ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

A Tradition of Excellence, One Student at a Time

Agenda for September 21, 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**

5. **SUPERINTENDENT REPORT**

6. **STUDENT ACHIEVEMENT AND GROWTH**

7. **HEALTHY AND SUPPORTIVE ENVIRONMENT**
8. **STEWARDSHIP OF RESOURCES**

9. **CULTURE OF COLLECTIVE PURPOSE**

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

    B.
        - Finance Committee Meeting: Wednesday, October 7, 2026 at 8:00 am virtually at Video call link: https://meet.google.com/zcg-ydgj-mzd Or dial: ?(US) +1 567-402-0094? PIN: ?266 130 908?#

- Board of Education Work Session: Monday, October 19, 2026 at 5:30 pm at Corcoran City Hall.
- Regular Meeting of the Board of Education: Monday, October 19, 2026 at 6:30 pm at Corcoran City Hall.

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

Independent School District #883

Regular School Board Meeting
Monday, August 17, 2026

Pursuant to due call and notice, the Rockford Board of Education met in a Regular School Board Meeting on Monday, August 17, 2026 in the District Board Room. Chair Johnson called the meeting to order at 6:30 pm. Members Johnson, Gordee, Morgan, Hillstrom, Praska, and Sjodin were present. Also present was Superintendent Jeff Ridlehoover, CFO Bridget Peterson, Learning & Innovation Specialist Kathy Madson, and Administrative Assistant Courtney Neibert.

Pledge of Allegiance

The meeting opened with the Pledge of Allegiance.

APPROVAL OF AGENDA

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

PUBLIC COMMENTS

There were no public comments.

CONSENT ITEMS

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

- ***Minutes:***
  July 20, 2026 Work Session
  July 20, 2026 Regular Meeting

- **Personnel:**

Status	First Name	Last Name	Position	Date(s)
Resignation	Kory	Bender	RMS SpEd Paraprofessional	August 7, 2026
Resignation	Jamalyn	Weege-Soland	RMS SpEd Paraprofessional	August 8, 2026
Retirement	Colleen	Peterson	REAMS Phy Ed	June 5, 2026
Termination	Jackson	Angell	REAMS Custodian	August 10, 2026
New Hire	Lauren	Rupp	RMS/RHS SLP Teacher	August 4, 2026
New Hire	James	Petry	RHS/REAMS SpEd Paraprofessional	August 19, 2026
New Hire	Nicole	Olesen	Dance Instructor	August 17, 2026
New Hire	Harry	Beyan	Boys Soccer JV Coach	August 17, 2026
New Hire	Brittany	Danner	Volleyball Asst Coach	August 17, 2026
New Hire	Kinsey	Phipps	Volleyball Head Coach	August 17, 2026
New Hire	Alayna	Maher	Cross Country 7/8 Coach	August 17, 2026
Leave			1st Grade	September 2026-June 2027

- ***Approval of Disbursements:***

CHECKRUNS

FUND	DESCRIPTION		July 01- July 31, 2026
1	GENERAL	$	1,344,797.95
2	FOOD SERVICE		3,679.20
4	COMMUNITY EDUCATION		13,814.02
6	BUILDING CONSTRUCTION		-
7	DEBT SERVICE		575.00
21	STUDENT ACTIVITIES		2,503.40
	TOTAL	$	1,365,369.57

PAYROLL			July 2026
Payroll Wires	7/15/2026		
Net Pay		$	313,737.96
Taxes			119,616.86
Deductions & Benefits			78,035.80
Payroll Wires	7/31/2026		
Net Pay		$	317,530.11
Taxes			122,104.61
Deductions & Benefits			79,512.28
GIS Benefits		$	34,371.87
Medica		$	185,452.00
Medsurety		$	56,271.91

- ***Open Enrollments:***

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
3	Delano	879	9/1/2026	Family Move
K	Osseo	279	9/8/2026	Sibling enrolled in Osseo Schools
K	Delano	879	9/1/2026	Father works in Delano; older siblings attend Delano Schools
9	Delano	879	9/1/2026	believe Delano will provide an environment to best support their child
4	Delano	879	9/1/2026	older sibling attends Delano
K	Osseo	279	9/8/2026	Older sibling attends Osseo Schools
9	Delano	879	9/1/2026	Student/Parent Preference
12	Osseo	279	9/8/2026	Safety
9	Osseo	279	9/8/2026	Safety
K	Delano	879	9/1/2026	Community Continuity

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
3	Delano	879	9/1/2026	NEW ENROLLMENT--School structure & magnet designation
4	Delano	879	9/1/2026	NEW ENROLLMENT--School structure & magnet designation
K	Buffalo-Hanover-Montrose	877	9/1/2026	NEW ENROLLMENT--Sibling attends REAMS; better schooling opportunities; parents are Rockford grads
9	Delano	879	9/1/2026	NEW ENROLLMENT--Better fit for educational philosophy
9	Buffalo-Hanover-Montrose	877	9/1/2026	NEW ENROLLMENT--Re-enrolling--better fit for our student
K	Osseo	279	9/1/2026	NEW ENROLLMENT--better fit for our child to repeat kindergarten in a new school
4	Osseo	279	9/1/2026	NEW ENROLLMENT--siblings attend Rockford
11	Buffalo-Hanover-Montrose	877	9/1/2026	NEW ENROLLMENT--close to home; sibling attends Rockford
12	Osseo	279	9/1/2026	NEW ENROLLMENT--IB Magnet School opportunity
3	Buffalo-Hanover-Montrose	877	9/1/2026	NEW ENROLLMENT

SUPERINTENDENT'S REPORT

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

STUDENT ACHIEVEMENT AND GROWTH

- **Profile of a Graduate:** Dr. Ridlehoover and L&I specialist Kathy Mattson presented a high-level overview of the plans related to the Rockford Area School Profile of a Graduate.

STEWARDSHIP OF RESOURCES

- **Meal Price Approval:** The Board was presented the SY26-27 meal prices for approval.

Motion by Sjodin seconded by Hillstrom to approve the SY26-27 meal prices as presented. Motion passed unanimously.

- **Principals Contract:** The Board was presented the SY 26-27 and 27-28 principals' contract for approval.

Motion by Sjodin seconded by Morgan to approve the SY 26-27 and 27-28 principals' contract as presented. Member Gordee Abstained. Motion passed unanimously.

CULTURE OF COLLECTIVE PURPOSE

- **Policy Review Updates - First Reading:** The board was presented policy updates for a first reading.
- **RAS School BOard Goals 2026-2027:** The board was presented the 2026-2027 RAS School Board Goals for approval.

Motion by Hillstrom seconded by Praska to approve the 26-27 RAS School Board Goals as presented. Motion passed unanimously.

COMMUNITY, SCHOOL AND FAMILY PARTNERSHIP

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

Hillstrom motioned, seconded by Gordee, to approve the following resolution as presented:

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

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

Donor	Amount	Fund
Rocket Boosters	$414.81	Girls Soccer Fund (Soccer Supplies / Equipment)
Land O'Lakes Foundation (The Blackbaud Giving Fund)	$40.00	REAMS Gift Fund

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

Whereupon said resolution was declared duly passed and adopted.

- **Upcoming Meetings:**
    - Negotiations Committee Meeting: Wednesday, August 19, 2026 at 5:00 pm in the District Office Board Room.
    - Welcome Back Breakfast: Tuesday, August 25, 2026 at 7:30 am at the RHS Commons.

- ○ Finance Committee Meeting: Friday, September 18, 2026 at 8:15 am virtually at Video call link: https://meet.google.com/axq-jnqk-hsmOr dial: ?(US) +1 774-231-8592? PIN: ?178 658 440?#
- ○ Communications Committee Meeting: Monday, September 21, 2026 at 4:30 pm in the District Office Board Room.
- ○ Board of Education Work Session: Monday, September 21, 2026 at 5:30 pm in the District Office Board Room.
- ○ Regular Meeting of the Board of Education: Monday, September 21, 2026 at 6:30 pm in the District Office Board Room.

- **Board Committee Updates:**
  - Johnson - Negotiations Committee, Board Prep, AMSD, MAWSECO Meetings, Special Meeting.
  - Gordee - Board Prep Call, AMSD Meeting, and Special meeting.
  - Morgan - Special Meeting, Finance Committee Meeting.
  - Hillstrom - Finance Committee Meeting, Special Meeting.
  - Praska - Special Meeting, Negotiations Committee Meeting.
  - Sjodin - Finance Committee Meeting, Special Meeting, Negotiations Committee Meeting.
- ***Closed Session–Negotiations Start:***

The closed session was removed as it was determined it was no longer needed.

Courtney Neibert	*Jamie Hillstrom*
Recorder	*Clerk*

ROCKFORD AREA SCHOOLS
Independent School District 883
School Board Special Minutes
Monday, August 10, 2026

Pursuant to due call and notice, the Rockford Board of Education met in a special meeting on Monday, August 10, 2026 in the District Board Room. Chair Johnson called the special meeting to order at 5:32 pm. Members Johnson, Gordee, Morgan, Hillstrom, and Praska were present. Also present were Superintendent Jeff Ridlehoover, and Administrative Assistant Courtney Neibert. Member Sjodin joined at 5:33 pm.

- Board Reflection - Board members took time to review their Board Survey results.
- Board Member Self-Reflection - Board members took a self-reflection survey and discussed results.
- Strategic Planning - Board members reviewed the district strategic plan.
- Governance Goal Setting - Board members discussed and set goals for the 2026-2027 school year. Goals to be shared at the August board meeting.
- Next Steps - The board discussed the development of annual board actions, a board dashboard and a board yearly calendar. It was decided to move forward with a board yearly calendar.
- **Upcoming Meetings:**
    - Finance Committee Meeting: Friday, August 14, 2026 at 8:15 am virtually Video call link: https://meet.google.com/xcd-mvwr-kdk Or dial: ?(US) +1 754-702-3120? PIN: ?180 021 411?#
    - Board of Education Work Session: Monday, August 17, 2026 at 5:30 pm in the District Office Board Room
    - Regular Meeting of the Board of Education: Monday, August 17, 2026 at 6:30 pm in the District Office Board Room

Adjourned 7:29 pm

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk

ROCKFORD AREA SCHOOLS

Independent School District 883
School Board Work Session Minutes
Monday, August 17, 2026

Pursuant to due call and notice, the Rockford Board of Education met in a work session on Monday, August 17, 2026 in the District Board Room. Vice Chair Gordee called the work session to order at 5:30 pm. Members Gordee, Johnson, Hillstrom, and Sjodin were present. Also present were Superintendent Jeff Ridlehoover, CFO Bridget Peterson, and Administrative Assistant Courtney Neibert. Member Praska joined at 5:32 pm. Member Morgan joined at 5:48 pm.

- Demographic Study - Bridget Peterson along with Hazel Reinhardt presented a Demographic Study.
- **Upcoming Meetings:**
    - Regular Meeting of the Board of Education: Monday, August 17, 2026 at 6:30 pm in the District Office Board Room.

Adjourned 6:24 pm

Courtney Neibert
Recorder

Jamie Hillstrom
Clerk

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Consent Personnel

Meeting Date: Aug 17, 2026

Prepared By: Human Resources Office

Date Prepared: Aug 13, 2026

	Information		Briefing	X	Action		Enclosure Item(s)

Personnel Items:

Status	First Name	Last Name	Position	Date(s)
New Hire	Amari	Kirckof	Galaxy-Student worker	August 25, 2026
New Hire	Isabella	Angell	Galaxy-Student worker	August 25, 2026
New Hire	Quiana	Larson	Galaxy-Student worker	August 25, 2026
New Hire	Ari	Davis	Galaxy-Student worker	August 25, 2026
New Hire	Meghan	Wilson	Early Childhood teacher	August 24, 2026
New Hire	Sophie	Lynch	REAMS Kindergarten	August 24, 2026
New Hire	Margaret	McCall	RCC	September 2, 2026
New Hire	Samantha	Kohnen	REAMS SpEd Para	September 10, 2026
New Hire	Cooper	Hedtke	REAMS Custodian	September 21, 2026
Lane Change	Alyson	Reaves	BA+30 to MA	September 15, 2026
Lane Change	Jack	McCoy	BA to BA+10	September 15, 2026
Lane Change	Josh	Westgaard	BA+10 to BA+20	September 15, 2026
Lane Change	Janee	Udall	MA to MA+10	September 15, 2026
Lane Change	Abbey	Kaufman	Ma+10 to MA+30	September 15, 2026
Resignation	Emily	Lewis	REAMS-Paraprofessional	August 20, 2026
Resignation	Kayla	Linkert	REAMS-Paraprofessional	August 17, 2026
Resignation	Elizabeth	Borders	RMS- Paraprofessional	August 17, 2026

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Consent – Approval of Disbursements

Meeting Date: September 21, 2026

Prepared by: Bridget Peterson

Date Prepared: September 8, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Recommendation:

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

FUND	DESCRIPTION		August 01- August 31, 2026
1	GENERAL	$	359,326.28
2	FOOD SERVICE		42,831.17
4	COMMUNITY EDUCATION		31,729.19
6	BUILDING CONSTRUCTION		-
7	DEBT SERVICE		575.00
21	STUDENT ACTIVITIES		1,772.23
	TOTAL	$	436,233.87

PAYROLL			August 2026
Payroll Wires	8/14/2026		
Net Pay		$	340,273.87
Taxes			129,909.27
Deductions & Benefits			101,967.73
Payroll Wires	8/31/2026		
Net Pay		$	331,125.89
Taxes			125,099.22
Deductions & Benefits			101,115.68
GIS Benefits		$	28,445.66
Medica		$	172,450.17
Medsurety		$	23,973.91

Rockford ISD #0883

Payment Distributions

Period: 202702-202702 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		65234	AS2	1	9060		SPEAR, SOPHIE	202702	10466	120.00	0.00
B	01	101	000				F			65397	AS2	1	9074		ISOE, VICTOR	202702	10466	50.00	0.00
B	01	101	000				F			65499	AS2	1	8747		WAYZATA HIGH SCHOC	202702	10466	77.00	0.00
B	01	101	000				F			66439	AS2	1	1969		SCHOOL SERVICE EMF	202702	10466	0.00	541.91
B	01	101	000				F			66439	AS2	1	1969		SCHOOL SERVICE EMF	202702	10466	0.00	504.41
B	01	101	000				F			66440	AS2	1	1644		ISD #883 EDUCATION F	202702	10466	1.00	0.00
B	01	101	000				F			66440	AS2	1	1644		ISD #883 EDUCATION F	202702	10466	0.00	32.00
B	01	101	000				F			66440	AS2	1	1644		ISD #883 EDUCATION F	202702	10466	0.00	1.00
B	01	101	000				F			66440	AS2	1	1644		ISD #883 EDUCATION F	202702	10466	0.00	108.00
B	01	101	000				F			66440	AS2	1	1644		ISD #883 EDUCATION F	202702	10466	0.00	43.00
B	01	101	000				F			66440	AS2	1	1644		ISD #883 EDUCATION F	202702	10466	0.00	225.00
B	01	101	000				F			66440	AS2	1	1644		ISD #883 EDUCATION F	202702	10466	0.00	225.00
B	01	101	000				F			66441	AS2	1	9074		ISOE, VICTOR	202702	10466	0.00	50.00
B	01	101	000				F			66442	AS2	1	1012		SCHOOL SPECIALTY IN	202702	10466	0.00	172.02
B	01	101	000				F			66442	AS2	1	1012		SCHOOL SPECIALTY IN	202702	10466	0.00	1,634.86
B	01	101	000				F			66442	AS2	1	1012		SCHOOL SPECIALTY IN	202702	10466	0.00	806.60
B	01	101	000				F			66442	AS2	1	1012		SCHOOL SPECIALTY IN	202702	10466	0.00	19.72
B	01	101	000				F			66442	AS2	1	1012		SCHOOL SPECIALTY IN	202702	10466	0.00	231.52
B	01	101	000				F			66443	AS2	1	1059	remit	BLICK ART MATERIALS	202702	10466	146.56	0.00
B	01	101	000				F			66443	AS2	1	1059	remit	BLICK ART MATERIALS	202702	10466	0.00	1,224.24
B	01	101	000				F			66444	AS2	1	1102		JW PEPPER	202702	10466	0.00	50.00
B	01	101	000				F			66445	AS2	1	1180		CENTERPOINT ENERG	202702	10466	0.00	201.80
B	01	101	000				F			66445	AS2	1	1180		CENTERPOINT ENERG	202702	10466	0.00	30.07
B	01	101	000				F			66446	AS2	1	1356	REMI	REALLY GOOD STUFF, I	202702	10466	0.00	479.88
B	01	101	000				F			66448	AS2	1	2291		PIONEER	202702	10466	0.00	3,746.84
B	01	101	000				F			66448	AS2	1	2291		PIONEER	202702	10466	0.00	720.04
B	01	101	000				F			66450	AS2	1	5825	remit	WARD'S SCIENCE	202702	10466	0.00	360.00
B	01	101	000				F			66452	AS2	1	7493	remit	CUSTOM COMPUTER S	202702	10466	0.00	11,281.95
B	01	101	000				F			66453	AS2	1	7697		MARISELA V NELSON II	202702	10466	0.00	146.00
B	01	101	000				F			66454	AS2	1	7796		ANTHEM SPORTS, LLC	202702	10466	0.00	1,214.81
B	01	101	000				F			66455	AS2	1	8399		AMPION PBC	202702	10466	0.00	319.38
B	01	101	000				F			66456	AS2	1	8481		PRAIRIE RESTORATIOI	202702	10466	0.00	750.00
B	01	101	000				F			66457	AS2	1	8916		ORNELL LAWN SERVIC	202702	10466	0.00	12,500.00
B	01	101	000				F			66458	AS2	1	9096		NORTH STAR AWARDS	202702	10466	0.00	18.00
B	01	101	000				F			66459	AS2	1	9139		MSHSCA	202702	10466	0.00	90.00
B	01	101	000				F			66476	AS2	1	1215		XCEL ENERGY	202702	10466	0.00	28,703.87
B	01	101	000				F			66477	AS2	1	8402		REPUBLIC SERVICES, I	202702	10466	0.00	3,734.71

Rockford ISD #0883

Payment Distributions

Period: 202702-202702 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		66478	AS2	1	8747		WAYZATA HIGH SCHOO	202702	10466	0.00	77.00
B	01	101	000				F			66479	AS2	1	1180		CENTERPOINT ENERG	202702	10466	0.00	436.12
B	01	101	000				F			66479	AS2	1	1180		CENTERPOINT ENERG	202702	10466	0.00	28.00
B	01	101	000				F			66479	AS2	1	1180		CENTERPOINT ENERG	202702	10466	0.00	257.82
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	701.87
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	23.39
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	150.86
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	89.74
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	68.50
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	279.64
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	76.66
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	1,300.01
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	201.32
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	247.58
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	152.65
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	3.38
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	187.94
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	140.89
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	475.70
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	290.82
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	399.98
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	168.78
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	31.99
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	2,108.51
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	69.75
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	212.94
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	1,820.47
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	399.27
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	19.98
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	49.74
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	469.28
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	173.09
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	107.62
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	329.33
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	571.39
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	5.99
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	103.98

Rockford ISD #0883

Payment Distributions

Period: 202702-202702 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		66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	118.41
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	19.98
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	116.84
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	739.83
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	171.96
B	01	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	79.98
B	01	101	000				F			66483	AS2	1	6623		ADVANCED IMAGING S	202702	10466	0.00	6,213.63
B	01	101	000				F			66484	AS2	1	7178		MSOPA	202702	10466	0.00	100.00
B	01	101	000				F			66485	AS2	1	7786	REMI	TERRAFORM PHOENIX	202702	10466	0.00	418.09
B	01	101	000				F			66486	AS2	1	7981		AT&T MOBILITY	202702	10466	0.00	387.30
B	01	101	000				F			66487	AS2	1	8279		CADY BUSINESS TECH	202702	10466	0.00	2,718.22
B	01	101	000				F			66488	AS2	1	8701		GAME ONE	202702	10466	0.00	160.00
B	01	101	000				F			66489	AS2	1	8883		DISCOVER YOURSELF,	202702	10466	0.00	6,029.13
B	01	101	000				F			66490	AS2	1	8969		VENTRIS LEARNING LL	202702	10466	0.00	90.00
B	01	101	000				F			66491	AS2	1	1012		SCHOOL SPECIALTY IN	202702	10466	0.00	119.96
B	01	101	000				F			66492	AS2	1	1057		HILLYARD	202702	10466	0.00	113.80
B	01	101	000				F			66492	AS2	1	1057		HILLYARD	202702	10466	0.00	3,514.05
B	01	101	000				F			66492	AS2	1	1057		HILLYARD	202702	10466	0.00	1,281.76
B	01	101	000				F			66492	AS2	1	1057		HILLYARD	202702	10466	555.50	0.00
B	01	101	000				F			66492	AS2	1	1057		HILLYARD	202702	10466	0.00	2,002.21
B	01	101	000				F			66492	AS2	1	1057		HILLYARD	202702	10466	0.00	37.50
B	01	101	000				F			66493	AS2	1	1059	remit	BLICK ART MATERIALS	202702	10466	0.00	147.00
B	01	101	000				F			66493	AS2	1	1059	remit	BLICK ART MATERIALS	202702	10466	0.00	2,620.79
B	01	101	000				F			66493	AS2	1	1059	remit	BLICK ART MATERIALS	202702	10466	0.00	146.56
B	01	101	000				F			66494	AS2	1	1062	remit	SCHOLASTIC INC	202702	10466	0.00	193.73
B	01	101	000				F			66495	AS2	1	1098		MACGILL & CO	202702	10466	0.00	1,793.24
B	01	101	000				F			66496	AS2	1	1152		RESOURCE TRAINING	202702	10466	0.00	100.00
B	01	101	000				F			66497	AS2	1	1226		PRO-TEC DESIGN	202702	10466	0.00	1,952.00
B	01	101	000				F			66498	AS2	1	1232	remit	SCHOOL DATEBOOKS,	202702	10466	0.00	577.98
B	01	101	000				F			66499	AS2	1	1416		WRIGHT COUNTY JOU	202702	10466	0.00	29.81
B	01	101	000				F			66499	AS2	1	1416		WRIGHT COUNTY JOU	202702	10466	0.00	55.65
B	01	101	000				F			66500	AS2	1	2208		TECH/CHECK	202702	10466	0.00	5,181.80
B	01	101	000				F			66500	AS2	1	2208		TECH/CHECK	202702	10466	0.00	24,797.19
B	01	101	000				F			66501	AS2	1	2374		DEMCO INC	202702	10466	0.00	18.02
B	01	101	000				F			66503	AS2	1	7224		BSN SPORTS, LLC	202702	10466	0.00	1,364.90
B	01	101	000				F			66504	AS2	1	7611		SOURCEWELL	202702	10466	0.00	100.00
B	01	101	000				F			66508	AS2	1	1059	remit	BLICK ART MATERIALS	202702	10466	0.00	42.96

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Payment Distributions

Period: 202702-202702 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		66509	AS2	1	1098		MACGILL & CO	202702	10466	0.00	67.49
B	01	101	000				F			66511	AS2	1	1180		CENTERPOINT ENERG	202702	10466	0.00	80.64
B	01	101	000				F			66511	AS2	1	1180		CENTERPOINT ENERG	202702	10466	0.00	203.21
B	01	101	000				F			66512	AS2	1	1232	remit	SCHOOL DATEBOOKS,	202702	10466	0.00	961.74
B	01	101	000				F			66513	AS2	1	1267		MASSP	202702	10466	0.00	890.00
B	01	101	000				F			66514	AS2	1	1416		WRIGHT COUNTY JOUI	202702	10466	0.00	41.74
B	01	101	000				F			66515	AS2	1	1841		WRIGHT TECHNICAL C	202702	10466	0.00	656.18
B	01	101	000				F			66517	AS2	1	3208	REMI	GREAT AMERICAN BUS	202702	10466	0.00	382.99
B	01	101	000				F			66518	AS2	1	3539		CENGAGE LEARNING	202702	10466	0.00	47,916.39
B	01	101	000				F			66520	AS2	1	4335		4 POINT 0 SCHOOL SEI	202702	10466	0.00	813.49
B	01	101	000				F			66522	AS2	1	5065	remit	OFFICE OF THE SECRE	202702	10466	0.00	120.00
B	01	101	000				F			66523	AS2	1	5419		CUSTOM INK LLC	202702	10466	0.00	562.50
B	01	101	000				F			66524	AS2	1	5507		CITY OF GREENFIELD \	202702	10466	0.00	526.31
B	01	101	000				F			66526	AS2	1	6279		SHI INTERNATIONAL C(	202702	10466	0.00	593.17
B	01	101	000				F			66527	AS2	1	6448		NEW DOMINION SCHO	202702	10466	0.00	8,494.60
B	01	101	000				F			66528	AS2	1	6727	remit	DAIKIN APPLIED	202702	10466	0.00	1,732.00
B	01	101	000				F			66529	AS2	1	7031		PITNEY BOWES	202702	10466	0.00	6,000.00
B	01	101	000				F			66530	AS2	1	7697		MARISELA V NELSON II	202702	10466	0.00	90.00
B	01	101	000				F			66530	AS2	1	7697		MARISELA V NELSON II	202702	10466	0.00	150.00
B	01	101	000				F			66531	AS2	1	7796		ANTHEM SPORTS, LLC	202702	10466	0.00	820.23
B	01	101	000				F			66533	AS2	1	8279		CADY BUSINESS TECH	202702	10466	0.00	604.72
B	01	101	000				F			66534	AS2	1	8390		BLUUM OF MINNESOTA	202702	10466	0.00	5,230.16
B	01	101	000				F			66534	AS2	1	8390		BLUUM OF MINNESOTA	202702	10466	0.00	1,710.00
B	01	101	000				F			66534	AS2	1	8390		BLUUM OF MINNESOTA	202702	10466	0.00	58,079.25
B	01	101	000				F			66535	AS2	1	8439		COMMON THREAD CUS	202702	10466	0.00	96.66
B	01	101	000				F			66536	AS2	1	8701	Remi	GAME ONE	202702	10466	0.00	95.62
B	01	101	000				F			66536	AS2	1	8701	Remi	GAME ONE	202702	10466	0.00	324.00
B	01	101	000				F			66536	AS2	1	8701	Remi	GAME ONE	202702	10466	0.00	464.31
B	01	101	000				F			66536	AS2	1	8701	Remi	GAME ONE	202702	10466	0.00	563.27
B	01	101	000				F			66536	AS2	1	8701	Remi	GAME ONE	202702	10466	0.00	96.00
B	01	101	000				F			66537	AS2	1	8852		CYBER ADVISORS LLC	202702	10466	0.00	72.50
B	01	101	000				F			66538	AS2	1	9035		KESTREL LLC	202702	10466	0.00	1,118.59
B	01	101	000				F			66540	AS2	1	1044		MAWSECO #938	202702	10466	0.00	16,931.42
B	01	101	000				F			66541	AS2	1	1152		RESOURCE TRAINING	202702	10466	0.00	100.00
B	01	101	000				F			66541	AS2	1	1152		RESOURCE TRAINING	202702	10466	0.00	130.00
B	01	101	000				F			66542	AS2	1	1181		CITY OF ROCKFORD	202702	10466	0.00	1,035.77
B	01	101	000				F			66542	AS2	1	1181		CITY OF ROCKFORD	202702	10466	0.00	84.32

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Payment Distributions

Period: 202702-202702 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		66542	AS2	1	1181		CITY OF ROCKFORD	202702	10466	0.00	821.57
B	01	101	000				F			66542	AS2	1	1181		CITY OF ROCKFORD	202702	10466	0.00	403.74
B	01	101	000				F			66542	AS2	1	1181		CITY OF ROCKFORD	202702	10466	0.00	119.48
B	01	101	000				F			66543	AS2	1	1192		VERIZON WIRELESS	202702	10466	0.00	219.56
B	01	101	000				F			66544	AS2	1	1481		J & J Glass	202702	10466	0.00	525.00
B	01	101	000				F			66545	AS2	1	2216		MENARDS INC	202702	10466	0.00	198.88
B	01	101	000				F			66545	AS2	1	2216		MENARDS INC	202702	10466	0.00	103.90
B	01	101	000				F			66546	AS2	1	3482		MSHSL	202702	10466	0.00	4,172.00
B	01	101	000				F			66547	AS2	1	4673		INTEGRIPRINT	202702	10466	0.00	22.72
B	01	101	000				F			66549	AS2	1	5442		ADA BADMINTON & TEN	202702	10466	0.00	155.00
B	01	101	000				F			66550	AS2	1	5507		CITY OF GREENFIELD \	202702	10466	0.00	36.30
B	01	101	000				F			66551	AS2	1	6623	remit	ADVANCED IMAGING S	202702	10466	0.00	240.00
B	01	101	000				F			66552	AS2	1	6727	remit	DAIKIN APPLIED	202702	10466	0.00	673.26
B	01	101	000				F			66552	AS2	1	6727	remit	DAIKIN APPLIED	202702	10466	0.00	565.65
B	01	101	000				F			66554	AS2	1	7224		BSN SPORTS, LLC	202702	10466	0.00	1,988.60
B	01	101	000				F			66554	AS2	1	7224		BSN SPORTS, LLC	202702	10466	0.00	356.00
B	01	101	000				F			66555	AS2	1	7697		MARISELA V NELSON II	202702	10466	0.00	60.00
B	01	101	000				F			66555	AS2	1	7697		MARISELA V NELSON II	202702	10466	0.00	146.00
B	01	101	000				F			66555	AS2	1	7697		MARISELA V NELSON II	202702	10466	0.00	146.00
B	01	101	000				F			66556	AS2	1	7736		JOHNSON CONTROLS	202702	10466	0.00	1,665.00
B	01	101	000				F			66557	AS2	1	8481		PRAIRIE RESTORATION	202702	10466	0.00	750.00
B	01	101	000				F			66558	AS2	1	8701	Remit	GAME ONE	202702	10466	0.00	190.00
B	01	101	000				F			66559	AS2	1	8916		ORNELL LAWN SERVIC	202702	10466	0.00	500.00
B	01	101	000				F			66560	AS2	1	9001		CENTRAL HIGH SCHOC	202702	10466	0.00	250.00
B	01	101	000				F			66561	AS2	1	9094		XTREME PEST SOLUTI(	202702	10466	0.00	65.00
B	01	101	000				F			66561	AS2	1	9094		XTREME PEST SOLUTI(	202702	10466	0.00	75.00
B	01	101	000				F			66561	AS2	1	9094		XTREME PEST SOLUTI(	202702	10466	0.00	75.00
B	01	101	000				F			66561	AS2	1	9094		XTREME PEST SOLUTI(	202702	10466	0.00	75.00
B	01	101	000				F			66562	AS2	1	9108		HAZEL REINHARDT CO	202702	10466	0.00	2,500.00
B	01	101	000				F			66563	AS2	1	9126		PEVO SPORTS CO	202702	10466	0.00	1,240.00
B	01	101	000				F			66564	AS2	1	9142		MAGIC TURF, INC.	202702	10466	0.00	830.00
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	50.84
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	50.84	0.00
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	1,841.18
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	1,462.51
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	1,665.32
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	550.84

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Payment Distributions

Period: 202702-202702 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		66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	3,508.01
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	720.72
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	2,524.93
B	01	101	000				F			66606	AS2	1	7649		TSA CONSULTING GRC	202702	10481	0.00	6,345.07
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	6,286.11
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	50.68	0.00
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	1,841.18
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	1,462.51
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	1,700.94
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	675.48
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	50.68
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	3,485.47
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	720.64
B	01	101	000				F			66607	AS2	1	7649		TSA CONSULTING GRC	202702	10482	0.00	2,524.61
															Account Total:			$1,051.58	$360,377.86
B	02	101	000				F	Cash & Cash Equiv		66507	AS2	1	4387		TAHER INC - BIN# 1350	202702	10466	0.00	29,489.45
B	02	101	000				F			66521	AS2	1	4387		TAHER INC - BIN# 1350	202702	10466	0.00	12,351.87
B	02	101	000				F			66553	AS2	1	6872	remit	GENERAL PARTS LLC	202702	10466	0.00	989.85
															Account Total:			$0.00	$42,831.17
B	04	101	000				F	Cash & Cash Equiv		66447	AS2	1	1369		ABC LETTERING	202702	10466	0.00	1,176.00
B	04	101	000				F			66451	AS2	1	6377		DISH	202702	10466	0.00	138.11
B	04	101	000				F			66477	AS2	1	8402		REPUBLIC SERVICES, I	202702	10466	0.00	24.84
B	04	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	460.53
B	04	101	000				F			66482	AS2	1	2323		HOUSE OF PRINT	202702	10466	0.00	5,803.03
B	04	101	000				F			66502	AS2	1	5416		GRIMM DESIGN, LLC	202702	10466	0.00	2,000.00
B	04	101	000				F			66505	AS2	1	9023		ROCKFORD ROCKETTI	202702	10466	0.00	1,080.00
B	04	101	000				F			66505	AS2	1	9023		ROCKFORD ROCKETTI	202702	10466	0.00	5,302.40
B	04	101	000				F			66506	AS2	1	4673		INTEGRIPRINT	202702	10466	0.00	2,046.40
B	04	101	000				F			66510	AS2	1	1177		A MAZE'N FARMYARD	202702	10466	0.00	310.00
B	04	101	000				F			66510	AS2	1	1177		A MAZE'N FARMYARD	202702	10466	0.00	400.00
B	04	101	000				F			66510	AS2	1	1177		A MAZE'N FARMYARD	202702	10466	0.00	320.00
B	04	101	000				F			66516	AS2	1	2895		ROCKET BOOSTERS	202702	10466	0.00	3,495.00
B	04	101	000				F			66516	AS2	1	2895		ROCKET BOOSTERS	202702	10466	0.00	2,268.00
B	04	101	000				F			66519	AS2	1	3856		TECH ACADEMY	202702	10466	0.00	2,174.00
B	04	101	000				F			66532	AS2	1	7873		ON SITE COMPANIES, I	202702	10466	0.00	253.00
B	04	101	000				F			66532	AS2	1	7873		ON SITE COMPANIES, I	202702	10466	0.00	168.00

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Payment Distributions

Period: 202702-202702 JE Code: 0-999999999

L	Fd	Org	Pro	Crs	Fin	O/S	Ty	Description	Batch	Pmt No	Bank	Grp	Code	Rcd	Vendor	Pd	JE Cd	Debit Amount	Credit Amount
B	04	101	000				F	Cash & Cash Equiv		66532	AS2	1	7873		ON SITE COMPANIES, I	202702	10466	0.00	337.00
B	04	101	000				F			66532	AS2	1	7873		ON SITE COMPANIES, I	202702	10466	0.00	84.00
B	04	101	000				F			66532	AS2	1	7873		ON SITE COMPANIES, I	202702	10466	0.00	842.00
B	04	101	000				F			66539	AS2	1	9141		CRUZ, MELANIE	202702	10466	0.00	450.00
B	04	101	000				F			66539	AS2	1	9141		CRUZ, MELANIE	202702	10466	0.00	450.00
B	04	101	000				F			66543	AS2	1	1192		VERIZON WIRELESS	202702	10466	0.00	100.48
B	04	101	000				F			66548	AS2	1	4673		INTEGRIPRINT	202702	10466	0.00	2,046.40
															Account Total:			$0.00	$31,729.19
B	07	101	000				F	Cash & Cash Equiv		66449	AS2	1	4194		US BANK	202702	10466	0.00	575.00
															Account Total:			$0.00	$575.00
B	21	101	000				F	Cash & Cash Equiv		66480	AS2	1	1349		SPORT DECALS	202702	10466	0.00	252.50
B	21	101	000				F			66481	AS2	1	1394		MBNA/BUSINESS CARD	202702	10466	0.00	13.99
B	21	101	000				F			66525	AS2	1	6187	remit	MN FFA	202702	10466	0.00	150.00
B	21	101	000				F			66536	AS2	1	8701	Remi	GAME ONE	202702	10466	0.00	28.00
B	21	101	000				F			66536	AS2	1	8701	Remi	GAME ONE	202702	10466	0.00	1,327.74
															Account Total:			$0.00	$1,772.23
															Report Total:			$1,051.58	$437,285.45

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		66606		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	No	No	08/17/2026	18,618.58
AS2		66607		Wire	1	7649		TSA CONSULTING GROUP, INC.		No	No	No	08/31/2026	18,696.94
											Bank Total:			$37,315.52
PAY		66602		Wire	1	2006		US GOVERNMENT		No	No	No	08/17/2026	110,599.01
PAY		66603		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASS		No	No	No	08/17/2026	12,564.81
PAY		66604		Wire	1	1938		TRA		No	No	No	08/17/2026	70,784.34
PAY		66605		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	08/18/2026	19,310.26
PAY		66608		Wire	1	1937		PUBLIC EMPLOYEES RETIREMENT ASS		No	No	No	08/31/2026	11,751.77
PAY		66609		Wire	1	1938		TRA		No	No	No	08/31/2026	70,185.27
PAY		66610		Wire	1	2006		US GOVERNMENT		No	No	No	08/31/2026	106,720.66
PAY		66611		Wire	1	2470		MSRS		No	No	No	08/31/2026	437.50
PAY		66612		Wire	1	1962		MINNESOTA DEPT OF REVENUE		No	No	No	08/31/2026	18,378.56
PAY		66613		Wire	1	4050		AFLAC		No	No	No	08/31/2026	44.20
PAY		66684		Wire	1	3431		MEDICA		No	No	No	08/31/2026	172,450.17
PAY		66685		Wire	1	8119		GIS BENEFITS, INC.		No	No	No	08/31/2026	28,445.66
PAY		66686		Wire	1	8741		Medsurety		No	No	No	08/31/2026	23,973.91
											Bank Total:			$645,646.12
										Report Total:			$682,961.64	

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Open Enrollments

Meeting Date: September 21, 2026

Prepared by: Business Office

Date Prepared: September 15, 2026

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

Resident Students Attending Other Schools

Grade	Non-Resident District	Number	Date Effective	Address Change/New Enrollment
K	Buffalo-Hanover-Montrose	877	8/31/2026	live closer to Hanover Elementary
K	Buffalo-Hanover-Montrose	877	8/31/2026	live closer to Hanover Elementary
6	Orono	278	9/1/2026	better academic fit
K	Wayzata	284	8/31/2026	Mom teaches in Wayzata District
1	Wayzata	284	8/31/2026	Diversity and quality of education
6	Eden Prairie	272	9/8/2026	online
K	Buffalo-Hanover-Montrose	877	8/31/2026	Mom works in Buffalo School District
K	Delano	879	9/1/2026	siblings attend Delano
K	Delano	879	9/1/2026	more opportunities
5	Delano	879	9/1/2026	more extra curricular opportunities
4	Delano	879	9/1/2026	more opportunities
1	Delano	879	9/1/2026	more opportunities
9	Buffalo-Hanover-Montrose	877	8/31/2026	previously homeschooled; has friends in BHM District
K	Orono	278	9/1/2026	siblings attend Orono
10	Eden Prairie	272	9/8/2026	online
9	Orono	278	9/1/2026	better academic fit
K	Orono	278	9/2/2026	older siblings attend Orono
K	Orono	278	9/2/2026	ease of after school care options
K	Orono	278	9/2/2026	older siblings attend Orono
2	Osseo	279	9/8/2026	live closer to Osseo Schools, sports, and friends

Non-Resident Students Attending Rockford

Grade	Resident District	Number	Date Effective	Address Change/New Enrollment
1	Buffalo-Hanover-Montrose	877	9/1/2026	NEW ENROLLMENT--looking for smaller school
K	Buffalo-Hanover-Montrose	877	9/1/2026	NEW ENROLLMENT--looking for smaller school
12	Osseo	279	9/1/2026	NEW ENROLLMENT--prefer smaller school
7	Buffalo-Hanover-Montrose	877	9/1/2026	RE-ENROLLMENT--parent works for Rockford Schools
6	Osseo	279	9/1/2026	NEW ENROLLMENT--safer environment, strong academics
3	Anoka Hennepin	11	9/1/2026	family move; wants to stay enrolled at Rockford
9	Anoka Hennepin	11	9/1/2026	family move; wants to stay enrolled at Rockford
11	Osseo	279	9/1/2026	NEW ENROLLMENT--looking for smaller school
K	Osseo	279	9/1/2026	NEW ENROLLMENT--siblings attend Rockford Schools
K	Buffalo-Hanover-Montrose	877	9/1/2026	NEW ENROLLMENT--older siblings attend Rockford Schools
6	Osseo	279	9/1/2026	NEW ENROLLMENT--teacher recommendation
6	Osseo	279	9/1/2026	family move; wants to stay enrolled at Rockford
1	Delano	879	9/1/2026	NEW ENROLLMENT--prefer Rockford Schools
4	Osseo	279	9/1/2026	NEW ENROLLMENT--plan to move to Rockford; we trust and prefer Rockford Schools; father graduated from Rockford
2	Osseo	279	9/1/2026	NEW ENROLLMENT--plan to move to Rockford; we trust and prefer Rockford Schools; father graduated from Rockford

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: Custodial/Buildings & Grounds/Maintenance Coordinators MOU

Meeting Date: September 21, 2026

Prepared by: Superintendent's Office

Date Prepared: September 17, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Attached is the Custodial/Buildings & Grounds/Maintenance Coordinators MOU

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 SEIU Local 284
And
ISD 883, Rockford Area Schools

The purpose of this agreement is to establish additional compensation for individuals designated to serve as Coordinators within the Custodial/Buildings & Grounds/Maintenance Department. The applicable rates of compensation are outlined below.

Coordinator	Role	Additional Compensation	Employee
1	Quality & Compliance Coordinator	$3.00/Hour	DeWayne Larson
2	Operations Systems Coordinator	$2.00/Hour	Scott Larson
3	Resources & Ordering Coordinator	$2.00/Hour	Howie Brooks

This Memorandum of Understanding (MOU) is effective, retroactive to July 1, 2026, and will remain in effect until June 30, 2027. Upon mutual agreement of the SEIU bargaining unit and Rockford Area Schools, this MOU may be extended annually.

This MOU replaces/sunsets and supersedes the previous MOU for the RAS Custodian on Special Assignment, retroactive to July 1, 2026.

SIGNATURES

For:

School Service Employees Local 284

_______________________________ __ /__ /2026

_______________________________ __ /__ /2026

_______________________________ __ /__ /2026

For:

Independent School District No. 883

______________________________ __ /__/2026

______________________________ __ /__/2026

______________________________ __ /__/2026

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Custodial/Buildings & Grounds/Maintenance Mentorship MOU

Meeting Date: September 21, 2026

Prepared by: Superintendent’s Office

Date Prepared: September 17, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Attached is the Custodial/Buildings & Grounds/Maintenance Mentorship MOU

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 SEIU Local 284
And
ISD 883, Rockford Area Schools

The purpose of this agreement is to promote growth, provide support, and establish a stronger and more meaningful career pathway for the purposes of increasing employment longevity in the Custodial/Buildings & Grounds/Maintenance Department, through mentorship.

This Memorandum of Understanding (MOU) is effective, January 1, 2027 thorough June 30, 2028.

Criteria, compensation, and employment conditions for employees designated as “Mentees” (referenced below as Mentee):

1. The Mentee must be employed full time (40 hours per week) as a member of the Custodial/Buildings & Grounds/Maintenance Department.
2. The Mentee must not have been previously employed by Rockford Area Schools (RAS).
3. The Mentee will be paid $250 after their first six (6) months engaged in the mentorship program.
4. The Mentee will be paid $750 after their second six (6) months of employment engage in the mentorship program.
5. The Mentee must work 90% of their work schedule during all terms of their employment to be eligible for the stipends referenced above.

Criteria, compensation, and employment conditions for employees designated as “Mentors” (referenced below as Mentors):

1. Mentors must have been permanently employed, as a member of the Custodial/Buildings & Grounds/Maintenance Department for a minimum of three (3) years.
2. Employees designated as Mentors must work with RAS Human Resources to establish and review the manner in which their mentorship will be conducted (i.e., establish/reaffirm the roles and responsibilities of a Mentor).
3. Human Resources and members of the SEIU bargaining unit will select Mentors in partnership.
4. Participation as a Mentor is voluntary.
5. Mentors will be paid $500 after their Mentee completes six (6) months of service and another $500 after their Mentee completes their second six (6) months of service.
6. If the Mentor or Mentee fails to meet the conditions above, no stipend shall be paid.

SIGNATURES

For:	For:
School Service Employees Local 284	Independent School District No. 883
_______________________________ __ /__ /2026	______________________________ __ /__/2026
_______________________________ __ /__ /2026	______________________________ __ /__/2026
_______________________________ __ /__ /2026	______________________________ __ /__/2026

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: September 2026 Superintendent's Report

Meeting Date: September 21, 2026

Prepared by: Superintendent’s Office

Date Prepared: September 4, 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: District Rocket Spotlight

Meeting Date: September 21, 2026

Prepared by: Superintendent's Office

Date Prepared: September 2, 2026

X	Information		Briefing		Action		Enclosure Item(s)

Kevin is the consummate professional in every sense of the phrase. Kevin is kind, patient, and understanding when explaining the complexities of school assessment work and he is always willing to help. Whether is means digging for requested data, answering questions, or organizing the myriad of state and local assessments, Kevin does his job with a smile and he does it very well. Besides the exemplary work that Kevin does day in and day out, Kevin is also a wonderful person. Kevin treats everyone well and his warm disposition and welcoming personality make his a very popular colleague district wide. In the end, Kevin is the epitome of what one would like to see in a co-worker and it is an honor to work with and beside Kevin on a daily basis.

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Target Services Summer Program 2026

Meeting Date: September 21st, 2026

Prepared by: Erin Sindelir

Date Prepared: September 14th, 2026

X Information | Briefing | Action | Enclosure Item(s)

ES RMS-CES Sept 21 2026

Erin Sindelir is pleased to present an overview of the district's summer school program. The presentation will cover who participated, the staff who supported the program, and the academic outcomes achieved during the summer.

Rockford Area Schools

presented by Erin Sindelir

September 21 2026

#ROCKETS883

RHS Summer Programming 2026

RHS Summer programming

32 Students

- 17 in person
- 15 online

<u>Method of delivery</u>

15 students used Edmentum (online programming)

17 students using teacher based standards

44 Recovered Credits

Staff:
Samantha Bloom
Julie Merila

REAMS Summer Programming 2026

REAMS Summer programming - on site

40 Students

Math and Reading Focus

Staff:
Anne Koste
Marty Johnson
Elizabeth Thell

REAMS Summer programming - Maple Hill Estates

22 Students

Math and Reading Focus

Staff:
Elizabeth Thell
Alex Probst

RMS Summer Programming 2026

New model - Ramp Up

Feedback from families and staff was positive

Mini lessons

Transportation provided for Maple Hill residents

RMS - Math and Reading Focus

13 enrolled students

Staff:

Andraya Hill

Thank You!

A special thank you to our maintenance staff for all of their hard work preparing the buildings for summer school.

And thank you to the staff at Maple Hill, district leadership, teachers and staff who assisted us with putting together summer programming this year.

Questions?

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Nordic Ski Co-op

Meeting Date: September 21, 2026

Prepared by: Superintendent’s Office

Date Prepared: September 16, 2026

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

OVERVIEW:
Orono Public Schools will serve as the host school for the cooperative sponsorship, overseeing program administration, facility scheduling, and daily operations, while student-athletes from Delano Public Schools and Rockford Area Schools participate alongside Orono students according to the terms of the MSHSL cooperative agreement.

RECOMMENDATION:
Board approval to establish a Minnesota State High School League (MSHSL) cooperative sponsorship agreement for Nordic Skiing (Boys & Girls) between Orono Public Schools as the host district, with Delano Public Schools and Rockford Area Schools joining as participating member districts.

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of **Nordic Ski, Boys. Nordic Ski, Girls.** beginning with the **2026 – 2027** school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School **#1**:	**Orono**	**981**	**Long Lake**	**2AA**	**5A**
High School **#2**:	**Delano**	**757**	**Delano**	**2AA**	
High School **#3**:	**Rockford**	**499**	**Rockford**	**5A**	
High School **#4**:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year. **Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?
   - ■ **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
   - ☐ **No**
2. Do any of the above schools currently have a cooperative agreement in this activity?
   - ■ **Yes** An application for dissolution must be submitted for the existing agreement.
   - ☐ **No**
3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards)

   Delano and Rockford each have a few students interested in participating, but neither school has enough participation to sponsor a program on its own. Orono has the capacity within our existing program to accommodate these additional participants, making the co-op a good opportunity to provide those students with access to Nordic Ski.

4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School **#1**	**4**	**4**	**5**	**9**	**4**	**3**
High School **#2**	**0**	**0**	**0**	**0**	**0**	**1**
High School **#3**	**1**	**1**	**1**	**1**	**1**	**1**
High School **#4**						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): **Orono Spartans**
6. Team Colors: **Navy and Scarlet** Team Mascot: **Spartans**
7. Host School (school that will receive revenue share check): **Orono High School**

Board of Education (or designee)	**School**	**Date**
Signed [signature]	Orono High School	9.14.26
Signed ________	Delano High School	________
Signed ________	Rockford High School	________
Signed ________	________	________

Official Action of the MSHSL Board of Directors

☐ Approved ☐ Not Approved

Signature: Date:

MSHSL Executive Director

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: School Board agenda item.

Meeting Date: September 21, 2026 (6:30 p.m.)

Prepared by: Jeff Kienitz, Director of Technology & School Safety

Date Prepared: September 17, 2026

X	Information	X	Briefing		Action		Enclosure Item(s)*

School Board Presentation – September 21, 2026
Presenters: Jeff Kienitz, Director of Technology and School Safety
Length: 10 to 15 minutes

Technology Update – Safety, Learning Systems, and Operations

1. Welcome – Introduction

2. Security and Safety
- A. District Safety Management System (DSMS)
- B. Emergency Preparedness
- C. Security Systems and Emergency Communications
- D. Safety Training and Prevention

3. Classroom Learning
- A. Infinite Campus / MDE
- B. Classroom Technology

4. Essential Support Services
- A. Cybersecurity Governance
- B. Cybersecurity Operations
- C. Technology Infrastructure / Capital Projects
- D. Technology Funding

5. Inter-Agency Support Highlights

6. Review and Comment

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: *Certify Proposed Levy 2026 Pay 2027*

Meeting Date: September 21, 2026

Prepared by: Bridget Peterson, CFO

Date Prepared: September 15, 2026

x	Information		Briefing	x	Action		Enclosure Item(s)

This proposed certification is for taxes payable in calendar year 2027 and is revenue for the 2027-2028 school year. I recommend we approve the proposed levy at "maximum". Proposed levies for school districts carry the option of levying the "maximum" versus a specific amount due to continuing updates by the Department of Education. This "maximum" option protects school districts whose levies may increase. Levying a specific dollar amount prevents further increases.

We are required to certify our Proposed Levy to the County Auditors by September 30, 2026. The information submitted to the County Auditors is the information used for the proposed property taxes mailed to each taxpayer in November.

Truth in Taxation statutes require a hearing be conducted during regular school board meetings. The statute also requires that the date and time of the regular school board meeting when hearings are scheduled be announced at the time the proposed levy is certified.

Rockford Area Schools Truth in Taxation hearing will be held during the regular board meeting on December 16th, at 6:00pm.

Recommendation:

Approve 2026 Payable 2027 Proposed Levy as presented at the maximum.

Rockford Area Schools
Property Tax Levy Payable 2027

SUMMARY:

Description	Dec-25 Final Payable 2026	Sep-26 Proposed Payable 2027	Dollar Change Final 2026 vs Prop 2027	Overall Percent Change
General	$4,969,170.35	$4,988,809.59	$19,639.24	0.40%
Community Service	$125,946.53	$141,494.37	$15,547.84	12.34%
Debt Service	$4,997,207.19	$5,021,596.78	$24,389.59	0.49%
Total Proposed Levy	$10,092,324.07	$10,151,900.74	$59,576.67	0.59%

GENERAL FUND:

Description	Final Payable 2026	Proposed Payable 2027	Final 2026 vs Prop 2027
Referendum	$2,616,483.99	$2,588,062.07	($28,421.92)
Local Optional	$1,188,698.76	$1,143,376.36	($45,322.40)
Equity Levy	$163,574.43	$141,907.23	($21,667.20)
Transition Revenue	$45,763.65	$44,021.49	($1,742.16)
Capital Project Referendum	$250,000.00	$267,838.09	$17,838.09
Operating Capital Levy	$228,963.35	$249,071.60	$20,108.25
Alt Teacher Compensation	$138,549.32	$135,719.22	($2,830.10)
Achievement & Integration	$64,464.19	$65,869.67	$1,405.48
Safe Schools	$58,622.40	$56,944.80	($1,677.60)
Long-Term Facilities	$209,074.66	$211,101.21	$2,026.55
Career & Technical	$94,472.70	$94,472.70	$0.00
Abatements	$0.00	$5,707.13	$5,707.13
Building Leases	$27,146.96	$26,668.64	($478.32)
Reemployment Levy	$100,000.00	$50,000.00	($50,000.00)
Subtotal for current year	$5,185,814.41	$5,080,760.21	($105,054.20)
Prior Year Adjustments:			
Referendum	($38,582.85)	$46,919.42	$85,502.27
Local Optional	($35,226.47)	$25,239.28	$60,465.75
Equity Revenue	($5,914.10)	($666.67)	$5,247.43
Transition Revenue	($1,330.55)	$899.19	$2,229.74
Operating Capital	$1,744.51	$1,621.11	($123.40)
Operating Capital - Bond Adjustment	($146,108.00)	($147,158.00)	($1,050.00)
Safe Schools	($1,721.16)	($1,241.64)	$479.52
Long-Term Facilities	$1,358.72	$8,421.50	$7,062.78
Career & Technical	($10,424.69)	($7,051.39)	$3,373.30
Achievement & Integration	$465.44	$3,112.90	$2,647.46
Alt Teacher Compensation	$2,545.27	$953.68	($1,591.59)
Reemployment	$16,549.82	($23,000.00)	($39,549.82)
Subtotal for prior year	(216,644.06)	(91,950.62)	124,693.44
Total General Fund Levy	$4,969,170.35	$4,988,809.59	$19,639.24

COMMUNITY SERVICE FUND: Description	Final Payable 2026	Proposed Payable 2027	Final 2026 vs Prop 2027
Basic Community Ed.	$72,727.55	$78,852.60	$6,125.05
Early Child. Family Ed.	$41,176.16	$45,212.44	$4,036.28
Home Visiting	$1,527.14	$1,690.67	$163.53
School Age Day Care	$15,000.00	$15,000.00	$0.00
Abatements	$0.00	$190.37	$190.37
Prior Year Adjustments:			
Early Childhood Family Ed.	($4,504.07)	$524.39	$5,028.46
Home Visit	$19.75	$23.90	$4.15
Total Community Ed. Fund Levy	$125,946.53	$141,494.37	$15,547.84

DEBT SERVICE FUND: Description	Final Payable 2026	Proposed Payable 2027	Final 2026 vs Prop 2027
Debt Service Levy	$4,729,965.00	$4,735,373.00	$5,408.00
Long-Term Facilities Debt Service	$267,243.50	$278,351.47	$11,107.97
Abatements	$0.00	$7,872.31	$7,872.31
Long-Term Facilities Adj	($1.31)	$0.00	$1.31
Total Debt Service Fund Levy	$4,997,207.19	$5,021,596.78	$24,389.59

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Policy Review Updates - Final Reading

Meeting Date: September 21, 2026

Prepared by: Superintendent’s Office

Date Prepared: September 4, 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
721	**UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**	**MSBA Updates**
506	**Student Discipline**	**MSBA Updates**
506 Form	**506 FORM**	**No Updates**
722	**Public Data and Data Subject Requests**	**MSBA Updates**
731R	**Information Security Policy**	**No Updates**
806	**Crisis Management Policy**	**No Updates**
421	**Gifts to Employees and School Board Members**	No Updates
422	**Policies Incorporated by References**	No Updates
423	**Employee-Student Relationships**	No Updates
424	**License Status**	No Updates
425R	**Staff Development**	No Updates
427	**Workload Limits for Certain Special Education Teachers**	No Updates
901	**Community Education**	MSBA Updates

Adopted: 04/16/01 *Orig. 1995*
Reviewed: 2019
Revised: 02/19/20

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.

B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.

C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of $5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is "insignificant."

D. Teachers may accept from publishers' free samples of textbooks and related teaching materials.

E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.

F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITIONS

A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

B. "Interested person" means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

C. "Financial interest" means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA Model Policy 209 (Code of Ethics)
MSBA Model Policy 210 (Conflict of Interest - School Board Members)
MSBA Model Policy 306 (Administrator Code of Ethics)

Adopted: 04/16/01 *Orig. 1995*
Reviewed: 2012, 2022
Revised: 09/16/13

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies that also apply to employees:

Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 522	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References: None

Cross References: None

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)

Adopted: 05/21/07 Orig. 1999
Reviewed: 2003
Revised: 07/23/18, 8/21/23

424 LICENSE STATUS

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.

B. No person shall be a qualified teacher until the school district verifies through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website that the person is a qualified teacher consistent with state law.

C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References:

Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed,* 1993 WL 129639 (Minn. App. 1993)

Cross References:

Adopted: 03/08/04 *Orig. 2001*
Reviewed: 2012
Revised: 09/16/13, 2022, 8/21/23

425R STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The School Board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The committee also will include nonteaching staff, parents and administrators.

2. Members of the Advisory Staff Development Committee shall be approved by the School Board. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The School Board shall appoint replacement members of the district staff development committee as soon as possible following the resignation, death, serious illness or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the School Board. Team members shall serve a two-year term* based upon nominations by board members, teachers and paraprofessionals. The school board shall approve replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness or removal of a member from the team.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas and special education.

III. DUTIES OF THE DISTRICT STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a staff development plan that will be reviewed and subject to approval by the school board once a year.*

** This time period may be changed to accommodate individual school district needs.*

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined annually by the School Board as noted on the current district aims, goals and measures;

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

   a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;

   b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;

   c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

   d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

   e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

   f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

   g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

   a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

   b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

* *This time period may be changed to accommodate individual school district needs.*

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and

e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

a. Focus on the school classroom and research-based strategies that improve student learning;

b. Provide opportunities for teachers to practice and improve their instructional skills over time;

c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills; including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.

h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

** This time period may be changed to accommodate individual school district needs.*

7. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

C. The Advisory Staff Development Committee will assist Site Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a yearly basis* the extent to which staff at the site have met the outcomes of the staff development plan.

E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII below.

IV. DUTIES OF THE SITE DEVELOPMENT TEAM

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the staff development plan. The school board will review the site plans for consistency with the staff development plan once a year.*

B. The Site Professional Development Team must demonstrate to the School Board the extent to which staff at the site have met the outcomes of the staff development plan. The actual reports to the School Board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the School Board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers vote to waive the requirement to reserve basic

** This time period may be changed to accommodate individual school district needs.*

revenue for staff development, the School District will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

~~C. If the School District operates a career teacher program, it will reserve from its basic revenue an amount equal to five dollars ($5) times the number of resident pupil units to provide staff development for the career teacher program.~~

C~~D~~. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes section 122A.61.

~~E. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:~~

~~1. additional stipends as incentives to mentors of color or who are American Indian;~~¶

¶

~~2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;~~¶

¶

~~3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or~~¶

¶

~~4. grants supporting licensed and nonlicensed educator participation in professional~~

** This time period may be changed to accommodate individual school district needs.*

~~development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.~~

~~To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.~~

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the School Board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a yearly basis.*

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

1. additional stipends as incentives to mentors who are of color or who are American Indian;

2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;

** This time period may be changed to accommodate individual school district needs.*

3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps. Professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or

5. for teachers of color and American Indian teachers, graduate courses toward a first master's degree in a field related to their licensure or toward an additional license.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

** This time period may be changed to accommodate individual school district needs.*

A. By October 15 of each year, the school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures and submit it to the Commissioner of the Department of Education (Commissioner).

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

    a. Curriculum development and curriculum training programs;

    b. Staff development training models, workshops, and conferences; and

    c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

    The report also must indicate whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The School District will utilize the reporting form and/or system designated by the Commissioner. The report will be signed by the superintendent and staff development chair.

B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References:

Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.22, subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187, subd. 4(b) (Expiration and Renewal)
Minn. Stat. § 122A.40, subds. 7,7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)

* *This time period may be changed to accommodate individual school district needs.*

Minn. Stat. § 123B.147, subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, subd. 5 (General Education Levy and Aid)

Cross References: None.

** This time period may be changed to accommodate individual school district needs.*

Adopted: 6/15/15 *Orig. 2015*
Reviewed: 2022
Revised: 7/23/18, 5/18/26

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Direct Services

"Direct services" means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

B. Indirect Services

"Indirect services" means special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

C. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References:
Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References:
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

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506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the_definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment, Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or

look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons

or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even

though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that ~~is~~ are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. <u>Responsibility for and custody of a student removed from class</u>. *Student is to go to a designated area as determined by the building principal or designee when removed from the classroom. Students may arrive to the designated room on their own or with staff escort. The student is to work on assigned work while in in-school suspension. Teachers are expected to send work for the student while in in-school suspension. After removal from class, the supervising staff member at that assigned time has control and responsibility for student*.

D. <u>Procedures for return of a student to a specific class from which the student was removed</u>. *To return to a class from which a student was removed, student must have at a minimum a meeting with the principal or designee, but may also include a meeting with parent, teacher and student, and principal or designee. A student must have a written referral, phone call home and a meeting with the principal and/or designee to return to class. A contract for readmission may also be required.*

E. Procedures for Notification. *To notify students and parents/guardians of violations of the rules of conduct and resulting disciplinary action, the teacher and/or principal or designee will contact home.*

Actions or approvals required, such as notes, conferences, readmission plans, will be determined by teacher and principal and/or designee.

F. Students with a Disability; Special Provisions.

1. If there is a need for further assessment, interventions with parents, teachers, counselors, administrators, student concern's meeting will be documented;

2. Depending on length of removal from class, Individual Education Plan (IEP) review may be initiated by student's case manager. IEP review is required if

removal exceeds five (5) consecutive days or ten (10) days cumulative.

3. If there is a need for a student referral for further special education services, interventions with parents, teachers, counselors, administrators, student concern's meeting will be documented;

G. Procedures for detecting and addressing chemical abuse problems of students while on School Premises. *Student will be referred to principal or designee, school liaison officer or student concerns team and possibly to a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26; and Teacher reporting procedures to the chemical abuse preassessment team will follow Minn. Stat. § 121A.29.*

H. Procedures for immediate and appropriate interventions *tied to violations of the Code of Student Conduct will follow current discipline policy.*

I. Procedures determined appropriate for encouraging early involvement of parents or guardians in attempts to improve a student's behavior. *For improvement of student behavior, parents may be contacted via email, phone calls, or conference, which can be initiated either by teachers, the counselor, administrator or the parent when appropriate*.

J. Procedures determined appropriate for encouraging Early Detection of Behavioral Problems. *To encourage early detection of behavior problems, referrals should be made to the dean of students, counselor, principal, or Student Concerns Team.*

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D~~C~~. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the s~~S~~chool b~~B~~oard, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less, where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3~~2~~. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4~~3~~. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. ~~Each suspension action may include a readmission plan.~~ The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5~~4~~. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6~~5~~. more than five (5) consecutive school days. ~~The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

7~~6~~. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8~~7~~. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

9~~8~~. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10~~9~~. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11~~10~~. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12~~11~~. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

E~~D~~. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative

educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

T~~It is t~~he policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline–up to and including expulsion–as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, ~~Minn. Stat.~~ Chapter~~Ch.~~ 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60(Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students From Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks
Minn. Stat. § 122A.42 (General Control of Schools)

Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Program)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Independent School District 883
Rockford, Minnesota

STUDENT DISMISSAL FORM - SUSPENSION

Grade ____________

Date ___________________

Dear ________________________

Your child ______________________ has been involved in a serious breach of school regulations. In accordance with School Board Policy 506, a suspension of __________ days shall be imposed commencing ________________________.

____
Principal

Has the student been apprised of this action?	Yes	No
Is the student of legal age?	Yes	No
Has an effort been made to contact the parent/guardian?	Yes	No
Has the student been given a copy of the law?	Yes	No
Is the student receiving Special Education Services?	Yes	No
Cumulative days of out-of-school suspension in the current school year as of the commencement of this suspension		
Grounds:		
Statement of facts:		
Testimony:		
Plans for making up work missed during suspension:		
A note will be sent to teachers requesting make-up work be sent to the Attendance Office and this work can be picked up at _________ am/pm on _________________________________.		
Student may request make-up work upon their return to school and have one week to complete any make-up work.		

NOTE: Student is not allowed on District #883 property during the suspension. Students found anywhere on District #883 property during the period of suspension may be charged with trespassing.

Readmission Plan: As part of this suspension, a conference has been arranged for you, your child and school personnel to discuss a readmission plan. This conference has been scheduled for ________________________ in the main office of Rockford _________________________________. Please call 763-477-_______ if you need to reschedule.

Copies: Student, File, Principal

Policy 506 Form9/2021

Orig. 2016~~23~~

Adopted: 8/23/16
Reviewed: 2019
Revised: 12/16/19, 9/19/22, 9/15/25, 9/21/26

721 PROCUREMENT POLICY

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

A. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. “Competitive procurement process” means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.

C. “Contract” means a legal instrument by which the school district purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the school district considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

D. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

E. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district for financial statement purposes, or $10,000.

F. “Federal award” has the meaning, depending on the context, in either paragraph

1. or 2. below:

1.

a. The federal financial assistance that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101; or

b. The cost-reimbursement contract under the federal Acquisition Regulations that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101.

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the definition of *Federal financial assistance* in 2 Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

G. "Grants" includes

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

J. "Severance pay" is a payment in addition to regular salaries and wages by the school district to workers whose employment is being terminated.

K. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

The acquisition of supplies or services when the aggregate dollar amount of the procurement transaction does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, subpart 2.1 or as periodically adjusted for inflation).

B. Procurement by small purchase procedures

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of $175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

C. Procurement by sealed bids (formal advertising)

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D. Procurement by competitive proposals

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E. Procurement by noncompetitive proposals

This procurement method involves solicitation of a proposal from only one source.

IV. GENERAL PROCUREMENT STANDARDS

A. The school district must use its own documented procurement procedures that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. <u>Thresholds for Employee Purchases</u>

1. The superintendent and/or CFO, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board

oversight, except as expressly permitted by law.

2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than $1,000 and is consistent with this policy's requirements.

b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

(1). Superintendent: Up to **25,000**

(2). CFO: Up to **25,000**

3. Emergency expenditures and procurement authorization

Notwithstanding other provisions of this policy, including the threshold authorization above, the superintendent is authorized to approve emergency expenditures when the superintendent determines that a public exigency or emergency exists that threatens the health, safety, or welfare of students, staff, or school district property and that the expenditure cannot be delayed until the next regular or special meeting of the school board without material harm to the school district.

In an emergency, the Superintendent may authorize an expenditure in excess of the Superintendent's delegated purchasing authority, subject to the following conditions:

1. The procurement shall comply with applicable state and federal law, including the use of noncompetitive procurement when permitted by law;

2. The superintendent shall document the nature of the emergency, the basis for determining that immediate action was required, and the reason competitive procurement procedures were not used;

3. The expenditure shall be reported to the school board for ratification at the next regular or specially called school board meeting; and

4. Emergency authority under this paragraph is limited to the specific emergency circumstances and does not constitute a permanent increase in the superintendent's purchasing

authority.

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

A. Procurements for $25,000 or less

If the amount of the contract is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for $25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding $25,000 but not $175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding $175,000

If the amount of the contract is estimated to exceed $175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

5. any or all bids may be rejected if there is a sound documented reason; and

6. in order for a sealed bid to be feasible, the following conditions must be present:

    a. a complete, adequate, and realistic specification or purchase description is available;

    b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

    c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. <u>Procurement by Competitive Proposals</u>

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

2. Proposals must be solicited from an adequate number of qualified sources;

3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to

perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;

2. The item is available only from a single source;

3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);

b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.

E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

G. <u>Managing Property and Equipment and Safeguarding Assets</u>

1. <u>Property Standards</u>

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. <u>Managing Equipment</u>

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

d. Adequate maintenance procedures must be developed to keep property in good condition.

e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. <u>Cybersecurity</u>

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. <u>Financial Management</u>

The school district’s financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the school district must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and school board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).

4. "Omni Circular" also known as 2 Code of Federal Regulations, part 200, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;

2. Advisory councils;

3. Audit costs and related services;

4. Bonding costs;

5. Compensation - personal services;

6. Compensation – fringe benefits;

7. Conferences;

8. Contingency provisions;

9. Depreciation;

10. Employee health and welfare costs;

11. Equipment and other capital expenditures;

12. Gains and losses on disposition of depreciable assets;

13. Insurance and indemnification;

14. Intellectual property;

15. Maintenance and repair costs;

16. Materials and supplies costs, including costs of computing devices;

17. Memberships, subscriptions, and professional activity costs;

18. Organization costs;

19. Participant costs;

20. Plant and security costs;

21. Pre-award costs;

22. Professional service costs;

23. Proposal costs;

24. Publication and printing costs;

25. Rearrangement and reconversion costs;

26. Recruiting costs;

27. Relocation costs of employees;

28. Rental costs of buildings and equipment;

29. Scholarships, student aid costs, and tuition remission;

30. Specialized service facilities;

31. Taxes;

32. Telecommunication and video surveillance costs;

33. Termination and standard closeout costs;

34. Training and education costs;

35. Transportation costs; and

36. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

4. Contributions and donations

5. Entertainment (with limited exception);

6. Fines, penalties, damages, and other settlements;

7. Fundraising and investment management costs (with limited

exceptions);

8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

9. Goods or services for personal use;

10. Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);

11. Lobbying;

12. Losses on other Federal awards or contracts;

13. Selling and marketing;

14. Student activity costs;

15. Religious use;

16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. <u>Program Allowability</u>

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be

allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.

2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or

replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three (3) situations:

a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. <u>Approved Plans, Budgets, and Special Conditions</u>

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. <u>Training</u>

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. <u>Employee Sanctions</u>

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DOE, MDE, and the MDE Office of Inspector General (if applicable). School districts are also required to report matters related to school district integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written school district policy consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where

applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the school district's other activities and in accordance with the school district's established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of the school district's written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's established written policy for all school district travel; and

3. Only temporary during the travel period.

X. SUBRECIPIENT MONITORING

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in *SAM.gov* that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.

2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) <u>Federal award identification</u>

i. Subrecipient's name (must match the name associated with its unique entity identifier);

ii. Subrecipient's unique entity identifier;

iii. Federal Award Identification Number (FAIN);

iv. Federal Award Date;

v. Subaward Period of Performance Start and End Date;

vi. Subaward Budget Period Start and End Date;

vii. Amount of Federal Funds Obligated in the subaward;

viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;

xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;

xiii. Identification of whether the federal award is for research and development; and

xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

a. The subrecipient's prior experience with the same or similar subawards;

b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;

c. Whether the subrecipient has new personnel or new or substantially changed systems; and

d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for

monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

a. Review financial and performance reports.

b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.

d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

a. Providing subrecipients with training and technical assistance on program-related matters;

b. Performing site visits to review the subrecipient's program operations; and

c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

The school district's Conflict of Interest policies and procedures provide additional measures regarding conflicts of interest.

C. Organizational Conflicts of Interest

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal agency policies.

Legal References: Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)

2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319 (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest-School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources: Minnesota Department of Education (MDE): *Procurement Handbook* [January 8, 2025] (accessed 01/07/26)
MDE: *Competitive Proposal Method* [April 2020] (accessed 01/07/26)
Office of Management and Budget: *OMB Guidance for Federal Financial*

Assistance (Uniform Guidance) (accessed 02/20/26)
U.S. DOE: *Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations* (accessed 01/09/26)
U.S. DOE: *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (accessed 01/09/26)

*Adopted: 08-20-2018_* *Orig. 2017*
Revised: 09-19-2022, 11/21/2022, 9/15/25, 1/2025_____________

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

   a. Date the request is made;

   b. A clear description of the data requested;

   c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

   d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

   a. The requested data does not exist; or

   b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

      (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and

shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

~~c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

    a. Date the request is made;

    b. A clear description of the data requested;

    c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

    d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:

a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.

b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

[Note: the district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX: Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:
Superintendent of Schools
Rockford Area Schools
6051 Ash Street, Rockford, MN 55373
763-477-9165

Data Practices Designee(s):
Business Manager
Financial and Business Records
6051 Ash Street, Rockford, MN 55373
763-477-9165

Special Education Coordinator or designee
Special Education Records
7650 County Road 50, Rockford MN 55373
763-477-5837

Rockford Elementary Arts Magnet School Principal or designee
Student Educational Records
7650 County Road 50, Rockford, MN 55373
763-477-5837

Rockford Middle School Center for Environmental Studies Principal or designee

Student Educational Records
6051 Ash Street, Rockford, MN 55373
763-477-5831

Rockford High School Principal or designee
Student Educational Records
7600 County Road 50, Rockford, MN 55373
763-477-5846

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources:
MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

Adopted:_03/21/16__
Reviewed: 1/21/26_________
Revised: 9/19/2022, 5/18/2026__

731R Information Security Governance and Cybersecurity Risk Management

I. PURPOSE

The purpose of this policy is to establish governance for the protection of Rockford Area Schools information systems, technology infrastructure, and data. Information technology systems and data are essential to district operations and must be protected from unauthorized access, disclosure, alteration, disruption, or destruction.

This policy establishes the framework for the district's Information Security Program and provides direction for protecting the confidentiality, integrity, and availability of district information resources.

The district's cybersecurity and information security program align with nationally recognized cybersecurity frameworks and guidance including:

- National Institute of Standards and Technology (NIST) Cybersecurity Framework (CSF 2.0)
- Cybersecurity and Infrastructure Security Agency (CISA) K–12 Cybersecurity Guidance
- CIS Critical Security Controls
- ISO/IEC 27002:2022 Information Security Controls

II. GENERAL STATEMENT OF POLICY

Rockford Area Schools shall maintain a comprehensive Information Security Program designed to protect district information resources, reduce cybersecurity risk, and ensure compliance with applicable laws and regulations.

The district will implement administrative, technical, and physical safeguards to protect district data and systems from unauthorized access, misuse, disruption, or loss.

Information security responsibilities extend to all district employees, students, contractors, volunteers, and third parties who access district systems or data.

The Superintendent shall establish and maintain administrative procedures, operational standards, and technical safeguards necessary to implement this policy.

III. SCOPE

This policy applies to all district information systems and information assets including:

- District-owned computers, devices, and equipment
- Network infrastructure and communications systems
- Cloud-based systems and hosted services
- Software and applications used to support district operations
- Data created, received, stored, or transmitted by the district

This policy also applies to third-party vendors and service providers that store, process, transmit, or access district data.

IV. INFORMATION SECURITY GOVERNANCE

The district shall maintain governance processes to oversee cybersecurity risk management and the protection of district information assets.

Information security governance responsibilities include:

- Oversight of cybersecurity risk management
- Implementation of district information security policies and procedures
- Compliance with applicable federal and state laws
- Cybersecurity incident response coordination
- Oversight of vendor and third-party data security
- Oversight of cybersecurity program maturity and performance metrics

The Superintendent shall designate a district Information Security Representative responsible for administration of the district's Information Security Program.

Cybersecurity Governance Committee

The district shall maintain a Cybersecurity Governance Committee consisting of representatives from Technology, Administration, Operations, and other relevant departments. The committee shall provide oversight of cybersecurity risk management, policy development, and incident response coordination.

V. ROLES AND RESPONSIBILITIES

1. School Board

The School Board provides governance oversight through adoption and periodic review of district information security policies.

2. Superintendent

The Superintendent is responsible for:

- Ensuring implementation of this policy
- Designating a district Information Security Representative
- Ensuring appropriate resources are available to support cybersecurity protections

3. Director of Technology

The Director of Technology is responsible for administration of the district's Information Security Program including:

- Network and infrastructure security
- Identity and access management
- Endpoint protection and monitoring
- Security monitoring and vulnerability management
- Backup and disaster recovery systems
- Coordination of cybersecurity incident response

The Director of Technology shall provide an annual report to the School Board summarizing:

- The district's cybersecurity risk posture
- Significant cybersecurity incidents
- Program maturity metrics and improvement efforts

4. Information Security Representative

The designated Information Security Representative shall support administration of the district's cybersecurity program and maintain professional knowledge and competency in cybersecurity practices through continuing professional education and relevant professional training.

5. District Administrators

District administrators are responsible for supporting implementation of district information security policies and ensuring staff compliance with data protection requirements.

6. Employees and Authorized Users

All employees and authorized users of district technology systems are responsible for:

- Protecting district data from unauthorized disclosure
- Following district information security and technology policies
- Reporting suspected cybersecurity incidents or vulnerabilities to the Technology Department or designated Information Security Representative

Failure to comply with district security policies may result in disciplinary action.

VI. INFORMATION SECURITY PROGRAM REQUIREMENTS

The district shall maintain an Information Security Program that includes the following components:

1. Cybersecurity Risk Management

The district shall conduct cybersecurity risk assessments at least annually and when significant changes to district technology systems occur.

The district shall maintain a cybersecurity risk register documenting identified risks, mitigation strategies, and responsible owners.

2. Access Control

The district will implement controls to ensure that access to district systems and data is restricted to authorized users based on job responsibilities. Security controls may include:

- Role-based access controls
- Least-privilege access
- Multi-factor authentication for administrative accounts, remote access, and access to sensitive systems

3. Endpoint and Network Security

The district will implement safeguards to protect network infrastructure and computing devices including endpoint protection technologies, network security controls, and vulnerability management.

4. Security Logging and Monitoring

The district shall maintain centralized security logging and monitoring capabilities designed to detect suspicious or malicious activity across district systems and networks.

5. Backup, Recovery, and Business Continuity

The district shall maintain secure backup systems, disaster recovery capabilities, and business continuity planning processes to ensure restoration of critical services following cybersecurity incidents or operational disruptions.

6. Security Awareness Training

District employees shall participate in periodic cybersecurity awareness training designed to reduce risks associated with phishing, social engineering, and other cyber threats.

VII. DATA CLASSIFICATION AND PROTECTION

The district shall maintain a formal data classification and handling framework consistent with the Minnesota Government Data Practices Act.

Data classification categories may include:

- Public Data
- Private Data
- Confidential Data
- Security Information

Appropriate safeguards shall be applied based on the classification and sensitivity of the data.

VIII. CYBERSECURITY INCIDENT RESPONSE

Rockford Area Schools shall maintain a documented Cybersecurity Incident Response Plan defining response role, escalation procedures, communication protocols, and recovery processes.

Incident response procedures shall address:

- Detection and reporting of cybersecurity incidents
- Incident containment and mitigation
- Notification to district leadership
- Compliance with state and federal breach notification requirements
- Coordination with law enforcement when appropriate
- Coordination with cyber insurance providers

All suspected cybersecurity incidents must be reported immediately to the Technology Department or designated Information Security Representative.

IX. VENDOR AND THIRD-PARTY SECURITY

Vendors and service providers that process, store, transmit, or access district data must comply with district security requirements and applicable laws. Vendors must notify the district of any security incident involving district data within a defined timeframe consistent with contractual obligations and applicable law.

Vendor agreements shall include provisions addressing:

- Data protection and privacy requirements
- Compliance with FERPA and applicable laws
- Security safeguards
- Breach notification obligations

The district shall conduct security evaluation of vendors that store, process, or access district data prior to contract approval and periodically thereafter.

X. EMERGING TECHNOLOGY AND ARTIFICIAL INTELLIGENCE

The district shall evaluate cybersecurity, privacy, operational, and data protection risks associated with emerging technologies including artificial intelligence systems, connected devices, advanced analytics platforms, and new cloud-based services.

Use of artificial intelligence technologies that process, analyze, store, or generate district data must comply with district information security requirements, student data privacy protections, and applicable federal and state laws including the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act.

Artificial intelligence technologies that access district systems or data may be subject to security and privacy review prior to implementation to ensure appropriate safeguards are in place.

The district may establish administrative procedures governing the evaluation, procurement, and use of artificial intelligence technologies to ensure responsible use, protection of student and staff data, and alignment with district instructional and operational goals.

XI. POLICY REVIEW

This policy shall be reviewed annually to ensure alignment with evolving cybersecurity threats, legal requirements, emerging technologies, and industry best practices.

This policy establishes governance and oversight expectations for the district's information security program and is not intended to serve as a technical or operational manual. Specific security procedures, technical controls, and operational practices may be modified by the district as necessary to address evolving cybersecurity risks, technology changes, and operational requirements.

Legal References

Minn. Stat. Ch. 13 – Minnesota Government Data Practices Act
Minn. Stat. § 13.055 – Security Breach Notification
Minn. Stat. § 13.37 – Security Information
Minn. Stat. § 16E.36 – State Cybersecurity Program
Minn. Stat. § 125B.15 – Internet Access for Students

Family Educational Rights and Privacy Act (FERPA) – 20 U.S.C. §1232g
Children's Online Privacy Protection Act (COPPA) – 15 U.S.C. §6501 et seq.
Children's Internet Protection Act (CIPA) – 47 U.S.C. §254

Cross References

Policy 406 – Public and Private Personnel Data
Policy 515 – Protection and Privacy of Pupil Records
Policy 524 – Internet Acceptable Use and Safety
Policy 722 – Public Data Requests
Policy 806 – Crisis Management

Adopted: 09/18/00 *Orig. 1999*
Reviewed: 2014, 2022, 2023, 2024

Revised: 07/24/17, 08/21/23, 9/15/25, 11/23/26

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 ~~. See Policy 903 (~~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)

Adopted: 2/10/03 *Orig. 1995*
Reviewed: 1999
Revised:_____________

901 COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

A. Maximum use should be made of public school facilities within the school district service area.

B. Educational needs and interest of area residents should be determined periodically.

C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.

D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

A. The council shall assist in promoting the goals and objectives of the program.

B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

D. The council will recommend a policy to reduce and eliminate program duplication within the school district.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool purposes; closings)
Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)
Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

ROCKFORD AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT 883
BOARD OF EDUCATION

Subject: Cardiac Emergency Response Plan (CERP) Approval

Meeting Date: September 21, 2026

Prepared by: Superintendent's Office

Date Prepared: August 19, 2026

X	Information		Briefing	X	Action		Enclosure Item(s)

Statutory Board approval of the revised Cardiac Emergency Response Plan (CERP)

Cardiac Emergency Response Plan

Rockford Area Schools
Revised August 2026
Adopted by the Rockford Area Schools Board of Education September 2026

Introduction
Beginning in the 2026-2027 school year, a new requirement for schools goes into place for developing a cardiac emergency response plan (CERP) as detailed in Minnesota Statutes 2025, section 121A.241. The school should ensure that local emergency responders have access to the school's building-specific crisis management plans which should include the school's CERP for responding to a sudden cardiac arrest event (SCA). It is required that each school establish a cardiac emergency response team (CERT) and provide for annual CERP drills for school staff and students, so they are prepared to assist in the event of a cardiac emergency.

The plan outlines key considerations to ensure a timely response that is comprehensive and includes forming a team prepared in leading the response for cardiac emergencies; automated external defibrillator (AED) procurement, maintenance, and registry; recommendations for staff training and certification; annual review and evaluation of the plan; and a protocol for cardiac emergency response.

This CERP is intended to guide the schools in developing and implementing a written and practiced plan that establishes specific steps to reduce death from cardiac arrest in a school setting. Local medical and legal counsel for the schools should review the CERP prior to implementation to ensure the plan as adopted is consistent with local, state, and federal law. After approval by the school board, an adopted plan will become an addendum to the crisis management policy. Schools should reference any school board policies guiding the handling of medical emergencies on school property within the building's written CERP.

List of Abbreviations

Abbreviations	Definitions
AED	automated external defibrillator
CERP	cardiac emergency response plan
CERT	cardiac emergency response team
CPR	cardiopulmonary resuscitation
EMS	emergency medical services
SCA	sudden cardiac arrest

Definition of Sudden Cardiac Arrest

The American Heart Association (AHA) defines sudden cardiac arrest (SCA) as a sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm in persons who may or may not have been diagnosed with a heart condition. When the heart beats abnormally it affects its ability to pump blood which may lead to cardiac arrest vi. Without immediate response and treatment, the person may lose consciousness and collapse, leading to death within minutes.

Signs of sudden cardiac arrest may include one or more of the following:

- Not moving, unresponsive, or unconscious
- Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
- Seizure or convulsion-like movements

It is important to note that SCA may also occur when a person collapses shortly following a firm, sudden, and direct hit to the chest.

Forming a Cardiac Emergency Response Team
We will establish teams annually at each or our school sites

Members of each building's Cardiac Emergency Response Team:

REAMS

Staff Name	CPR/AED Certification Date
Brenda Nyhus	08/18/26
Heather Simonson	08/18/26 (BLS)
Darren Eliason	08/18/26
Allison Leistico	08/18/26
Katie Reynolds	02/13/26
Michelle Herou	08/18/26
Aaron Rickart	08/18/26
Stephanie Reichert	08/18/26
Grace McCoy	08/18/26

RMS

Staff Name	CPR/AED Certification Date
Paul Warzecha	08/18/26
Lindsey Menard	08/18/26 (BLS)

Christa Larson	08/18/26
Joe Roelofs	08/18/26
Molly Wirth	08/18/26
Ellie Engstrom	
Stacey Robertson	08/18/26
Monica Palmer	08/18/26
Jason Hester	
Howie Brooks	08/18/26

RHS

Staff Name	CPR/AED Certification Date
Paul Menard	08/18/26
Becca Morgan	08/18/26 (BLS)
Angelica Swanson	08/18/26
Joe Kley	08/18/26
Samantha Bloom	08/18/26
Jill Gordee	08/18/26
Denise Engebretson	08/18/26
Aimee Roehl	08/18/26
Jake Roh	
Olivia Koskela	08/18/26

Automated External Defibrillator Equipment

Automated external defibrillators (AEDs) are devices used to analyze the heart’s rhythm and, if necessary, deliver an electrical shock, to restore a normal rhythm. AEDs are lifesaving devices designed to be easy to use with visual and audio guidance.

Placement

AEDs should be stored in an unlocked case and ensure accessibility for people of all abilities with installation in high traffic areas of the school building like cafeterias and gymnasiums. The device's readiness indicator should be facing outward and visible with signage that clearly indicates the location of the device with AED use instructions available in languages relevant to the school community. The American Heart Association recommends, and Minnesota state law requires, that schools place AEDs in accessible locations throughout the campus to allow for retrieval and delivery to the scene ideally within 3 minutes of being notified of a potential cardiac emergency. Minnesota Statutes 2025, section 121A.241, subdivision 2(2).

Schools must address how staff will respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds per Minnesota Statutes 2025, section 121A.241, subdivision 2(7). The plan should provide for AED availability at athletic practices and events. The CERP protocol shall include a site map with AED locations both inside and outside of buildings.

Rockford Area Schools have 13 AEDs. The location of the stationary AEDs at the 3 school buildings are:

REAMS
Elementary commons, outside of middle gymnasium doors
RMS
Outside of the District Office
In the gymnasium
RHS
Outside of the auditorium, by the 3rd hallway entrance
Outside of the gymnasium in the commons area
Across from the athletic trainer's office
In the Rockford Community Center, behind the desk

Outdoor Campus

Middle school ball field area: Placement would be on the Building centrally located to the soccer field and north of the two MS baseball fields

Pinwheel area: covering Softball and Soccer field north of the Stadium.

Baseball Stadium: Location on the back of the Home dugout.

Football/Track Stadium: on Concession stand either on the north side or northeast section of the stand.

Maintenance
Schools should consult with their district's health and safety or facilities team to determine best practices for proper installation and maintenance of AEDs, including a process for documenting regular safety checks to verify expiration dates for the device's pads and batteries and to ensure

the device is functioning properly. CERT should determine staff roles and responsibilities for the routine monitoring and tracking of proper function and maintenance of the equipment. Minnesota Statutes 2025, section 121A.241, subdivision 2(3).

AEDs will be checked monthly by the school nurses at each building. A tracking sheet is used to document each check. The District Nurse will also collaborate with HeartSafe of Allina Clinic to assure that expiration dates are being honored and new parts/batteries are being purchased as needed.

Registry

Minnesota Statutes 2025, section 403.51, states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. Schools can register their public access AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at PulsePoint AED. Questions regarding AED registry can be directed to the PulsePoint Support Team at support@pulsepoint.org.
Schools are advised to consult with their district legal counsel to assess the applicability of Minnesota Statutes 2025, section 403.51, subdivision 1, paragraph (e), in relation to the placement and visibility of AEDs within their facilities.

The stationary AEDs at Rockford Area Schools are registered through the PulsePoint Foundation. There is also signage at each building to assist in the location of the AEDs to the public.

Communication of the Cardiac Emergency Response Plan

The adopted CERP should be distributed broadly as a part of the building's overall crisis management plan to all staff and relevant local emergency responders at the start of each school year. Minnesota Statutes 2025, section 121A.241, subdivision 2(4). The designated person is responsible for distribution of the CERP.

Information regarding the CERP can be found by QR code found near each AED and by accessing the safety plans in the Rockford Area School's red emergency binders

Integration of Local Emergency Medical Services with the School Plan Training for CPR and AED Use

School administrators and CERT members will work in cooperation with relevant local emergency responders, school health and safety officials, school nurses, athletic staff, and other members of the school or community medical team. Minnesota Statutes 2025, section 121A.241, subdivision 2(4).

Training for CPR and AED Use

As a best practice, all school staff and coaches should review the school's CERP annually and be encouraged to learn Hands-Only CPR and AED use. These efforts ensure a coordinated and rapid response to cardiac emergencies within the school setting. See Appendix D: CERP Training and Certification Logs.

CPR and AED Instruction for Secondary Students

School districts must provide onetime cardiopulmonary resuscitation and automatic external defibrillator instruction as part of their grade 7 to 12 curriculum for all students in that grade beginning in the 2014-15 school year and later. Training and instruction under this section need not result in cardiopulmonary resuscitation certification. Minnesota Statutes 2025, section 120B.236a.

CPR Training

Training is the educational process of learning how to recognize sudden cardiac arrest, perform chest compressions (Hands-Only CPR), and use an AED. School staff and coaches are encouraged to participate in annual CPR and AED education to strengthen school-wide readiness and ensure a timely response that meets CERT roles of CPR initiation, AED retrieval, and 911 notification. Annual training should include review of the CERP, recognizing the signs of cardiac arrest, understanding how to initiate the emergency response team, and knowledge of where AEDs are located inside and outside the building.

CPR Certification

All CERT/Blue Team members will be CPR/AED/First Aid certified. Training will occur every two years on-site by HeartCert.

Practice Drill for Cardiac Emergency Response

For schools to be fully prepared to respond to a cardiac emergency, annual drills for school staff and students should be incorporated into the CERP. Minnesota Statutes 2025, section 121A.241, subdivision 2(5). The American Heart Association describes a successful cardiac emergency response drill as full completion of the CERP protocol in 5 minutes or less. Schools must perform at least one drill annually, while two or more are recommended by the AHA, noting that one of the drills may include a tabletop exercise with participation of CERT members and school staff vi . The drills allow the response team time to practice key elements of the plan including effective communication, availability of CPR/AED certified responders, identification of roles and responsibilities, access to AEDs, and coordination with onsite and community medical responders.

Practice drills should be included in a building level crisis management plan under crisis-specific procedures for cardiac emergencies. See Appendix E: Annual Drill Log

Annual Review of the Plan

School Boards are required to conduct an annual review and evaluation of the CERP, focusing on ways to improve the effectiveness of the plan. Minnesota Statutes 2025, section 121A.241, subdivision 2(6). This evaluation may include post-event feedback from after-action reviews. Annually, the District's CERP Coordinator(s) and building CERT members should review and update the CERP based on current evidence-based best practices for responding to a cardiac emergency.

Protocol for Cardiac Emergency Response

Although most school staff do not have a background in the medical field, it is possible that a situation will arise that requires quick action from staff to successfully respond to a medical emergency. The following protocol provides step-by-step guidance that all staff can follow in an event of a cardiac emergency. Immediate action is critical when responding to a sudden cardiac arrest event. Schools should identify the closest medical facility that is equipped in advanced cardiac care and considerations may be given to obtaining on-site ambulance coverage for higher-risk athletic events.

1. Recognize signs of SCA (may include one or more of the following).
    a. Not moving, unresponsive, or unconscious
    b. Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
    c. Seizure or convulsion-like movements

2. The first school staff to observe the unresponsive person calls 9-1-1 or designates another adult to call 9-1-1.
    a. Provide school building address
    b. Explain person's condition/symptoms
    c. Listen carefully to the dispatcher for additional guidance
    d. Stay on the line and answer dispatcher questions

3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the communication plan outlined in the CERP. Use a calm, clear voice to call the office and state, **"There is a cardiac emergency in [name specific location within the building] and 911 has been called."**

4. The school staff that finds the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.

5. The first staff member at the scene of the emergency should start CPR (Hands-Only CPR if not CPR certified is an effective response and increases chance of survival until a CERT member or EMS arrive on scene)

a. Place the person on their back on a firm flat surface.

b. Using 2-hands place the heel of one hand in the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.

c. 100-120 compressions per minute, allowing the chest to rise fully between compressions.

d. If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.

e. Continue compressions until help arrives.

6. School administrators or office staff should follow communication procedures within the crisis management plan for placing the school in a "hold" for medical emergencies, and alert CERT using a two-way communication system to the location of the medical emergency.

7. CERT members should report to the emergency location and respond based on roles and responsibilities assigned, ensuring CPR certified staff remain on scene and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.

8. When the AED arrives, turn the device on immediately. MDE Model Cardiac Emergency Response Plan 11

9. Follow the AED's visual and audio prompts for pad placement and shock advisement. Note: the AED will only deliver electrical shocks if advised by the device. Continue CPR, rotating staff doing chest compressions as needed, until the person becomes responsive, or EMS takes over.

10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.

11. A CERT member should be designated to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person's condition when care was transferred to EMS.

12. Following the communication procedures outlined in the building's crisis management plan, a school administrator or office staff should notify emergency contacts for the unresponsive person.

13. Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event as well as retrieval of data from the AED to determine proper treatment. EMS personnel may request that the school send

the AED with the person to the hospital. Schools should have a plan for returning the AED back to campus.

14. CERT members should allow for time following the event to debrief the outcome of the cardiac emergency and complete an after-action review to identify successes and areas for improving future emergency medical response, updating plans and protocols accordingly. School boards are required to annually review and evaluate the effectiveness of the plan.

15. Develop a plan for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan may include staff support through the Employee Assistance Program (EAP) or the Regional Crisis Response Team (MDE Model Crisis Management Policy, 2024). Staff may also engage with school-employed mental health professionals to evaluate postevent trauma and identify students who may need additional care and support following the emergency event.

ROCKFORD AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 883

BOARD OF EDUCATION

Subject: Acknowledgement of Contributions Resolution

Meeting Date: September 21, 2026

Prepared by: Business Office

Date Prepared: September 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***
Rocket Boosters	$980.87	Girls Soccer Activity Fund (Soccer Supplies / Equipment)
Land O'Lakes Foundation (The Blackbaud Giving Fund)	$40.00	REAMS Gift Fund
Kwik Trip	5 - $10 Gift Cards	Benefit and Wellness Fair Donation
VOYA	2 - $25 Starbucks Gift Cards	Benefit and Wellness Fair Donation
Buffalo Rock Winery	2 - $30 Buffalo Rock Winery Gift Cards	Benefit and Wellness Fair Donation
Elevated Integrative Wellness	Fruit Punch Electorlytes	Benefit and Wellness Fair Donation
Rockford Foundation	$50 River Inn Gift Card	Benefit and Wellness Fair Donation
River Inn	$50 River Inn Gift Card	Benefit and Wellness Fair Donation
Big Bore	$25 Gift Card and 3 Sauces	Benefit and Wellness Fair Donation
Cub-Buffalo	Bananas and granola bars	Benefit and Wellness Fair Donation
USI	Keurig Mini Mate	Benefit and Wellness Fair Donation

Anne King	RHS Donation: 3 TI34 calculators; RMS Donations: Book, Combination Locks, Notebooks		General Fund Donation
Delano Chiropractic	Pencils, Gluesticks, Composition notebooks, notebooks, loose-leaf paper, Clorox wipes, highlighters, Ziploc baggies, colored pencils, Kleenex, Expo markers, colored markers		General Fund Donation
Sylvia & Warren Brengman	Rifton Bike donated in memory/in honor of Sarah Brengman		General Fun Donation (REAMS Special Education Department)
Matt Fricke	Pallet of wood donated to RHS Ag Department		General Fund Donation
Lewis Howey Family	Naptime Powers book, Diner Restaurant play set, Fridge fillers condiment set, clorox wipes		General Fund Donation REAMS
Croix Theismann Family	Safari animals, farm animals, Pantry products play set, brew and serve coffee play set		General Fund Donation REAMS
Anonymous Donation	Doll house people		General Fund Donation REAMS
Anonymous Donation	alphabet tracing blocks		General Fund Donation REAMS
Mathews Family	12 piece rainbow wooden dancing ribbons and art kit		General Fund Donation REAMS
Kenny Family	Wooden tree balancing toy		General Fund Donation REAMS
Redinger Family	Kinetic sand		General Fund Donation REAMS