy defines the responsibility to:¶

¶

- protect and maintain the confidentiality, integrity and availability of information and related infrastructure assets;¶
- manage the risk of security exposure or compromise;¶
- assure a secure and stable information technology environment;¶

- identify and respond to events involving information asset misuse, loss or unauthorized disclosure;¶
- monitor systems for anomalies that might indicate compromise; and¶
- promote and increase the awareness of information security. ¶

¶

IV. Functional Responsibility and Requirement¶

The District Administrative Team is responsible for:¶

1. evaluating data security risks on behalf of the entity;¶
2. identifying information security responsibilities and goals and integrating them into their relevant program or department processes;¶
3. supporting the consistent implementation of information security policies, protocols and standards;¶
4. supporting security through clear direction and demonstrated commitment of appropriate resources;¶
5. promoting awareness of information security best practices through the regular dissemination of materials provided by the Superintendent or designated information security representative;¶
6. implementing the process for determining information classification and categorization, based on legal and regulatory requirements to determine the appropriate levels of protection for that information;¶
7. implementing the process for information asset identification, handling, use, transmission, and disposal based on information classification and categorization;¶
8. participating in the response to security incidents;¶
9. complying with notification requirements in the event of a breach of private information, including the requirements in Minnesota Statutes § 13.055;¶
10. adhering to specific legal and regulatory requirements related to information security;¶
11. communicating legal and regulatory requirements to the Superintendent or designated information security representative; and¶
12. communicating requirements of this policy and the associated standards, including the consequences of non-compliance, to the workforce and third parties, and addressing adherence in third party agreements.¶

The Superintendent or designated information security representative is responsible for:¶

1. maintaining familiarity with School District functions and requirements;¶
2. maintaining an adequate level of current knowledge and proficiency in information security through annual continuing professional education directly related to information security;¶
3. assessing compliance with information security policies and legal and regulatory information security requirements;¶
4. evaluating and understanding information security risks and how to appropriately manage those risks;¶
5. representing and assuring security architecture considerations are addressed; ¶
6. determine appropriate access permissions in order for staff to complete their duties.¶
7. advising on security issues related to procurement of products and services;¶
8. escalating security concerns that are not being adequately addressed according to the applicable reporting and escalation procedures;¶

9. disseminating threat information to appropriate parties;¶
10. participating in the response to potential security incidents; ¶
11. ensuring new employees are provided with instruction and/or documented procedures that relate to their job descriptions;¶
12. participating in the development of district wide protocols and procedures that considers the School District's needs; and¶
13. promoting information security awareness.¶

The Director of Technology and Information Services is responsible for:¶

1. supporting security by providing clear direction and consideration of security controls in the data processing infrastructure and computing network(s);¶
2. providing resources needed to maintain a level of information security control consistent with this policy;¶
3. identifying and implementing all processes, policies, protocols and controls relative to security requirements defined by federal, state, various regulatory agencies, and this policy; ¶
4. implementing the proper controls for information owned based on the data classification designations;¶
5. providing training to appropriate staff or other stakeholders on secure operations (e.g., user access, social media, data privacy);¶
6. report to the Rockford Area Schools Board of Directors annually and submit interim reports at the request of the Superintendent, on the current status of the school district technology protocols and procedures¶
7. fostering the participation of information security with staff and other stakeholders in protecting information assets, and in identifying, selecting and implementing appropriate and cost-effective security controls and procedures; and¶
8. implementing business continuity and disaster recovery plans.¶

All employees and other individuals performing services on behalf of the School District that involve the access, use, or creation of government data are responsible for:¶

1. understanding the baseline information security controls necessary to protect the confidentiality, integrity and availability of information entrusted;¶
2. protecting information and resources from unauthorized use or disclosure;¶
3. informing the Superintendent and Information Security designee(s) if there are any problems with an established protocol or procedure or if they are aware of concerns about compliance with a defined protocol or procedure;¶
4. protecting private, confidential, and non-public data from unauthorized use or disclosure;¶
5. Any individual granted access to private data is responsible for maintaining the privacy of that data and complying with applicable data privacy rules and policies. Access will be used only in accordance with the authority delegated to the individual to conduct district operations.¶
6. It is the express responsibility of authorized users to safeguard the information they are entrusted with, ensuring compliance with all aspects of this policy and additional related district policies and/or procedures.¶
7. These security measures apply to district information regardless of location. Users who transfer or transport district information "off-campus" for any reason must ensure that they are able to

comply with all information security measures prior to transporting or transferring the information.¶

8. abiding by Internet Acceptable Use and Safety Policy - Policy 524; and¶
9. reporting suspected information security incidents or weaknesses to the Director of Technology and Superintendent or the designated information security representative.¶

V. Policy Review¶

¶

This policy will be reviewed on an annual basis.¶

¶

Legal References: ¶

Minn. Stat. § 121A.75 (Receipt of Records; Sharing)¶

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)¶

Minn. Stat. § 13.05 subd. 5 (Data Protection)¶

Minn. Stat. § 13.055 subd. 6 (Security Assessments) ¶

Minn. Stat. § 13.393 (Attorneys)¶

15 U.S.C. § 6501 et seq. (Children's Online Privacy Protection Act) ¶

17 U.S.C. § 101 et seq. (Copyrights) ¶

20 U.S.C. § 1232G (Family Educational Rights and Privacy Act) ¶

34 C.F.R. § 300.610-300.627 (Confidentiality of Information)¶

47 U.S.C. § 254 (Children's Internet Protection Act of 2000(CIPA)) ¶

47 C.F.R. § 54.520 (FCC rules implementing CIPA) ¶

Public Law No. 113-283 (12/18/2014)¶

Strengthening American Cybersecurity Act of 2022 (March 2022) S.360¶

Minn. Stat. § 121A.031 (School Student Bullying Policy) ¶

Minn. Stat. § 125B.15 (Internet Access for Students) ¶

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act) ¶

¶

¶

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 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 (Title IX Sex Nondiscrimination ¶ Grievance Procedures and Process) ¶

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 722 (Public Data Requests) ¶

MSBA/MASA Model Policy 806 (Crisis Management Policy) ¶

MSBA, School Law Bulletin "I" (School Records – Privacy – Access to Data)¶

NIST Cybersecurity Framework – Policy Template Guide - cisecurity.org/ms-isac/

Adopted: 06/18/12 *Orig. 2012*
Reviewed: 2015
Revised: 07/18/16, 1/21/26, 5/18/26

807 HEALTH AND SAFETY POLICY

~~***The subdivisions of Minn. Stat. § 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.***~~¶

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minnesota Statutes Section 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minnesota Statutes Section 182.676.

III. PROCEDURES

A. Based upon recommendations from the health and safety advisory committee and subject to

the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.

C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan

23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.

C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.

D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.

E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.

F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school

official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Health and Safety Projects)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program; Applicability)
Minn. Rules Part 5208.0070 (Accident and Injury Reduction Program; Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: May 18, 2026
Prepared by: Business Office
Date Prepared: May 12, 2026

	Information		Briefing	X	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.

Donor	*Amount*	*Fund*
Rocket Boosters	$665.00	Band/Choir Trip Fund
MN Blaze Track & Field Club	$250.00	Track Activity Fund
Jacob Praska	2 Mexikid Books	General Fund Donation (RMS)
Box Tops	$100.70	REAMS Gift Fund
Rockford Education Foundation	$4,871.08	General Fund Donation--REAMS The Fidget Game Bundle, 1st Grade Stages Theatre Fieldtrip, and RHS Supplies for Craftsmanship Pathway
Rockford Education Foundation	$164.73	General Fund Donation--RHS Scholastic Subscription
Rockford Education Foundation	$647.39	General Fund Donation--RHS Supplies for IB Testing, and REAMS Final payment for Kindergarten MN Children's Museum Fieldtrip
Rockford Education Foundation	$1,363.10	General Fund Donation--REAMS Kindergarten Artist in Residency
Rockford Education Foundation	$517.22	General Fund Donation--RHS Bench Grinders, Cake Pans, and oven mitts for RHS Craftsmanship Pathway, and RHS Community Project Supplies for MCA Testing
Rockford Education Foundation	$4,965.00	General Fund Donation--Raptor Experience for RMS STEM Showcase, REAMS Stages Theatre Fieldtrip for 3rd grade, REAMS Ordway Field Trip for 4th grade, REAMS Artist in Residency for 1st grade)
Rockford Education Foundation	$2,637.50	General Fund Donation--RMS Sensory Safe Spot for STEM Showcase, REAMS All School Song Final Payment, RAS SPED DAPE Extravaganza Medals
Wright Hennepin Electric Cooperative	$1,500.00	RHS FFA Fund
Rebecca Slininger	$20.00	RHS FFA Fund
Jesssica Lappe	$50.00	RHS FFA Fund
Rocket Boosters	RHS Donation: 3 Rockford Blankets (valued at $35 each) to graduating foreign exchange students	General Fund Donation (RHS)