ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for November 23, 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
2. **APPROVAL OF AGENDA**
3. **PUBLIC COMMENTS**
4. **CONSENT ITEMS**
   - A. Consent--Approval of Minutes 3
   - B. Consent--Personnel 9
   - C. Consent--Approval of Disbursements 10
   - D. Consent--Approval of Open Enrollments 23
   - E. Consent -- SEIU Seniority 24
   - F. Consent -- Boys Basketball Overnight 28
5. **SUPERINTENDENT REPORT**
   - A. Superintendents Report 29
   - B. Community Education Rocket Spotlight 30
6. **STUDENT ACHIEVEMENT AND GROWTH**
   - A. Fall Activities Celebration 31
   - B. Principals Report 32
7. **HEALTHY AND SUPPORTIVE ENVIRONMENT**
8. **STEWARDSHIP OF RESOURCES**
   - A. Quarterly Budget Report 73
   - B. Facilities/Maintenance Projects Approval 79
9. **CULTURE OF COLLECTIVE PURPOSE**
   - A. CACR/A&I Report 80
   - B. Approval of Insurance MOUs 111
   - C. Policy Review Updates Final Reading 123
10. **COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP**
    - A. Resolution of Acknowledgment of Contributions/Donations 211
    - B.

- Board of Education Work Session: Monday, December 7, 2026 at 5:30 pm in the District Office Board Room.

- Finance Committee Meeting: Friday, December 11, 2026 at 8:15 am Virtually at Video call link: https://meet.google.com/wxr-cpeh-yea Or dial: ?(US) +1 240-986-2217? PIN: ?477 309 863?#
- Regular Meeting of the Board of Education: Wednesday, December 16, 2026 at 6:00 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, October 19, 2026

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, October 19, 2026 at Corcoran City Hall. Vice Chair Gordee called the work session to order at 5:30 pm. Members Gordee, Johnson, Hillstrom, and Praska were present. Also present were Superintendent Jeff Ridlehoover, CFO Bridget Peterson, and Administrative Assistant Courtney Neibert. Member Morgan arrived at 5:36 pm, and member Sjodin arrived at 5:43 pm.

- FY26 Final Numbers: CFO Bridget Peterson presented an overview of the FY26 Final Numbers
- FY26 Preliminary Budget Revisions: CFO Bridget Peterson presented the preliminary FY26 budget revisions
- Facilities Priorities: CFO Bridget Peterson presented a few options for facilities projects for the board to review and select priorities.
- **Upcoming Meetings:**
    - Regular Meeting of the Board of Education: Monday, October 19, 2026 at 6:30 pm at Corcoran City Hall.

Adjourned 6:13 pm

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk

Independent School District #883

Regular School Board Meeting
Monday, October 19, 2026

Pursuant to due call and notice, the Rockford Board of Education met in a Regular School Board Meeting on Monday, October 19, 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 were Superintendent Jeff Ridlehoover, 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 Hillstrom to approve the consent items. Motion carried.

- ***Minutes:***
  September 21, 2026 Work Session
  September 21, 2026 Regular Meeting

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
New Hire	Vanessa	Lee	RMS - Paraprofessional	September
New Hire	Rebecca	Wallin	RCC instructor	September 23, 2026
New Hire	Jennifer	Coons	RMS Paraprofessional Sub	September 23, 2026
New Hire	Justis	McConnell	REAMS Custodian	October 1, 2026
New Hire	Natasha	Pasch	REAMS-SpEd Teacher	October 5, 2026
Rehire	Elizabeth	Borders	RMS- Paraprofessional	September 23, 2026
Rehire	Jamalyn	Weege-Soland	RMS Para sub	September 18, 2026

- ***Approval of Disbursements:***

FUND	DESCRIPTION		September 01-September 30, 2026
1	GENERAL	$	434,080.06
2	FOOD SERVICE		2,204.00
4	COMMUNITY EDUCATION		17,071.05
6	BUILDING CONSTRUCTION		-
7	DEBT SERVICE		-
21	STUDENT ACTIVITIES		899.84
	TOTAL	$	454,254.95

PAYROLL			September 2026
Payroll Wires	9/15/2026		
Net Pay		$	387,237.98
Taxes			149,482.37
Deductions & Benefits			92,928.29
Payroll Wires	9/30/2026		
Net Pay		$	394,004.69
Taxes			151,220.09
Deductions & Benefits			97,743.60
GIS Benefits		$	28,805.60
Medica		$	188,341.87
Medsurety		$	25,414.09

- ***Open Enrollments:***

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
4	Buffalo-Hanover-Montrose	877	8/31/2026	family move, wants to stay enrolled @ BHM
2	Buffalo-Hanover-Montrose	877	8/31/2026	family move, wants to stay enrolled @ BHM
6	Buffalo-Hanover-Montrose	877	8/31/2026	not thriving socially, might do better in a bigger district
K	Osseo	279	9/8/2026	older siblings attend Osseo
10	Edina	273	8/31/2026	online school
1	Orono	278	9/1/2026	academics & overall preference for Orono
12	Delano	879	9/1/2026	family move; wants to stay enrolled @ Delano
K	Worthington	518	9/8/2026	online school
8	Buffalo-Hanover-Montrose	877	9/2/2026	looking for a new beginning
5	Buffalo-Hanover-Montrose	877	8/31/2026	family move, wants to stay enrolled @ BHM
8	Buffalo-Hanover-Montrose	877	9/1/2026	family move, wants to stay enrolled @ BHM
12+	Buffalo-Hanover-Montrose	877	8/31/2026	better transition program after high school
5	Menahga	821	9/8/2026	online school
3	Menahga	821	9/8/2026	online school
1	Red Rock Central	2884	9/8/2026	online school
K	Red Rock Central	2884	9/8/2026	online school

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
3	Buffalo-Hanover-Montrose	877	9/10/2026	family move; wants to stay @ Rockford Schools
9	Anoka Hennepin	11	9/8/2026	NEW ENROLLMENT
11	Buffalo-Hanover-Montrose	877	9/9/2026	NEW ENROLLMENT--better schedule options
3	Osseo	279	9/10/2026	NEW ENROLLMENT
6	Osseo	279	9/14/2026	NEW ENROLLMENT
9	Buffalo-Hanover-Montrose	877	9/16/2026	RE-ENROLLMENT (was enrolled @ Rockford through last year & decided to return
7	Osseo	279	9/28/2026	family move; wants to stay @ Rockford Schools
EC	Orono	278	9/14/2026	NEW ENROLLMENT--daycare is in Rockford so transportation is provided to school & SPED services
9	Delano	879	10/19/2026	family move; wants to stay @ Rockford Schools
7	Delano	879	10/19/2026	family move; wants to stay @ Rockford Schools
10	Princeton	477	9/1/2026	family move; wants to stay @ Rockford Schools
12	Princeton	477	9/1/2026	family move; wants to stay @ Rockford Schools
12	St. Michael-Albertville	885	9/1/2026	family move; wants to stay @ Rockford Schools

- ***2024-25 Approval of Tenure:*** The board was presented with the following licensed staff who are eligible for tenure:
    - Kimberly Johnson
    - Joshua Westgaard
    - Monica Pinkerman
    - Rebecca Bender
    - Elsa Swanson
    - Jessica Honza
    - Sarah Naslund
    - Emily Ansely

SUPERINTENDENT'S REPORT

- **October 2026 Superintendent's Report:** Dr. Jeff Ridlehoover presented an update on the schools.
- **Assurance of Compliance:** Superintendent Dr. Jeff Ridlehoover presented the Assurance of Compliance for approval.

Motion by Hillstrom seconded by Praska to approve the assurance of compliance as presented. Motion passed unanimously.

STUDENT ACHIEVEMENT AND GROWTH

- **Northstar Report / Learning and Innovation Report:** Dr. Jeff Ridlehoover, along with Learning and Innovation Specialist Kathy Mattson, presented the Northstar report and a Learning and Innovation department update.

CULTURE OF COLLECTIVE PURPOSE

- **MSBA Policy Updates - First Reading:** The board was presented MSBA policy updates to policies 624, 806, 208, 402, 423, 507.5, 509, 521, 524, 613, 621, and 709 for a first reading.

COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP

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

Morgan motioned, seconded by Hillstrom, 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
Land O'Lakes Foundation (The Blackbaud Giving Fund)	$60.00	REAMS Gift Fund
Minnesota State Fair	$400.00	Band Activities Fund
Rockford River Days	$140.00	HS FFA Fund
Rockford River Days	$70.00	NHS Fund
Rockford River Days	$105.00	Band Activities Fund
Rocket Boosters	$569.68	CC Charter Bus Difference
Rocket Boosters	$854.48	CC Charter Bus Difference
Rocket Boosters - Class of 2026	$2,207.06	Remaining funds donated to RHS
Annonymous	Resurce Building Blocks	General Fund Donation REAMS
Jovie Theismann family-Jeff and Alex Theismann	Books: the pigeon wants a hot dog, the pigeon wants a puppy, the bad seed, stuck, the dot	General Fund Donation REAMS
Anonymous	Sensory Basic-Life-skills Shoe-Tying Practice for Kids Fine-Motor Skill Toys	General Fund Donation REAMS
Tracey family	Scented Stickers	General Fund Donation 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:**
    - Finance Committee Meeting: Friday, November 20, 2026 at 8:15 am virtually at Video call link: https://meet.google.com/gdp-kgqj-mfz Or dial: ?(US) +1 516-2686848? PIN: ?560 645 835?#
    - Board of Education Work Session: Monday, November 23, 2026 at 5:30 pm in the District Office Board Room.
    - Regular Meeting of the Board of Education: Monday, November 23, 2026 at 6:30 pm in the District Office Board Room.
- **Board Committee Updates:**
    - Johnson - MAWSECO Meetings, Negotiations Committee Meeting, Facilities Committee Meeting, AMSD Meeting, Board Prep Call, MSBA Chair Chat.
    - Gordee - AMSD Meeting, Board Prep Call.
    - Morgan - Finance Committee Meeting.
    - Hillstrom - Finance Committee Meeting, SEE Meeting.
    - Praska - None.
    - Sjodin - Finance Committee Meeting, Negotiations Committee Meeting.

Hillstrom motioned to adjourn the meeting at 7:10 p.m. Gordee seconded. Motion carried unanimously.

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Consent Personnel

Meeting Date: Nov 23, 2026

Prepared By: Human Resources Office

Date Prepared: Nov 18, 2026

	Information		Briefing	X	Action		Enclosure Item(s)

Personnel Items:

Status	First Name	Last Name	Position	Date(s)
New Hire	Carrie	McLain	REAMS SpEd Para	November 3, 2026
New Hire	Alanah	Weege	REAMS SpEd Para	November 16, 2026
New Hire	Cory	Louwagie	7th Grade Girls BB	November 2, 2026
New Hire	Olivia	Jahnke	Gymnastics Asst Coach	November 16, 2026
Resignation	Stepanie	Hopkins	REAMS SpEd Para	November 13, 2026
Resignation	James	Petry	RMS SpEd Para	November 20, 2026
Resignation	Roland	Capehart	Varsity Boys Soccer	October 29, 2026
Resignation	Jeff	Wright	JV Girls Soccer	October 29, 2026
Resignation	Dennis	Zilmer	8th Boys Basketball	October 8, 2026
Resignation	Jason	Calder	Asst Softball	October 2, 2026
Leave	REAMS	Teacher		1/6/2027-6/4/2027
Leave	REAMS	Teacher		1/7/2027-6/4/2027
Leave	REAMS	Secretary		2/1/2027-6/4/2027
Leave	RHS	Teacher		2/1/2027-2/19/2027
Leave	RHS	Teacher		11/11/2026 - 2/3/2027
Leave	REAMS	Teacher		2/3/2027-6/4/2027
Leave	REAMS	Teacher		2/22/2027-6/7/2027
Leave	REAMS	Teacher		3/10/2027-6/4/2027

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Consent – Approval of Disbursements

Meeting Date: November 23, 2026

Prepared by: Bridget Peterson

Date Prepared: November 13, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Recommendation:

For the Board of Education to approve the accounts payable and payroll disbursements from September 1 through October 31, 2026 (listings attached):

CHECKRUNS

FUND	DESCRIPTION	October 01-October 31, 2026
1	GENERAL	$ 701,810.54
2	FOOD SERVICE	124,743.20
4	COMMUNITY EDUCATION	8,881.83
6	BUILDING CONSTRUCTION	-
7	DEBT SERVICE	-
21	STUDENT ACTIVITIES	8,831.82
	TOTAL	$ 844,267.39

PAYROLL		October 2026
Payroll Wires	10/15/2026	
Net Pay		$ 397,708.41
Taxes		153,016.06
Deductions & Benefits		139,800.99
Payroll Wires	10/30/2026	
Net Pay		$ 390,980.49
Taxes		150,071.17
Deductions & Benefits		131,292.64
GIS Benefits		$ 29,726.27
Medica		$ 167,206.14
Medsurety		$ 25,243.86
MN Unemployment		$ 100,685.55

Rockford ISD #0883

Payment Distributions

Period: 202704-202704 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		65938	AS2	1	9113		DAWSON, AMANDA	202704	10611	150.00	0.00
B	01	101	000				F			66767	AS2	1	1007		CMERDC	202704	10569	0.00	900.00
B	01	101	000				F			66767	AS2	1	1007		CMERDC	202704	10569	450.00	0.00
B	01	101	000				F			66769	AS2	1	1102		JW PEPPER	202704	10569	0.00	228.24
B	01	101	000				F			66769	AS2	1	1102		JW PEPPER	202704	10569	0.00	11.95
B	01	101	000				F			66770	AS2	1	1113		GRAINGER	202704	10569	0.00	17.98
B	01	101	000				F			66770	AS2	1	1113		GRAINGER	202704	10569	0.00	470.41
B	01	101	000				F			66770	AS2	1	1113		GRAINGER	202704	10569	0.00	44.60
B	01	101	000				F			66771	AS2	1	1152		RESOURCE TRAINING	202704	10569	0.00	90.00
B	01	101	000				F			66772	AS2	1	1180		CENTERPOINT ENERG	202704	10569	0.00	239.31
B	01	101	000				F			66772	AS2	1	1180		CENTERPOINT ENERG	202704	10569	0.00	18.25
B	01	101	000				F			66773	AS2	1	1501		EDMISON, LINDA	202704	10569	0.00	170.00
B	01	101	000				F			66774	AS2	1	1578		KELLY SERVICES	202704	10569	0.00	3,707.92
B	01	101	000				F			66775	AS2	1	1828		TRAEN, TODD	202704	10569	0.00	90.00
B	01	101	000				F			66776	AS2	1	2216		MENARDS INC	202704	10569	0.00	308.13
B	01	101	000				F			66777	AS2	1	2425		TRAEN, LARAE	202704	10569	0.00	100.00
B	01	101	000				F			66779	AS2	1	4335		4 POINT 0 SCHOOL SEF	202704	10569	0.00	80,601.36
B	01	101	000				F			66781	AS2	1	4811		KUPHAL BRENT	202704	10569	0.00	90.00
B	01	101	000				F			66782	AS2	1	4955	remit	HENNEPIN CO ACCOUI	202704	10569	0.00	12,500.00
B	01	101	000				F			66783	AS2	1	5149		TOLL COMPANY	202704	10569	0.00	681.78
B	01	101	000				F			66784	AS2	1	5226		REDEPENNING, JORDA	202704	10569	0.00	90.00
B	01	101	000				F			66785	AS2	1	6207		THOMAS, ROBERT	202704	10569	0.00	135.00
B	01	101	000				F			66786	AS2	1	6673		YOUNG, DANIEL	202704	10569	0.00	170.00
B	01	101	000				F			66787	AS2	1	6750		ART OF PROBLEM SOL	202704	10569	0.00	1,485.00
B	01	101	000				F			66788	AS2	1	7697		MARISELA V NELSON II	202704	10569	0.00	30.00
B	01	101	000				F			66789	AS2	1	7756		HONNOLD, MARK	202704	10569	0.00	167.00
B	01	101	000				F			66790	AS2	1	7777		MN ASSOC OF IB WOR	202704	10569	0.00	500.00
B	01	101	000				F			66791	AS2	1	8170	remit	US BANCORP GOVN'T I	202704	10569	0.00	7,569.12
B	01	101	000				F			66792	AS2	1	8278		TROBEC'S BUS SERVIC	202704	10569	0.00	1,331.10
B	01	101	000				F			66793	AS2	1	8322		ZYCH, DANIEL	202704	10569	0.00	135.00
B	01	101	000				F			66794	AS2	1	8345		BUFFALO BOOKS, LLC	202704	10569	0.00	307.33
B	01	101	000				F			66795	AS2	1	8684		YALE MECHANICAL, LL	202704	10569	0.00	3,987.00
B	01	101	000				F			66796	AS2	1	8699		PLT SERVICES	202704	10569	0.00	400.00
B	01	101	000				F			66797	AS2	1	8822		OSTOJIC, DRAGAN	202704	10569	0.00	167.00
B	01	101	000				F			66798	AS2	1	8848		JOHNSTON, KEVIN	202704	10569	0.00	135.00
B	01	101	000				F			66799	AS2	1	9012		ELLING, KELLY	202704	10569	0.00	170.00
B	01	101	000				F			66800	AS2	1	9040		SOLIANT HEALTH LLC	202704	10569	0.00	3,509.32

Rockford ISD #0883

Payment Distributions

Period: 202704-202704 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66801	AS2	1	9094		XTREME PEST SOLUTI	202704	10569	0.00	75.00
B	01	101	000				F			66801	AS2	1	9094		XTREME PEST SOLUTI	202704	10569	0.00	65.00
B	01	101	000				F			66801	AS2	1	9094		XTREME PEST SOLUTI	202704	10569	0.00	75.00
B	01	101	000				F			66801	AS2	1	9094		XTREME PEST SOLUTI	202704	10569	0.00	75.00
B	01	101	000				F			66802	AS2	1	9147		NEUMAN, PETER	202704	10569	0.00	190.00
B	01	101	000				F			66803	AS2	1	9152		SONGBI, JOSEPH	202704	10569	0.00	167.00
B	01	101	000				F			66805	AS2	1	9154		BREHMER, JOSHUA	202704	10569	0.00	144.00
B	01	101	000				F			66806	AS2	1	9155		ROCHESTER CITY LIN	202704	10569	0.00	1,187.59
B	01	101	000				F			66808	AS2	1	9158		JACOBSON, MARA	202704	10569	0.00	170.00
B	01	101	000				F			66808	AS2	1	9158		JACOBSON, MARA	202704	10569	0.00	170.00
B	01	101	000				F			66809	AS2	1	9128		RYAN, CHASE & ANNA	202704	10569	0.00	283.14
B	01	101	000				F			66810	AS2	1	7406		KARINIEMI, SANNA & N	202704	10569	0.00	372.68
B	01	101	000				F			66811	AS2	1	8432		SWANSON, BLAKE & LI	202704	10569	0.00	371.47
B	01	101	000				F			66812	AS2	1	5080		ST. THERESE SCHOOL	202704	10569	0.00	186.34
B	01	101	000				F			66813	AS2	1	8774		TRICKSTER TACOS LL	202704	10569	0.00	900.00
B	01	101	000				F			66815	AS2	1	1057		HILLYARD	202704	10569	0.00	168.79
B	01	101	000				F			66815	AS2	1	1057		HILLYARD	202704	10569	0.00	18.80
B	01	101	000				F			66815	AS2	1	1057		HILLYARD	202704	10569	0.00	213.11
B	01	101	000				F			66816	AS2	1	1059	remit	BLICK ART MATERIALS	202704	10569	0.00	474.80
B	01	101	000				F			66817	AS2	1	1102		JW PEPPER	202704	10569	0.00	119.99
B	01	101	000				F			66818	AS2	1	1180		CENTERPOINT ENERG	202704	10569	0.00	874.56
B	01	101	000				F			66818	AS2	1	1180		CENTERPOINT ENERG	202704	10569	0.00	38.65
B	01	101	000				F			66818	AS2	1	1180		CENTERPOINT ENERG	202704	10569	0.00	315.71
B	01	101	000				F			66819	AS2	1	1200		CUB FOODS - BUFFALC	202704	10569	0.00	27.46
B	01	101	000				F			66819	AS2	1	1200		CUB FOODS - BUFFALC	202704	10569	0.00	90.49
B	01	101	000				F			66820	AS2	1	1290		ISD 466 DASSEL-COKA	202704	10569	0.00	250.00
B	01	101	000				F			66821	AS2	1	1311		MN DEPT OF LABOR AN	202704	10569	0.00	125.00
B	01	101	000				F			66821	AS2	1	1311		MN DEPT OF LABOR AN	202704	10569	0.00	200.00
B	01	101	000				F			66821	AS2	1	1311		MN DEPT OF LABOR AN	202704	10569	0.00	25.00
B	01	101	000				F			66821	AS2	1	1311		MN DEPT OF LABOR AN	202704	10569	0.00	175.00
B	01	101	000				F			66821	AS2	1	1311		MN DEPT OF LABOR AN	202704	10569	0.00	145.00
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	102.83
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	169.85
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	29.42
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	655.50
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	235.90
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	74.75

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Payment Distributions

Period: 202704-202704 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	125.00
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	22.90
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	599.94
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	199.00
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	51.45
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	756.74
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	44.98
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	49.99
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	272.64
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	262.30
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	8.23
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	949.99
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	65.26
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	235.98
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	193.69
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	74.75
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	16.14
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	165.27
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	60.99
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	22.68
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	36.92
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	216.50
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	53.97
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	288.72
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	449.05
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	227.90
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	18.86
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	238.73
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	35.98
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	87.15
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	231.45
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	213.50
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	698.06
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	39.99
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	349.74
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	35.99
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	219.11

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Payment Distributions

Period: 202704-202704 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	165.92
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	86.65
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	22.42
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	28.00
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	229.00
B	01	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	67.23
B	01	101	000				F			66823	AS2	1	1394		MBNA/BUSINESS CARD	202704	10569	0.00	399.00
B	01	101	000				F			66824	AS2	1	1406		SCHULZE, JOEL	202704	10569	0.00	90.00
B	01	101	000				F			66825	AS2	1	1416		WRIGHT COUNTY JOUI	202704	10569	0.00	33.79
B	01	101	000				F			66825	AS2	1	1416		WRIGHT COUNTY JOUI	202704	10569	0.00	53.66
B	01	101	000				F			66825	AS2	1	1416		WRIGHT COUNTY JOUI	202704	10569	0.00	29.81
B	01	101	000				F			66826	AS2	1	1437		KOIVISTO ELECTRICAL	202704	10569	0.00	165.00
B	01	101	000				F			66826	AS2	1	1437		KOIVISTO ELECTRICAL	202704	10569	0.00	320.00
B	01	101	000				F			66826	AS2	1	1437		KOIVISTO ELECTRICAL	202704	10569	0.00	350.00
B	01	101	000				F			66826	AS2	1	1437		KOIVISTO ELECTRICAL	202704	10569	0.00	1,970.00
B	01	101	000				F			66827	AS2	1	1578		KELLY SERVICES	202704	10569	0.00	4,253.60
B	01	101	000				F			66829	AS2	1	1828		TRAEN, TODD	202704	10569	0.00	90.00
B	01	101	000				F			66829	AS2	1	1828		TRAEN, TODD	202704	10569	0.00	100.00
B	01	101	000				F			66830	AS2	1	1886		ISD 726-BECKER	202704	10569	0.00	220.00
B	01	101	000				F			66831	AS2	1	2216		MENARDS INC	202704	10569	0.00	636.42
B	01	101	000				F			66832	AS2	1	2425		TRAEN, LARAE	202704	10569	0.00	100.00
B	01	101	000				F			66833	AS2	1	4251	REMI	HEINEMANN	202704	10569	0.00	491.40
B	01	101	000				F			66834	AS2	1	4811		KUPHAL BRENT	202704	10569	0.00	90.00
B	01	101	000				F			66834	AS2	1	4811		KUPHAL BRENT	202704	10569	0.00	100.00
B	01	101	000				F			66835	AS2	1	4933		REDEPENNING JOHN	202704	10569	0.00	90.00
B	01	101	000				F			66835	AS2	1	4933		REDEPENNING JOHN	202704	10569	0.00	90.00
B	01	101	000				F			66835	AS2	1	4933		REDEPENNING JOHN	202704	10569	0.00	90.00
B	01	101	000				F			66836	AS2	1	5149		TOLL COMPANY	202704	10569	0.00	15.84
B	01	101	000				F			66837	AS2	1	5177		HOLT - PETERSON CH/	202704	10569	0.00	1,469.13
B	01	101	000				F			66837	AS2	1	5177		HOLT - PETERSON CH/	202704	10569	0.00	580.32
B	01	101	000				F			66838	AS2	1	5954		BOROWIAK, MARK	202704	10569	0.00	190.00
B	01	101	000				F			66839	AS2	1	6279		SHI INTERNATIONAL C(	202704	10569	0.00	593.17
B	01	101	000				F			66841	AS2	1	6623		ADVANCED IMAGING S	202704	10569	0.00	6,573.00
B	01	101	000				F			66842	AS2	1	6727	remit	DAIKIN APPLIED	202704	10569	0.00	1,732.00
B	01	101	000				F			66843	AS2	1	6736		REGION 2A - MSHSL	202704	10569	0.00	200.00
B	01	101	000				F			66844	AS2	1	6829		DRUSCH, MERLYN	202704	10569	0.00	100.00
B	01	101	000				F			66845	AS2	1	7697		MARISELA V NELSON II	202704	10569	0.00	30.00

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Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66846	AS2	1	7873		ON SITE COMPANIES, I	202704	10569	0.00	842.00
B	01	101	000				F			66846	AS2	1	7873		ON SITE COMPANIES, I	202704	10569	0.00	253.00
B	01	101	000				F			66846	AS2	1	7873		ON SITE COMPANIES, I	202704	10569	0.00	84.00
B	01	101	000				F			66846	AS2	1	7873		ON SITE COMPANIES, I	202704	10569	0.00	337.00
B	01	101	000				F			66846	AS2	1	7873		ON SITE COMPANIES, I	202704	10569	0.00	168.00
B	01	101	000				F			66847	AS2	1	7981		AT&T MOBILITY	202704	10569	0.00	397.30
B	01	101	000				F			66848	AS2	1	8279		CADY BUSINESS TECH	202704	10569	0.00	2,719.24
B	01	101	000				F			66849	AS2	1	8390		BLUUM OF MINNESOTA	202704	10569	0.00	542.50
B	01	101	000				F			66850	AS2	1	8415	remit	SPORTS IMPORTS	202704	10569	0.00	46.90
B	01	101	000				F			66851	AS2	1	8479		STMA GIRLS VBALL BO	202704	10569	0.00	450.00
B	01	101	000				F			66852	AS2	1	8615		LIBERTY MUTUAL INSU	202704	10569	0.00	3,134.00
B	01	101	000				F			66853	AS2	1	8642		PRINCETON HIGH SCH	202704	10569	0.00	400.00
B	01	101	000				F			66854	AS2	1	8684		YALE MECHANICAL, LL(	202704	10569	0.00	3,500.00
B	01	101	000				F			66854	AS2	1	8684		YALE MECHANICAL, LL(	202704	10569	0.00	14,578.52
B	01	101	000				F			66854	AS2	1	8684		YALE MECHANICAL, LL(	202704	10569	0.00	3,325.00
B	01	101	000				F			66854	AS2	1	8684		YALE MECHANICAL, LL(	202704	10569	0.00	6,800.00
B	01	101	000				F			66854	AS2	1	8684		YALE MECHANICAL, LL(	202704	10569	0.00	10,156.55
B	01	101	000				F			66854	AS2	1	8684		YALE MECHANICAL, LL(	202704	10569	0.00	7,500.00
B	01	101	000				F			66855	AS2	1	8822		OSTOJIC, DRAGAN	202704	10569	0.00	100.00
B	01	101	000				F			66856	AS2	1	8916		ORNELL LAWN SERVIC	202704	10569	0.00	12,500.00
B	01	101	000				F			66857	AS2	1	8969		VENTRIS LEARNING LL	202704	10569	0.00	295.63
B	01	101	000				F			66857	AS2	1	8969		VENTRIS LEARNING LL	202704	10569	0.00	591.25
B	01	101	000				F			66858	AS2	1	8977		KASE, MARK	202704	10569	0.00	190.00
B	01	101	000				F			66859	AS2	1	8985		BOT, STEVEN	202704	10569	0.00	190.00
B	01	101	000				F			66860	AS2	1	9040		SOLIANT HEALTH LLC	202704	10569	0.00	3,532.88
B	01	101	000				F			66861	AS2	1	9043		TIMESAVERS, LLC	202704	10569	0.00	249.32
B	01	101	000				F			66863	AS2	1	9125		COBORN'S INCORPOR/	202704	10569	0.00	106.11
B	01	101	000				F			66863	AS2	1	9125		COBORN'S INCORPOR/	202704	10569	0.00	29.33
B	01	101	000				F			66864	AS2	1	9146		JESSEN, CHRIS	202704	10569	0.00	100.00
B	01	101	000				F			66865	AS2	1	9148		OHOTTO, NOAH	202704	10569	0.00	190.00
B	01	101	000				F			66865	AS2	1	9148		OHOTTO, NOAH	202704	10569	0.00	190.00
B	01	101	000				F			66866	AS2	1	9152		SONGBI, JOSEPH	202704	10569	0.00	77.00
B	01	101	000				F			66867	AS2	1	9159		CREATIVE STAFFING S	202704	10569	0.00	2,587.25
B	01	101	000				F			66867	AS2	1	9159		CREATIVE STAFFING S	202704	10569	0.00	1,310.00
B	01	101	000				F			66868	AS2	1	9160		BUTLER, CRAIG	202704	10569	0.00	135.00
B	01	101	000				F			66869	AS2	1	9161		MOEN, HARRISON	202704	10569	0.00	100.00
B	01	101	000				F			66870	AS2	1	9162		BRIGHTBILL, THEODOF	202704	10569	0.00	100.00

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Payment Distributions

Period: 202704-202704 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66871	AS2	1	9163		FEIN, FARRELL	202704	10569	0.00	167.00
B	01	101	000				F			66872	AS2	1	9164		KOSTYNICK, COLTON	202704	10569	0.00	135.00
B	01	101	000				F			66873	AS2	1	9165		SOYOMBO, SOYEMI	202704	10569	0.00	174.00
B	01	101	000				F			66882	AS2	1	8402		REPUBLIC SERVICES, I	202704	10611	0.00	3,892.35
B	01	101	000				F			66883	AS2	1	1215		XCEL ENERGY	202704	10611	0.00	29,802.28
B	01	101	000				F			66902	AS2	1	9113		DAWSON, AMANDA	202704	10611	0.00	150.00
B	01	101	000				F			66903	AS2	1	1057		HILLYARD	202704	10611	0.00	146.00
B	01	101	000				F			66903	AS2	1	1057		HILLYARD	202704	10611	0.00	45.50
B	01	101	000				F			66903	AS2	1	1057		HILLYARD	202704	10611	0.00	209.00
B	01	101	000				F			66904	AS2	1	1102		JW PEPPER	202704	10611	0.00	57.50
B	01	101	000				F			66905	AS2	1	1437		KOIVISTO ELECTRICAL	202704	10611	0.00	390.00
B	01	101	000				F			66906	AS2	1	1512		LARSON, BOB	202704	10611	0.00	167.00
B	01	101	000				F			66907	AS2	1	1578		KELLY SERVICES	202704	10611	0.00	4,231.16
B	01	101	000				F			66908	AS2	1	1945		YOUTH FRONTIERS, IN	202704	10611	0.00	2,845.00
B	01	101	000				F			66909	AS2	1	2425		TRAEN, LARAE	202704	10611	0.00	100.00
B	01	101	000				F			66910	AS2	1	3432		THUNSTROM, LEE	202704	10611	0.00	170.00
B	01	101	000				F			66912	AS2	1	5672		BISSONETTE, ROBERT	202704	10611	0.00	135.00
B	01	101	000				F			66913	AS2	1	5989		DEPT OF HUMAN SERV	202704	10611	0.00	104.00
B	01	101	000				F			66914	AS2	1	6792		EICHACKER, ERIC	202704	10611	0.00	167.00
B	01	101	000				F			66915	AS2	1	6797		CHILDREN'S THEATRE	202704	10611	0.00	234.00
B	01	101	000				F			66916	AS2	1	7755		ZELENAK, MARK	202704	10611	0.00	135.00
B	01	101	000				F			66917	AS2	1	7771	remit	MRI SOFTWARE, LLC	202704	10611	0.00	58.00
B	01	101	000				F			66918	AS2	1	8010		LANGUAGE LINE SERV	202704	10611	0.00	178.92
B	01	101	000				F			66919	AS2	1	8082		OLSON, COURTNEY	202704	10611	0.00	170.00
B	01	101	000				F			66920	AS2	1	8399		AMPION PBC	202704	10611	0.00	330.67
B	01	101	000				F			66921	AS2	1	8663		BUCHTA, JOHN	202704	10611	0.00	135.00
B	01	101	000				F			66922	AS2	1	9022		HURD, CHARLES	202704	10611	0.00	135.00
B	01	101	000				F			66923	AS2	1	9040		SOLIANT HEALTH LLC	202704	10611	0.00	3,532.88
B	01	101	000				F			66924	AS2	1	9051		CHARMTECH LABS LLC	202704	10611	0.00	1,100.00
B	01	101	000				F			66926	AS2	1	9147		NEUMAN, PETER	202704	10611	0.00	190.00
B	01	101	000				F			66927	AS2	1	9159		CREATIVE STAFFING S	202704	10611	0.00	2,587.25
B	01	101	000				F			66928	AS2	1	1057		HILLYARD	202704	10611	0.00	9.15
B	01	101	000				F			66928	AS2	1	1057		HILLYARD	202704	10611	0.00	22.62
B	01	101	000				F			66928	AS2	1	1057		HILLYARD	202704	10611	0.00	672.18
B	01	101	000				F			66928	AS2	1	1057		HILLYARD	202704	10611	0.00	1,917.78
B	01	101	000				F			66928	AS2	1	1057		HILLYARD	202704	10611	0.00	1,419.87
B	01	101	000				F			66928	AS2	1	1057		HILLYARD	202704	10611	0.00	31.59

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Payment Distributions

Period: 202704-202704 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66929	AS2	1	1059	remit	BLICK ART MATERIALS	202704	10611	0.00	57.72
B	01	101	000				F			66930	AS2	1	1091		SCHMITT MUSIC CENTI	202704	10611	0.00	127.00
B	01	101	000				F			66930	AS2	1	1091		SCHMITT MUSIC CENTI	202704	10611	0.00	100.00
B	01	101	000				F			66930	AS2	1	1091		SCHMITT MUSIC CENTI	202704	10611	0.00	47.00
B	01	101	000				F			66931	AS2	1	1113		GRAINGER	202704	10611	0.00	93.42
B	01	101	000				F			66932	AS2	1	1152		RESOURCE TRAINING	202704	10611	0.00	270.00
B	01	101	000				F			66932	AS2	1	1152		RESOURCE TRAINING	202704	10611	0.00	90.00
B	01	101	000				F			66933	AS2	1	1226		PRO-TEC DESIGN	202704	10611	0.00	583.00
B	01	101	000				F			66937	AS2	1	2051		INTERMEDIATE DISTRI	202704	10611	0.00	1,428.75
B	01	101	000				F			66938	AS2	1	2211		CROWN COLLEGE	202704	10611	0.00	11,531.70
B	01	101	000				F			66939	AS2	1	2537		REGION V	202704	10611	0.00	5,909.50
B	01	101	000				F			66940	AS2	1	3539		CENGAGE LEARNING	202704	10611	0.00	2,002.55
B	01	101	000				F			66941	AS2	1	4335		4 POINT 0 SCHOOL SEI	202704	10611	0.00	1,142.65
B	01	101	000				F			66941	AS2	1	4335		4 POINT 0 SCHOOL SEI	202704	10611	0.00	10,331.31
B	01	101	000				F			66941	AS2	1	4335		4 POINT 0 SCHOOL SEI	202704	10611	0.00	97,875.64
B	01	101	000				F			66941	AS2	1	4335		4 POINT 0 SCHOOL SEI	202704	10611	0.00	14,899.51
B	01	101	000				F			66942	AS2	1	5124		DECKER EQUIPMENT/S	202704	10611	0.00	66.95
B	01	101	000				F			66943	AS2	1	6282		SOUTHWEST METRO E	202704	10611	0.00	2,042.84
B	01	101	000				F			66944	AS2	1	6448		NEW DOMINION SCHO	202704	10611	0.00	8,919.33
B	01	101	000				F			66946	AS2	1	7307		KORNEY BOARD AIDS,	202704	10611	0.00	995.00
B	01	101	000				F			66947	AS2	1	7697		MARISELA V NELSON II	202704	10611	0.00	30.00
B	01	101	000				F			66947	AS2	1	7697		MARISELA V NELSON II	202704	10611	0.00	50.00
B	01	101	000				F			66948	AS2	1	7786	REMI	TERRAFORM PHOENIX	202704	10611	0.00	246.72
B	01	101	000				F			66949	AS2	1	7853		KAPCO	202704	10611	0.00	357.50
B	01	101	000				F			66950	AS2	1	8096	REMI	WEVIDEO, INC.	202704	10611	0.00	384.00
B	01	101	000				F			66951	AS2	1	8133		COREMARK METALS	202704	10611	0.00	523.44
B	01	101	000				F			66952	AS2	1	8390	remit	BLUUM OF MINNESOTA	202704	10611	0.00	363.00
B	01	101	000				F			66952	AS2	1	8390	remit	BLUUM OF MINNESOTA	202704	10611	0.00	307.50
B	01	101	000				F			66953	AS2	1	8684		YALE MECHANICAL, LL	202704	10611	0.00	25,496.61
B	01	101	000				F			66954	AS2	1	8834	remit	GRIZZLY INDUSTRIAL, I	202704	10611	0.00	117.76
B	01	101	000				F			66955	AS2	1	8852		CYBER ADVISORS LLC	202704	10611	0.00	326.25
B	01	101	000				F			66956	AS2	1	9035		KESTREL LLC	202704	10611	0.00	626.08
B	01	101	000				F			66957	AS2	1	9077	REMI	FAMOUS DAVE'S	202704	10611	0.00	753.00
B	01	101	000				F			66958	AS2	1	9094		XTREME PEST SOLUTI	202704	10611	0.00	75.00
B	01	101	000				F			66958	AS2	1	9094		XTREME PEST SOLUTI	202704	10611	0.00	75.00
B	01	101	000				F			66958	AS2	1	9094		XTREME PEST SOLUTI	202704	10611	0.00	75.00
B	01	101	000				F			66958	AS2	1	9094		XTREME PEST SOLUTI	202704	10611	0.00	65.00

Rockford ISD #0883

Payment Distributions

Period: 202704-202704 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66959	AS2	1	9157	remit	LEARNING WITHOUT T	202704	10611	0.00	166.10
B	01	101	000				F			66960	AS2	1	1644		ISD #883 EDUCATION F	202704	10611	0.00	269.00
B	01	101	000				F			66960	AS2	1	1644		ISD #883 EDUCATION F	202704	10611	0.00	279.00
B	01	101	000				F			66961	AS2	1	1969		SCHOOL SERVICE EMP	202704	10611	0.00	518.15
B	01	101	000				F			66961	AS2	1	1969		SCHOOL SERVICE EMP	202704	10611	0.00	518.15
B	01	101	000				F			66962	AS2	1	1180		CENTERPOINT ENERG	202704	10611	0.00	357.55
B	01	101	000				F			66962	AS2	1	1180		CENTERPOINT ENERG	202704	10611	0.00	117.88
B	01	101	000				F			66964	AS2	1	1578		KELLY SERVICES	202704	10611	0.00	4,040.49
B	01	101	000				F			66965	AS2	1	1792		THREE RIVERS PARK D	202704	10611	0.00	1,048.95
B	01	101	000				F			66965	AS2	1	1792		THREE RIVERS PARK D	202704	10611	0.00	1,871.10
B	01	101	000				F			66966	AS2	1	1828		TRAEN, TODD	202704	10611	0.00	100.00
B	01	101	000				F			66967	AS2	1	2216		MENARDS INC	202704	10611	0.00	241.71
B	01	101	000				F			66967	AS2	1	2216		MENARDS INC	202704	10611	0.00	218.47
B	01	101	000				F			66969	AS2	1	4811		KUPHAL BRENT	202704	10611	0.00	100.00
B	01	101	000				F			66970	AS2	1	5507		CITY OF GREENFIELD \	202704	10611	0.00	2,946.28
B	01	101	000				F			66970	AS2	1	5507		CITY OF GREENFIELD \	202704	10611	0.00	2,512.62
B	01	101	000				F			66974	AS2	1	8439		COMMON THREAD CUS	202704	10611	0.00	316.42
B	01	101	000				F			66975	AS2	1	8823	REMI	FOLLETT CONTENT SC	202704	10611	0.00	219.99
B	01	101	000				F			66976	AS2	1	9040		SOLIANT HEALTH LLC	202704	10611	0.00	1,224.73
B	01	101	000				F			66977	AS2	1	9159		CREATIVE STAFFING S	202704	10611	0.00	2,620.00
B	01	101	000				F			66978	AS2	1	9166		MORBEN, STEVEN	202704	10611	0.00	135.00
B	01	101	000				F			66981	AS2	1	1016	REMI	WRIGHT-HENNEPIN	202704	10611	0.00	206.70
B	01	101	000				F			66982	AS2	1	1059	remit	BLICK ART MATERIALS	202704	10611	0.00	97.20
B	01	101	000				F			66983	AS2	1	1181		CITY OF ROCKFORD	202704	10611	0.00	540.93
B	01	101	000				F			66983	AS2	1	1181		CITY OF ROCKFORD	202704	10611	0.00	650.74
B	01	101	000				F			66983	AS2	1	1181		CITY OF ROCKFORD	202704	10611	0.00	23.32
B	01	101	000				F			66983	AS2	1	1181		CITY OF ROCKFORD	202704	10611	0.00	1,122.07
B	01	101	000				F			66984	AS2	1	1192		VERIZON WIRELESS	202704	10611	0.00	246.00
B	01	101	000				F			66985	AS2	1	1578		KELLY SERVICES	202704	10611	0.00	881.28
B	01	101	000				F			66986	AS2	1	1828		TRAEN, TODD	202704	10611	0.00	100.00
B	01	101	000				F			66987	AS2	1	1841		WRIGHT TECHNICAL C	202704	10611	0.00	103.83
B	01	101	000				F			66987	AS2	1	1841		WRIGHT TECHNICAL C	202704	10611	0.00	1,247.52
B	01	101	000				F			66988	AS2	1	1917		MONAHAN, JEFF	202704	10611	0.00	100.00
B	01	101	000				F			66989	AS2	1	2216		MENARDS INC	202704	10611	0.00	261.46
B	01	101	000				F			66989	AS2	1	2216		MENARDS INC	202704	10611	0.00	15.56
B	01	101	000				F			66989	AS2	1	2216		MENARDS INC	202704	10611	0.00	87.59
B	01	101	000				F			66990	AS2	1	2425		TRAEN, LARAE	202704	10611	0.00	100.00

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Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		66992	AS2	1	4811		KUPHAL BRENT	202704	10611	0.00	100.00
B	01	101	000				F			66993	AS2	1	5558		MOUND -WESTONKA H	202704	10611	0.00	300.00
B	01	101	000				F			66993	AS2	1	5558		MOUND -WESTONKA H	202704	10611	0.00	225.00
B	01	101	000				F			66994	AS2	1	5987		POHLMEIER, RICH	202704	10611	0.00	170.00
B	01	101	000				F			66995	AS2	1	6067		MREA	202704	10611	0.00	880.00
B	01	101	000				F			66996	AS2	1	6623	remit	ADVANCED IMAGING S	202704	10611	0.00	107.00
B	01	101	000				F			66997	AS2	1	7252		RITEWAY BUSINESS FC	202704	10611	0.00	612.42
B	01	101	000				F			66998	AS2	1	7857		MCLEOD COMMUNITY S	202704	10611	0.00	1,203.77
B	01	101	000				F			66999	AS2	1	7858		MEEKER COMMUNITY S	202704	10611	0.00	1,606.61
B	01	101	000				F			67000	AS2	1	7975		ROGGENKAMP, JUSTIN	202704	10611	0.00	55.00
B	01	101	000				F			67001	AS2	1	8170	remit	US BANCORP GOVN'T I	202704	10611	0.00	7,569.12
B	01	101	000				F			67002	AS2	1	8279		CADY BUSINESS TECH	202704	10611	0.00	604.72
B	01	101	000				F			67003	AS2	1	8390		BLUUM OF MINNESOTA	202704	10611	0.00	288.00
B	01	101	000				F			67004	AS2	1	8390	remit	BLUUM OF MINNESOTA	202704	10611	0.00	155.00
B	01	101	000				F			67005	AS2	1	8621		CESO TRANSPORTATI(	202704	10611	0.00	115,546.90
B	01	101	000				F			67006	AS2	1	8684		YALE MECHANICAL, LL(	202704	10611	0.00	2,079.11
B	01	101	000				F			67006	AS2	1	8684		YALE MECHANICAL, LL(	202704	10611	0.00	1,011.21
B	01	101	000				F			67006	AS2	1	8684		YALE MECHANICAL, LL(	202704	10611	0.00	1,214.03
B	01	101	000				F			67007	AS2	1	8826		ONDREY, JOHN	202704	10611	0.00	135.00
B	01	101	000				F			67008	AS2	1	8827		ONDREY, JAMES	202704	10611	0.00	135.00
B	01	101	000				F			67009	AS2	1	8828		SHUTTE, PETER	202704	10611	0.00	135.00
B	01	101	000				F			67010	AS2	1	8829		ONDREY, MATTHEW	202704	10611	0.00	135.00
B	01	101	000				F			67011	AS2	1	8939	remit	AMPLIFY EDUCATION, I	202704	10611	0.00	1,848.00
B	01	101	000				F			67012	AS2	1	9040		SOLIANT HEALTH LLC	202704	10611	0.00	2,119.73
B	01	101	000				F			67013	AS2	1	9058		CONTINUED.COM LLC	202704	10611	0.00	109.00
B	01	101	000				F			67014	AS2	1	9159		CREATIVE STAFFING S	202704	10611	0.00	1,768.50
B	01	101	000				F			67015	AS2	1	9169		JOHNSTON, BRIAN	202704	10611	0.00	135.00
B	01	101	000				F			67016	AS2	1	9170		TANNEHILL, CATHERIN	202704	10611	0.00	170.00
B	01	101	000				F			67017	AS2	1	9171		MUSCANTO, STEPHEN	202704	10611	0.00	100.00
B	01	101	000				F			67018	AS2	1	9172		PANTHERETTE BOOST	202704	10611	0.00	250.00
B	01	101	000				F			67062	AS2	1	1937		PUBLIC EMPLOYEES R	202704	10616	23,161.44	0.00
B	01	101	000				F			67062	AS2	1	1937		PUBLIC EMPLOYEES R	202704	10611	0.00	23,161.44
B	01	101	000				F			67063	AS2	1	1938		TRA	202704	10616	76,126.31	0.00
B	01	101	000				F			67063	AS2	1	1938		TRA	202704	10611	0.00	76,126.31
B	01	101	000				F			67064	AS2	1	1962		MINNESOTA DEPT OF F	202704	10616	22,688.59	0.00
B	01	101	000				F			67064	AS2	1	1962		MINNESOTA DEPT OF F	202704	10611	0.00	22,688.59
B	01	101	000				F			67065	AS2	1	2006		US GOVERNMENT	202704	10616	130,327.47	0.00

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Payment Distributions

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	01	101	000				F	Cash & Cash Equiv		67065	AS2	1	2006		US GOVERNMENT	202704	10611	0.00	130,327.47
B	01	101	000				F			67066	AS2	1	6498		STATE OF MN TAX GAR	202704	10616	828.52	0.00
B	01	101	000				F			67066	AS2	1	6498		STATE OF MN TAX GAR	202704	10611	0.00	828.52
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10616	4,621.74	0.00
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10616	7,188.51	0.00
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10616	5,628.37	0.00
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10616	4,691.28	0.00
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	4,621.74
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	7,188.51
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	5,628.37
B	01	101	000				F			67067	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	4,691.28
B	01	101	000				F			67072	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	4,721.74
B	01	101	000				F			67072	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	7,188.51
B	01	101	000				F			67072	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	5,628.37
B	01	101	000				F			67072	AS2	1	7649		TSA CONSULTING GRC	202704	10611	0.00	4,691.28
B	01	101	000				F			67073	AS2	1	2009		EDUCATION MINNESO	202704	10611	0.00	5,273.65
B	01	101	000				F			67073	AS2	1	2009		EDUCATION MINNESO	202704	10611	0.00	1.84
B	01	101	000				F			67073	AS2	1	2009		EDUCATION MINNESO	202704	10611	0.00	5,274.60
B	01	101	000				F			67079	AS2	1	7649		TSA CONSULTING GRC	202704	10616	0.00	4,621.74
B	01	101	000				F			67079	AS2	1	7649		TSA CONSULTING GRC	202704	10616	0.00	7,188.51
B	01	101	000				F			67079	AS2	1	7649		TSA CONSULTING GRC	202704	10616	0.00	5,628.37
B	01	101	000				F			67079	AS2	1	7649		TSA CONSULTING GRC	202704	10616	0.00	4,691.28
															Account Total:			$275,862.23	$977,672.77
B	02	101	000				F	Cash & Cash Equiv		66780	AS2	1	4387		TAHER INC - BIN# 1350	202704	10569	0.00	24,798.84
B	02	101	000				F			66935	AS2	1	1437		KOIVISTO ELECTRICAL	202704	10611	0.00	1,425.00
B	02	101	000				F			66963	AS2	1	1437		KOIVISTO ELECTRICAL	202704	10611	0.00	200.00
B	02	101	000				F			66968	AS2	1	4387		TAHER INC - BIN# 1350	202704	10611	0.00	98,319.36
															Account Total:			$0.00	$124,743.20
B	04	101	000				F	Cash & Cash Equiv		66768	AS2	1	1012		SCHOOL SPECIALTY IN	202704	10569	0.00	5.51
B	04	101	000				F			66778	AS2	1	3856		TECH ACADEMY	202704	10569	0.00	60.00
B	04	101	000				F			66779	AS2	1	4335		4 POINT 0 SCHOOL SEF	202704	10569	0.00	474.52
B	04	101	000				F			66814	AS2	1	1012		SCHOOL SPECIALTY IN	202704	10569	0.00	15.40
B	04	101	000				F			66819	AS2	1	1200		CUB FOODS - BUFFALC	202704	10569	0.00	298.19
B	04	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARE	202704	10569	0.00	394.49
B	04	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARE	202704	10569	0.00	173.63
B	04	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARE	202704	10569	0.00	19.98

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L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	04	101	000				F	Cash & Cash Equiv		66828	AS2	1	1666		DISCOUNT SCHOOL SU	202704	10569	0.00	25.49
B	04	101	000				F			66840	AS2	1	6377		DISH	202704	10569	0.00	143.12
B	04	101	000				F			66845	AS2	1	7697		MARISELA V NELSON II	202704	10569	0.00	30.00
B	04	101	000				F			66882	AS2	1	8402		REPUBLIC SERVICES, I	202704	10611	0.00	24.84
B	04	101	000				F			66911	AS2	1	5202		NLS COMMUNITY EDUC	202704	10611	0.00	795.00
B	04	101	000				F			66925	AS2	1	9091		ROCKFORD BAUGUS C	202704	10611	0.00	120.00
B	04	101	000				F			66934	AS2	1	1369		ABC LETTERING	202704	10611	0.00	477.00
B	04	101	000				F			66936	AS2	1	1683		PUSH PEDAL PULL	202704	10611	0.00	2,304.76
B	04	101	000				F			66941	AS2	1	4335		4 POINT 0 SCHOOL SEI	202704	10611	0.00	1,898.08
B	04	101	000				F			66945	AS2	1	7163	REMI	SPECIAL SCHOOL DIST	202704	10611	0.00	82.50
B	04	101	000				F			66947	AS2	1	7697		MARISELA V NELSON II	202704	10611	0.00	146.00
B	04	101	000				F			66972	AS2	1	8248		TOTAL STRENGTH FITN	202704	10611	0.00	840.00
B	04	101	000				F			66984	AS2	1	1192		VERIZON WIRELESS	202704	10611	0.00	186.36
B	04	101	000				F			66985	AS2	1	1578		KELLY SERVICES	202704	10611	0.00	321.96
B	04	101	000				F			66991	AS2	1	3856		TECH ACADEMY	202704	10611	0.00	45.00
															Account Total:			$0.00	$8,881.83
B	21	101	000				F	Cash & Cash Equiv		66792	AS2	1	8278		TROBEC'S BUS SERVIC	202704	10569	0.00	1,683.19
B	21	101	000				F			66804	AS2	1	9153		JOHANSON, DIMONT	202704	10569	0.00	450.00
B	21	101	000				F			66806	AS2	1	9155		ROCHESTER CITY LINE	202704	10569	0.00	732.41
B	21	101	000				F			66807	AS2	1	9156		TAYLOR, JOSHUA	202704	10569	0.00	900.00
B	21	101	000				F			66819	AS2	1	1200		CUB FOODS - BUFFALC	202704	10569	0.00	66.06
B	21	101	000				F			66822	AS2	1	1394		MBNA/BUSINESS CARE	202704	10569	0.00	787.58
B	21	101	000				F			66837	AS2	1	5177		HOLT - PETERSON CH/	202704	10569	0.00	980.87
B	21	101	000				F			66837	AS2	1	5177		HOLT - PETERSON CH/	202704	10569	0.00	569.68
B	21	101	000				F			66862	AS2	1	9067	remit	SNIPBACK AI CORPOR/	202704	10569	0.00	1,600.00
B	21	101	000				F			66941	AS2	1	4335		4 POINT 0 SCHOOL SEI	202704	10611	0.00	499.22
B	21	101	000				F			66971	AS2	1	7945		BACON, AARON	202704	10611	0.00	195.00
B	21	101	000				F			66973	AS2	1	8265		DOMINO'S PIZZA	202704	10611	0.00	115.81
B	21	101	000				F			66979	AS2	1	9167		SCHMIDT, AMANDA	202704	10611	0.00	57.00
B	21	101	000				F			66980	AS2	1	9168		RANALLO, JENNIFER	202704	10611	0.00	195.00
															Account Total:			$0.00	$8,831.82
															Report Total:			$275,862.23	$1,120,129.62

Rockford ISD #0883

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
AS2		67062		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASS		Yes	No	Yes	10/16/2026	23,161.44
AS2		67062		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASS		Yes	No	Yes	10/31/2026	(23,161.44)
AS2		67063		Wire	1	1938		TRA		Yes	No	Yes	10/16/2026	76,126.31
AS2		67063		Wire	1	1938		TRA		Yes	No	Yes	10/31/2026	(76,126.31)
AS2		67064		Wire	1	1962		MINNESOTA DEPT OF REVENUE		Yes	No	Yes	10/16/2026	22,688.59
AS2		67064		Wire	1	1962		MINNESOTA DEPT OF REVENUE		Yes	No	Yes	10/31/2026	(22,688.59)
AS2		67065		Wire	1	2006		US GOVERNMENT		Yes	No	Yes	10/16/2026	130,327.47
AS2		67065		Wire	1	2006		US GOVERNMENT		Yes	No	Yes	10/31/2026	(130,327.47)
AS2		67066		Wire	1	6498		STATE OF MN TAX GARNISH		Yes	No	Yes	10/16/2026	828.52
AS2		67066		Wire	1	6498		STATE OF MN TAX GARNISH		Yes	No	Yes	10/31/2026	(828.52)
AS2		67067		Wire	1	7649		TSA CONSULTING GROUP, INC.		Yes	No	Yes	10/19/2026	22,129.90
AS2		67067		Wire	1	7649		TSA CONSULTING GROUP, INC.		Yes	No	Yes	10/31/2026	(22,129.90)
AS2		67072		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	No	No	10/31/2026	22,229.90
AS2		67073		Wire	1	2009		EDUCATION MINNESOTA ROCKFORD -		No	No	No	10/31/2026	10,550.09
AS2		67079		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	No	No	10/20/2026	22,129.90
												Bank Total:		$54,909.89
PAY		67068		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASS		No	No	No	10/31/2026	21,584.85
PAY		67069		Wire	1	1938		TRA		No	No	No	10/31/2026	75,983.53
PAY		67070		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	10/31/2026	22,159.91
PAY		67071		Wire	1	2006		US GOVERNMENT		No	No	No	10/31/2026	127,911.26
PAY		67074		Wire	1	5459		LEGAL SHIELD		No	Yes	No	10/01/2026	111.60
PAY		67075		Wire	1	5459		LEGAL SHIELD		No	No	No	10/31/2026	111.60
PAY		67076		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	Yes	No	10/16/2026	22,688.59
PAY		67077		Wire	1	2006		US GOVERNMENT		No	Yes	No	10/16/2026	130,327.47
PAY		67078		Wire	1	6498		STATE OF MN TAX GARNISH		No	Yes	No	10/16/2026	828.52
PAY		67080		Wire	1	2470		MSRS		No	Yes	No	10/02/2026	17,443.22
PAY		67081		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASS		No	Yes	No	10/16/2026	23,161.44
PAY		67082		Wire	1	1938		TRA		No	Yes	No	10/16/2026	76,126.31
PAY		67083		Wire	1	3431		MEDICA		No	Yes	No	10/16/2026	167,206.14
PAY		67084		Wire	1	8119		GIS BENEFITS, INC.		No	Yes	No	10/16/2026	29,726.27
PAY		67085		Wire	1	8696		MN UI Fund Unemployment		No	Yes	No	10/31/2026	100,685.55
PAY		67086		Wire	1	8741		Medsurety		No	Yes	No	10/31/2026	25,243.88
PAY		67087		Wire	1	6498		STATE OF MN TAX GARNISH		No	Yes	No	10/31/2026	832.67
												Bank Total:		$842,132.81
												Report Total:		$897,042.70

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Open Enrollments

Meeting Date: November 23, 2026
Prepared by: Business Office
Date Prepared: November 17, 2026

☐ Information ☐ Briefing ☒ Action ☐ Enclosure Item(s)

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
EC	Howard Lake-Waverly-Winsted	2687	9/14/2026	HeadStart program is in Howard Lake
5	Buffalo-Hanover-Montrose	877	9/28/2026	Family move; has family attending BHM
3	Buffalo-Hanover-Montrose	877	9/28/2026	Family move; has family attending BHM
11	Buffalo-Hanover-Montrose	877	9/28/2026	Family move; has family attending BHM
10	Delano	879	10/12/2026	
10	Orono	278	9/1/2026	family move; wants to stay enrolled @ Orono
K	Delano	879	10/7/2026	family is moving to Delano in March
12	Watertown-Mayer	111	10/30/2026	bullying & safety issues
9	Watertown-Mayer	111	10/30/2026	bullying issues

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
9	Delano	879	11/16/2026	NEW ENROLLMENT: Rockford is a better educational and personal fit for our child
5	Minneapolis	1	10/1/2026	Family move; wants to stay enrolled @ Rockford
11	St. Michael-Albertville	885	9/1/2026	Family move; wants to stay enrolled @ Rockford
12	St. Michael-Albertville	885	9/1/2026	Family move; wants to stay enrolled @ Rockford
1	Anoka-Hennepin	11	10/20/2026	NEW ENROLLMENT
4	Anoka-Hennepin	11	10/20/2026	NEW ENROLLMENT

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

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Consent – Approval of SEIU Seniority

Meeting Date: November 23, 2026

Prepared by: Superintendent's Office

Date Prepared: November 16, 2026

☐	Information	☐	Briefing	☒	Action	☐	Enclosure Item(s)

The SEIU seniority list is attached for approval. It was posted and reviewed for accuracy in October 2026.

Rockford ISD # 883

Seniority Listing

As of Date: 10/01/2026

ID	Name	Seniority Date	Service Yrs	Service Months	Service Days	Adjusted Hire Date	Original Hire Date	Seniority Code	Location
1152	Scott B Larson	08/29/1988	38	1	2	08/29/1988	08/29/1988	CUST	120
1150	Dewayne J Larson	08/29/1988	38	1	2	08/29/1988	08/29/1988	CUST	005
2029	Chad M Solomonson	04/13/2015	11	5	18	04/13/2015	04/13/2015	CUST	300
1673	Trevor J Schroeder	08/22/2016	10	1	9	03/01/2012	04/21/2010	CUST	110
2369	Kris Dale Larson	02/14/2019	7	7	17	02/14/2019	02/14/2019	CUST	005
2451	Howie Franklyn Brooks	05/24/2021	5	4	7	05/24/2021	06/08/2020	CUST	120
2563	Robert W Bourdon	12/20/2021	4	9	11	12/20/2021	12/20/2021	CUST	120
2721	Andrew Kottke	11/30/2023	2	10	1	11/30/2023	11/30/2023	CUST	300
2284	Lynn F Freeman	12/01/2023	2	10		12/04/2017	12/04/2017	CUST	005
2792	Ryan Pellaton	05/12/2025	1	4	19	05/12/2025	05/12/2025	CUST	110
2845	Timothy Domka	12/18/2025		9	13	12/18/2025	12/18/2025	CUST	005
2884	Cooper Hedtke	09/21/2026			10	09/21/2026	09/21/2026	CUST	110
2887	Justis Mcconnell	10/01/2026				10/01/2026	10/01/2026	CUST	110
2007	Courtney Noel Thorson	09/20/2021	5		11	05/02/2020	01/22/2015	EC-SR	110
2169	Cathleen Elizabeth Egbert	08/31/2022	4	1		08/31/2022	09/08/2016	EC-SR	110
2262	Katelin Anne Schroeder	09/01/2023	3	1		10/10/2017	10/10/2017	EC-SR	110
2619	Kristy N Qualle	09/16/2024	2		15	09/16/2024	08/22/2022	EC-SR	110
2823	Alyssa Gabrelcik	08/21/2025	1	1	10	08/21/2025	08/21/2025	EC-SR	110
2825	Brenda Limon-Peterson	08/25/2025	1	1	6	08/25/2025	08/25/2025	EC-SR	110
1747	Shea Diane Roskowiak	09/26/2011	15		5	09/26/2011	09/26/2011	MEDIA PARA	110
1160	Diane S Lehmberg	09/03/2019	7		28	09/23/2002	09/23/2002	MEDIA PARA	300
2534	Kaari Binsfeld	08/17/2021	5	1	14	08/17/2021	08/17/2021	MEDIA PARA	120
1338	Judy L Stetter	01/13/2003	23	8	18	01/13/2003	01/13/2003	SACC	110
1837	Nayeli Schroeder	10/01/2013	13			06/10/2013	06/10/2013	SACC	110

Rockford ISD # 883

Seniority Listing

As of Date: 10/01/2026

ID	Name	Seniority Date	Service Yrs	Service Months	Service Days	Adjusted Hire Date	Original Hire Date	Seniority Code	Location
2247	Sydney Elizabeth Swanson	08/28/2017	9	1	3	08/28/2017	08/28/2017	SACC	110
2542	Elizabeth Hoiland	08/30/2021	5	1	1	08/30/2021	08/30/2021	SACC	110
1496	Angelica Swanson	03/02/2015	11	6	29	12/06/2006	12/06/2006	SEC	300
2149	Stacey Lee Robertson	07/13/2016	10	2	18	07/13/2016	07/13/2016	SEC	120
2211	Monica Sue Palmer	08/05/2020	6	1	26	08/05/2020	03/24/2017	SEC	120
2486	Aimee Roehl	03/17/2021	5	6	14	03/17/2021	03/17/2021	SEC	300
2571	Stephanie T Reichert	01/25/2022	4	8	6	01/25/2022	01/25/2022	SEC	110
2572	Michelle M Herou	01/26/2022	4	8	5	01/26/2022	01/26/2022	SEC	110
2700	Olivia Koskela	08/31/2023	3	1		08/31/2023	08/31/2023	SEC	300
2829	Grace McCoy	09/02/2025	1		29	09/02/2025	09/02/2025	SEC	110
1146	Merry L Lanars	01/17/1995	31	8	14	01/17/1995	01/17/1995	SPED PARA	110
1560	Rita Diane Smock	11/02/2007	18	10	29	11/02/2007	11/02/2007	SPED PARA	110
1759	Katherine Ann Sieg	08/29/2012	14	1	2	08/29/2012	01/18/2012	SPED PARA	300
2081	Shari Ann Coons	11/06/2015	10	10	25	11/06/2015	11/06/2015	SPED PARA	120
2167	Amy Jean Jacobson	09/13/2016	10		18	09/13/2016	09/13/2016	SPED PARA	110
2294	Joyce Marie Nixon	02/12/2018	8	7	19	02/12/2018	02/12/2018	SPED PARA	110
2346	Kellie Margaret Leuer	08/22/2018	8	1	9	08/22/2018	08/22/2018	SPED PARA	110
2404	Valerie Kay Lockwood	09/16/2019	7		15	09/16/2019	09/16/2019	SPED PARA	120
2408	Karen Marie Bombard	10/04/2019	6	11	27	10/04/2019	10/04/2019	SPED PARA	120
2523	Katherine A Kelly	08/17/2021	5	1	14	08/17/2021	08/17/2021	SPED PARA	300
2627	Brieana M Blackhawk	09/08/2022	4		23	09/08/2022	09/08/2022	SPED PARA	110
2659	Jessica R Rymer	03/06/2023	3	6	25	03/06/2023	03/06/2023	SPED PARA	110
2661	Nicole A Miller	03/06/2023	3	6	25	03/06/2023	03/06/2023	SPED PARA	300
1116	Patrick L Kasheimer	08/15/2023	3	1	16	11/03/1986	11/03/1986	SPED PARA	120

Rockford ISD # 883

Seniority Listing

As of Date: 10/01/2026

ID	Name	Seniority Date	Service Yrs	Service Months	Service Days	Adjusted Hire Date	Original Hire Date	Seniority Code	Location
2349	Kristen Renee Angell	08/17/2023	3	1	14	09/06/2018	09/06/2018	SPED PARA	110
2699	Stephanie Millen Luckett	08/24/2023	3	1	7	08/24/2023	08/24/2023	SPED PARA	300
2708	Andrew Kelly	10/02/2023	2	11	29	10/02/2023	10/02/2023	SPED PARA	300
2709	Danielle Michlitsch	10/02/2023	2	11	29	10/02/2023	10/02/2023	SPED PARA	110
2520	Denim Rynkievich	08/22/2024	2	1	9	07/25/2021	07/25/2021	SPED PARA	110
2633	Elizabeth A Borders	08/22/2024	2	1	9	09/06/2022	09/06/2022	SPED PARA	120
2756	Christine Hauge	08/22/2024	2	1	9	08/22/2024	08/22/2024	SPED PARA	110
2822	Christina Cook	08/20/2025	1	1	11	08/20/2025	08/20/2025	SPED PARA	110
2841	Stephanie Hopkins	11/21/2025		10	10	11/21/2025	11/21/2025	SPED PARA	110
2849	Abigail Solsback	02/10/2026		7	21	02/10/2026	02/10/2026	SPED PARA	110
2874	James Petry	08/19/2026		1	12	08/19/2026	08/19/2026	SPED PARA	120
2883	Samantha Kohnen	09/10/2026			21	09/10/2026	09/10/2026	SPED PARA	110

Employee Count 60

Rockford Area Schools – ISD 883

EXTENDED FIELD TRIP APPLICATION – FINAL APPROVAL

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

School: _____Rockford High School_____

Group/Class: _____Boys Basketball_____

Teacher(s)/Advisor(s) submitting request: ___Mr Tauber_____

# of students: ____28_____ # of school personnel: ____4_____ # of chaperones: _____

Destination: ____Winona State University_____ Address: ____Winona, MN_____

Have students received teachers' approval to miss class? Yes _____ No __N/A___

Departure Date: _12/29/2026_____ Departure Time: __8:00am_ Return Date: _12/30/2026___ Return Time: _9:00pm___

Days absent: When school is in session: _____ Non-school days/vacation time: _____1 night_____

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____ 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: _____1 bus_____ N/A: _____

_____ Public Transportation _____ Contracted Transportation: _____receiving a quote from Holt__ *(Name of Service; attach contract)*

Place of lodging: _____The Plaza Hotel_____ Dates: _____12/29-12/30, 2026_____

COSTS: (Estimate per student)

Transportation__ approx $100?_ Expenses to be paid by the district $*bus only*_, using Booster club funds____ Meals $_approx $60__ Expenses to be paid by special funds $ ___0_____ Substitute Teachers $__0_____

Lodging $approx $1500 paid for with fundraising money_ Explain special funding and/or procedures for handling instances of economic Other (fees, ins) $_____ need: _____ Total $_bus cost only 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: 11/16/26

Superintendent (or Designee): _____ Date: 11.17.26

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: November 2026 Superintendent's Report

Meeting Date: November 23, 2026

Prepared by: Superintendent’s Office

Date Prepared: October 29, 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: Rocket Spotlight

Meeting Date: 11/23/26

Prepared by: Melissa Joseph

Date Prepared: 11/19/26

- [x] Information
- [ ] Briefing
- [ ] Action
- [ ] Enclosure Item(s)

Congratulations to DeAnn, our Rocket Spotlight Award recipient!

DeAnn goes above and beyond in creating meaningful, engaging experiences for her preschool students. She has a wonderful understanding of developmentally appropriate activities and uses her creativity and available resources to provide fun, open-ended learning opportunities that encourage children to explore, learn, and grow.

But what makes DeAnn truly special is the way she connects with others. As one nomination shared, "She is also my 'go to' person for any help I need and is always willing to help others." Her positive attitude, calm demeanor, and willingness to support those around her make her a valued member of our team.

Another nomination summed it up perfectly: "DeAnn is fantastic with the kiddos. Never raises her voice or loses her cool. She has a way of connecting with each kiddo to make them feel so special."

DeAnn's patience, kindness, creativity, and genuine care for children make a difference every day. We are so fortunate to have her as part of our team!

Congratulations, DeAnn, and thank you for all that you do!

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Fall Activities Celebration

Meeting Date: November 23, 2026

Prepared by: Joe Kley

Date Prepared: November 9th, 2026

X	Information		Briefing		Action		Enclosure Item(s)

Representatives from the following Athletic and Activities programs will be sharing the highlights for their 2026-27 season.

- Football
- Cross Country
- Girls Soccer
- Volleyball
- Marching Band
- Girls Tennis
- Cheerleading
- Boys Soccer

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: RAS Principal Update

Meeting Date: 11/23/26

Prepared by: Brenda Nyhus, Paul Warzecha, Paul Menard

Date Prepared: 11/18/26

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

The principals will provide a K-12 update based upon individual School Improvement Plans (SIPs) and the Rockford Area Schools Instructional Roadmap.

Principal Report

November 2026











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

INSTRUCTIONAL ROADMAP SY 26-27



STRATEGIC DIRECTION

Support student achievement & growth, literacy

STRUCTURED SUPPORT

Provided by Building Instructional Leadership Teams (BILT)

The Why / Outcomes

- Goal
  - Use roadmap as framework for professional development
  - Ensure professional development is concretely applicable in support of student achievement and growth
  - Align our leadership
  - Continuous improvement
- Instructional goal each year (content outs)
- Science of Learning goal each year (engagement, agency→skills outs)
- Data-driven Student Support goal each year (how we're doing as a result of the other two goals)

The Why / Outcomes

Purpose

1. Instructional Goal (Teachers Do)
   a. Curriculum Maps
   b. Instructional Design, Alignment
2. Science of Learning Goal (Students Do)
   a. Learning Targets
   b. Engagement, Agency
3. Data-driven Student Support (Teams Do)
   a. Measures how we're doing with Instruction, Learning

Process



PD & PLCs
Concrete Application

Product



Continuous Improvement
Achievement & Growth

Roadmap Focus: Instructional Alignment

Facilitate instructional alignment within teams and between teams that supports **student achievement and growth**.

What this looks like when complete/end in view

- Instruction is **horizontally aligned** in terms of both content and skills.
- Instruction is **vertically aligned** in terms of both content and skills.
- **Common language/common instructional practice** is used horizontally and vertically where applicable to support strong **transfer of skills and content knowledge**

Common Product across all buildings
Ins/Outs Aligned to Standards , Common Language

Instructional Alignment SMART Plan

REAMS	RMS-CES	RHS
• CKLA alignment: updates/revisions & between grade level teams • Common language and alignment Specialists • Math review, common language • Vocabulary	• Content skills and Academic skills 'ins/outs' • Academic Planner used in School Wide Binder System • Course Guide for an outward facing summary	• Align metrics and practices • Content skills and Academic skills 'ins/outs' • AVID skills in BLAST (Tier 2); sharing with original teacher for ongoing support (Tier 1)

Roadmap Focus: Learner Agency

Integrate common language connected to learner agency in classroom instruction and BLAST instruction to **strengthen engagement and support student achievement and growth**.

What this looks like when complete/end in view

- Teachers **integrate whole class learning, collaborative learning, and self-directed learning strategically** within classroom instruction and BLAST instruction to support student achievement.
- Students are **aware of the role of agency in their learning process** and reflective about their engagement.
- **Shared understanding of how learner agency** supports ongoing instructional adjustment in support of student achievement and growth

Agency SMART Plan

REAMS

- Engagement & Agency Training
- Looks like/sounds like by grade level
- Grade level plans--BLAST
- Classroom visits

RMS-CES

- Looks like/ sounds visual
- Symbols integrated into instruction
- Baseline Data
  - identify how they learn
  - share how they learn with staff
  - know what to do when they don't understand
  - consistently students create and monitor goals.
- Learning Choices (Instructional) vs Classroom Choices (Situational)

RHS

- Student self assessment every Tuesday in Blast
- 3 week checks for academics, grades, engagement, behavior, and eligibility
- Learning Choices (Instructional) vs Classroom Choices (Situational)

Roadmap Focus: Data-driven Student Support Work

Use testing data to ensure student growth and continuously improve instructional practice

What this looks like when complete/end in view:

- buildings meet reading and math goals
- process for teachers to reflect on and respond to data
- process for sharing data with students, families

Data-driven Student Support SMART Plan (REAMS)

Student Achievement, Engagement Evidence

Testing	Class Progress/Grades

• aMath
  ▫
• aReading
  ▫
• Other
  ▫	

Concern Context ☐ Assessment Results **Identify the Barrier** ☐ Academic skills ☐ Behavior (engagement, effort, motivation)	**Concern Context** ☐ Class Progress/Grades **Identify the Barrier** ☐ Academic skills ☐ Attendance ☐ Behavior (engagement, effort, motivation)

Based on the achievement and engagement evidence, what is the SMART goal for this student?



Data-driven Student Support SMART Plan (RMS-CES)

During the 2026-27 school year, staff will facilitate student reflection and goal setting on FAST scores and course grades and will complete Student Achievement Action Plans for a select number of students based on data-driven student need.

- Academic Check-Ins
- Data Retreat ELA & Math (MCA & FAST)
- Incentivized FAST Scores
- ELA/Math teachers conference with students their FAST scores and future goal of progress before the next testing date.
- All teachers engage in creating Student Achievement Plans to support identified student need

Observation	Designated Intervention Copy from Observation to Intervention Doc	Progress Benchmark	Date	Level of Engagement	Baseline Data	Progress Monitor Date 1	Data	Progress Assessment
Assignment completion	Intervention should align with target behavior or achievement level	Define quantitative benchmarks that will warrant progress levels		Disengaged: Withdrawing				
			Start Date of Intervention	Choose overall level of engagement at the START of the intervention	0 = 0% Completion 1 = 25% 2 = 50% 3 = 75+%	9/21/2026		

Data-driven Student Support SMART Plan (RHS)

Informed by the engagement continuum, all teachers will incorporate the learner agency model in classrooms and BLAST to ensure all students have the opportunity to develop stronger agency through learning modalities and instructional design opportunities including whole class learning, collaborative learning, and self-directed learning. All teachers will progress from at least a level zero to at least a level two on the learner agency learner scale.

- 3 Week Learning Checks
- Identify target skills students → AVID Skills Group during BLAST
- Identify target academic content students → Targeted re-learning/review/retakes during BLAST
- AVID Agency Exchange in all 3 buildings 1x/quarter
- Student Achievement Plan or plan to pass/make up credit

Observation	Designated Intervention Copy from Observation to Intervention Doc	Progress Benchmark	Date	Level of Engagement	Baseline Data	Progress Monitor Date 1	Data	Progress Assessment
Assignment completion	Intervention should align with target behavior or achievement level	Define quantitative benchmarks that will warrant progress levels		Disengaged: Withdrawing				
			Start Date of Intervention	Choose overall level of engagement at the START of the intervention	0 = 0% Completion 1 = 25% 2 = 50% 3 = 75+%	9/21/2026		

Student Connectedness

Ensure that students are in an environment where they feel valued and safe.

What this looks like when complete/end in view

- information collected from students
- information analyzed by teams
- action steps implemented in response

Student Connectedness SMART Plan

REAMS	RMS-CES	RHS
• My SAEBRS 2x/annually • Rockee Buddy • Counseling lessons • Counseling Services	• Administered Student Connectedness • Targeted strategies for students who are not connected to staff • Virtual Conference Intervention • Weekly message to students and staff following quarterly themes	• Administer Student Connectedness 2x/annually • 2x10 challenge for 23 identified students • Continued emphasis on student connectedness with monthly themes/motivational bulletin boards

Building Goal Structure

- Goals have evolved
- Each year → new understandings
- Met with FAST (Renaissance) to be sure goal aligns to our purpose

Building Goal Structure

Students will achieve their predicted growth score from fall to spring which will reflect a growth percentile of a typical year's growth or better.

Building Goal Structure

The **predicted score** will be based on **growth by start score** if possible and **growth by all** if a score is not provided by start score.

Building Goal Structure

Why Growth by Start Score is recommended:

- Compares students to peers who started at a similar achievement level.
- Provides a fairer and more precise measure of growth.
- Helps account for regression to the mean, which can affect students at the highest and lowest starting scores.
- Is the metric Renaissance uses for official growth reporting in states that require growth reporting.

Growth by Start Score remains the best practice for most reporting, goal-setting, and growth evaluation conversations.

from Renaissance

Building Goal Structure

When Growth by All can be helpful:

- If a Growth by Start Score value is unavailable, Growth by All can serve as a supplemental data point/ Just keep in mind that it compares students to the entire norm group rather than peers with similar starting scores, making it less precise. Just keep in mind that it compares students to the entire norm group rather than peers with similar starting scores, making it less precise.
- **Growth by All** can be useful as supplemental context when Growth by Start Score is unavailable for students at the extreme ends of the score distribution.

from Renaissance

Building Goal Structure

- Students get predicted score as target
- Look at if they met their target predicted score and growth %
- There are 4 Growth % Designations
  - Flat, Modest, **Typical**, and Aggressive
- Students demonstrating **typical** growth are generally showing the level of growth that would be expected over the course of a school year.

Building Goal Data Foundation

REAMS

In 25-26

- Reading: 46.00%
- Math: 39.67%

RMS-CES

In 25-26

- Reading: 54.86%
- Math: 25.25%

RHS

In 25-26

- Reading: 57.40%
- Math: 45.08%

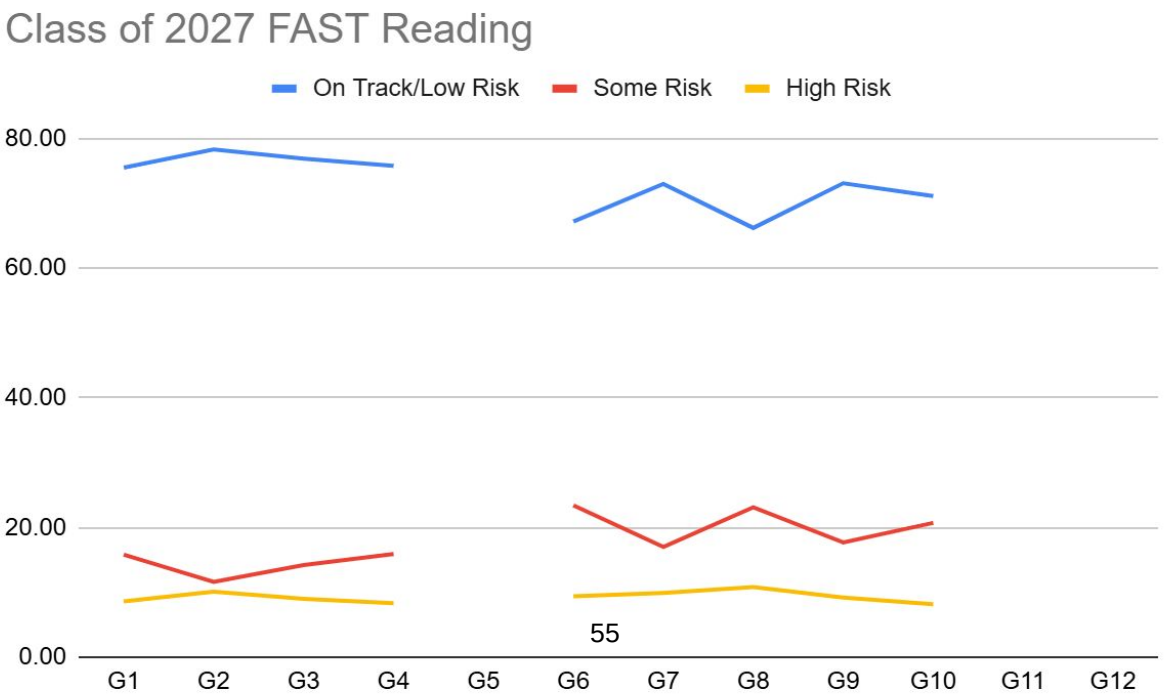
met or surpassed their predicted score (growth by start score)

Note
Some limitations as didn't run growth by all--isn't retained in data records.
Didn't run growth %.

Building Goal Structure

- Goal: Maintain a consistent goal moving forward
- Eventually track cohorts
- Growth for *each* student
- A particular focus on students who need to make more than one year of growth
- Why not exceed rather than meet?
    - Challenging to meet your predicted score
    - Kids who are lower have a bigger increment to achieve their predicted score and the increments get smaller as the initial score gets higher on the % rank. The goals *are* more aggressive for students who are behind.

Building Goal Data (Additional Analysis)

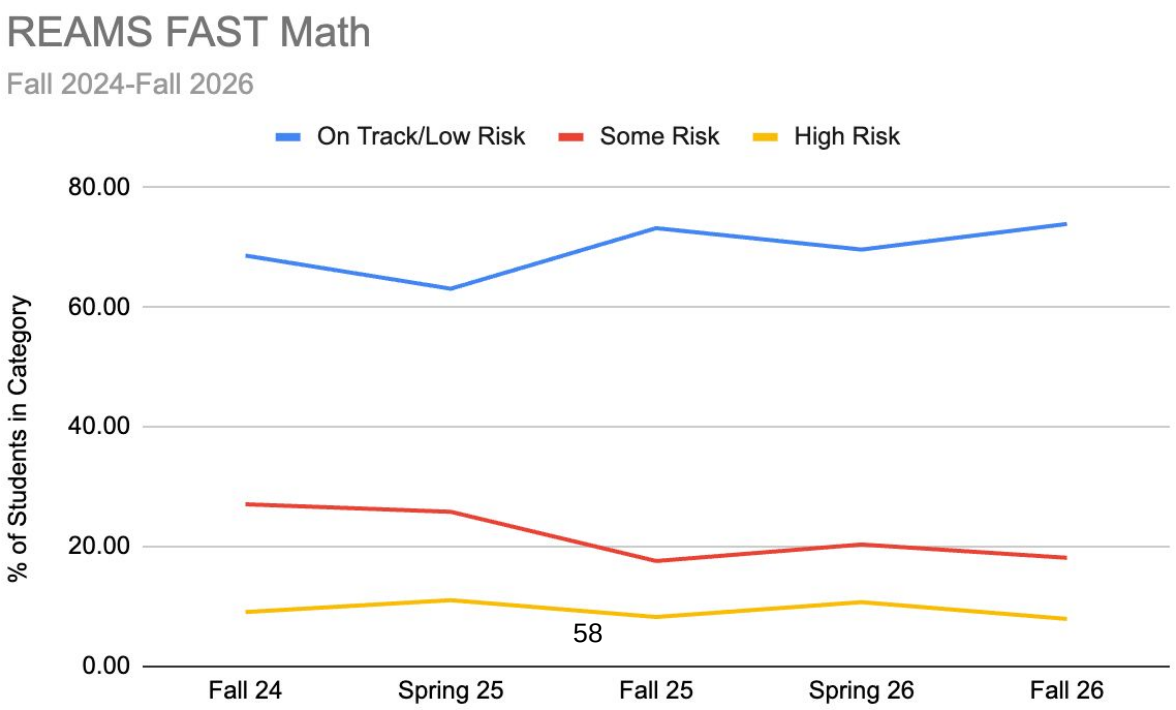


Building Goal Structure

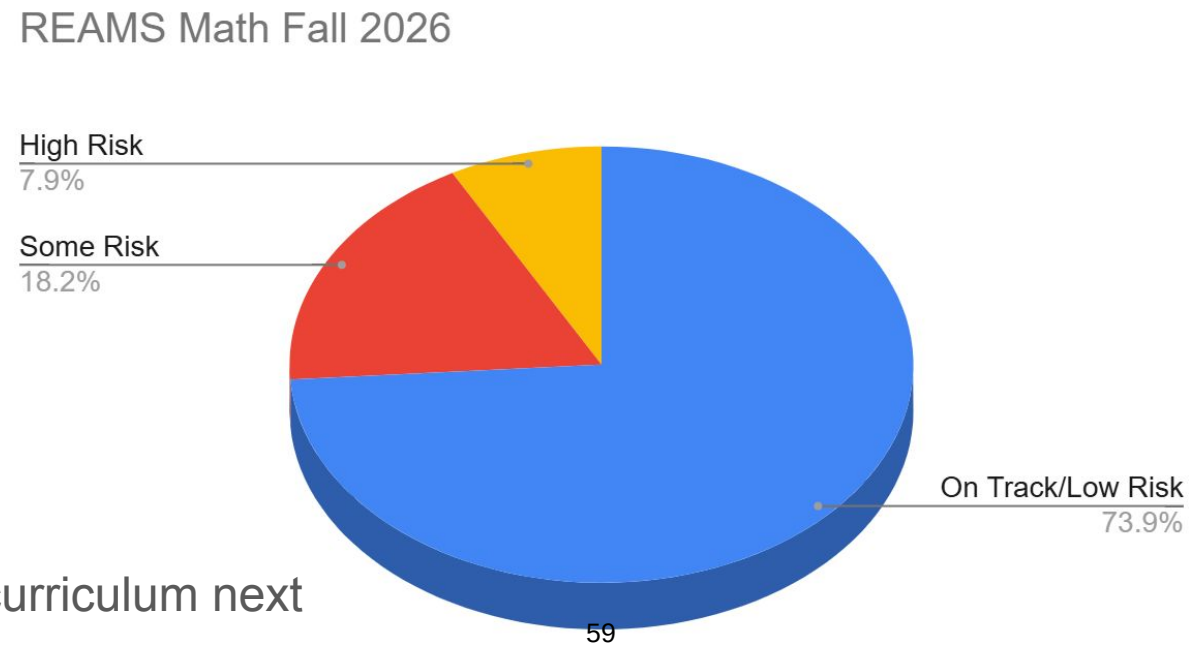
Students will achieve their predicted growth score from fall to spring which will reflect a growth percentile of a typical year's growth or better. **We will exceed the previous year's data.**

Math Screening Data
Fall 2026

Building Goal Data (REAMS: Math Screening Data)

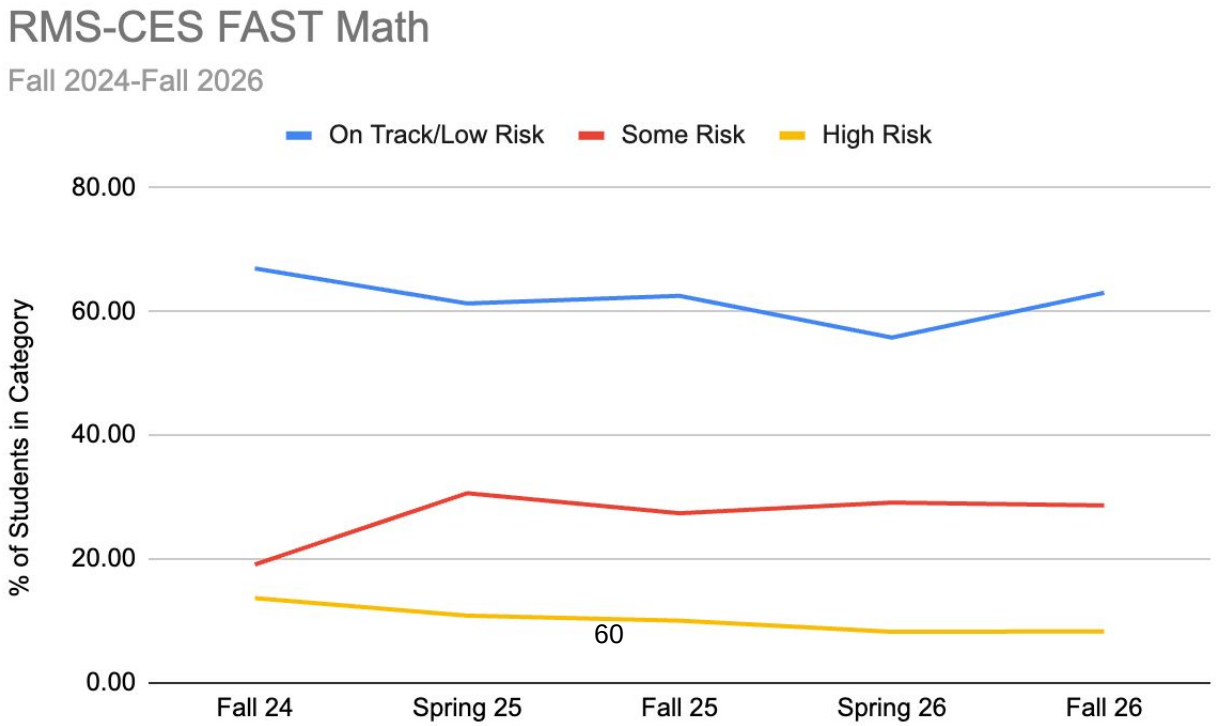


Building Goal Data (REAMS: Math Screening Data)

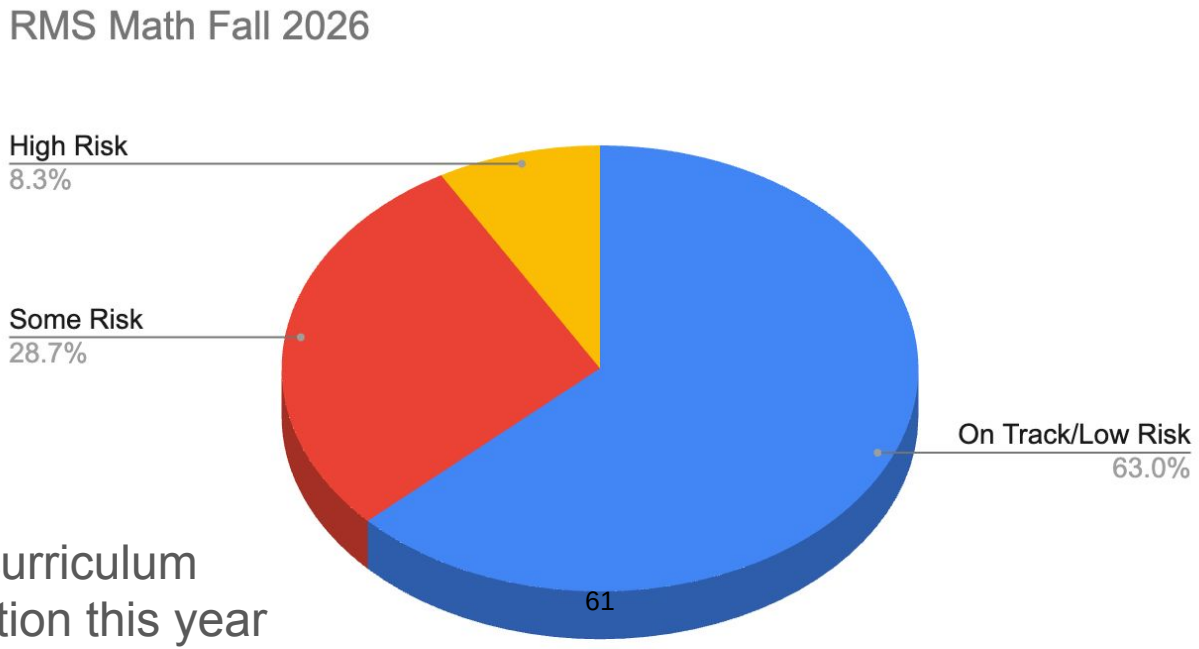


New math curriculum next year

Building Goal Data (RMS-CES: Math Screening Data)

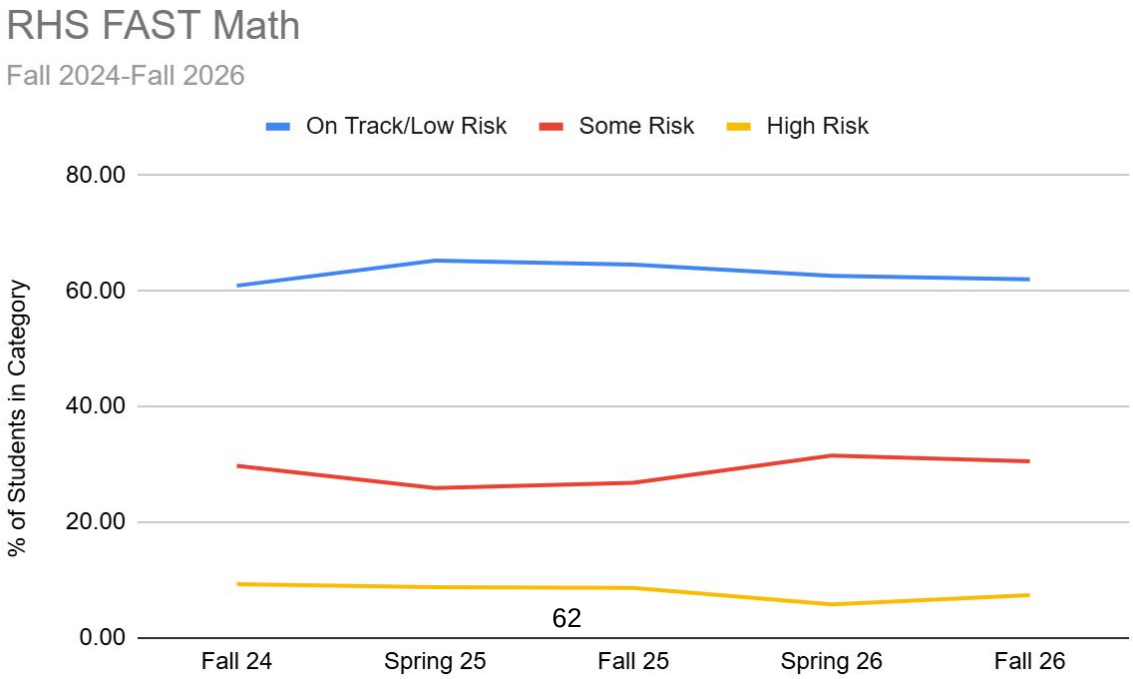


Building Goal Data (RMS-CES: Math Screening Data)

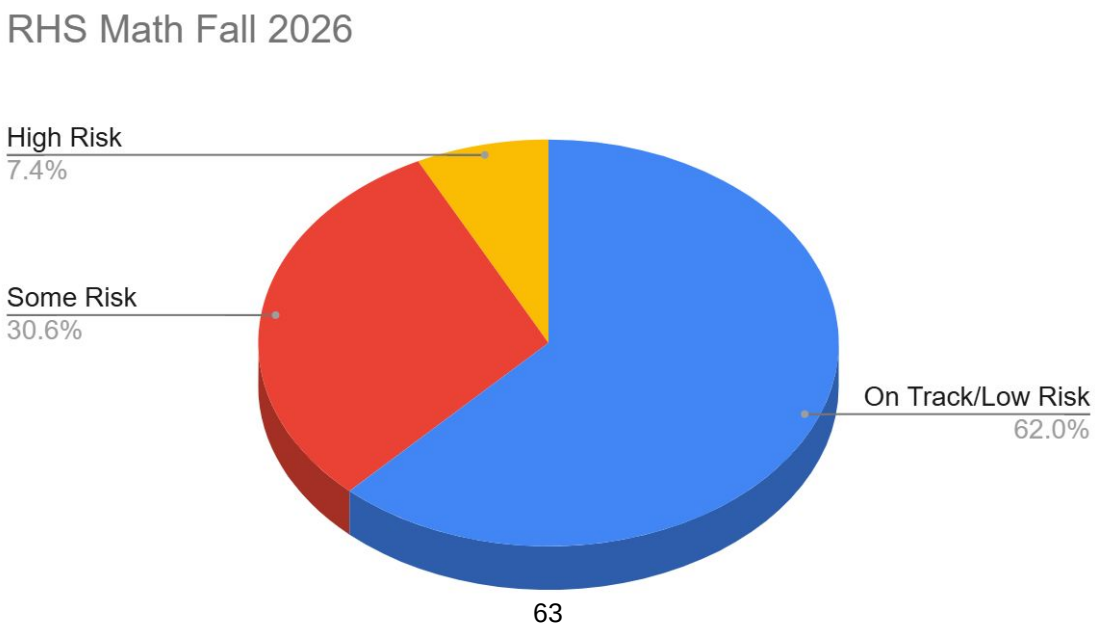


New math curriculum implementation this year

Building Goal Data (RHS: Math Screening Data)

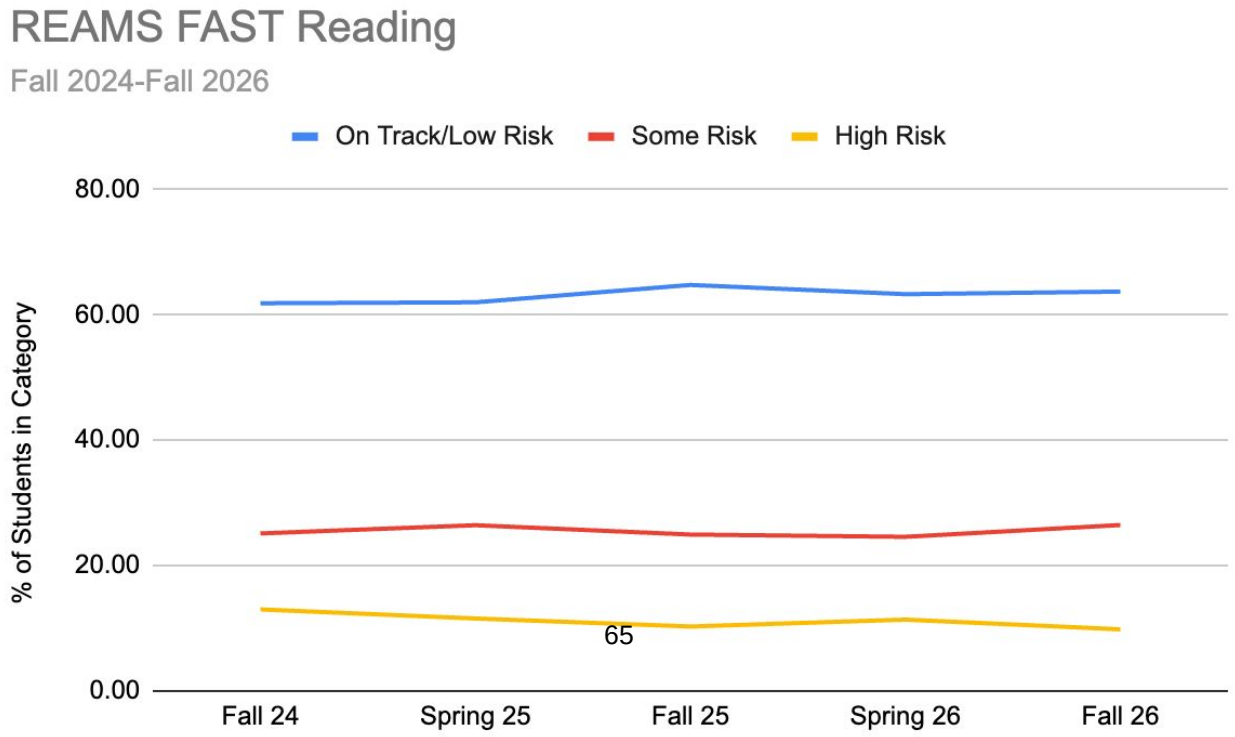


Building Goal Data (RHS: Math Screening Data)

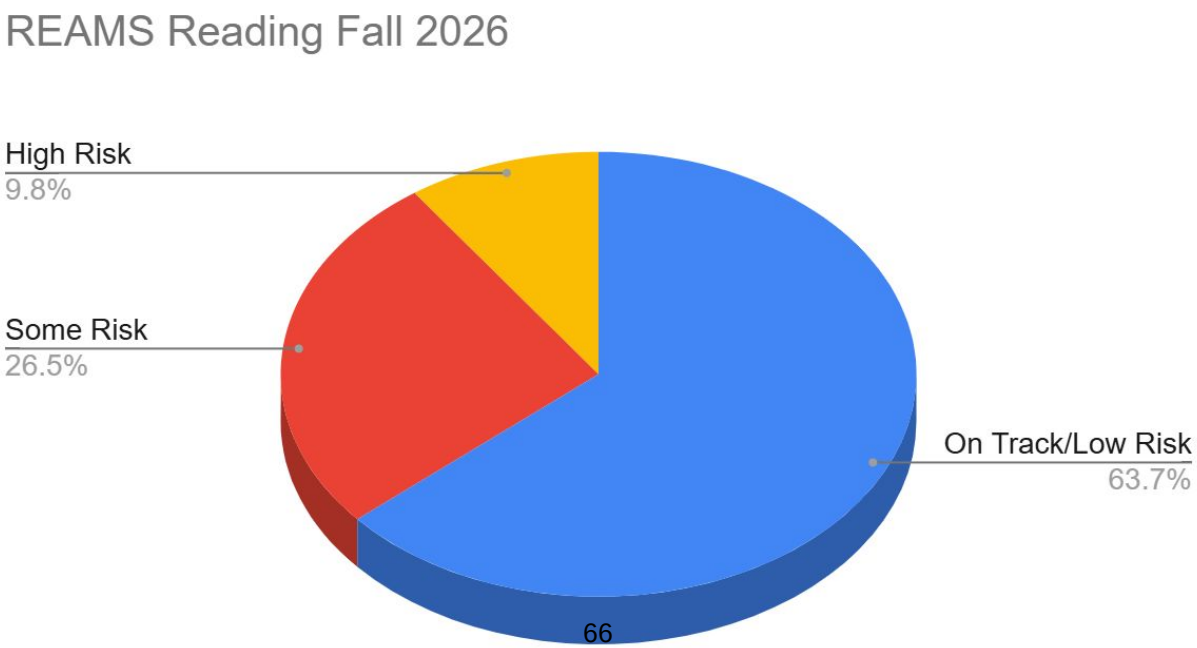


Reading Screening Data
Fall 2026

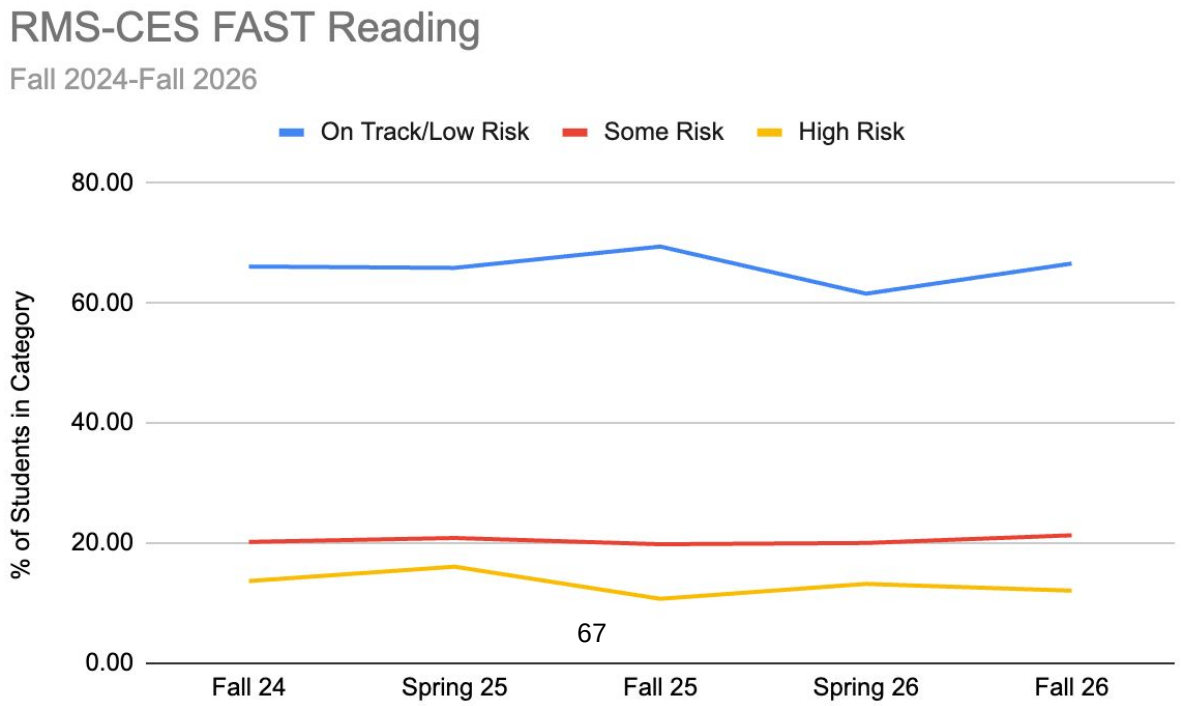
Building Goal Data (REAMS: Reading)



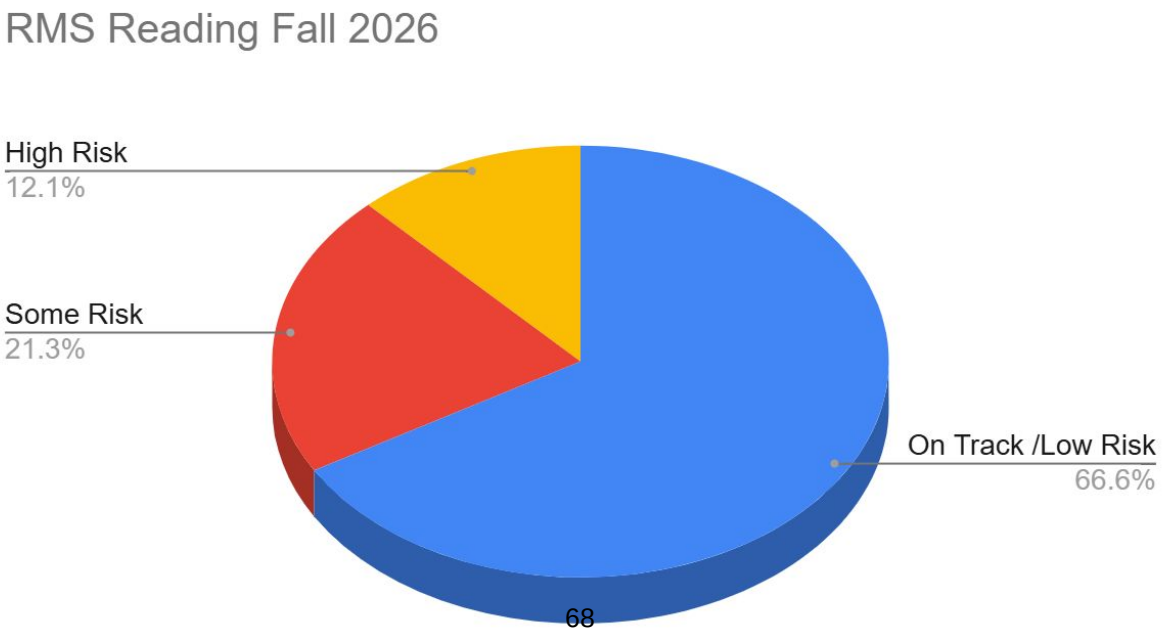
Building Goal Data (REAMS: Reading Screening Data)



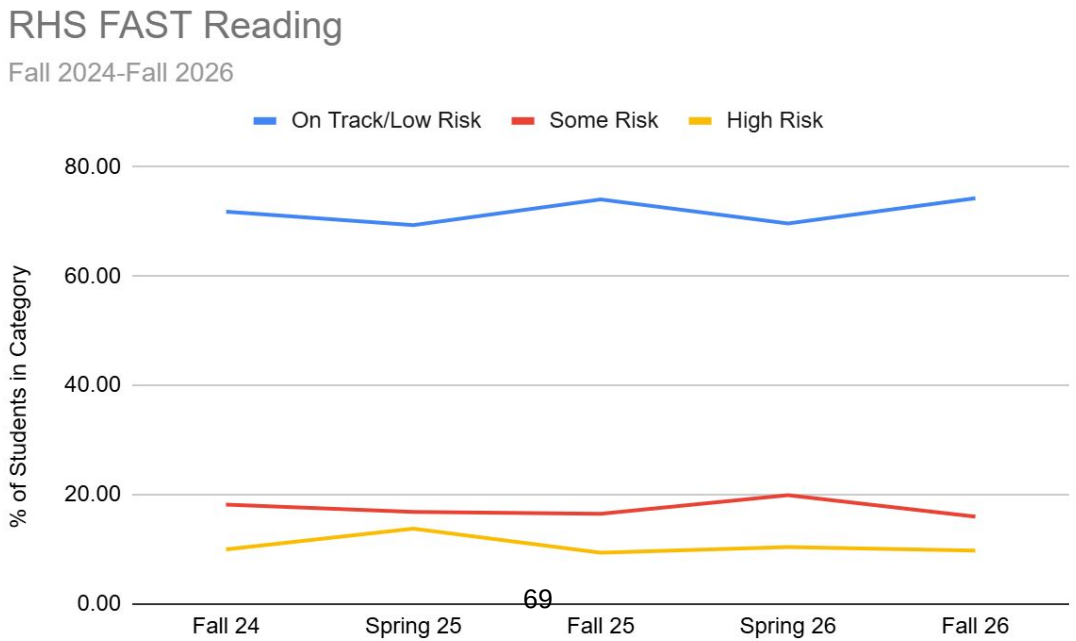
Building Goal Data (RMS-CES: Reading Screening Data)



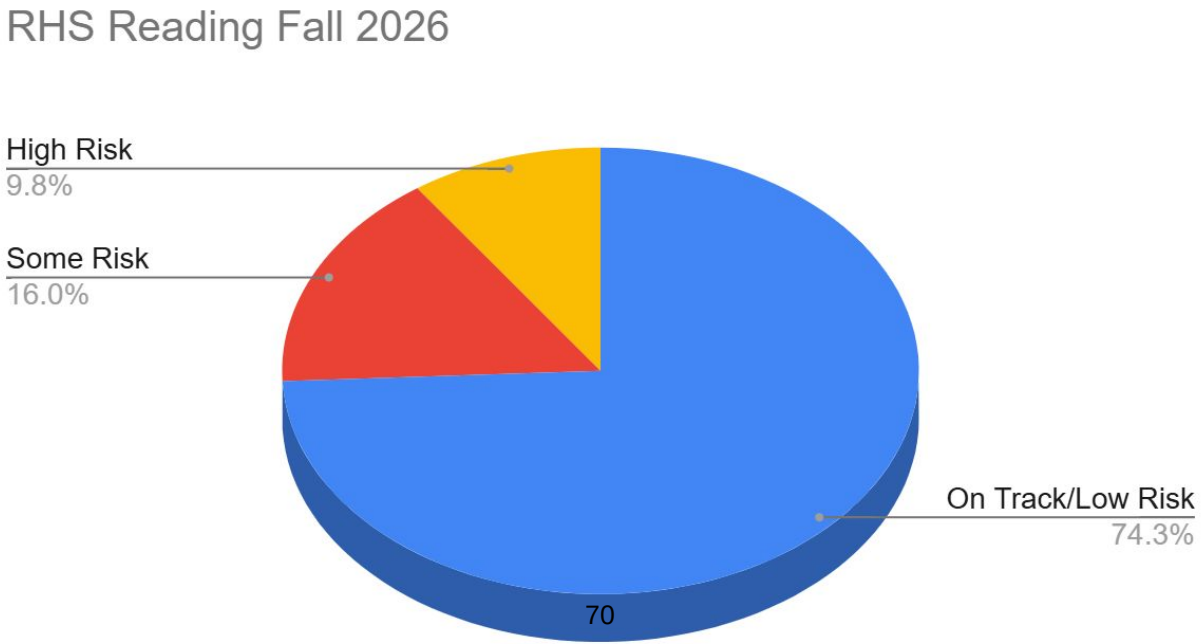
Building Goal Data (RMS-CES: Reading Screening Data)



Building Goal Data (RHS: Reading Screening Data)



Building Goal Data (RHS: Reading Screening Data)



Why it Matters

- Appreciate partnership
- Shared actions K-12 in support of student achievement
- Where we're seeing growth…
  - Work with intention, clear plan → momentum
  - Strong alignment conversations
  - Understanding of what gets students to learn
  - Using data -- data in front of teachers consistently
- What we're focusing on…
  - Making sure the work translates to concrete changes in instruction that supports students
- More updates to come in February


ROCKFORD AREA SCHOOLS
A TRADITION OF EXCELLENCE
1856
ISD 883
A LOVE OF LEARNING
ROCKFORD • GREENFIELD • CORCORAN

Thank You.

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Quarterly Budget Review – Quarter Ended September 30, 2026*

Meeting Date: November 23, 2026

Prepared by: Bridget Peterson, CFO

Date Prepared: November 13, 2026

x	Information		Briefing		Action		Enclosure Item(s)

The attached quarterly budget review for the quarter ending September 30, 2026 will be discussed further at the board meeting.

ROCKFORD AREA PUBLIC SCHOOLS
QUARTERLY BUDGET UPDATE AS OF SEPTEMBER 30, 2026
REVENUE AND EXPENDITURES BY FUND

PROGRAM NAME	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	2026-27 Adopted Budget	2026-27 FYTD Activity	2026-27 FYTD %
GENERAL	$ 23,572,600	$ 3,205,536	13.6%	$ 24,954,570	$ 3,556,888	14.3%
NUTRITION SERVICES	1,292,399	20,882	1.6%	1,322,177	19,475	1.5%
COMMUNITY SERVICES	1,533,542	441,853	28.8%	1,547,649	378,833	24.5%
CONSTRUCTION FUND	5,000	16,480	329.6%	5,000	5,557	111.1%
DEBT REDEMPTION	5,061,210	105,251	2.1%	5,226,945	107,564	2.1%
TOTAL REVENUES	$ 31,464,751	$ 3,790,002	12.0%	$ 33,056,341	$ 4,068,317	12.3%
GENERAL	$ 23,795,862	$ 3,311,562	13.9%	$ 25,025,899	$ 3,799,720	15.2%
NUTRITION SERVICES	1,210,066	49,930	4.1%	1,291,178	44,022	3.4%
COMMUNITY SERVICES	1,527,576	346,805	22.7%	1,495,459	347,151	23.2%
CONSTRUCTION FUND	2,286,107	270,426	11.8%	564,099	-	0.0%
DEBT REDEMPTION	4,839,125	325,137	6.7%	4,840,875	278,837	5.8%
TOTAL EXPENDITURES	$ 33,658,736	$ 4,303,860	12.8%	$ 33,217,510	$ 4,469,730	13.5%

ROCKFORD AREA PUBLIC SCHOOLS
QUARTERLY BUDGET UPDATE AS OF SEPTEMBER 30, 2026
REVENUES BY SOURCE TYPE

SOURCE TYPE	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	2026-27 Adopted Budget	2026-27 FYTD Activity	2026-27 FYTD %
TAX REVENUE	$ 3,401,583	$ 95,610	2.8%	$ 5,086,494	$ 163,490	3.2%
STATE REVENUE	18,878,180	2,874,869	15.2%	19,036,942	3,200,168	16.8%
FEDERAL REVENUE	356,134	-	0.0%	356,134	3,018	0.8%
LOCAL REVENUE	936,703	235,057	25.1%	475,000	190,212	40.0%
TOTAL GENERAL FUND	**23,572,600**	**3,205,536**	**13.6%**	**24,954,570**	**3,556,888**	**14.3%**
STATE REVENUE	650,100	-	0.0%	663,908	-	0.0%
FEDERAL REVENUE	490,299	-	0.0%	502,282	-	0.0%
LOCAL REVENUE	152,000	20,882	13.7%	155,987	19,475	12.5%
TOTAL NUTRITION SERVICE FUND	**1,292,399**	**20,882**	**1.6%**	**1,322,177**	**19,475**	**1.5%**
TAX REVENUE	137,152	-	0.0%	125,947	-	0.0%
STATE REVENUE	163,732	55,269	33.8%	219,527	64,355	29.3%
LOCAL REVENUE	1,232,658	386,584	31.4%	1,202,175	314,478	26.2%
TOTAL COMMUNITY SERVICE FUND	**1,533,542**	**441,853**	**28.8%**	**1,547,649**	**378,833**	**24.5%**
LOCAL REVENUE	5,000	16,480	329.6%	5,000	5,557	111.1%
TOTAL CONSTRUCTION FUND	**5,000**	**16,480**	**329.6%**	**5,000**	**5,557**	**111.1%**
TAX REVENUE	4,982,508	-	0.0%	4,997,207	-	0.0%
STATE REVENUE	78,702	105,251	133.7%	229,738	107,564	46.8%
TOTAL DEBT SERIVCE FUND	**$ 5,061,210**	**$ 105,251**	**2.1%**	**$ 5,226,945**	**$ 107,564**	**2.1%**

ROCKFORD AREA PUBLIC SCHOOLS
QUARTERLY BUDGET UPDATE AS OF SEPTEMBER 30, 2026
EXPENDITURES BY OBJECT TYPE

OBJECT TYPE	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	2026-27 Adopted Budget	2026-27 FYTD Activity	2026-27 FYTD %
SALARIES AND WAGES	$ 12,754,994	$ 1,468,907	11.5%	$ 13,295,515	$ 1,508,697	11.3%
EMPLOYEE BENEFITS	4,035,012	479,996	11.9%	4,345,839	539,002	12.4%
PURCHASED SERVICES	5,928,834	949,111	16.0%	6,218,811	1,114,175	17.9%
SUPPLIES AND MATERIALS	863,036	308,847	35.8%	890,615	525,173	59.0%
CAPITAL EXPENDITURES	177,973	40,401	22.7%	186,233	50,183	26.9%
OTHER EXPENDITURES	36,013	64,300	178.5%	88,886	62,490	70.3%
TOTAL GENERAL FUND (excuding chargebacks)	**23,795,862**	**3,311,562**	**13.9%**	**25,025,899**	**3,799,720**	**15.2%**
PURCHASED SERVICES	582,353	40,368	6.9%	594,885	25,783	4.3%
SUPPLIES AND MATERIALS	627,713	9,562	1.5%	646,293	18,239	2.8%
CAPITAL EXPENDITURES	-	-	N/A	50,000	-	0.0%
TOTAL NUTRITION SERVICE FUND (excluding chargebacks)	**1,210,066**	**49,930**	**4.1%**	**1,291,178**	**44,022**	**3.4%**
SALARIES AND WAGES	993,100	222,490	22.4%	956,740	216,871	22.7%
EMPLOYEE BENEFITS	297,976	62,041	20.8%	315,831	60,203	19.1%
PURCHASED SERVICES	188,200	49,987	26.6%	184,888	55,467	30.0%
SUPPLIES AND MATERIALS	40,000	12,287	30.7%	37,000	14,610	39.5%
CAPITAL EXPENDITURES	7,000	-	0.0%	-	-	N/A
OTHER EXPENDITURES	1,300	-	0.0%	1,000	-	0.0%
TOTAL COMMUNITY SERVICE FUND	**1,527,576**	**346,805**	**22.7%**	**1,495,459**	**347,151**	**23.2%**
OTHER EXPENDITURES	2,286,107	270,426	11.8%	564,099	-	0.0%
TOTAL CONSTRUCTION FUND	**2,286,107**	**270,426**	**11.8%**	**564,099**	**-**	**0.0%**
OTHER EXPENDITURES	4,839,125	325,137	6.7%	4,840,875	278,837	5.8%
TOTAL DEBT SERIVCE FUND	**$ 4,839,125**	**$ 325,137**	**6.7%**	**$ 4,840,875**	**$ 278,837**	**5.8%**

ROCKFORD AREA SCHOOLS
QUARTERLY BUDGET UPDATE AS OF SEPTEMBER 30, 2026
GENERAL FUND EXPENDITRURES BY PROGRAM

PROGRAM	2025-26 ACTUAL	2026-27 BUDGET	2026-27 ACTUAL	2026-27 FYTD %
DISTRICT & SCHOOL ADMINISTRATION:				
SCHOOL BOARD	$ 65,097	$ 76,955	$ 26,550	34.5%
OFFICE OF SUPERINTENDENT	411,305	409,792	111,829	27.3%
SCHOOL BUILDING ADMINISTRATION	735,863	767,327	168,987	22.0%
TOTAL DISTRICT & SCHOOL ADMINISTRATION	1,212,265	1,254,074	307,366	24.5%
DISTRICT SUPPORT SERVICES:				
FINANCE & SUPPORT SERVICES	767,573	819,877	157,258	19.2%
TECHNOLOGY	762,560	503,053	308,099	61.2%
HUMAN RESOURCES & OTHER SUPPORT POSITIONS	170,812	146,728	22,138	15.1%
TOTAL DISTRICT SUPPORT SERVICES	1,700,945	1,469,658	487,495	33.2%
REGULAR & VOC. ED. INSTRUCTION:				
K-12 INSTRUCTION	8,263,026	8,206,066	941,014	11.5%
GIFTED & TALENTED	129,900	145,580	10,622	7.3%
TITLE PROGRAMS	185,342	208,634	20,158	9.7%
CO-CURRICULAR	1,087,410	976,221	220,576	22.6%
UNEMPLOYMENT COMPENSATION	104,038	180,000	23,011	12.8%
CAREER AND TECHNICAL EDUCATION	307,153	297,426	27,337	9.2%
REGULAR & VOC. ED. INSTRUCTION	10,076,869	10,013,927	1,242,718	12.4%
EXCEPTIONAL INSTRUCTION:				
ADSIS	599,799	554,436	61,614	11.1%
SPECIAL EDUCATION DISTRICT WIDE	3,387,478	3,313,880	535,749	16.2%
TOTAL EXCEPTIONAL INSTRUCTION	3,987,277	3,868,316	597,363	15.4%
INSTRUCTIONAL SUPPORT:				
INSTRUCTIONAL SUPPORT	266,372	261,679	71,665	27.4%
CURRICULUM SUPPORT	137,177	185,074	17,595	9.5%
MEDIA CENTERS	214,696	206,408	14,956	7.2%
STAFF DEVELOPMENT	261,058	606,955	82,273	13.6%
TOTAL INSTRUCTIONAL SUPPORT	879,303	1,260,116	186,489	14.8%
PUPIL SUPPORT SERVICES:				
PUPIL SUPPORT	402,090	390,284	32,460	8.3%
HEALTH SERVICES	264,626	225,833	21,471	9.5%
SCHOOL SAFETY	173,891	169,470	17,592	10.4%
TRANSPORTATION	3,087,137	3,333,596	214,938	6.4%
TOTAL PUPIL SUPPORT SERVICES	3,927,744	4,119,183	286,461	7.0%

ROCKFORD AREA SCHOOLS
QUARTERLY BUDGET UPDATE AS OF SEPTEMBER 30, 2026
GENERAL FUND EXPENDITRURES BY PROGRAM
(Continued)

PROGRAM	2025-26 ACTUAL	2026-27 BUDGET	2026-27 ACTUAL	2026-27 FYTD %
SITE & BUILDINGS:				
OPERATIONS & MAINTENANCE	1,302,920	1,348,374	252,721	18.7%
CAPITAL EXPENDITURES	125,275	186,233	43,611	23.4%
LONG-TERM FACILITIES MAINTENANCE	244,678	317,379	47,526	15.0%
UTILITIES	546,510	654,783	81,418	12.4%
TOTAL SITE & BUILDINGS	2,219,383	2,506,769	425,276	17.0%
CAPITAL PROJECT LEVY:				
CAPITAL PROJECT LEVY	-	250,000	-	0.0%
TOTAL CAPITAL PROJECY LEVY	258,050	250,000	-	0.0%
INSURANCE & BENEFITS:				
PROPERTY & LIABILITY INSURANCE	258,050	283,856	266,554	93.9%
TOTAL INSURANCE & BENEFITS	258,050	283,856	266,554	93.9%
TOTAL GENERAL FUND (excluding transfers)	**$ 24,261,836**	**$ 25,025,899**	**$ 3,799,722**	**15.2%**

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Approval of Summer Projects

Meeting Date: November 23, 2026

Prepared by:

Date Prepared: 11/19/2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Administration has been working with Kraus-Anderson Construction as construction manager and Wold Architects and Engineers as designer for the following summer 2027 projects:

- RTU #6 replacement at REAMS, with an estimated cost of $348,305
- Parking lot resurfacing at the high school, with an estimated cost of $140,983

Kraus-Anderson would manage construction and Wold would provide the design and engineering for each project. The proceeds from the issuance of bonds are available to fund these projects.

The estimated timeline is below.

Phase of Design	Anticipated Completion
Schematic Design	December 2026
Design Development	December 2026
Construction Documents	January 2027
Bidding	February 2027
Construction	Summer 2027

Recommendation
Move to approve Kraus-Anderson Construction and Wold Architects and Engineers to manage and design the RTU #6 replacement at REAMS and the high school parking lot resurfacing, as presented.

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: CACR/A&I Report

Meeting Date: November 23, 2026

Prepared by: Superintendent's Office

Date Prepared: November 18, 2026

X	Information		Briefing		Action		Enclosure Item(s)

Dr. Jeff Ridlehoover to present the CACR/A&I Report

Rockford Area Schools
Annual Comprehensive Achievement & Civic Readiness (CACR) Report











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

Rockford Area Schools
Comprehensive Achievement & Civic Readiness

Presented to the RAS Curriculum, Instruction and Assessment Committee on November 18, 2025

MN Statute 120B.11

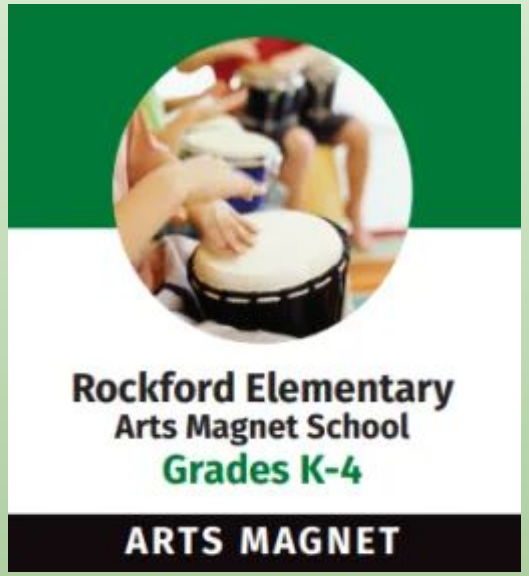
Review and advise on the District Plan for submission to the Rockford Area Schools Board of Education

Comprehensive Achievement & Civic Readiness (CACR)

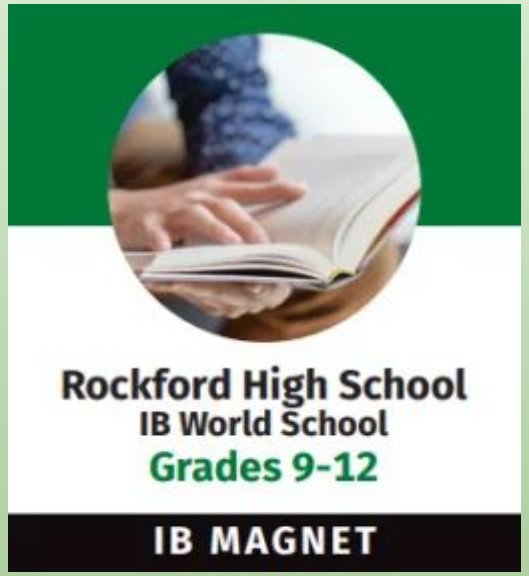
- Similar goals as the World's Best Workforce
  - All Children are ready for school
  - All racial & economic achievement gaps between students are closed
  - All students are ready for career & college
  - All students graduate from high school
  - Prepare students to be lifelong learners

Reporting Requirements

- District/School Goals
- Assessing and Evaluating Student Progress
- Gifted and Talented Programming
- Curriculum Review Process
- Teacher and Principal Evaluation
- Professional Development
- Leadership Teams
- Access to Excellent and Diverse Teachers
- Annual Budget
- Periodic Reporting









SCHOOL SPECIFIC

Why?

- Measure the effectiveness of district curriculum in meeting MN academic standards
- To inform curriculum and instruction decisions based on student achievement results

How Used

- Instructional Planning
- Intervention, Progress Monitoring, Placement
- State and Federal Requirements
- Accountability

Assessing and Evaluating Student Progress

Gifted and Talented Programming

- ➔ Multi-Tiered System of Supports (MTSS) ADVANCED DIFFERENTIATION
  - ◆ Pull-Out Programming
  - ◆ Push-In Programming
  - ◆ Special Programs
  - ◆ Advanced Coursework



- ➔ School District Policies #513 & #550R: Student Promotion, Retention and Program Design, Acceleration and Early Entrance to Kindergarten

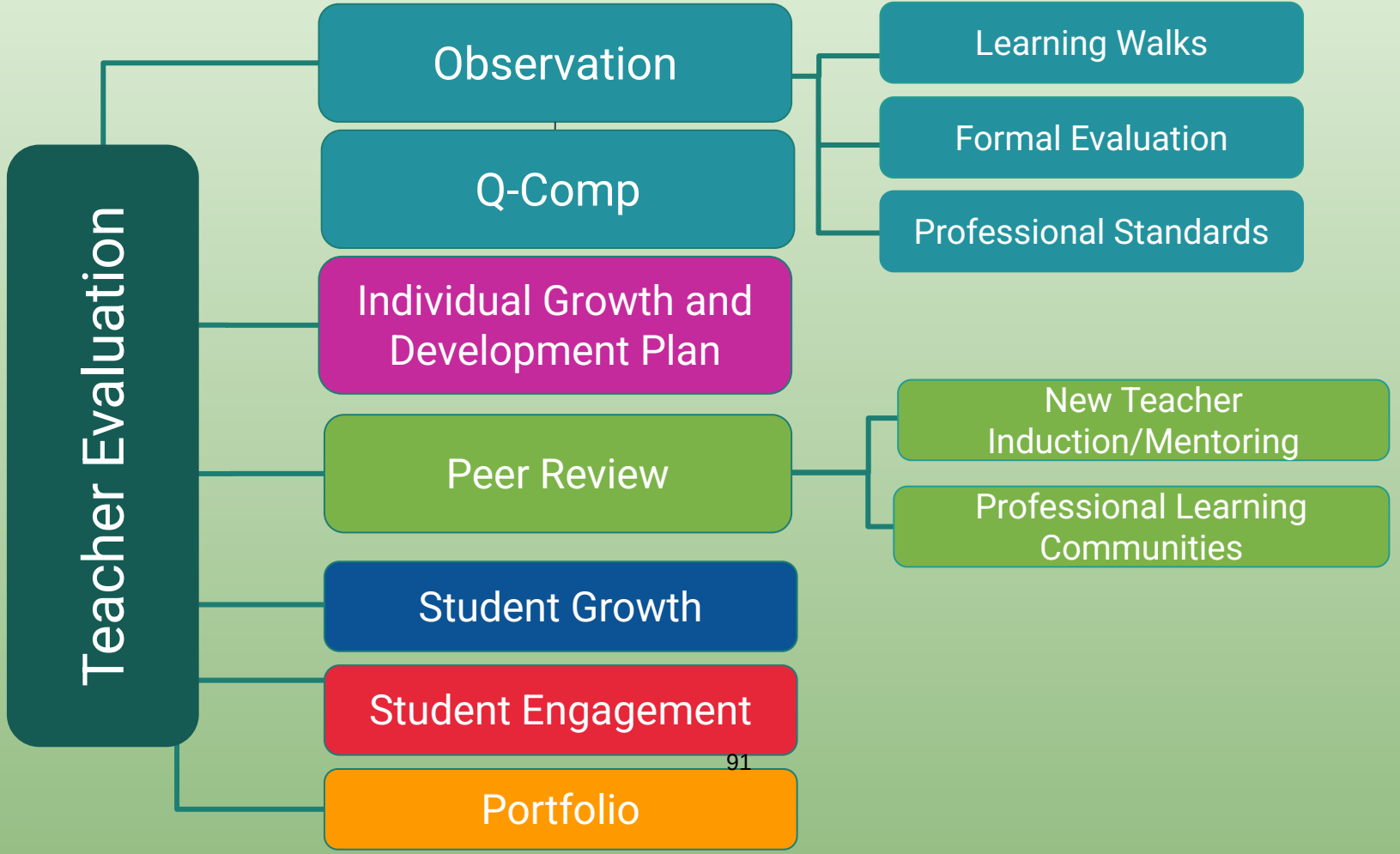
A guaranteed and viable curriculum that is aligned to state standards and implemented with best practice.



Curriculum Review Process

EVALUATION SYSTEMS
FOCUSED ON
GOALS AND GROWTH
TEACHERS & ADMINISTRATORS




Teacher Evaluation
Observation
Learning Walks
Formal Evaluation
Professional Standards
Q-Comp
Individual Growth and Development Plan
Peer Review
New Teacher Induction/Mentoring
Professional Learning Communities
Student Growth
Student Engagement
Portfolio

Principal Evaluation

Goal Setting	Mid-Year	Year-End Eval
•Strategic Leadership •Instructional Leadership •Managerial Leadership •Cultural Leadership •Communications Leadership •School Community Leadership •Ethical and Professional Leadership	Conference with Superintendent	Conference with Superintendent

Learning & Innovation

Curriculum, Instruction, Assessment, Technology

Curriculum Advisory Committee

Teacher Leadership

- Building Instructional Leadership Teams (BILT)
- A Team (Q-Comp)
- PLC Leads
- CIC's (Magnet)
- New Teacher Induction
- Mentor/Mentee Program
- Instructional Technology
- MTSS

Professional Development

District Curriculum, Instruction and Assessment Committee

- ✘ **Comprised of teachers, parents, support staff, students, school board reps, and community members**
- ✘ **Ensure active participation in planning and improving District instruction and curriculum**
  - Opportunity for community communication
  - Opportunity for input on programming, curriculum, assessment & implementation of standards

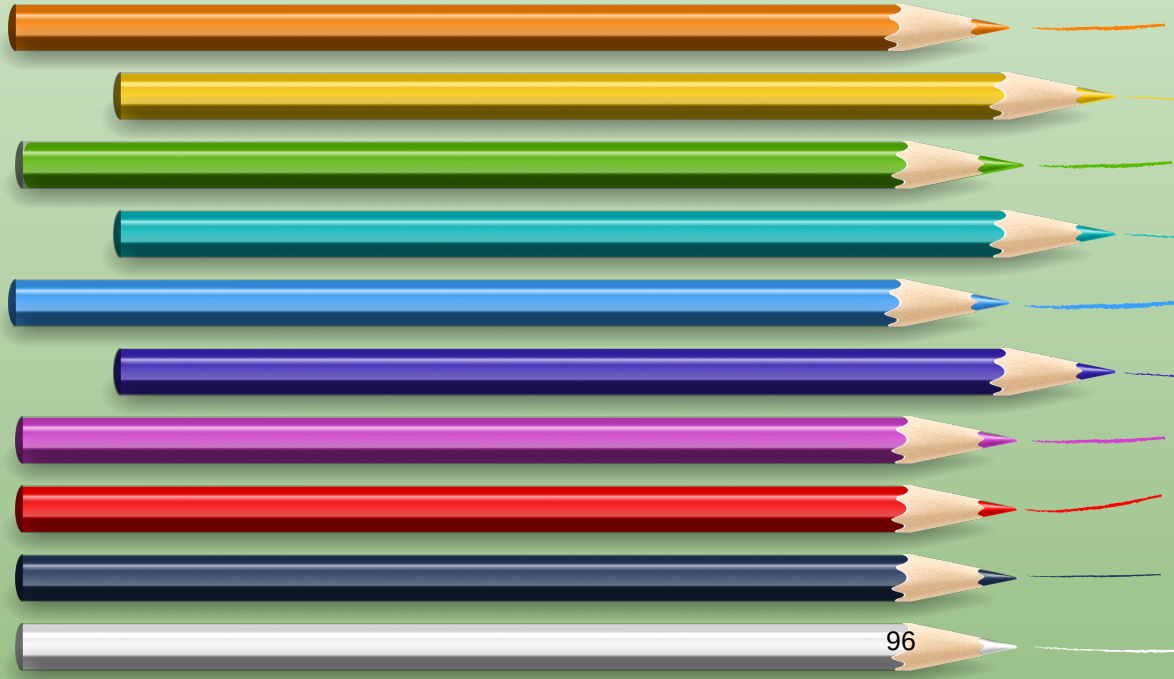


Teacher Leadership

- Building Instructional Leadership Teams (BILT)
- Core Team
- CIC's (Magnet)
- PLC Leads
- Teacher Mentors



Professional Learning is a Continuous Improvement Process



Refining the quality of classroom instruction

Enabling individuals to grow professionally

Introducing practitioners to research-based strategies

Assisting teachers in implementing new technology and teaching strategies aligned with academic standards

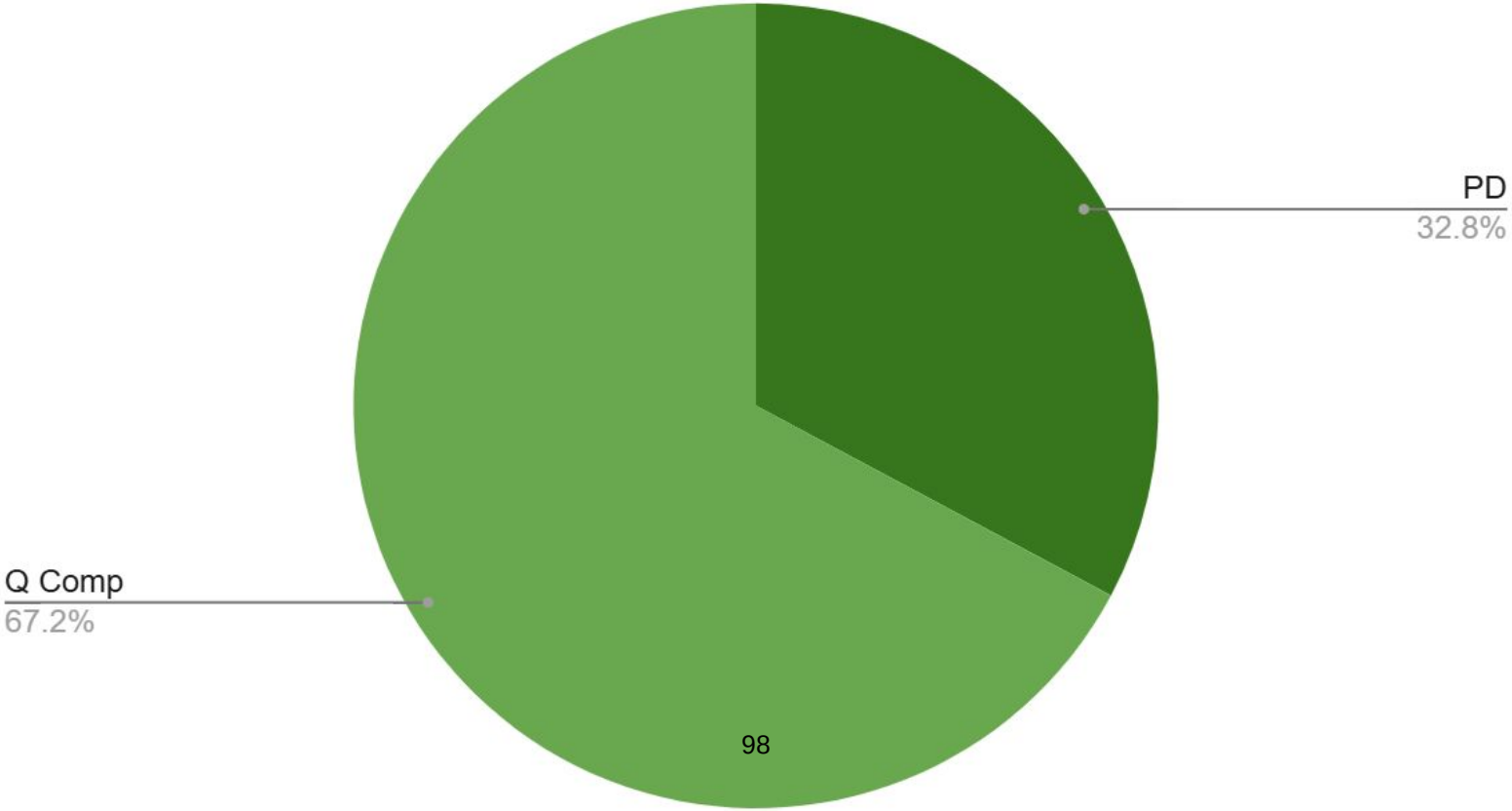
Ensuring Student Access to Excellent and Diverse Teachers

Every Student Succeeds Act (ESSA) Definitions:

- ✘ An **ineffective teacher** does not meet professional teaching standards as defined in local teacher evaluation (TDE) system.
- ✘ An **inexperienced teacher** is a licensed teacher who has taught for three or fewer years.
- ✘ An **out-of-field teacher** is a licensed teacher who is providing instruction in an area which he or she is not licensed.



Annual Professional Development



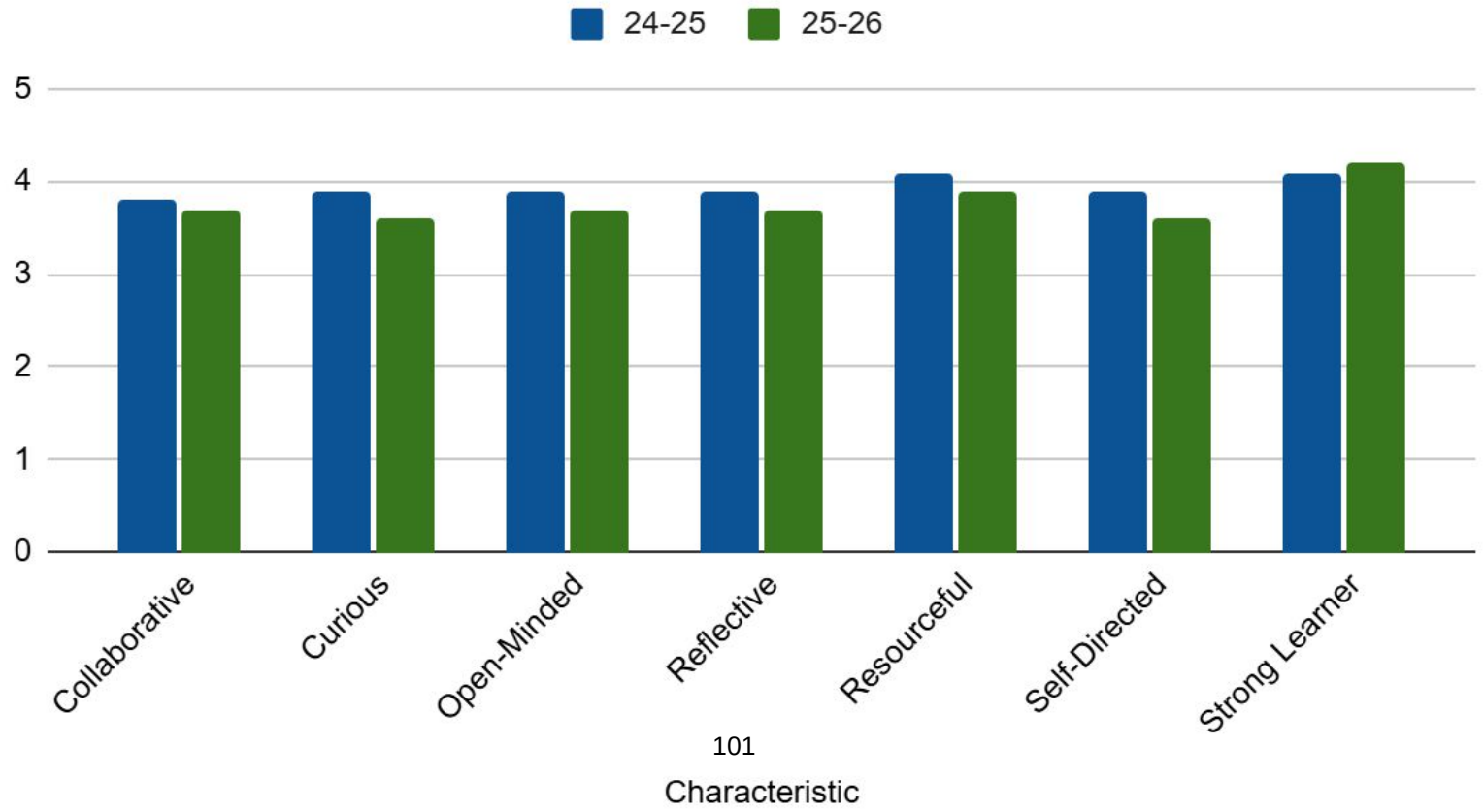
Other Odds and Ends

- ✔ **Annual Reporting** - School District Website
- ✔ **Periodic Reporting** - Community Survey
- ✔ **Performance Measures** - Data informed practices

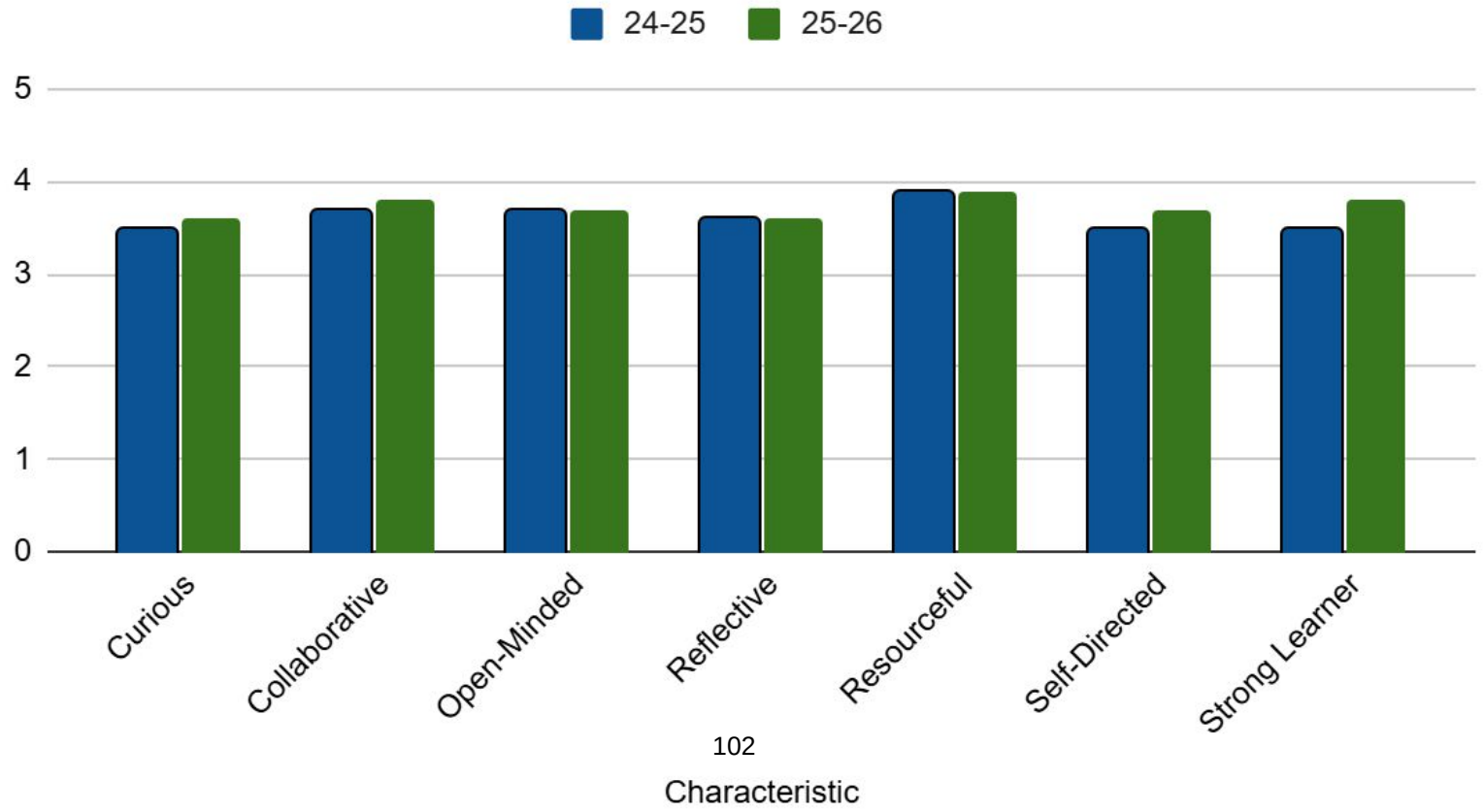


- SY 2025-26 Report
    - Review of SY 2025-26 Goals (met or not met)
    - Goals for SY 2026-27
- Monitor the SY 2026-27 Goals
    - Survey(s) for grades 4, 8, and 12 “lifelong learning” goal
    - Alignment with the Rockford Area Schools Profile of a Graduate
- Continue with our periodic community feedback survey

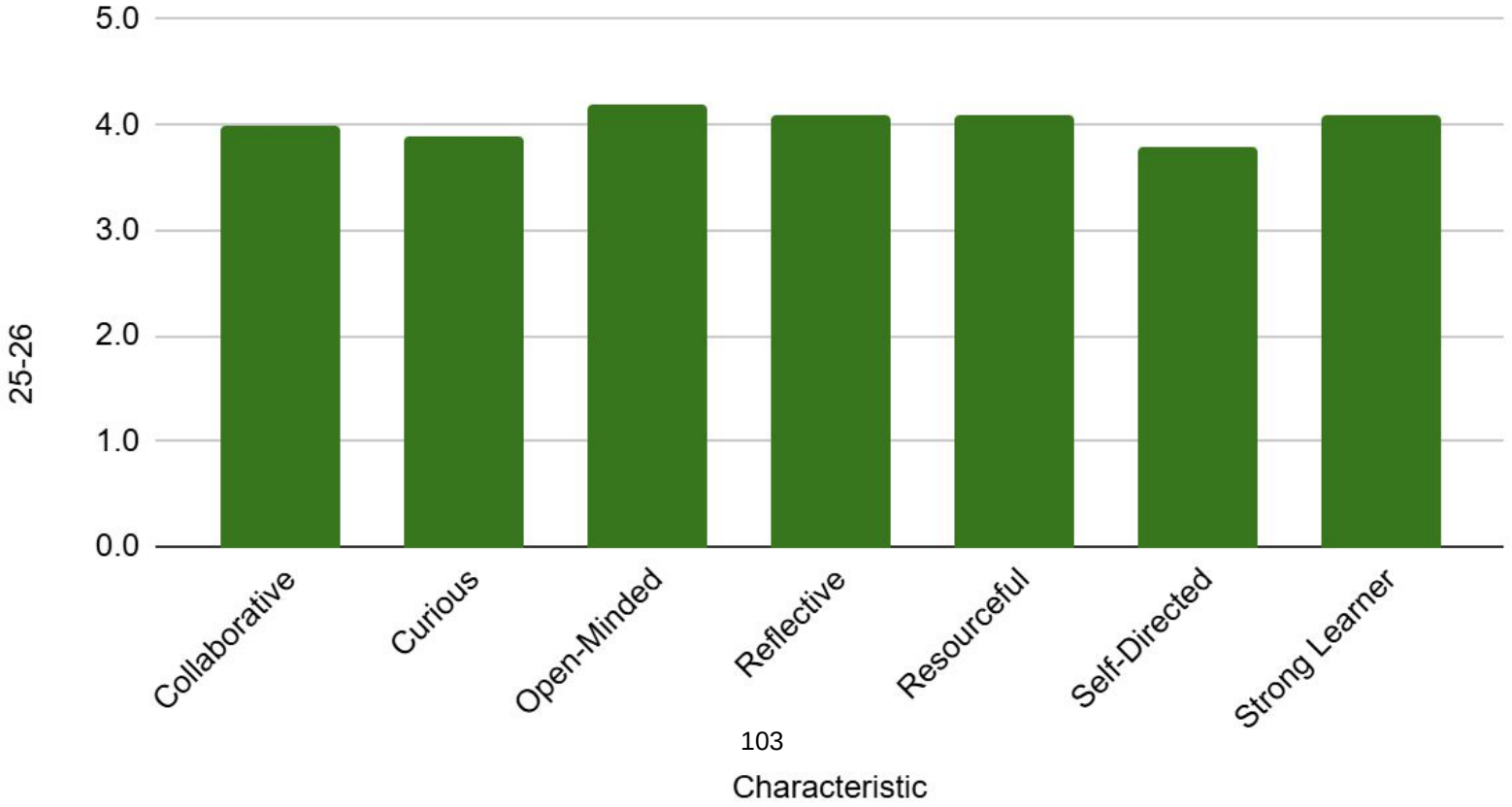
REAMS Lifelong Learning Data 24-25 and 25-26



RMS Lifelong Learning Data 24-25 and 25-26



RHS Lifelong Learning Data 25-26



Rockford Area Schools #883

Curriculum, Instruction and Assessment

MN Statute 120B.11 Comprehensive Achievement & Civic Readiness

2026 2027



Profile of a Graduate





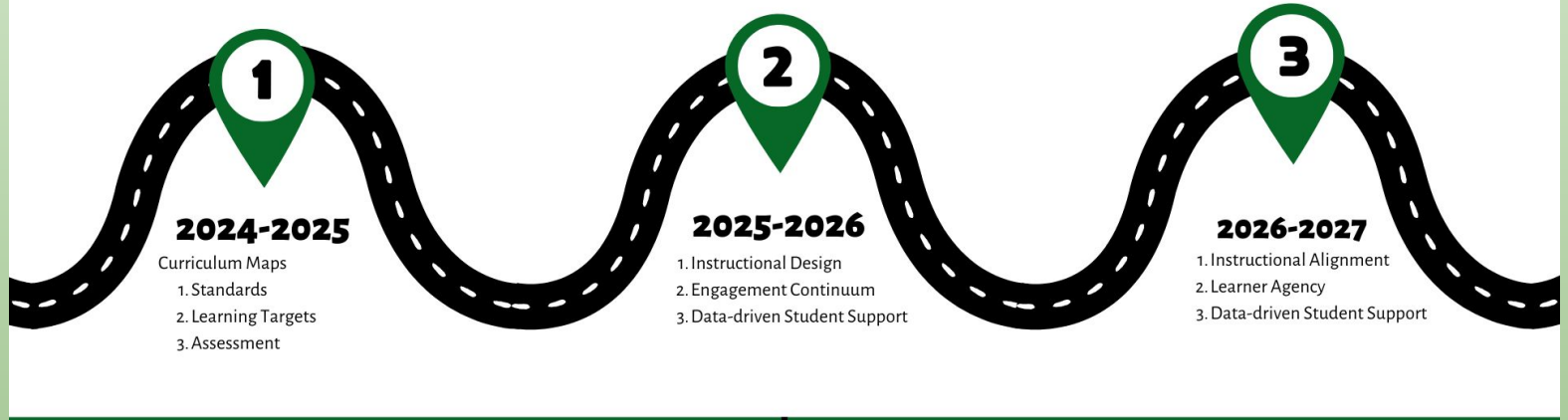
Profile of a Graduate



Profile of a Graduate

- Collaborative Skills
- Curiosity
- Open-Minded
- Reflective
- Resourceful
- Self-Directed
- Strong Learner

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)


THANK YOU

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Approval of Insurance MOUs

Meeting Date: November 23, 2026

Prepared by: Superintendent's Office

Date Prepared: November 20, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Dr. Jeff Ridlehoover will present the EMR and SEIU Insurance MOUs 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 Understanding
Between Rockford Area Schools, ISD 883
And
School Service Employees Union No. 284

Regarding Transition from Group Health Insurance to ICHRA (Choice Arrangement)

This Memorandum of Understanding (the "MOU") is entered into by and between the Rockford Area Schools, ISD 883 ("District") and School Service Employees Union No. 284 ("SEIU") effective January 1, 2027. This MOU will supersede all language, and financial parameters, contained under Article IX (Group Insurance), Section 4 (Health and Hospitalization Insurance), Subd. 1 (Single Coverage) and Subd. 2 (Family Coverage) of the SEIU Collective Bargaining Agreement (CBA). All other terms and conditions, under Article IX remain unchanged, including Section 1 (Eligibility), Section 2 (Selection of Carrier)*, Section 3 (Claims against the School District), Section 4, Subd. 3 (Insurance Plan for Retirees), Section 4, Subd. 4 (Health Savings Account), Section 5 (Term Life Insurance), Section 6 (Long-Term Disability Insurance), and Section 7 (Dental Insurance).

*Under this MOU, the District has selected a third-party administrator (TPA) to provide plan choices for eligible employees to select their own insurance carrier and insurance plan. For the purposes of the MOU, the District and SEIU will consider our TPA as the insurance carrier.

1. Purpose

   The purpose of this (MOU) is to outline temporary terms and conditions under which the District will transition from the current District-sponsored group health insurance plan to an Individual Coverage Health Reimbursement Arrangement (ICHRA) (Choice Arrangement) for eligible employees. This MOU will be in effect from January 1, 2027 until the sunset date of December 31, 2027.

2. Rationale

   Due to higher than anticipated insurance renewal quotes, which would have included the entire premium increase being passed onto employees, District leaders, in conjunction with SEIU leadership, have agreed that the offering of an ICHRA (Choice Arrangement) would be prudent at this time. In reviewing applicable options, including financial considerations, plan flexibility, and employee choice, both entities mutually agree that an ICHRA (Choice Arrangement) will best serve the interests of our employees by allowing them to choose from a variety of plans that best fit their needs. The ICHRA (Choice Arrangement) would be in lieu of the traditional group health plan that is currently viewed as cost prohibitive to many members.

3. Scope of Eligibility

   This agreement applies to all employees, represented by SEIU, who are currently eligible for health insurance benefits as defined in the current collective bargaining agreement (CBA).

4. ICHRA (Choice Arrangement) Design

- The District shall discontinue offering an employer-sponsored group medical plan to bargaining unit members and establish an ICHRA (Choice Arrangement) as a replacement health insurance option.

- The District will provide the above mentioned ICHRA (Choice Arrangement) for eligible District employees who elect to participate. The plan will begin on January 1, 2027.

- The current dependent tiering structure (Single and Family) contribution tiers shall be suspended.

- Employees enrolled in a qualified high-deductible health plan (QHDHP) shall still be eligible to contribute to a Health Savings Account (HSA).

- The District and SEIU acknowledge that the age-banded contribution/reimbursement methodology is intended to better align with expected age-based premium differences in the individual market.

- For those who elect to participate in the ICHRA (Choice Arrangement) health insurance offering, contributions/reimbursements will be allocated over 24 pay periods.

- Employees may use ICHRA (Choice Arrangement) funds to purchase individual health insurance plans through our third-party administrator (TPA), Benefit Bay. All costs, above and beyond the District contribution, will be borne by the employee and paid via payroll deduction.

5. Employer Contributions/Reimbursements

- The District financial contributions/reimbursements are based on the values found in Appendix A.

- The District shall provide a monthly ICHRA (Choice Arrangement) contribution/reimbursement based on the employee's age as of January 1, 2027, which is the beginning of the health insurance plan year. If a qualifying life event for an employee were to occur that necessitates a change in health insurance, there may be a resulting premium change based on the employee’s age at that time.

- District contributions/reimbursements into the ICHRA (Choice Arrangement) shall be tax-free to the extent allowed by federal law.

- Upon open enrollment, married couples must designate one spouse as the primary health insurance enrollee. The primary enrollee is then entitled to their respective employee, spouse, and child(ren) contribution/reimbursement(s). The secondary spouse is then entitled to only their respective employee contribution/reimbursement. The two contributions/reimbursements will be banded/added together as the total contribution/reimbursement.

6. Plan Administration and Support

    - As our selected TPA, Benefit Bay will manage the administration of the ICHRA (Choice Arrangement) by providing support for the following:

        - Open enrollment
        - Tools used to compare and contrast plans
        - Qualifying life event changes
        - General customer service

    - The District shall be solely responsible for the payment of any and all broker, set-up, and administrative fees and/or commissions incurred in connection with the establishment and administration of the Individual Coverage Health Reimbursement Arrangement (ICHRA).

7. Compliance

    - The ICHRA (Choice Arrangement) shall be administered in good faith and be in compliance with all applicable laws and regulations.

8. Continuation and Review

    - While this MOU is written as a temporary (one calendar year) plan of action, the intent of both parties is to further explore this health insurance option, as well as other health insurance options, for the purpose of including a longer term solution, which may include a revised MOU or the inclusion of new language into the 2027-29 collective bargaining agreement.

    - The District and SEIU agree that, should the parties mutually agree to return to a group insurance plan, the language and employer contributions shall revert to the group insurance provisions contained in the 2026–2028 Master Agreement.

    - This MOU does not establish a practice, nor does it constitute a continuing practice related to employee or employer contributions or any other facets of this agreement. Moreover, this MOU should be considered a one-time agreement in place with the sole purpose of providing employees with a more financially viable alternative to purchase employee health insurance.

9. Collective Bargaining Agreement

    - Except as specifically modified herein, all other provisions of the current CBA shall remain in full force and in effect.

10. Period of Agreement

    - Upon both SEIU ratification and School Board approval, this agreement shall be in place from January 1, 2027 until December 31, 2027 unless superseded by a revised agreement or the ratification of a successor CBA.

11. No Waiver of Rights

    Nothing in this MOU shall be construed as a waiver of any rights or obligations under the current CBA or applicable labor law.

Signatures

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding on the date first above written.

For:	For:
SEIU Rockford Area Schools	Independent School District No. 883
_____ /____ /2026	_____ /____/2026
_____ /____ /2026	_____ /____/2026
_____ /____ /2026	_____ /____/2026

Appendix A

Rockford Area Schools
SEIU Contribution Schedule
January 1, 2027 - December 31, 2027

Appendix A
Rockford Area Schools
SEIU Contribution Schedule
1/1/2027-12/31/2027

Annual Working Hours 1040-1375		
Age band		Yearly Contribution Amount
Less than 26 years old	$	2,108
Ages 27 to 33	$	2,425
Age 34 to 42	$	2,788
Age 43 to 47	$	3,207
Age 48 to 51	$	3,848
Age 52 to 55	$	4,617
Age 56 to 59	$	5,541
Ages 60 and above	$	6,325
Additional yearly contributions from the District		
Spouse	$	688
Child(ren) (each child gets $688 up to 3)	$	688

Annual Working Hours 1376+		
Age band		Yearly Contribution Amount
Less than 26 years old	$	3,833
Ages 27 to 33	$	4,408
Age 34 to 42	$	5,070
Age 43 to 47	$	5,830
Age 48 to 51	$	6,996
Age 52 to 55	$	8,395
Age 56 to 59	$	10,074
Ages 60 and above	$	11,500
Additional Contributions from the District		
Spouse	$	1,250
Child(ren) (each child gets $1250 up to 3)	$	1,250

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 Understanding
Between Rockford Area Schools, ISD 883
And
Education Minnesota - Rockford (EMR)

Regarding Transition from Group Health Insurance to ICHRA (Choice Arrangement)

This Memorandum of Understanding (the "MOU") is entered into by and between the Rockford Area Schools, ISD 883 ("District") and Education Minnesota Rockford ("EMR") effective January 1, 2027. This MOU will supersede Article VIII, section 2 and section 3 of the collective bargaining agreement.

1. Purpose

   The purpose of this (MOU) is to outline temporary terms and conditions under which the District will transition from the current District-sponsored group health insurance plan to an Individual Coverage Health Reimbursement Arrangement (ICHRA) (Choice Arrangement) for eligible employees. This MOU will be in effect from January 1, 2027 until the sunset date of December 31, 2027.

2. Rationale

   Due to higher than anticipated insurance renewal quotes, which would have included the entire premium increase being passed onto employees, District leaders, in conjunction with EMR leadership, have agreed that the offering of an ICHRA (Choice Arrangement) would be prudent at this time. In reviewing applicable options, including financial considerations, plan flexibility, and employee choice, both entities mutually agree that an ICHRA (Choice Arrangement) will best serve the interests of our employees by allowing them to choose from a variety of plans that best fit their needs. The ICHRA (Choice Arrangement) would be in lieu of the traditional group health plan that is currently viewed as cost prohibitive to many members.

3. Scope of Eligibility

   This agreement applies to all employees, represented by EMR, who are currently eligible for health insurance benefits as defined in the current collective bargaining agreement (CBA).

4. ICHRA (Choice Arrangement) Design

   - The District shall discontinue offering an employer-sponsored group medical plan to bargaining unit members and establish an ICHRA (Choice Arrangement) as a replacement health insurance option.

   - The District will provide the above mentioned ICHRA (Choice Arrangement) for eligible District employees who elect to participate. The plan will begin on January 1, 2027.

- The current dependent tiering structure (Single and Family) contribution tiers shall be suspended.

- Employees enrolled in a qualified high-deductible health plan (QHDHP) shall still be eligible to contribute to a Health Savings Account (HSA).

- The District and EMR acknowledge that the age-banded contribution/reimbursement methodology is intended to better align with expected age-based premium differences in the individual market.

- For those who elect to participate in the ICHRA (Choice Arrangement) health insurance offering, contributions/reimbursements will be allocated over 24 pay periods.

- Employees may use ICHRA (Choice Arrangement) funds to purchase individual health insurance plans through our third-party administrator (TPA), Benefitbay. All costs, above and beyond the District contribution, will be borne by the employee and paid via payroll deduction with after tax dollars or salary reduction with pre-tax dollars, or otherwise permitted by applicable law.

5. Employer Contributions/Reimbursements

- The District financial contributions/reimbursements are based on the values found in Appendix A.

- The District shall provide a monthly ICHRA (Choice Arrangement) contribution/reimbursement based on the employee's age as of January 1, 2027, which is the beginning of the health insurance plan year. If a qualifying life event for an employee were to occur that necessitates a change in health insurance, there may be a resulting premium change based on the employee's age at that time.

- ICHRA contributions/reimbursements shall be age-banded (based on employee's age), utilizing the Rating Area MN08 rates for the ICHRA (Choice Arrangement) Blue Cross Blue Shield Value Gold (207) Benchmark Plan that was selected for the 2027 plan year. Per law, Non-employee spousal contributions/reimbursements are based solely on the age of the employee. The employer will contribute $204/month for each eligible child, up to a maximum of three children ($612/month). No additional contribution/reimbursement will be provided for a fourth or any subsequent children.
  Note: *Most (but not all) ICHRA (Choice Arrangement) plan options carry no additional cost for the employees with greater than three total children.*

- Employees enrolled in any qualified high-deductible health plan (QHDHP), either through Rockford Area Schools or another (i.e., spousal, parent/guardian) qualified high-deductible health plan (QHDHP) shall be eligible to receive a district contribution amount of $2,400 to a Health Savings Account (HSA), payable in two equal installments of $1,200. The verification of enrollment in any non-Rockford Area Schools qualified high-deductible health plans (QHDHP) is required in order to receive the district contribution.
  Note: *This is an additional $1,400 to the existing $1,000 under the current CBA.*

- Any employee not enrolled in any qualified high-deductible health plan (QHDHP) or otherwise unable to contribute to an HSA is eligible for a $500 district contribution into a flexible spending account (FSA) feature of the cafeteria plan sponsored by the district, payable on January 15, 2027.

- Employees are eligible for a district contribution to either the Health Savings Account (HSA) or the flexible spending account (FSA), but not both.

- One half of the district contribution for the Health Savings Account (HSA) shall be contributed as soon as reasonably possible in the first quarter of the 2027 calendar year with the second half of the Health Savings Account (HSA) annual contribution made on or near September 30, 2027. Payments will be made based on your health insurance status as of the payment date.

- The entire district contribution for the flexible spending account (FSA) shall be made as of January 15, 2027 and shall be available for use as of the first day of the 2027 calendar year in accordance with the FSA and applicable laws and regulations. Payments will be made based on your health insurance status as of the payment date.

- District contributions/reimbursements into the ICHRA (Choice Arrangement) shall be tax-free to the extent allowed by federal law.

- Upon open enrollment, any district employed married couples must designate one spouse as the primary health insurance enrollee. The primary enrollee is then entitled to cover itself, a spouse, and any child(ren) and will receive the district contribution/reimbursement(s) with respect to the primary enrollee, spouse, and the child(ren). The other spouse is entitled to only its respective employee contribution/reimbursement. The district contributions for the two spouses and any child(ren) shall be added together for the total contribution/reimbursement for the ICHRA (Choice Arrangement).

6. Plan Administration and Support

- As our selected TPA, Benefitbay will manage the administration of the ICHRA (Choice Arrangement) by providing support for the following:
    - Open enrollment
    - Tools used to compare and contrast plans
    - Qualifying life event changes
    - General customer service

- The District shall be solely responsible for the payment of any and all broker, set-up, and administrative fees and/or commissions incurred in connection with the establishment and administration of the Individual Coverage Health Reimbursement Arrangement (ICHRA).

7. Compliance

- The ICHRA (Choice Arrangement) shall be administered in good faith and be in compliance with all applicable laws and regulations.

8. Continuation and Review

    - While this MOU is written as a temporary (one calendar year) plan of action, the intent of both parties is to further explore this health insurance option, as well as other health insurance options, for the purpose of including a longer term solution, which may include a revised MOU or the inclusion of new language into the 2027-29 collective bargaining agreement.

    - The District and EMR agree that, should the parties mutually agree to return to a group insurance plan, the language and employer contributions shall revert to the group insurance provisions contained in the 2025–2027 Master Agreement.

    - The District and EMR agree to research options during the 2027 calendar year to enhance/revise the terms of this MOU.

    - This MOU does not establish a practice, nor does it constitute a continuing practice related to employee or employer contributions or any other facets of this agreement. Moreover, this MOU should be considered a one-time agreement in place with the sole purpose of providing employees with a more financially viable alternative to purchase employee health insurance.

9. Collective Bargaining Agreement

    - Except as specifically modified herein, all other provisions of the current CBA shall remain in full force and in effect.

10. Period of Agreement

    - Upon both EMR ratification and School Board approval, this agreement shall be in place from January 1, 2027 until December 31, 2027 unless superseded by a revised agreement or the ratification of a successor CBA.

11. No Waiver of Rights

    - Nothing in this MOU shall be construed as a waiver of any rights or obligations under the current CBA or applicable labor laws.

Signatures

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding on the date first above written.

For:	For:
Education Minnesota - Rockford (EMR)	Independent School District No. 883
_____ /____ /2026	_____ /____/2026
_____ /____ /2026	_____ /____/2026
_____ /____ /2026	_____ /____/2026

Appendix A

Rockford Area Schools
EMR Contribution Schedule
January 1, 2027 - December 31, 2027

Appendix A
Rockford Area Schools
EMR Contribution Schedule
1/1/2027-12/31/2027

Age Group	BCBS Value Gold 207 Premium (benchmark plan)	Employee Only	Spouse	Child(ren) Amount per child up to the three (3) oldest children
0-20	$459	$413	$207	$204
21	$459	$413	$207	$204
22	$459	$413	$207	$204
23	$459	$413	$207	$204
24	$459	$413	$207	$204
25	$461	$415	$208	$204
26	$470	$423	$212	$204
27	$481	$433	$217	$204
28	$499	$449	$225	$204
29	$514	$463	$231	$204
30	$521	$469	$235	$204
31	$532	$479	$240	$204
32	$543	$489	$244	$204
33	$550	$495	$248	$204
34	$558	$502	$251	$204
35	$561	$505	$253	$204
36	$565	$508	$254	$204
37	$569	$512	$256	$204
38	$572	$515	$258	$204
39	$580	$522	$261	$204
40	$587	$528	$264	$204
41	$598	$538	$269	$204
42	$609	$548	$274	$204
43	$623	$561	$280	$204
44	$642	$577	$289	$204
45	$663	$597	$298	$204
46	$689	$620	$310	$204
47	$718	$646	$323	$204
48	$751	$676	$338	$204
49	$784	$705	$353	$204
50	$820	$738	$369	$204
51	$857	$771	$385	$204
52	$897	$807	$403	$204
53	$937	$843	$422	$204
54	$981	$883	$441	$204
55	$1,024	$922	$461	$204
56	$1,071	$964	$482	$204
57	$1,119	$1,007	$504	$204
58	$1,170	$1,053	$527	$204
59	$1,195	$1,076	$538	$204
60	$1,246	$1,122	$561	$204
61	$1,291	$1,162	$581	$204
62	$1,320	$1,188	$594	$204
63	$1,356	$1,220	$610	$204
64	$1,378	$1,240	$620	$204
65+	$1,378	$1,240	$620	$204

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Policy Review Updates - Final Reading

Meeting Date: November 23, 2026

Prepared by: Superintendent's Office

Date Prepared: October 29, 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
624	Online Learning Options	Technical Updates
806	Crisis Management Policy	Technical Updates
208	DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES	Substantive Updates
402	DISABILITY NONDISCRIMINATION POLICY	Substantive Updates
423	EMPLOYEE-STUDENT RELATIONSHIPS	Substantive Updates
507.5	School Resource Officers	Substantive Updates
509	ENROLLMENT OF NONRESIDENT STUDENTS	Substantive Updates
521	STUDENT DISABILITY NONDISCRIMINATION	Substantive Updates
524	INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY	Substantive Updates
613	GRADUATION REQUIREMENTS	Substantive Updates
621	LITERACY AND THE READ ACT	Substantive Updates
709	STUDENT TRANSPORTATION SAFETY POLICY	Substantive Updates

Adopted: 09/18/00 *Orig. 1995*
Reviewed: 2015, 2022, 2024
Revised: 07/18/16, 11/24/2025, 11/23/26

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.

B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.

C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need

for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

D. If a policy is revised~~modified~~ with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical revisions in the relevant policy.

If a policy is revised~~or~~ because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

[Note: The school board may choose to direct school district staff or the school board's policy committee to incorporate technical revisions, such as statutory references, grammatical improvements, and similar matters without requiring formal school board approval of the technical revision.]

V. IMPLEMENTATION OF AND ACCESS TO POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests;and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

Adopted: 11/20/00 *Orig. 1995*
Reviewed: 2015, 2022
Revised: 09/16/19, 11/23/26

402 DISABILITY NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.

B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.

D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the *Counselor* in each building. These individuals are the school district's appointed ADA/Section 504 coordinators.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C., § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32
34 C.F.R. Part 104

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: 04/16/01 *Orig. 1999*
Reviewed: 2009, 2022
Revised: 09/16/19, 11/23/26

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding and direction, while maintaining a standard of professionalism, and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

5. Grooming as prohibited under Minnesota Statutes, section 609.352.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with the school district's ~~Policy 103 (~~Complaints–Students, Employees, Parents, Other Persons Policy~~)~~ unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, 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. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed, or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References:

Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 122A.20, Subd 2 (Mandatory Reporting to the Minnesota Professional Educator Licensing and Standards Board or Board of School Administrators)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)

Minn. Stat. §§ 609.341-609.352 (Defining "intimate parts" and "position of authority" as well as detailing various sex offenses)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References:

MSBA/MASA Model Policy 103 (Complaints - Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

Orig. 2024

Adopted:6/17/24
Reviewed: 2025
Revised: 11/23/26

507.5 School Resource Officers

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.

B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

A. A school resource officer's contractual duties with the school district shall include:

1. fostering a positive school climate through relationship building and open communication;

2. protecting students, staff, and visitors to the school grounds from criminal activity;

3. serving as a liaison from law enforcement to school officials;

4. providing advice on safety drills;

5. identifying vulnerabilities in school facilities and safety protocols;

6. educating and advising students and staff on law enforcement topics; and,

7. enforcement of criminal laws.

B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in paragraph IV.A.

C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

A. Except as provided for in paragraphs V.B., V.C., and V.D. below, ~~beginning September 1, 2025,~~ a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.

B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.

C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six (6) months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.

D. An officer who is serving as a substitute school resource officer for fewer than 60 student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

VI. DUTY TO IDENTIFY

A. A law enforcement officer must identify the law enforcement agency or other entity employing the individual, the individual's last name, and the individual's identification number if the individual is:

1. licensed by the Board of Peace Officer Standards and Training; or

2. an officer employed by a federally recognized Tribe, as defined in 25 United States Code, section 450b(e).

B. A law enforcement officer satisfies the requirements of Paragraph A. above if:

1. the officer wears a uniform that clearly identifies the law enforcement agency or other entity employing the officer and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the officer's last name and identification number;

2. the officer wears body armor or a protective suit for the purposes of crowd control or participation as a member of a special weapons and tactics team, and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the law enforcement agency or other entity employing the officer and the officer's identification number; or

3. upon request, the officer states the required information or provides a card that includes the required information.

VII. USE OF CHEMICAL IRRITANTS

The school district must provide information about the use of any chemical irritant, smoke screen, or diversionary device deployed within a building as required under Minnesota Statutes, section 626.745.

Legal References: Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical

or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: 09/17/01 *Orig. 1995*
Reviewed: 2017
Revised: 09/17/18, 11/21/2022, 03/18/24, 11/24/2025, 11/23/26

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; ~~grade level;~~ or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and

2. in considering the capacity of a grade level, the school district may ~~only~~ limit the enrollment of nonresident students in its schools or programs to a number not less than the lesser of:

   (a) one percent of the total enrollment at each grade level in the school district; or

   (b) the number of school district resident students at that grade level enrolled in a nonresident school district according to ~~in accordance with~~ Minnesota Statutes section 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to Paragraph A. ~~this section,~~ the school district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting in a nonresident district.

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.
~~A parent or guardian may demonstrate enrollment in a community preschool or childcare setting by submitting documentation of enrollment, which includes full and complete records of enrollment including, but not limited to, the name, physical location of the preschool or childcare setting, dates enrolled, and any accommodations provided by the servicing preschool or childcare provider.~~

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application.
In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minnesota Statutes section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1 ~~involving assaulting another and inflicting substantial bodily harm.~~

B. Standards that may not be used for rejection of application.

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. the student's previous academic achievement ~~of a student~~;

2. the student's athletic or extracurricular ability ~~of a student~~;

3. the student's disabling conditions ~~of a student~~;

4. thea student's proficiency in the English language;

5. the student's district of residence~~;~~ except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

C. Application

The ~~student and~~ parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 142D.08~~124D.151~~ to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3~~this subdivision~~ to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 142D.08~~124D.151~~ to remain enrolled in the school district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the school district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries.

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

   a. the student's resident district does not operate a school building;

b. the municipality is located partially or fully within the boundaries of at least five school districts;

c. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and

d~~4~~. no other nonresident, independent, special, or common school district operates a school building within the municipality.

2. The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19 , the student has been provided appropriate services for truancy under Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old ~~under 17 years of age~~ who is absent from attendance at school without lawful excuse ~~for seven school days in a school year if the child is in elementary school or~~ for one (1) or more class periods on seven (7) school days in a 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 in a school year and who has not lawfully withdrawn from school Pursuant to Minnesota Statutes, 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. ~~under Minnesota Statutes section120A.22, Subdivision 8.~~

The school district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one (1) or more periods on fifteen (15) school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and if the school district reasonably believes that a student does not otherwise meet the residency requirements of the school district in which the student is attending school, the student may be ~~for enrollment may be terminated from enrollment and~~ removed from school. ~~Prior to removal from school, the school district will send to the student's parents a~~ only after the school district sends the student's parents written notice of the school district's belief ~~that the student is not a resident of the school district. The notice shall~~ includinge the facts upon which the belief is based, and an~~notice to the parents of their~~ opportunity to provide documentary evidence, in person ~~or in writing, of residency~~ to the superintendent or the superintendent's designee. ~~The superintendent or the superintendent's designee~~, or, at the option of the parents, by sending the documentary evidence to the superintendent, or a designee, who will make a~~the~~ final determination as to the residency status of the student.

H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References:

Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)

Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

Resources: Minnesota Department of Education: Open Enrollment (accessed 03/18/26)

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521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Students with disabilities who meet the criteria of Paragraph C below are protected from discrimination on the basis of a disability.

B It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities, or

2. has a record of such an impairment;

3. is regarded as having such an impairment;

4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions or comments should contact the *Building Principal (Rockford High School, 7600 County Road 50, Rockford MN 55373 763-477-5846 or Rockford Middle School-Center for*

Environmental Studies, 6051 Ash Street, Rockford MN 55373 763-477-5831 or Rockford Elementary Arts Magnet School, 7650 County Road 50, Rockford MN 55373 763-477-5837). This person is the school district's Americans with Disabilities Act/Section 504 Coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)

42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (§ 504 of Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:

   a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;

   b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

   c. materials that use language, images, or content that are inappropriate in the education setting or disruptive to the educational process;

   d. information or materials that could cause damage or danger of disruption to the educational process;

   e. materials that use language, images, or content that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.

4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited

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

a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information, and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "X (Formerly Twitter)", "Instagram," "Snapchat," and "Reddit," and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

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

9. Users will not use the school district system or school district computers for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

    a. "Identifiable individual" means a person that is identifiable:

        (1) from the image itself, by the person depicted in the image, or by another person; or

        (2) from personal information displayed in connection with the image.

    b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.

    c. "Nudify" or "nudified" means the process by which:

        (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

        (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations are, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

A. With respect to any of its computers with Internet access while connected through the school district network, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, and the parent or guardian. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

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

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

   a. Information stored on school district compact disks, digital video disks, hard drives or servers.

   b. Information retrieved through school district computers, networks or online resources.

   c. Personal property used to access school district computers, networks or online resources.

   d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, and the parent or guardian prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

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

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

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

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

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

XVII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski v. Berkeley County Sch., 652 F.3d 565 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)

M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Adopted: 03/20/00 *Orig. 1997*
Reviewed: 2019, 2022
Revised: 04/20/20, 11/21/2022, 2/19/25, 5/18/26, 11/23/26

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 and~~. 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, , consistent with Minnesota Statutes, section 120B.307, subdivision 4, paragraph (d), 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 , 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 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.

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The school district must, upon a request under Paragraph B. below issue a high school diploma to a veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. during the Korean Conflict; or

2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The school district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The school district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to districts fulfilling diploma requests, including but not limited to verification of discharge paperwork.

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.251 (Ethnic Studies Requirements)
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. Stat. § 127A.135 (High School Diploma for Veterans)
Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0955 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1350 (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)

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Reviewed:
Revised: 11/24/2025, 11/23/26

621 LITERACY AND THE READ ACT

[*Note:* By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board ~~as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher,~~ who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. ~~A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.¶~~

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other

support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "expressive language" and~~or~~ "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

H. "Parent" means a student's parent or legal guardian.

I~~H~~. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

J~~I~~. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

K~~J~~. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

L~~K~~. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

M~~L~~. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

N~~M~~. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

O~~N~~. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking,

reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6)weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.

A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be

integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. ~~For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills. ¶~~

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.

GF. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and

outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the school district has adopted a MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

    a. students in kindergarten through grade 3;

    b. students who demonstrate characteristics of dyslexia; and

    c. students in grades 4 to 12 who are identified as not reading at grade level.

9. the number of teachers and other staff that have completed training approved by the department;

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and

13. beginning on December 31, 2025, for a district with a dual language immersion program:

    a. the program's partner language;

    b. grade levels included in the program;

    c. the language used to screen students' foundational reading skills;

    d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

    e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner.

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;

4. curriculum directors;

5. instructional support staff , contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;

6. employees who select literacy instructional materials for a district; and

7. teachers holding English as a second language teaching licenses.

B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

1. teachers who provide foundational reading instruction to students in grades 4 to 12;

2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development requirements under the Read Act.

E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to

receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.

The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.

G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).

H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in

phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
Minn. Stat. § 363A.43 (Continuing Education; Accessibility)

Cross References: None

Adopted: 6/19/06 *Orig. 2003*
Reviewed: 2019
Revised: 10/21/19, 11/21/2022, 08/21/23, 2/16/25, 11/24/2025, 11/24/2026

624 ONLINE LEARNING OPTIONS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.

B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E). below.

B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.

C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E..

D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph ©~~(C)~~. above; and supports available to the student.

E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E). above.

G. "Online teacher" means an employee of the enrolling district under paragraph ©~~(C)~~. above or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E). above.

H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C). above.

J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I). above.

IV. DIGITAL INSTRUCTION

A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.

C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.

D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.

E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.22~~120A.21~~.

V. SUPPLEMENTAL ONLINE COURSES

A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;

2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;

3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and

4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

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

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;

2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and

5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

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

B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and

2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

E. An enrolling district must appoint an online learning liaison who:

1. provides information to students and families about supplemental online courses;

2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and

3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.

F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

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

LEGAL REFERENCES: ~~Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)¶~~
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

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

Adopted: 10/12/02 *Orig. 1995*
Reviewed: 2017
Revised: 12/17/18, 9/19/2022, 08/21/23, 9/15/25, 11/23/26

709R STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

   a. transportation by school bus is a privilege, not a right;

   b. school district policies for student conduct and school bus safety;

   c. appropriate conduct while on the bus;

   d. the danger zones surrounding a school bus;

   e. procedures for safely boarding and leaving a school bus;

   f. procedures for safe vehicle lane crossing; and

   g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials

within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8. The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Instruction

   a. The school district may provide active transportation safety training through distance learning.

   b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. 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.

B. Consequences for school bus~~/~~bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, 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.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

   a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.

   b. Respect the property of others while waiting at your bus stop.

   c. Keep your arms, legs, and belongings to yourself.

   d. Use appropriate language.

   e. Stay away from the street, road, or highway when waiting for the bus.

   f. Wait until the bus stops before approaching the bus.

   g. After getting off the bus, move away from the bus.

   h. 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.

   i. No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body inside the bus.

e. Keep your arms, legs, and belongings to yourself.

f. No fighting, harassment, intimidation, or horseplay.

g. Do not throw any object.

h. No eating, drinking, or use of alcohol, tobacco, or drugs.

i. Do not bring any weapons or dangerous objects on the school bus.

j. Do not damage the school bus.

4. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes (if any). Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

a. *For Students in Grades K-8*
1st Violation – A phone call will be given to parents from Transportation Department
2nd Violation - A Conduct Report will be sent to the appropriate school, and referred to Stop and Think Room.
3rd Violation – The student meets with the Principal/Counselor with a possible one (1) to three (3) day suspension of bus privileges at administrations discretion.
4th Violation – The student may be suspended from three (3) to ten (10) days of riding privileges from the bus.
5th Violation – The student is suspended from riding privileges from the bus for a time determined by the administrator.

Conduct reports that include physical fighting, Bullying, Sexual/Racial Harassment, Weapons, Theft, Vandalism and Threats will be sent directly to school administration.

Consequences may be increased at principal's discretion.

b. *For Students in Grades 9-12*
1st Violation – A phone call will be given to parents from Transportation Department.
2nd Violation – The student will meet with school administration.
3rd Violation – The student meets with school administration with a possible one (1) to three (3) day suspension of bus privileges at administrations discretion.
4th Violation – The student may be suspended from three (3) to ten (10) days of riding privileges from the bus.
5th Violation – The student is suspended from riding privileges from the bus for a time determined by the administrator.

Conduct reports that include physical fighting, Bullying, Sexual/Racial Harassment, Weapons, Theft, Vandalism and Threats will be sent directly to school administration.

Consequences may be increased at principal's discretion.

c. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

d. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

e. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

f. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules

will be made available to students. School bus rules are to be posted on each school bus.

g. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III

vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services ("Division") of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;

7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and

9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-1 school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (*i.e.*, driving while impaired offenses), VII.C.1.h. (*i.e.*, felony, controlled

substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy. .

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation

form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.

   For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes section 169.011, subdivision 71:

   "School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

   A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision

7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

    a. Fire extinguisher.

       A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

    b. B~~First aid kit and b~~ody fluids cleanup kit

       A ~~minimum of a ten-unit first aid kit and a~~ body fluids cleanup kit is required. The Kit ~~They~~ must be contained in a removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate the kit's ~~their~~ identity. ~~and location.~~

    c. First Aid Kit

       A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

    d~~e~~. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pretrip vehicle inspections; and

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the

driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statute, section 171.321, subdivision 3, for all other persons operating a type A or type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision. 2.

e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5 .

g. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of violating Minnesota Statutes, sections 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision.1(c), (*i.e.*,

felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, subdivision 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunctional School Activity Bus (MFSAB) under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.

d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321,

subdivision 2.

e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).

f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.

g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver's Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References:

Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16 and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subds. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. §181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

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806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis

procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. This may include students who do not have a 504 plan or an individualized education program (IEP). The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters

are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will 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 updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. . The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community.-Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery
2. Fiscal recovery
3. Academic recovery
4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

a. a statistically significant effect on relevant outcomes based on any of the following:

i. strong evidence from one or more well designed and well implemented experimental studies;

ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least One (1) hour, or One (1) standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b. the importance of taking threats seriously and seeking help; and

   c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

a. student opportunities for leadership related to prevention and safety;

b. encouragement and support to students in establishing clubs and programs focused on safety; and

c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire
B. Hazardous Materials
C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
D. Medical Emergency
E. Fight/Disturbance
F. Assault
G. Intruder
H. Weapons
I. Shooting
J. Hostage
K. Bomb Threat
L. Chemical or Biological Threat
M. Checklist for Telephone Threats
N. Demonstration
O. Suicide
P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings pursuant to the school district's Visitors to School District Buildings and Sites policy.

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants

School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf
Minnesota School Safety Center - Resources (mn.gov)

Resources:

I Love U Guys Foundation, *Standard Response Protocol*

https://iloveuguys.org/The-Standard-Response-Protocol.html (012325)

Safe and Sound Schools

https://safeandsoundschools.org/ (012325)

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: November 23, 2026
Prepared by: Business Office
Date Prepared: November 18, 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*
Land O'Lakes Foundation (The Blackbaud Giving Fund)	$40.00	REAMS Gift Fund
Rockford Education Foundation	$815.00	General Fund Donation (3rd Grade Stages Theater Field Trip)
Rockford Education Foundation	$384.62	General Fund Donation (RHS Scholastic Magazine Subscription)
Rockford Education Foundation	$235.98	General Fund Donation (Sound Machine & Mics for RHS)
Rockford Education Foundation	$307.33	General Fund Donation (Books for REAMS & RMS Battle of the Books)
Schweitzer Engineering Laboratories, Inc.	$100.00	RHS Gift Fund
Rockford Education Foundation	$25.00	Food Service Fund Donation (Kindness Challenge Prizes)
Land O'Lakes Foundation (The Blackbaud Giving Fund)	$40.00	REAMS Gift Fund
Rockford Education Foundation	$599.94	RMS-CES Seating
Rockford Education Foundation	$952.00	1st grade Children's Theater Field Trip
Rockford Education Foundation	$111.34	Water and Snacks for Vendors at HS Career Fair
Rockford Education Foundation	$149.85	RMS-CES Cribbage Boards
Rockford Education Foundation	$1,074.50	RHS Art Tools
Rockford Education Foundation	$386.47	Ignite Your Future Event Transportation
Annonymous	HiHo Cherry-O board game, thin chalk 2- 12 packs	General Fund Donation REAMS