

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, January 11, 2021 ~ 7:00 p.m.

Zoom Meeting Link: <https://northfieldschools-org.zoom.us/j/88900773671?pwd=eUJ5T2Q4ZnRxcWFLMERTWkNOZGZPUT09>

AGENDA

- I. Call to Order
- II. Agenda Approval/Table File
- III. Public Comment
- IV. Announcements and Recognitions
- V. Items for Discussion and Reports
 - A. Wold/Knutson Construction Overview
 - B. Prairie Creek Community School & Arcadia Charter School Annual Reports
 - C. Maintenance of Effort
 - D. Financial Update
 - E. Policy Committee Recommendations
 - F. COVID-19 Response and Operations Update
- VI. Consent Agenda
 - A. Approval of Minutes
 - B. Gift Agreements
 - C. Personnel Items
- VII. Superintendent's Report
 - A. Items for Individual Action
- VIII. Items for Information
 - A. Enrollment Report
 - B. Rock N' Roll Revival Update
- IX. Future Meetings
 - A. Monday, January 25, 2021, 7:00 p.m., Regular Board Meeting
 - B. Monday, February 8, 2021, 7:00 p.m., Regular Board Meeting
 - C. Monday, February 22, 2021, 7:00 p.m., Regular Board Meeting
- X. Adjournment

**NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM**

Monday, January 11, 2021 ~ 7:00 p.m.
Zoom

TO: Members of the Board of Education
FROM: Matthew Hillmann, Ed.D., Superintendent
RE: Explanation of Agenda Items for Monday, January 11, 2021, Regular School Board Meeting

I. Call to Order

II. Agenda Approval/Table File

III. Public Comment

This is an opportunity for residents of the Northfield School District to address the Board. Due to the health pandemic and the extension of Governor Walz's Executive Order 20-01 COVID-19 Peacetime Emergency, and in accordance with Minnesota Statute 13D.021, which permits boards to hold a meeting by telephone conference call or other electronic means, the January 11, 2021, regular school board meeting will be held by telephone conference call or other electronic means. Public comment for this school board meeting may be submitted by 5:00 p.m. on Monday, January 11, as follows: info@northfieldschools.org, and will be read by the Board Chair if submitted in compliance with the district's public comment guidelines listed below:

- Each individual will identify themselves and the group they represent, if any.
- State your reason for addressing the Board.
- Your presentation is limited to one three-minute presentation.
- This is not a time to debate an issue, but for the Board to hear your comments. The Minnesota Government Data Practices Act prohibits comment about specific student matters, even without naming the student, in open session. This includes the public comment portion of our meeting. The Board respects and values input on student matters, but when it relates to a specific student or to a specific student matter, such input must be heard by the appropriate personnel - such as the building principal or superintendent - and not during an open meeting of the School Board.

IV. Announcements and Recognitions

V. Items for Discussion and Reports

A. Wold/Knutson Construction Overview

Sal Bagley, AIA, LEED AP BD+C, Partner at Wold Architects and Engineers; Katelyn Chambers, AIA, Associate at Wold Architects and Engineers; and Josh Cooper, Senior Project Manager at Knutson Construction, will present an overview of the five completed construction projects that were authorized by the public in November 2018.

B. Prairie Creek Community School & Arcadia Charter School Annual Reports

Simon Tyler, Director of Prairie Creek Community School, and Laura Stelter, Director of Arcadia Charter School, will report on the programs being provided in their two charter schools. Prairie Creek is in its eighteenth year of operation as a charter school under the sponsorship of Northfield Public Schools. Director Tyler will also present Prairie Creek's contract renewal application. Arcadia, formerly ARTEch, is in its seventeenth year of operation. These reviews and written reports fulfill state requirements for annual reporting as well as our District's request that each charter school authorized by Northfield Public Schools present an annual report to the School Board.

C. Maintenance of Effort

Director of Special Services Cheryl Hall will present a need for some additional special education staffing and explain the concept of the Federal Maintenance of Effort requirements.

D. Financial Update

Director of Finance Val Mertesdorf will provide a financial update to the Board.

E. Policy Committee Recommendations

Dr. Hillmann will present the policy committee's recommendations on Policies 103, 417, 420 and 422.

E. COVID-19 Response and Operations Update

Superintendent Hillmann will inform the Board on the District's return to campus plan, the COVID-19 pilot testing, and the 90-day pulse survey.

VI. Consent Agenda

Recommendation: Motion to approve the following items listed under the Consent Agenda.

A. Minutes

- Minutes of the Special Closed School Board meeting held on December 14, 2020
- Minutes of the Regular School Board meeting held on December 14, 2020

B. Gift Agreements

- \$1,117.82 from Dean & Lynne Lamp to Northfield High School band program
- \$1,000.00 from Kevin & Nanette Rodgers to Northfield High School
- \$1,000.00 from Kevin & Nanette Rodgers to Bridgewater Elementary for STEAM materials

C. Personnel Items

a) Appointments

1. Jordan Harrell, Community Services Basketball Official, beginning 1/4/2021 through 5/31/2021; \$22/game.
2. Beau Hayes, Assistant Wrestling Coach at the High School, for 2 hours/day 5 days a week, beginning 1/04/2021; Level E, Step 5.
3. Zoe Ingersoll, Assistant Gymnastics Coach, for 2 hours/day for 5 days/week at the High School, beginning 1/4/2021; Level E, Step 1.
4. David Miller, Jazz Band Director at the High School, for 2 hours/day 2 days/week, beginning 1/18/2021; Level L, Step 5.
5. Joey Silknitter, Community School Club Leader, for up to 2 hours/day for up to 4 days/week at Greenvale Park Elementary, beginning 1/11/2021; \$22.27/hour.
6. John Watkins, Community Services Fall, Winter, & Spring Recreation Site Supervisor, for up to 20 days beginning 1/4/2021 through 5/31/2021; \$14.14/hour.

b) Increase/Decrease/Change in Assignment

1. Lynn Bauman, Assistant Gymnastics Coach, change to Assistant Gymnastics Coach, 50% of hourly position.
2. Danielle Crase, SpEd Teacher-EBD at the High School add ACT Accommodations Coordinator at the High School for up to 20 hours/school year.
3. Doug Davis, Physical Education Teacher at the High School and Head Boys Swim Team Coach, add .5 Assistant Boys Dive Coach; .50 FTE Level E, Step 6.
4. John Sand, 1.0 Physical Education teacher +overload for 2nd semester at the High School, change to 1.0 Physical Education teacher no overload for 2nd semester at the High School.
5. Leah Sand, Physical Education and Health teacher at the High School, add overload in lieu of supervision for 2nd semester 1.0 Physical Education and .2 Health.
6. John Watkins, Community Services Fall, Winter, & Spring Recreation Site Supervisor, add Community Services Basketball Official, beginning 1/4/2021 through 5/31/2021; \$22/game.
7. Travis Wiebe, Science teacher at the High School, add Head Olympic Weightlifting Team Coach, for 2 hours/day for 5 days/week; Level F, Step 1.
8. Brent Yule, Physical Education Teacher at Greenvale Park Elementary, add Assistant Wrestling Coach at the High School, for 2 hours/day for 5 days/week, beginning 1/04/2021; Level E, Step 2.
9. Randy Zick, Basketball Official, add Basketball Official for Community Education, \$22/game.

c) Leave of Absence

1. Katie Dahmeh, Educational Assistant EA/PCA at NCEC, unpaid leave of absence from 10/15/2020 through 6/10/2021.
2. Sarah Swan McDonald, Teacher at the High School, leave of absence under the Family/Medical Leave Act, effective January 4, 2021 on an intermittent basis for up to 60 work days.
3. Gina Swenson, 1st grade Teacher at Sibley Elementary, leave of absence under the Family/Medical leave Act, effective 1/14/2021 through 2/5/2021.

4. Alicia Veltri, Special Education Teacher at Greenvale Park Elementary, leave of absence under the Family/Medical Leave Act effective on or about May 8, 2021 through the end of the 2020-2021 school year.

d) Retirements/Resignations/Terminations

1. Tabatha Lagro, Educational Assistant at Sibley Elementary, resignation effective December 15, 2020.
2. Robyn Spillman, Educational Assistant at Greenvale Elementary, resignation effective January 1, 2021.

*Conditional offers of employment are subject to successful completion of a criminal background check and Pre-work screening (if applicable)

VII. Superintendent's Report

- A. Items for Individual Action

VIII. Items for Information

- A. Enrollment Report. Dr. Hillmann will review the January Enrollment Report.
- B. Rock N' Roll Revival Update. Dr. Hillmann will review the tentative plans for Rock N' Roll Revival.

IX. Future Meetings

- A. Monday, January 25, 2021, 7:00 p.m., Regular Board Meeting
- B. Monday, February 8, 2021, 7:00 p.m., Regular Board Meeting
- C. Monday, February 22, 2021, 7:00 p.m., Regular Board Meeting

X. Adjournment



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REFERENDUM PROJECTS UPDATE

| January 11, 2021



REFERENDUM PROJECTS UPDATE PRESENTATION AGENDA

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- Review Referendum Projects Scope
- Planning Process and Timeline
- Project Review:
 - New Greenvale Elementary School
 - Bridgewater Elementary School
 - Sibley Elementary School
 - Northfield Community Education Center
 - Longfellow ALC and District Office
- Q&A



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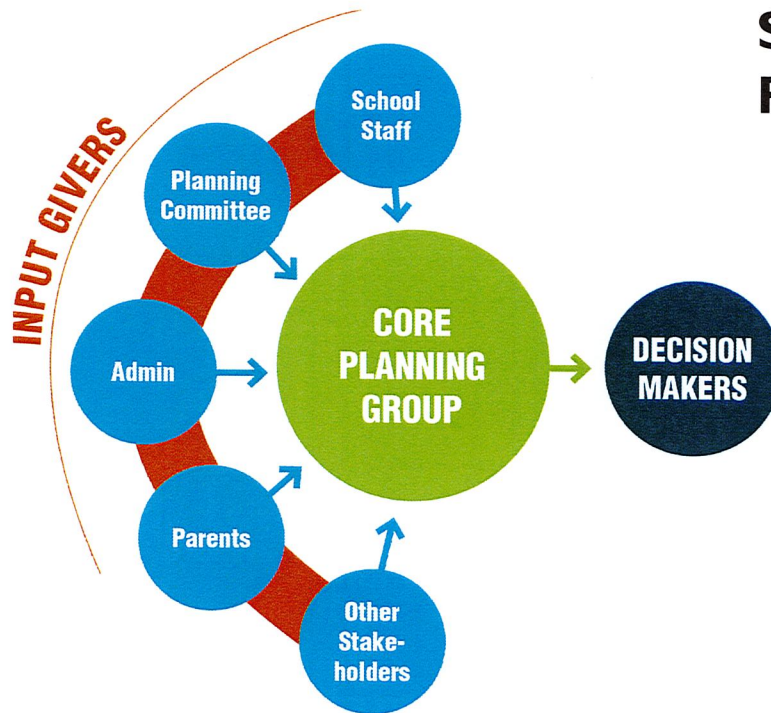
REFERENDUM PROJECTS UPDATE

REFERENDUM SCOPE

- New K-5 Elementary School
- Safety and security improvements and additions at Bridgewater Elementary School
- Kitchen and cafeteria addition and media center renovations at Sibley Elementary School
- Renovate existing Greenvale Elementary School to accommodate Early Childhood programming
- Renovate existing Early Childhood spaces at Longfellow to accommodate all District Office functions



REFERENDUM PROJECTS UPDATE PLANNING PROCESS



Schematic Design: Core Planning Groups

- Develop Core Planning Group for each individual building
 - Tours (Common Language)
 - Consensus on Criteria and Guiding Principles
 - Building a Common Diagram
 - Renderings / Visuals
 - Final Schematic Design

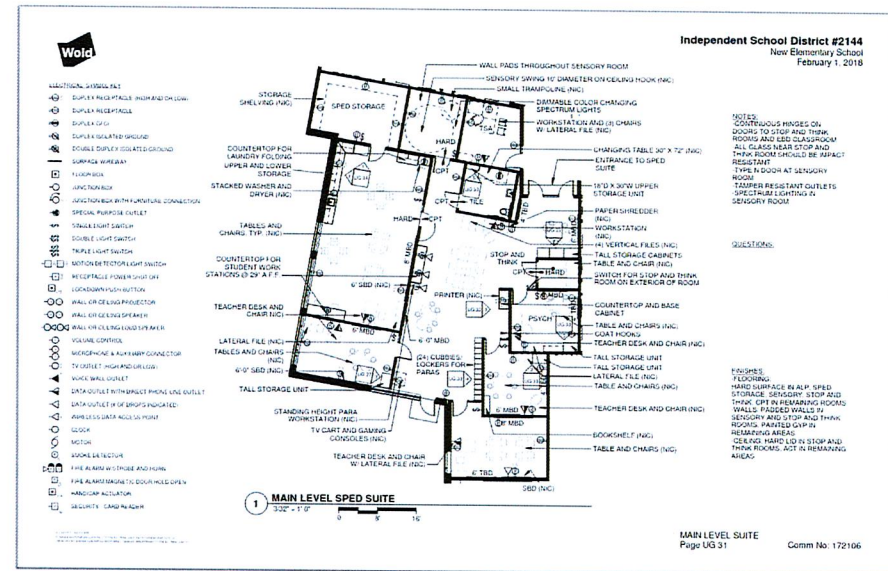


REFERENDUM PROJECTS UPDATE

PLANNING PROCESS

Design Development: User Group Process

- Involve Building Staff & Users in Details
- Every room impacted
- Builds ownership in the project
- No limit to number of meetings
- Detailed information for coordination





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REFERENDUM PROJECTS UPDATE PLANNING TIMELINE

New Elementary School

- January 2019 - Fall 2020

Bridgewater Elementary School

- February 2019 - Spring 2020

Sibley Elementary School

- April 2019 - Fall 2020

Northfield Community Education Center

- September 2019 - Fall 2020

Longfellow District Office

- September 2019 - January 2021



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NEW GREENVALE





NEW GREENVALE ELEMENTARY PROJECT SCOPE & SCHEDULE

Project Scope:

- New K-5 Elementary School
- New Furniture throughout building
- Parking lot improvement to connect new building to existing Greenvale to create a campus feel

Schedule:

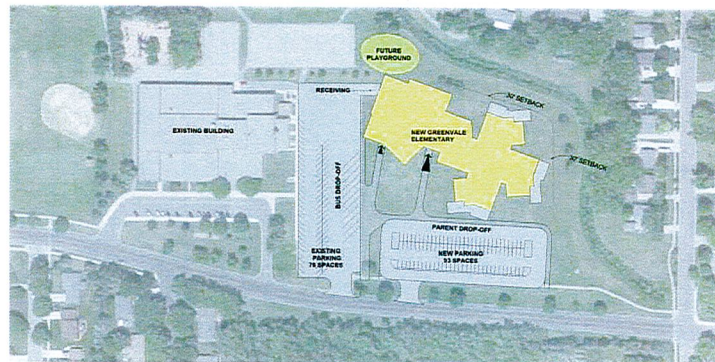
- Schematic Design (Core Planning Group): January 2019 - March 2019
- Design (User Groups): March 2019
- Bid Opening: August 2019
- Bidding / Construction Starts: Fall 2019
- Open Fall 2020



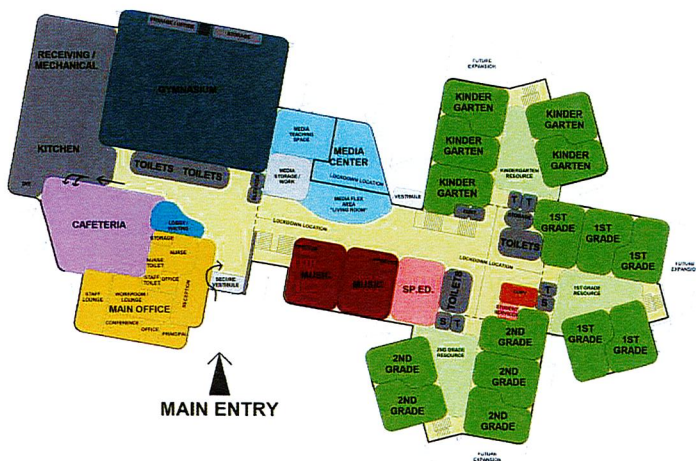
NEW GREENVALE ELEMENTARY FINAL PLAN DIAGRAM

KnutsonConstructor

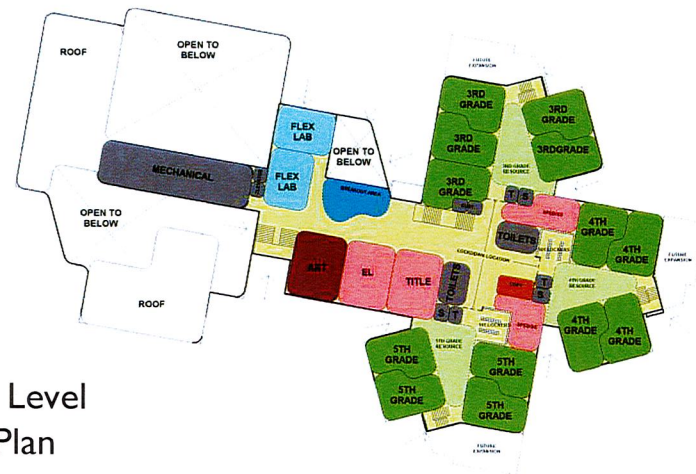
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Site Plan



Main Level
Floor Plan



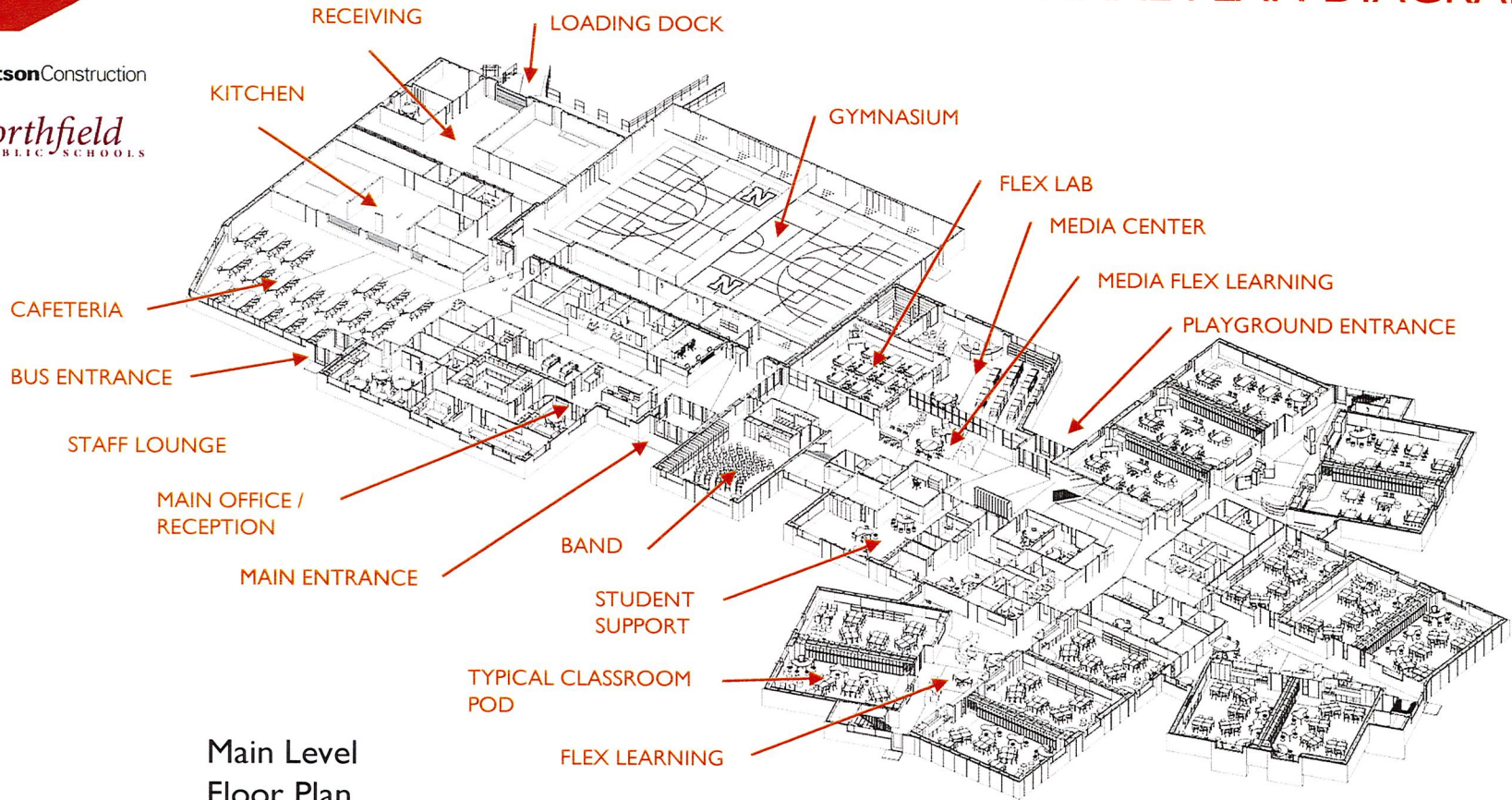
Upper Level
Floor Plan



NEW GREENVALE ELEMENTARY FINAL PLAN DIAGRAM

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Main Level
Floor Plan



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NEW GREENVALE ELEMENTARY MEDIA CENTER





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NEW GREENVALE ELEMENTARY MEDIA CENTER





NEW GREENVALE ELEMENTARY CLASSROOM POD BREAKOUT

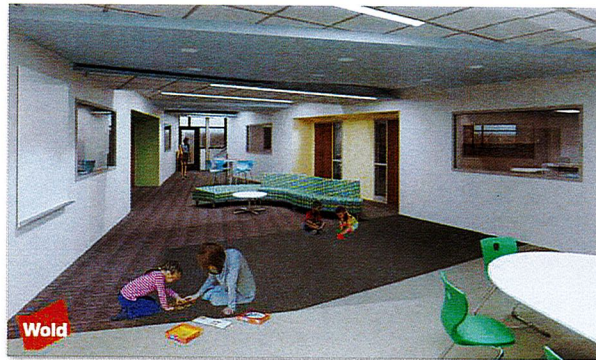


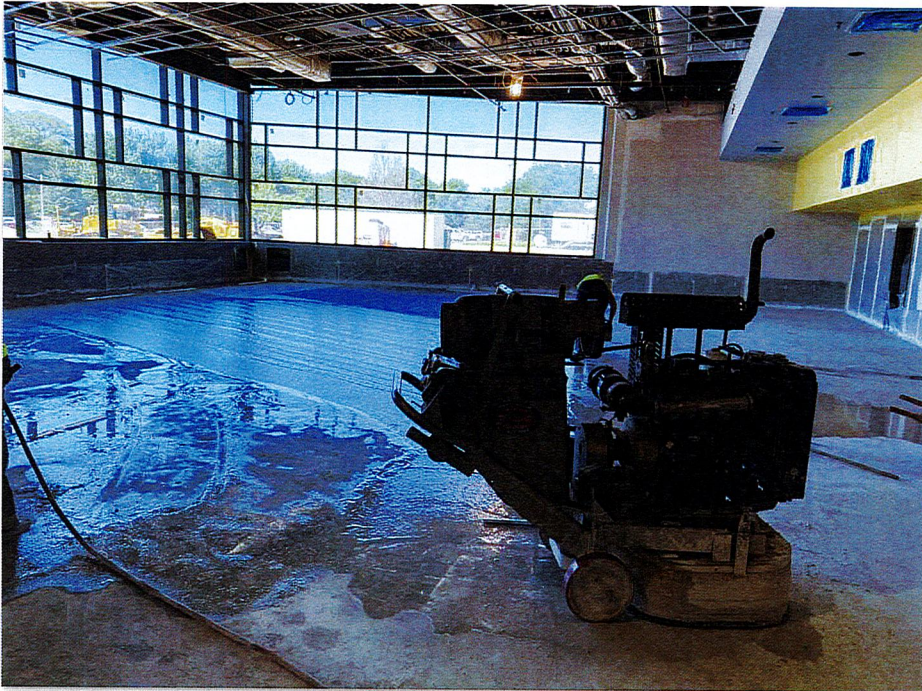


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NEW GREENVALE ELEMENTARY CLASSROOM POD BREAKOUT



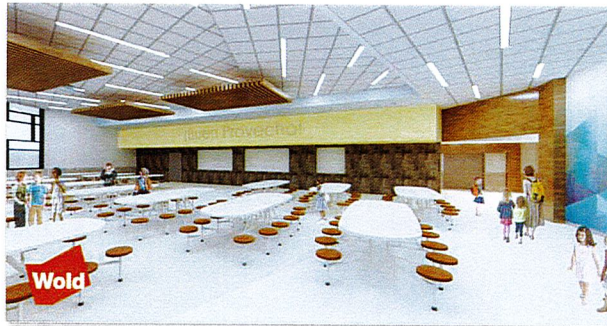


NEW GREENVALE ELEMENTARY CAFETERIA





NEW GREENVALE ELEMENTARY CAFETERIA





BRIDGEWATER





BRIDGEWATER ELEMENTARY PROJECT SCOPE & SCHEDULE

Project Scope:

- New secure entry, Main Office addition
- Renovation of existing Administration suite into Special Education Resource spaces
- New Main Office Furniture

Schedule:

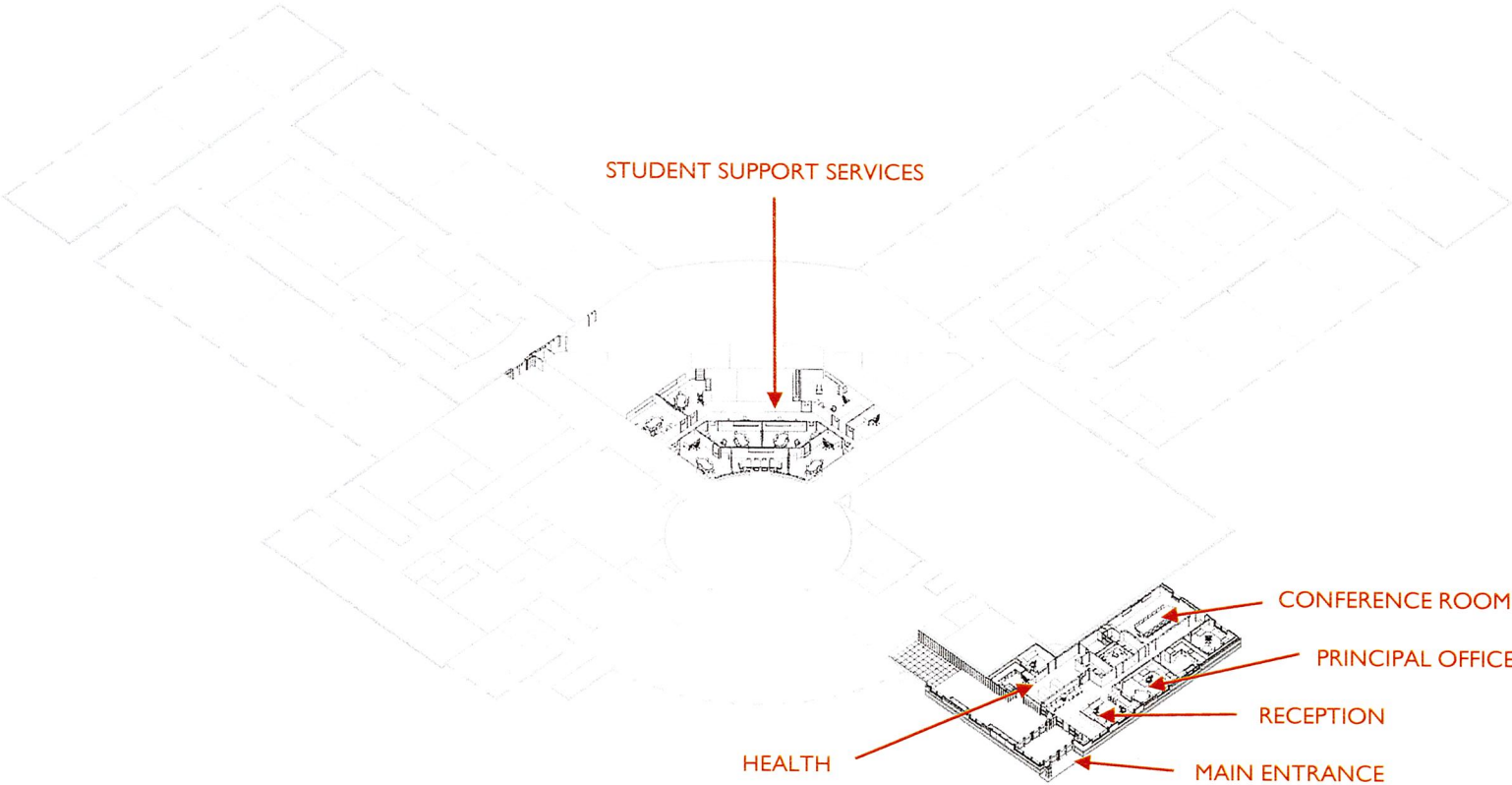
- Schematic Design (Core Planning Group):
February 2019
- Design (User Groups): March 2019
- Bid Opening: May 2019
- Construction Starts: Summer 2019
- Spring 2020



BRIDGEWATER ELEMENTARY FINAL PLAN DIAGRAM

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BRIDGEWATER ELEMENTARY SECURE VESTIBULE

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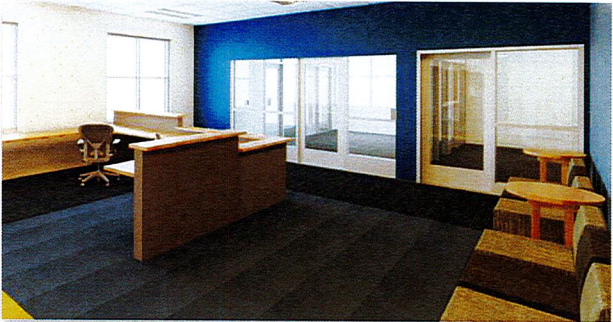




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BRIDGEWATER ELEMENTARY MAIN OFFICE





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BRIDGEWATER ELEMENTARY SPED CLASSROOM & FLEX





BRIDGEWATER ELEMENTARY SPED CLASSROOM & FLEX

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SIBLEY ELEMENTARY

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SIBLEY ELEMENTARY PROJECT SCOPE & SCHEDULE

Project Scope:

- New kitchen and cafeteria
- New art and music classrooms
- Renovation of the existing kitchen, cafeteria, and media center to expand media center program

Schedule:

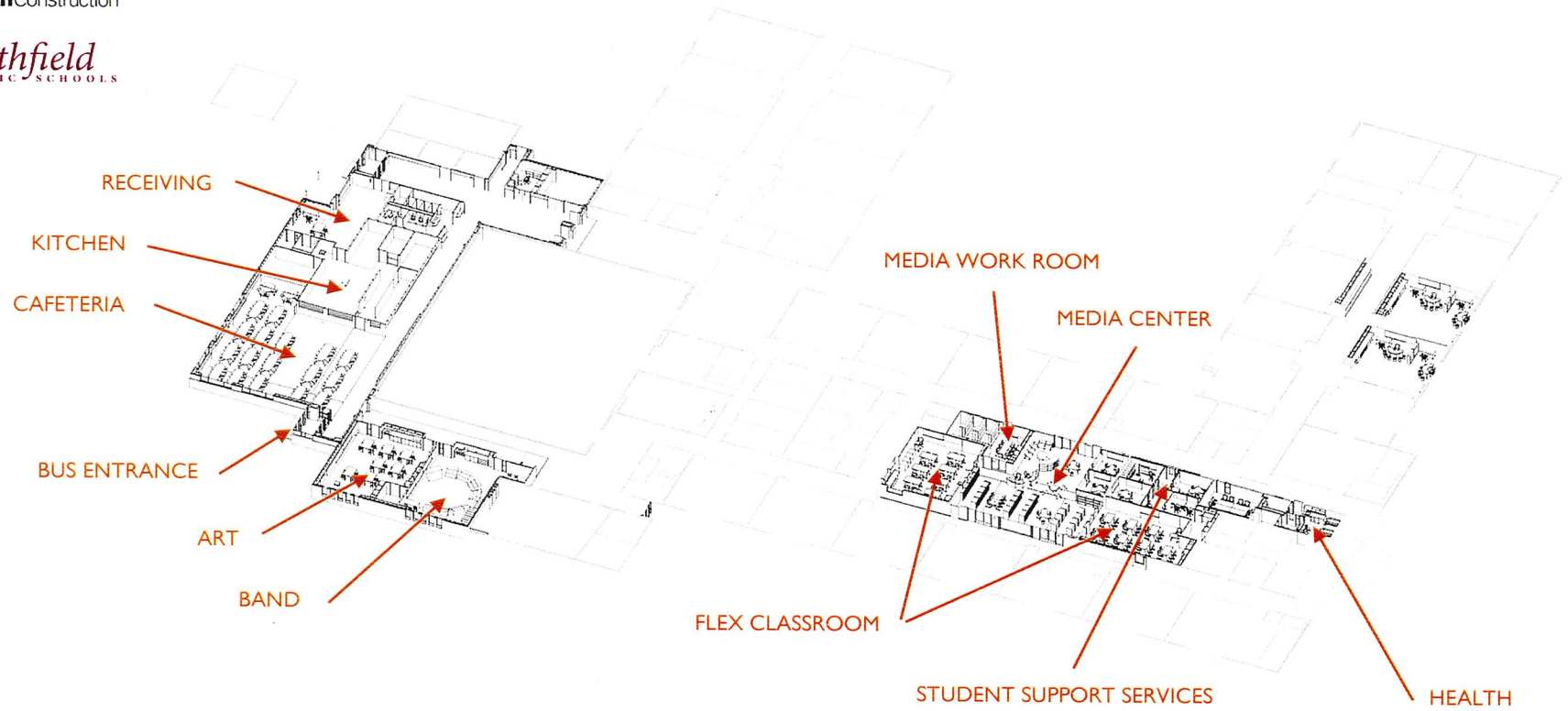
- Schematic Design (Core Planning Group): April 2019 - May 2019
- Design (User Groups): May 2019 - June 2019
- Bid Opening: October 15, 2019
- Bidding / Construction Starts: Fall 2019
- Open Fall 2020



SIBLEY ELEMENTARY DESIGN CONCEPT DIAGRAM

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SIBLEY ELEMENTARY CAFETERIA

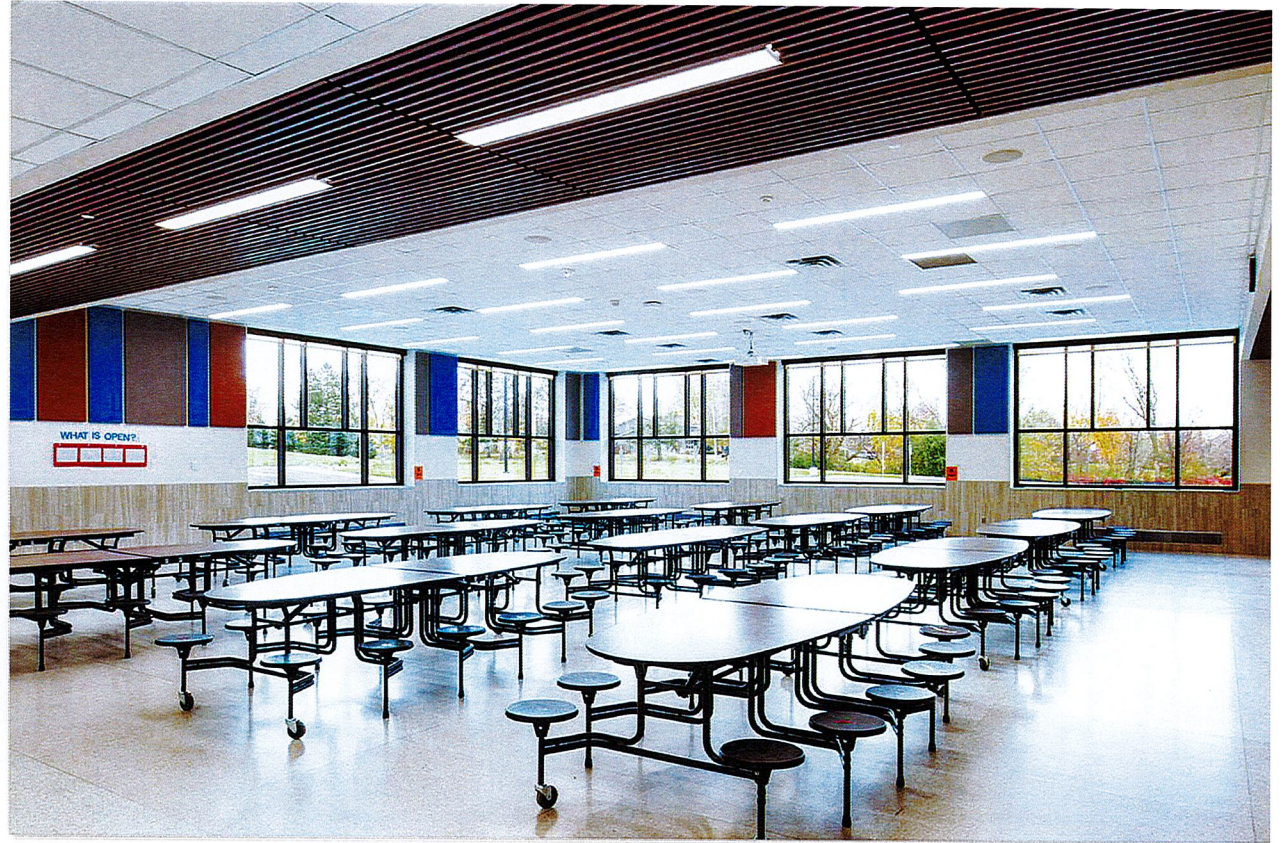




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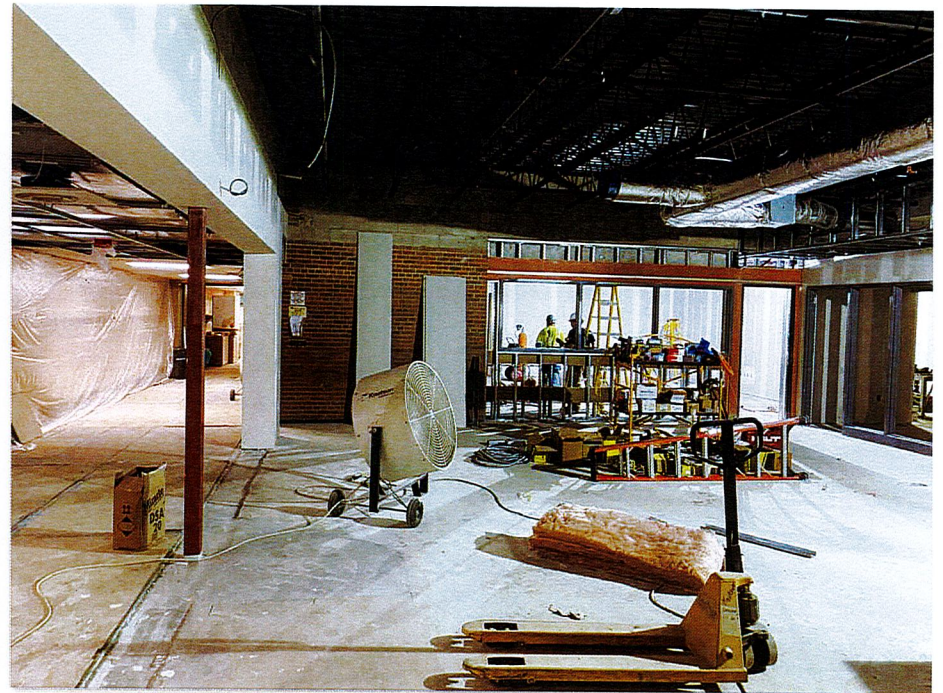
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SIBLEY ELEMENTARY CAFETERIA





SIBLEY ELEMENTARY MEDIA CENTER





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SIBLEY ELEMENTARY MEDIA CENTER





SIBLEY ELEMENTARY MEDIA CENTER





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NORTHFIELD COMMUNITY EDUCATION CENTER





NORTHFIELD COMMUNITY EDUCATION CENTER PROJECT SCOPE & SCHEDULE

Project Scope:

- Renovations to accommodate Early Childhood programming
- Boiler replacement
- Parking lot improvements

Schedule:

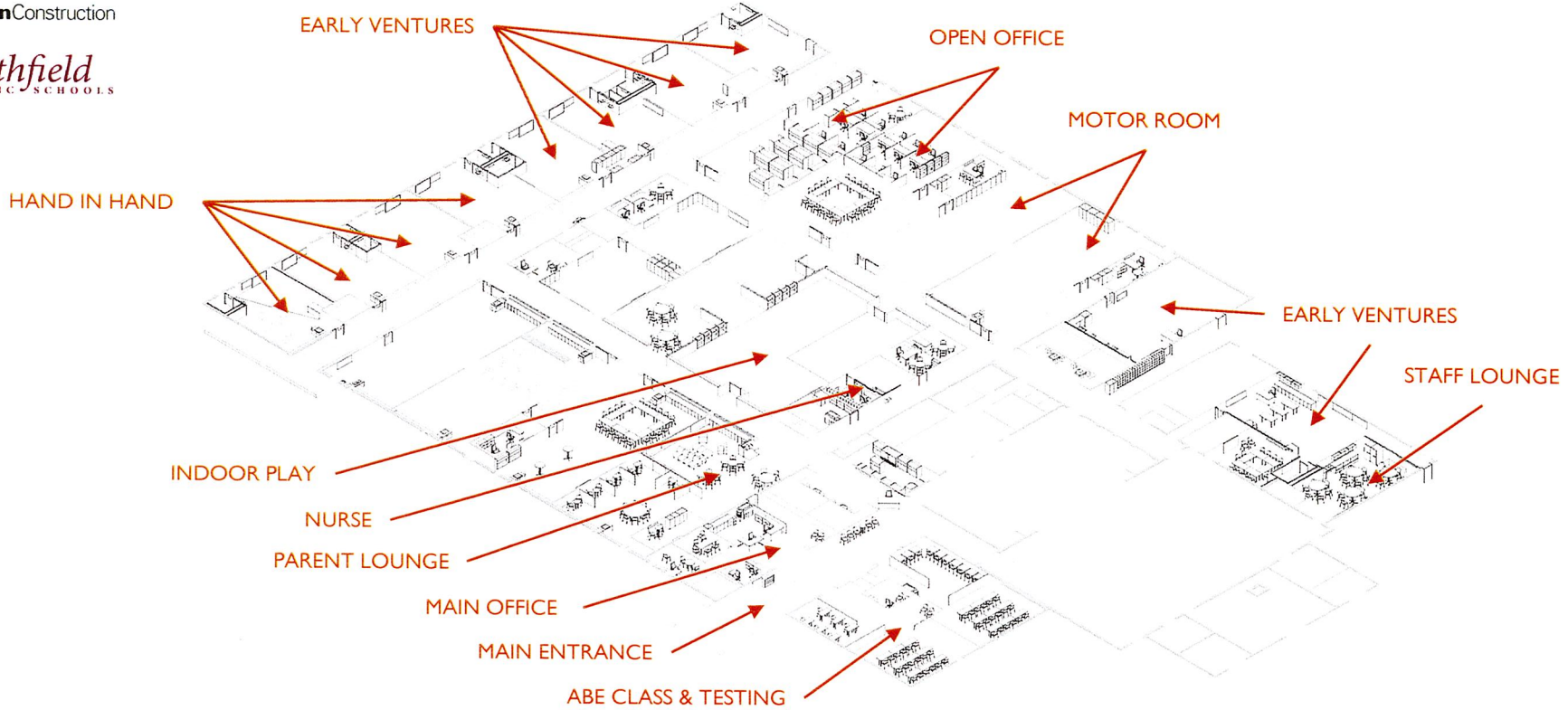
- Schematic Design (Core Planning Group): September 2019 - October 2019
- Design (User Groups): November 2019 - December 2019
- Bid Opening: February 2020
- Construction April 2020 - September 2020



NORTHFIELD COMMUNITY EDUCATION CENTER DESIGN CONCEPT DIAGRAM

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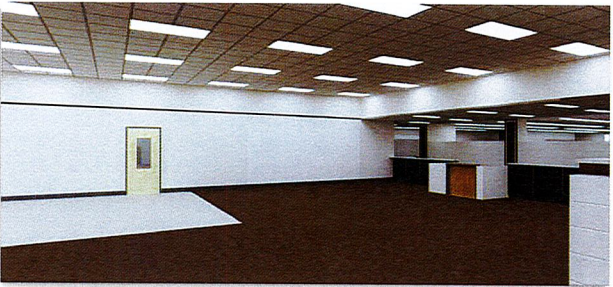




NORTHFIELD COMMUNITY EDUCATION CENTER INDOOR PLAY AREA

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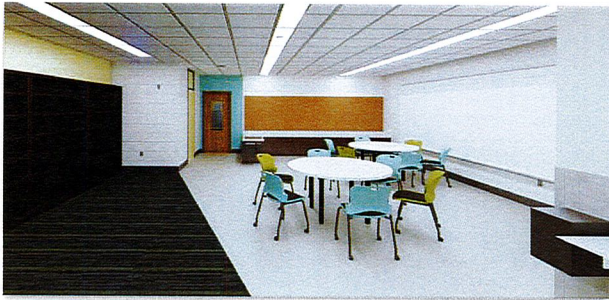




NORTHFIELD COMMUNITY EDUCATION CENTER HAND IN HAND

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LONGFELLOW DISTRICT OFFICE

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LONGFELLOW DISTRICT OFFICE PROJECT SCOPE & SCHEDULE

Project Scope:

- Renovate existing Early Childhood classrooms into new District Offices
- New Board Room

Schedule:

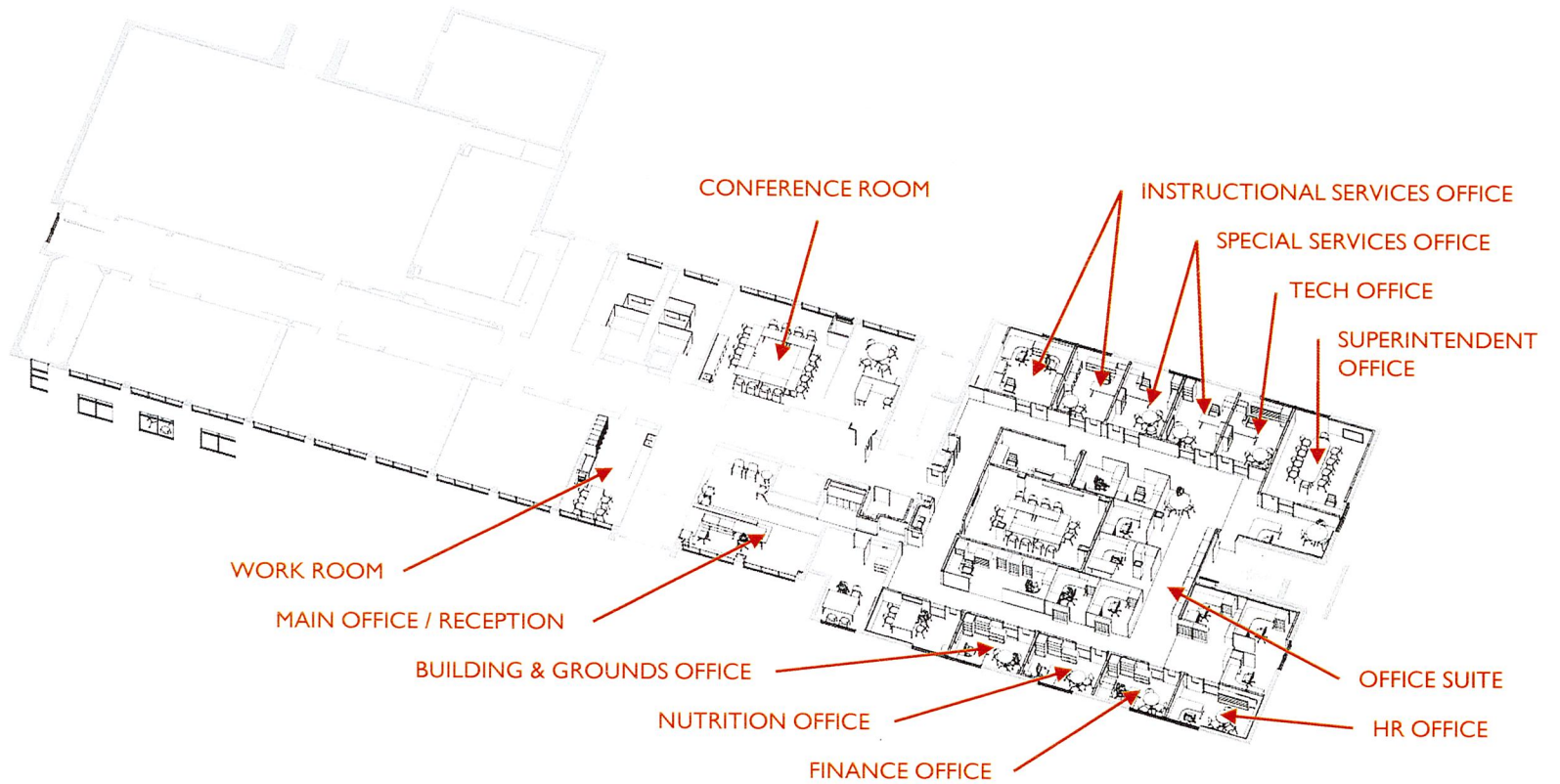
- Schematic Design (Core Planning Group): September 2019- October 2019
- Design (User Groups): November 2019 - January 2020
- Bid Opening: March 31, 2020
- Construction Starts: August 2020
- Open January 2021



LONGFELLOW DISTRICT OFFICE DESIGN CONCEPT DIAGRAM

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LONGFELLOW DISTRICT OFFICE

OFFICE SPACE

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LONGFELLOW DISTRICT OFFICE OFFICE SPACE

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LONGFELLOW DISTRICT OFFICE BOARD ROOM

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REFERENDUM PROJECTS UPDATE

THANK YOU!

Purpose

The purpose of this report is to provide PCCS' authorizer, Northfield Public Schools, an overview of the 2019-2020 Annual Report. 2019 -2020 was the fourth year of the current five year contract between PCCS and Northfield Public Schools. In December of 2019 Dr. Matt Hillman and Mary Grace Hanson conducted a site visit of the program.

Summary

Enrolment and Waiting List. PCCS continues to be a popular school. In 2019-2020 PCCS maintained an enrollment of 179 students. PCCS has a waitlist of over 60 students. PCCS had 13.4% students of color, 12.3% free/reduced lunch students and 23.5% special education students. Student attrition rates continue to be very low. 92.7% of students were continuously enrolled between October 1, 2019 and October 1, 2020.

Student Achievement PCCS has a progressive, child-centered mission that focuses on the evaluation of the whole child. Families are provided with written narratives twice a year that detail the social, emotional and academic progress of each student. PCCS establishes academic goals both for the authorizer contract and the World's Best Workforce Plan. Due to the pandemic, Minnesota Comprehensive Assessments were not administered in the spring of 2020. PCCS met all its World's Best Workforce Plan goals where data was reported. Full reports are documented in the Annual Report.

Innovation PCCS has an innovative, award winning, teacher-led professional development model. Faculty members each serve on a committee and design the weekly two-hour professional development sessions.

Equity has been a key focus of professional development work. Faculty book studies have centered on race and educating for equity. All PCCS staff and several board members attended the Progressive Education Network conference in the fall of 2019. PCCS faculty aligned fall professional development to the conference equity focus. Teachers read and reflected on keynote speaker Bettina Love's book We Want To Do More Than Survive. PCCS is utilizing an equity lens for curriculum design, incorporating social justice topics into thematic study planning.

In the fall of 2019, a community "math night" was hosted at the school to provide parents with strategies and resources to support basic fact fluency initiatives. Math game resource kits were provided to all families (including those who were not present at the evening event).

Literacy professional development has centered on developing reading curriculum and enhanced instructional strategies. PCCS special education teachers are all trained in Orton-Gillingham techniques and have provided training on targeted intervention strategies in the general education classrooms. PCCS is excited to collaborate with Northfield educators in this work. The PCCS special education teachers led a workshop sharing this initiative with Northfield elementary teachers in January 2020.

PCCS continued its rich tradition of arts' residency programming. In January of 2020, students engaged in an opera arts' residency collaboration with St. Olaf students and faculty.

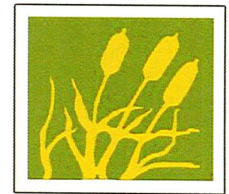
Financial Management PCCS has steadily built a strong fund balance reserve, finishing FY20 with a fund balance of \$714,733 (33.2% of annual expenditures) which has kept the school fiscally sound and well positioned to weather unforeseen events. The audited Financial Statements for the year ending June 30, 2020 show General Fund total revenue at \$2,200,559 and General Fund total expenses in the amount of \$2,168,516 resulting in a Net Income of \$32,043.

Future Plans The District Advisory Committee has reviewed the PCCS mission statement and a sub-committee is drafting revised statement language that will guide and reflect the school's commitment to equity work. The Covid-19 pandemic highlighted the importance of PCCS' commitment to outdoor learning. In the fall of 2020 students completed a significant portion of learning outside the building. This environment was supported by the addition of both permanent and temporary structures and enhanced technology. There is a strong commitment to outdoor learning in the PCCS' future planning. In response to the pandemic teachers utilized permanent and temporary outdoor structures.

This is the final year of the current strategic plan cycle. In alignment with the authorizer contract renewal process, the PCCS community will engage in a comprehensive program review and visioning process and develop a new strategic plan.

Prairie Creek Community School

Annual Report
January 11, 2021



PRAIRIE CREEK
COMMUNITY SCHOOL

Innovative Programming / Future Plans

Mission

- ❑ PCCS is a community school
- ❑ PCCS is a child-centered school
- ❑ PCCS is a progressive school
- ❑ PCCS aims to make the world a better place

Program Highlights

- Educating for Equity Initiatives
- Collaborations with authorizer and the Progressive Education Network
- Outdoor Learning
- Math Basic Fact Fluency focus
- Literacy Interventions
- Arts Residencies

Student Evaluation at PCCS focuses on the development of the whole child.

Narrative Reports (2x / Year)

Evaluation tools include:

- Formative Assessments
- Performance Observation
- Research Projects
- Thematic culminating events
- Arts Engagement
- Self-Reflection
- Habits of Mind

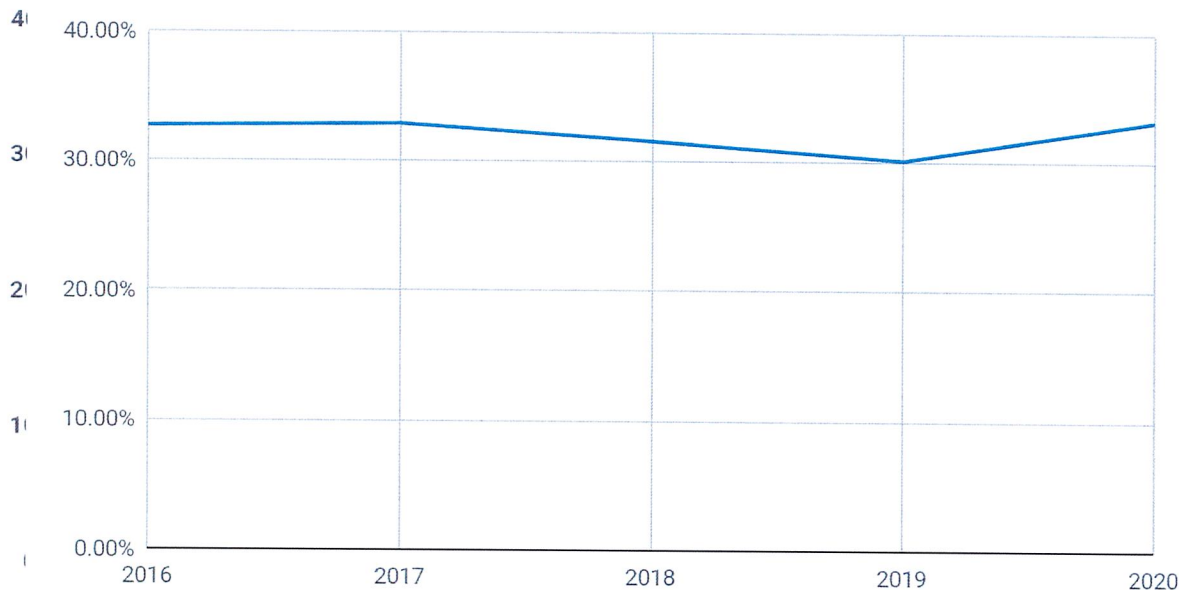
Minnesota Comprehensive Assessment Standardized Test Scores

*no MCAs administered in 2020

Scores in %	2016	2017	2018	2019
PCCS Science	66.7	70.0	73.3	85.7
State Science	62.1	60.6	58.7	54.9
PCCS Math	66.3	67.4	61.4	70.5
State Math	60.1	59.2	57.7	55.5
PCCS Reading	73.0	73.0	71.6	70.5
State Reading	60.2	60.6	60.4	58.3

Financial Management

2020 PCCS Fund Balance 33.2%



Key Strengths:

- Full enrollment and waitlist
- Oversight of budget management - finance committee, board and faculty
- Fund balance policy (25%)
- Five year forecasting
- Effective fundraising

Thank You and Questions



PRAIRIE CREEK COMMUNITY SCHOOL

***2020 Annual Report on Curriculum, Instruction and Student Achievement &
World's Best Workforce Report***



Minnesota Charter School District #4090

Simon Tyler, Director

27695 Denmark Avenue Northfield, MN 55057

Phone: (507) 645-9640

Fax: (507) 645-8234

Email: pccs@prairiecreek.org

Prairie Creek Community School 2019- 20 Charter School Annual Report and World's Best Workforce Report

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2. School Enrollment & Demographics
3. Student Attrition
4. World's Best Workforce Report
5. Academic Performance
6. Innovative Practices and Implementation
7. Staffing
8. Governance and Management
9. Finances
10. Future Plans

1. School Information

This report provides the staff and families of PCCS Community School (PCCS), the Minnesota Department of Education (MDE), Northfield Public Schools, and the general public with information describing the progress of PCCS and its students during the 2019 - 2020 school year.

PCCS Community School (PCCS) is a charter public school, founded in 1983, that offers progressive education for students in kindergarten through fifth grade. PCCS focuses on progressive education for all students. PCCS is a non-profit trust registered with the Minnesota Attorney General's Office.

Mission Statement

- ***PCCS is a community school.*** Parents, teachers, staff, and students cooperate with one another and with others outside the school to create a joyful and challenging climate for learning.
- ***PCCS is a child-centered school.*** We help children discover the power and excitement of their minds, their feelings and bodies, their relationships, their art. We assure children of their value, encourage their accomplishments, and respect their individual learning styles. We value diversity.
- ***PCCS is a progressive school.*** We emphasize cooperation, promote self-reflection, support innovation, and value change. We share our philosophy and practice with others and learn from them.
- ***PCCS aims to make the world a better place.*** We value justice, gender-fairness, and conflict resolution. We educate children to live as responsive, responsible members of their own communities, now and in the future.

Authorizer

Northfield Public Schools
Matt Hillmann, EdD.
507-663-0600

Relationship with Authorizer

PCCS opened in 2002

Contract was renewed in 2005 (05/06 to 07/08), 2008 (08/09 to 10/11), 2011 (11/12 to 15/16) and 2016 (16/17 to 20/21)

Each fall, the Director sends a formal report to the Northfield Board of Education regarding the previous school year. The authorizer has been pleased with PCCS and the Board has been supportive of its goals. On December 3, 2019, Superintendent Dr. Hillmann and Mary Grace Hanson spent a day reviewing the program and meeting with students, staff and parents.

School Calendar & Hours of Operation

The first day of school was September 3, 2019 and school ended on June 5, 2020. PCCS was open Mondays, Tuesdays, Thursdays, and Fridays from 8:15 am to 2:30 pm and Wednesdays from 9:15 am to 2:30 pm.

Student / Classroom Teacher Ratio

PCCS employed nine classroom teachers to serve 179 students in grades K-5. There are twenty children in each classroom.

Ratio of Licensed Teachers to Students for FY19 was 1:13.98 (data from Minnesota Report Card)

2. Student Enrollment

	15-16	16-17	17-18	18-19	19-20
Enrollment (K-5)	180	180	180	179	179
Average Daily Membership	180.00	179.93	179.78	178.52	179

Key Demographic Trends (Data from Minnesota Report Card)

PCCS Students	15 - 16	16-17	17-18	18-19	19-20
Enrollment (K-5)	180	180	180	179	179
American Indian/ Alaska Native	1 (0.6%)	0 (0%)	0 (0%)	0.0%	0%
Asian	9 (5%)	5 (2.7%)	4 (2.2%)	3 (1.7%)	3 (1.7%)
Black/African American	5 (2.8%)	6 (3.3%)	4 (2.2%)	5 (2.8%)	3 (1.7%)
White	161 (89.4%)	155 (86.1%)	157 (87.2%)	154 (86.0%)	155 (86.6%)
Hispanic	4 (2.2%)	3 (1.7%)	4 (2.2%)	4 (2.2%)	7 (3.9%)
Native American / Pac. Islander		0 (0%)	0 (0%)	0 (0%)	0 (0%)
Two or More Races		11 (6.1%)	11 (6.1%)	13 (7.3%)	11 (6.1%)
Students of Color	19 (10.4%)	25 (13.9%)	23 (12.8%)	25 (14.0%)	24 (13.4%)
Free and Reduced Lunch	30 (16.7%)	28 (15.6%)	29 (16.1%)	25 (14.0%)	22 (12.3%)
English Language Learners	0 (0%)	0 (0%)	0 (0%)	0 (0.0%)	0 (0.0%)
Special Education Status	32 (17.8%)	30 (16.7%)	29 (16.1%)	46 (25.7%)	42 (23.5%)

3. Student Attrition

PCCS has consistently low numbers of student attrition each year.

Percentage of students who are continuously enrolled between October 1 of 2019 and October 1 of 2020	92.7%
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4. 2019-2020 World’s Best Workforce Report

World’s Best Workforce Components

All Students Ready for Kindergarten

<i>Goal</i>	<i>Result</i>	<i>Goal Status</i>
1. 95% of students’ families who have been accepted for a place in 2020-2021 will attend the spring orientation session, or engage in a teacher interview with a Kindergarten teacher	1. 100% of students’ families attended the spring orientation or engaged in a teacher interview	Goal Met (orientations were conducted via zoom sessions)
2. A questionnaire on Kindergarten Readiness will be developed by K/1 teachers. 95% of incoming families will complete the questionnaire prior to beginning the 2020-2021 school year.	2. 100% of incoming families completed the questionnaire prior to the beginning of the 2020 - 2021 school year	Goal Met

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
80% of 3rd grade students will attain Level O for comprehension in the spring of 2020 as measured by the Fountas and Pinnell independent leveled reading program.	Spring assessments not completed due to the Covid-19 pandemic.	No goal result

Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>Achievement Gap Reduction. By the conclusion of FY 2021, for each reading and math, the proficiency index for the Special Education subgroup will be: [One-third of (100 - 2016 Special Education subgroup proficiency index)]+2016 Special Education subgroup proficiency index.</p> <p>Goal Rationale: 2016 Math special ed proficiency index = 46.43 2016 Reading special ed proficiency index = 55.36</p> <p>Math $1/3 (100 - 46.43) + 46.43 = 64.29$</p>	Spring MCA assessments were not completed due to the Covid-19 pandemic.	No goal result.

<p>Math achievement gap goal is to reach a 64.29 proficiency index rate in math for special education students by 2021.</p> <p>Reading $1/3 (100 - 55.36) + 55.36 = 70.24$ Reading achievement gap goal is to reach a 70.24 proficiency index rate in math for special education students by 2021.</p>		
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All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
100% of fifth grade students will complete and present an Honors Project in the spring of 2019.	Goal Met: 29 of 29 fifth grade students completed an Honors Project in the Spring of 2020. The projects were completed during distance learning and presented digitally.	Goal Met

WBWF Narrative: Provide student access to effective teachers who reflect the diversity of enrolled students

PCCS is committed to equitable access to high quality teachers for all children. This begins with placement consideration for incoming kindergarteners. We are a small public charter school that typically enrolls 30 kindergarteners each year with students admitted by lottery. Admitted students and families attend an orientation session in the spring. This is an opportunity for the experience team of K/1 teachers to assess student needs. Placement is also informed by a review of surveys completed by parents and pre-schools.

Students of color, low income families and students with disabilities all have access to experienced and effective/exemplary rated teachers. An experienced Special Education teacher closely collaborates with this team ensuring equitable access for students with disabilities. The administrator and the rest of the faculty participate in the placement process later in the spring and review guidance and data input of this K/1 team.

Equitable access to effective teachers throughout the K-5 program is supported by the fact that there is a low attrition rate of faculty at our school. All teachers beyond the three year induction phase are experienced and either in the "effective" or "exemplary" rating. All teachers are appropriately licensed for their field.

Prairie Creek has revised the orientation and onboarding process so that any new faculty member is supported by a mentoring program that aligns with the school's commitment to educating for equity and progressive education practices. The mentoring process has been enhanced by the addition of two extra coaching days, under the guidance of an exemplary teacher, prior to the back to school work week.

14% of PCCS students in 2019-2020 were students of color. Groups that are not represented by licensed staff are: American Indian/ Alaska Native, Asian, Black/African American and Hispanic.

Openings for teacher positions are infrequent. PCCS is committed to developing outreach to more diverse teacher applicants. The school has added an "interest in future positions form" on the website and is forging connections with a broader network of potential hires beyond Minnesota. PCCS forges strong connections at workshops and conferences with local and national organizations. These partners, such as the Progressive Education Network have strong equity missions. This positions our school to be more prepared to systematically reach out to a more diverse population of potential educators.

5. Academic Performance

As a public, progressive charter school, PCCS chooses to focus on authentic assessment of the whole child, and de-emphasize the importance of standardized testing as a construct for knowing children. While we recognize the current charter school law mandates test score comparisons with other schools, and the data below fulfills that mandate, we do not regard this approach as a helpful tool to inspire innovation. It will more likely lead to distrust, and not collaboration, between charter schools and traditional districts.

Progress on PCCS Contractual Academic Goals including Mission Related goals.

PCCS is authorized by the Northfield School District. As part of the contractual agreement with our authorizer, PCCS establishes academic goals each year.

Goal 1: State Assessments

Sub Goal 1.1: Absolute Proficiency:

By the conclusion of FY 2021, the schoolwide proficiency rate for students who have been in the school for at least three consecutive years will meet or exceed the state average proficiency for all students for math and reading.

****Due to the Covid-19 pandemic, MCAs were not administered to students in 2020***

Sub Goal 1.2: Comparative Proficiency:

- a. During the contractual period, the School will demonstrate, on average, higher school wide proficiency rates in math and reading than New Discoveries Montessori Charter School.
- b. During the contractual period, the School will demonstrate, on average, higher school wide proficiency rates in math and reading than Sibley Elementary School.

****Due to the Covid-19 pandemic, MCAs were not administered to students in 2020***

Sub Goal 1.3: Growth.

During the contractual period, the School's combined (Reading and Math) weighted average growth z-score will, on average, exceed 0

****Due to the Covid-19 pandemic, MCAs were not administered to students in 2020***

Goal 2: Nationally Normed Assessment (15% weight)

During the contractual period, an average of 50% of students in grades 1 - 5 will meet their targeted rate of growth in math, as measured by the NWEA MAP Math assessment, from fall to fall.

Goal result for 2020: 46.4% of students in grades 1-5 met their targeted rate of growth in math.

Goal 3: Reading Growth Goals (15% weight)

During the contractual period, the School will establish fall to spring growth goals, aligned with ELA standards, for children in K through 3 utilizing the Fountas and Pinnell comprehensive system. An average of 66% of all students will meet growth targets.

2019 - 2020 fall to spring literacy growth goals:

Kindergarten

- a. Students who come in knowing 12 or fewer letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "A" (Grade K) books by the end of the year.
- b. Students who come in knowing 13 or more letter names and sounds will learn letter names and sounds, and will be reading Fountas and Pinnell "C" (Grade 1.0) books by the end of the year.

c. Students who come in reading Fountas and Pinnell "A" (Grade K) books or above will move forward at least 3 levels in the Fountas and Pinnell system by the end of the year.

****Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

First Grade

a. Students at B and above will move forward at least three reading levels in the Fountas and Pinnell system.

b. Students at A or below will move forward at least 2 levels in the Fountas and Pinnell system.

****Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

Second Grade

a. Students entering 2nd grade at or below Level I (Grade 1.8) will progress at least 3 reading levels by the end of the school year.

b. Students entering 2nd grade at or above Level J (Grade 2.0) will progress at least 2 reading levels by the end of the school year.

****Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

Third Grade

a. Students entering 3rd grade below Level M (Grade 2.9) will progress at least 3 reading levels by the end of the school year.

b. Students entering 3rd grade at or above Level M (Grade 2.9) will progress 2 levels by the end of the school year.

****Due to the Covid-19 pandemic, K-3 literacy assessments were not administered to students in 2020***

6. Innovative Practices & Implementation

PCCS's progressive philosophy aligns closely with current research and best practices for developing 21st century skills. The school is a multi-age, active learning environment that fosters creativity, critical thinking, and a passion for learning. The school places a strong emphasis on the value of outdoor learning, play, the arts and the development of social and emotional intelligence. PCCS is committed to strategic action work centered on educating for equity. This work is reflected in the strategic action goals.

The academic program is centered on a philosophy, rooted in the teachings of John Dewey and other progressive educators, that holds that children will construct an understanding of the world from genuine experiences. Consequently, children engage in thematic study and individual

projects throughout the school year. Teachers tailor this study to the children's developmental stages as they progress through the K - 5 program. Interdisciplinary study is aligned to standards through an annual review by teacher professional development committees. Comprehensive literacy and math plans support this work and ensure continuity and opportunity for reading, writing and numeracy to also connect in authentic ways with other subject areas. PCCS has a strong commitment to the arts. Specialists teach all children in the fields of visual art, Music and Spanish. A team of teaching assistants provides an additional level of child-centered support.

The general education program is supported by a team of three licensed special education teachers and paraprofessionals that serve Individual Education Program Plan needs. A licensed Math/Literacy Intervention teacher works with children who require additional literacy and math support in the general education setting.

PCCS is committed to a robust and authentic model of teacher evaluation. All teachers participate in a peer coaching program funded by Q Comp. Teachers are evaluated by the school Director in accordance with the school's teacher evaluation plan.

Student Evaluation

PCCS is structured around a small, multi-age classroom model to provide a child-centered learning environment. Academic and non-academic goals are established for each child at a fall parent/student/teacher conference. Beyond state accountability measures that are detailed in this report, progress is monitored through formative assessments in math and literacy and a variety of measures including projects and performance in thematic study areas. Narrative reports that detail student progress are provided to families at the winter and spring conferences.

Innovative Professional Development Model

Student learning is designed by teachers in an innovative community of professional collaboration. Teachers team in professional development committees that review standards and best practices across the curricular areas. These committees meet and plan the weekly two hour professional development sessions for faculty. In addition, the teaching staff participated in two days of professional development at the end of the year for reflection on the year's work and goal setting focused on the mission and purpose of the school. The staff also participates in four days of workshops prior to the start of the school year. The faculty functions as an authentic learning community with teacher leadership employed to develop workshops related to academic and non-academic goals.

During the 2019-2020 school year, the faculty participated in a professional development committee process. Each committee has three classroom teachers, with the Director, the special education teachers and the part-time specialists joining as interest and time allow. During a

meeting in September, the teachers took the entire list of professional development goal areas and topics that had been determined during faculty retreat in June and work week in August and divided them out among the three committees. They set aside one Wednesday meeting per month for committees to meet. During these meetings, the committees planned upcoming professional development and school events. The committee assigned a particular topic was responsible for leading the Wednesday meeting(s) on that topic or finding a speaker or facilitator to lead. Each committee planned to facilitate about one meeting per month. Committees prioritized the list of tasks to reflect their relative importance.

Weekly professional development meetings included all teaching staff. Some teachers also participated in specialized professional development outside of the regular weekly session. In 2018, Prairie Creek Community School was honored with the Minnesota Association of Charter School’s Innovation Award for its innovative and teacher powered professional development design.

PD Committee Narrative Arcs for 2019-2020

Committee	Topics	Sessions:
1	Literacy	~ Child Study / Intervention Review (SPED team) ~ Reading Instruction / Standards review ~ Spelling / dyslexia training
2	Math	~ Basic Fact Fluency strategies ~ Preparing videos and resources for parents
3	Outdoor Learning Theme Educating for equity: courageous conversations, social justice	~Study of PCCS grounds ~PEN Conference Reflection (all staff) ~ Book club. Bettina Love, <u>We Want to do More than Survive</u> ~ Study of thematic instruction, curriculum mapping and “culminating events” ~ Ecological Identity (Prof. Tim Goodwin)

Progressive Education Network (PEN) Conference

In the fall of 2019 staff and board members attended the national PEN conference that was hosted at the U of M conference in the Twin Cities. Director Simon Tyler was on the steering committee that helped to plan this conference. Prairie Creek was a host site for conference school visits and over twenty educators from across the nation spent a day on campus observing our program. In addition to numerous workshops on equity focused topics, the conference featured keynote speakers Paul Gorski and Dr. Bettina Love. Faculty read and discussed Love's book, We Want to Do More than Survive.

Parent Education

In the fall of 2019, a community "math night" was hosted at the school to provide parents with strategies and resources to support basic fact fluency initiatives. The teaching faculty planned and presented this workshop. It was attended by over 70 parents. Math game resource kits were provided to all families (including those who were not present at the evening event).

Arts' Initiatives

Progressive education requires a strong commitment to the arts. PCCS provides Music and Visual Arts specialist instruction for all students. The school has a school orchestra serving children in fourth and fifth grade that has become an established part of our program. The PCCS arts' committee, comprising teachers, parents and community members provides guidance and planning for a three year cycle of residency experiences for the children.

PCCS continued its rich tradition of arts' residency programming. In January of 2020, students engaged in an opera residency in collaboration with faculty and students from St. Olaf. The month-long residency culminated in a community performance in the Northfield Middle School auditorium.

Educating for Equity Initiatives

A District Advisory Committee represented by staff, board members, community members and parents met twice prior to the closure of school due to the pandemic in March. The committee engaged in structured and open conversation on equity and school mission. The committee will be reconvened in the fall of 2020 with new members invited in to reflect changes in the parent community.

Outdoor Learning

A professional development committee of teachers led studies of our outdoor spaces and outdoor environmental education curriculum. Professor Tim Goodwin led a workshop for staff on ecological literacy. A new pavilion was constructed to support access to outdoor learning activities.

7. Staffing

PCCS employs highly qualified staff throughout its program. In support of the school’s child-centered mission, teachers oversee class sizes capped at 20 students. Additionally, the school commits to providing additional classroom staffing support with five general education teaching assistants. These teaching assistants provide morning support in the three K/1 classes with scheduled support in the 2/3 and 4/5 grade teams. Targeted academic support is provided by a team of Special Education teachers and paraprofessionals. Specialist classes are provided by part-time licensed Visual Arts, Music and Spanish teachers.

2019-20 Licensed Teaching Staff

Name	File #	License / Agreement	2020-21 Status	Comments
Amy Narveson	385212	K/1	R	
Amanda Solinger	477588	K/1	R	
Amy Brown	398391	K/1	R	
Molly McGovern Willis	427419	2/3	R	
Nancy Dennis	394260	2/3	R	
Amy Haslett - Marroquin	374525	2/3	R	
Michelle Martin	406690	4/5	R	
Cathy Oehmke	421554	4/5	NR	
Gabriel Meerts	462802	4/5	R	
Angie Ekern	397282	Visual Arts Teacher	R	

Olivia Krueger	471728	Music and Orchestra Teacher	R	
Jennifer Sanders	482424	Spanish	NR	
Carley Maley	486408	Special Education Teacher	R	
Kelsey Fitschen Hemmah	450336	Special Education Teacher	R	
Michelle Bigalke	419188	Special Education Teacher	R	
Lisa Molitor	291729	Literacy / Math Intervention	NR	No Title 1 funding to support position

* R = Return, NR = Not Returning

2020-21 Licensed Staff

Name	File #	License / Agreement	Comments
Amanda Solinger	477588	K/1	
Amy Brown	398391	K/1	
Amy Narveson	385212	K/1	
Molly McGovern Willis	427419	2/3	
Nancy Dennis	394260	2/3	
Amy Haslett - Marroquin	374525	2/3	
Michelle Martin	406690	4/5	
Amber Reher	513462	4/5	
Gabriel Meerts	462802	4/5	
Angie Ekern	397282	Visual Arts Teacher	
Olivia Krueger	471728	Music and Orchestra Teacher	

Carley Maley	486408	Special Education Teacher	
Kelsey Fitschen Hemmah	450336	Special Education Teacher	
Michelle Bigalke	419188	Special Education Teacher	

Licensed teacher percentage turnover rate:

2019-20 to 2020-21: (non-returning teachers / total teachers x 100) = 13%

Licensed teacher percentage turnover trend data:

	15-16 to 16-17	16 -17 to 17-18	17-18 to 18-19	18-19 to 19-20
Percentage	13%	0%	0%	6.25%

2019 - 2020 Non-Licensed Staff

Name	Assignment	2019-20 Status	Comments
Colleen Braucher	Office Manager	R	
Keith Johnson	Financial Officer	R	
Theresa Nemeč	Office Assistant	R	
Diana Drager	Office Assistant	R	
Olivia Moraczewski	Teaching Assistant	R	
David Pennock	Teaching Assistant	R	
Mary Poole	Teaching Assistant	NR	
Anna Lisa Rustad	Teaching Assistant	R	
Christa Udelhofen	Teaching Assistant/Media Paraprofessional	NR	
Natalie Ojala	Special Education Paraprofessional	R	
Casey Piekarski	Special Education Paraprofessional	NR	

Nikki Teske	Special Education Paraprofessional	R	
Cale Steinhoff	Special Education Paraprofessional	R	
Jakob Anderson	Special Education Paraprofessional / After School Care Supervisor	R	
Liz Grossman	Lunch Program / Special Education Paraprofessional	NR	
Connie Messen	School Nurse	R	

2020-2021 Non-licensed Staff

Name	Assignment	Comments
Colleen Braucher	Office Manager	
Keith Johnson	Financial Officer	
Theresa Nemece	Office Assistant	
Diana Drager	Office Assistant	
David Pennock	Tier Child Care / Building Care / After School Care Assistant	
Anna Lisa Rustad	Part-time Support Teacher	
Natalie Ojala	Special Education Paraprofessional	
Nikki Teske	Special Education Paraprofessional	
Lisa Molitor	Special Education Paraprofessional	
Cale Steinhoff	Special Education Teaching Assistant Paraprofessional/ After School Care Assistant	
Jakob Anderson	Special Education Paraprofessional/ After School Care Supervisor	

Donna Eicher	Tier 1 Child Care / After School Care Assistant	
Connie Menssen	School Nurse	
Olivia Rezac	Tier 1 Child Care Supervisor /After School Care Assistant	

8. Governance and Management

Board of Directors

The membership of the Board is composed of parents and/or guardians of currently enrolled PCCS students, staff members and community members. The School Board consists of nine members. The Director and Chief Financial Officer serve as non-voting members. Terms of the members run from July 1 to June 30.

There were nine voting members of the PCCS Board for the 2019-2020 school year. Specific information for each board member can be found in Table 14 below. Overall, board members had an average attendance rate of 86%.

Agendas, meeting minutes, policies, budgets and audited statements are posted on the website: www.prairiecreek.org

Board Members 2019-2020

Member Name	Board Position	Affiliation	Term End Date	Email Address
Ben Miller	Chair	Parent	6/30/2021	bmiller-board@prairiecreek.org
Kelsey Fitschen Hemmah	Secretary	Teacher	6/30/2020	kfitschen@prairiecreek.org
Ryan Krominga	Treasurer	Parent	6/30/2020	rkrominga-board@prairiecreek.org
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2021	bjflom-board@prairiecreek.org
Lisa Percy	Member	Parent	6/30/2021	lpercy-board@prairiecreek.org

Jason Buckmeier	Member	Parent	6/30/2020	jbuckmeier-board@prairiecreek.org
Don Findlay	Member	Community Member	6/30/2022	dfindlay-board@prairiecreek.org
Molly McGovern Wills	Member	Teacher	6/30/2021	mmcgovern@prairiecreek.org
Trish Beckman	Member	Parent	6/30/2020	tbeckman-board@prairiecreek.org

Board Training Record

Board Member	Governance	Financial	Employment
Lisa Percy	10/20/15	9/18/15	12/2/15
Ryan Krominga	2/24/18	11/27/17	2/24/18
Trish Beckman	2/24/18	12/15/17	2/24/18
Bonnie Jean Flom	1/8/11	8/9/11	12/17/10
Kelsey Fitschen Hemmah	9/15/12	9/15/12	9/15/12
Don Findlay	9/21/19	5/30/19	6/18/19
Jason Buckmeier	2/24/18	10/30/17	2/24/18
Molly McGovern-Wills	9/21/19	10/31/19	9/21/18
Ben Miller	3/14/14	3/12 /14 - 3/24/14	6/11/14

Director Professional Development Plan

PCCS Community School's Director, Simon Tyler completed his ninth year as Director in 2019-2020. Principal Licensure: File Folder # 367631

9. Finances

As a charter school, we are responsible for the education of children and for having a clear knowledge of business and fiscal responsibilities. Colleen Braucher is the Office

Manager/Human Resources Coordinator and Keith Johnson is the Chief Financial Officer. The PCCS School Board and Finance Committee meet on the 4th Thursday of each month and the school's financial information is carefully reviewed and discussed at each meeting.

PCCS has steadily built a strong fund balance reserve, finishing FY20 with a fund balance of \$714,733 (33.2% of annual expenditures) which has kept the school fiscally sound and well positioned to weather unforeseen events. The audited Financial Statements for the year ending June 30, 2020 show General Fund total revenue at \$2,200,559 and General Fund total expenses in the amount of \$2,168,516 resulting in a Net Income of \$32,043.

CliftonLarsonAllen, an independent auditor, has conducted PCCS's financial analysis. PCCS will submit audited financial statements to Northfield Public Schools and the Minnesota Department of Education on or before December 31, 2020.

10. Future Plans

Strategic Planning

In 2017 - 2018 PCCS board and faculty led a reflective process on growth and accomplishments of the current strategic plan cycle. This review incorporated multiple retreats and listening sessions with stakeholders. The strategic development plan is organized by guiding statements to reflect mission, key strategic focus areas and annual action goals. Each year, new strategic action goals are developed with faculty and board oversight.

1. Education Program

Our school continues to breathe the philosophy and practice of progressive education as determined by our founding families. By sustaining our initial values, PCCS will continue to provide leadership in the area of progressive education and examples of best practices for child centered learning. We will showcase student growth with relentless attention to the developmental needs of each learner. We will continue to attend to the individual and social growth of each child as we enhance our educational program. Thoughtfulness and care will be taken as we integrate technology and innovation within our educational program. Through shared experiences and intentional program development, our school will fulfill its mission to make the world a better place.

2. Communication / Outreach

PCCS has been a local leader in progressive education for over 35 years. We have a rich tradition and a vibrant present that we will share with our school community, our region, and the broader progressive education movement. PCCS will continue to examine, celebrate and reflect upon the school's core values and develop a coherent voice when articulating our philosophy. We will systematically communicate our mission and purpose to a diverse audience. We will establish

partnerships with educators to deepen our own understanding of progressive education and best practices in the teaching of children.

3. Program Sustainability

As a public progressive community school we are committed to providing a well-resourced child-centered environment that recognizes the importance of small class size. PCCS supports and develops progressive educators, invests in their continuing professional development, and creates an inspiring work environment. PCCS seeks the community’s engagement in volunteer service and fundraising initiatives. The School Board will guide fundraising strategies that will be implemented within the context of responsible, multi-year budget projections.

Strategic Focus Areas

Education Program	Communication / Outreach	Program Sustainability
<p>1. Educating for Equity: Practicing our commitment to make the world a better place</p> <p>2. Developmental Needs of Children <i>Focus group to study developmental design of educational groupings and early years (Pre-K) opportunities</i></p> <p>3. Attending to the mental and physical health of children</p>	<p>1. Communication <i>Use technology to balance the amount and types of information we share with families (website, videos, school-wide journal or newsletter, etc)</i></p> <p>2. Family Education and Community <i>Building community through shared commitment to progressive education practices</i></p> <p>3. Educator Outreach and Networking: Initiate connections with a broader educational community</p>	<p>1. Sustainable budgeting <i>Development, legislative outreach, teacher compensation</i></p> <p>2. Facility Management</p> <p>3. Teacher Development and Leadership</p>

Strategic Action Areas for 2020 - 2021

Educating for Equity Initiatives

- In 2019/2020 PCCS established a new District Advisory Committee that provided a forum for focused conversation on mission and equity initiatives. This committee will provide input on mission language and strategic goals. A sub-committee will be formed to draft revised mission language.
- All PCCS staff and board members will engage in Cultural Competency and implicit bias training in 2020/2021. This training will be conducted by Equity Alliance of Minnesota. The training will also encompass relicensure requirements for teachers.
- PCCS faculty will review and reflect on the curriculum-embedded equity initiatives. Teachers will engage in review of how equity topics are systematically integrated into social studies and science centered thematic units. Theme curriculum maps will be used to document this work.

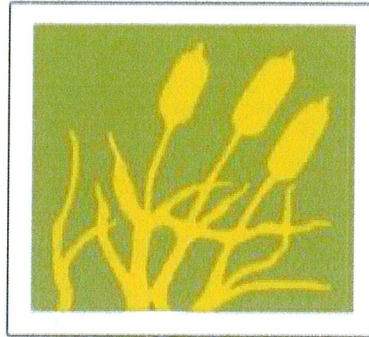
Authorizer Contract Renewal

The current five year contract between PCCS and authorizer Northfield Public Schools is up for renewal in 2021. During the 2020/21 school year, PCCS will engage in a comprehensive self study and contract renewal application process with the authorizer.

Strategic Plan Cycle

PCCS is concluding a four year strategic plan cycle in 2020/2021. In the spring of 2021, board and staff will enter a new cycle of strategic planning. This strategic work will encompass fiscal and program sustainability planning during and beyond the pandemic.

Prairie Creek Community School



PRAIRIE CREEK
COMMUNITY SCHOOL

Charter School Renewal Application 2021

Contents

1. School Overview
2. Executive Summary
3. Narrative Summary Statements
4. Self Study
5. Attachments:
 - A. Charter School Assurances
 - B. Special Education Review
 - C. Strategic Plan Overview
 - D. Site Visit Report

School Overview

School Name: Prairie Creek Community School
School Address: 27695 Denmark Avenue, Northfield, MN 55057
Mission Statement: <i>PCCS is a community school. Parents, teachers, staff, and students cooperate with one another and with others outside the school to create a joyful and challenging climate for learning.</i> <i>PCCS is a child-centered school. We help children discover the power and excitement of their minds, their feelings and bodies, their relationships, their art. We assure children of their value, encourage their accomplishments, and respect their individual learning styles. We value diversity.</i> <i>PCCS is a progressive school. We emphasize cooperation, promote self-reflection, support innovation, and value change. We share our philosophy and practice with others and learn from them.</i> <i>PCCS aims to make the world a better place. We value justice, gender-fairness, and conflict resolution. We educate children to live as responsive, responsible members of their own communities, now and in the future.</i>
School Director/Principal: Simon Tyler
Chair, Board of Directors: Ben Miller
Current Grades Served: K - 5
Current Enrollment: 180
Grade Span for Next Charter Term: K - 5
Maximum Enrollment for Next Charter Term: 180
Address of Campus(es) for Next Charter Term: Same

Executive Summary

Since 2002 when Prairie Creek Community School (PCCS) first acquired status as a public charter school, our school has enjoyed an open, collaborative relationship with its authorizer, the Northfield School District. This partnership has grown and strengthened throughout the current contractual period. We welcome this opportunity to apply for a new contractual agreement.

During the current contract, that dates back to 2016, PCCS leadership, board and staff have made annual reports to the Northfield School Board. PCCS has appreciated the opportunity to present details of performance, share progressive education philosophy and discuss challenges and future plans. Superintendent Dr. Hillmann and his team consistently provided invaluable support and oversight to PCCS in all aspects of program management.

PCCS board and faculty have responded to ongoing changes and initiatives in public education. This application directly responds to accountability performance criteria. This document is structured intentionally around four key contract renewal application questions:

- 1. Is the educational program a success?**
- 2. Is the organization effective and well-run?**
- 3. Is the school meeting its legal obligations?**
- 4. Are strategies in place for sustaining success and continuing to improve over the next charter term?**

This application provides data and evidence that demonstrates PCCS' success and strongly answers each of the above questions in the affirmative. It also outlines the school's vision and action plans for continued school success to support the school's viability for a further contractual agreement.

The school self-study, for the purposes of this application, centers primarily on information and data that shows success and growth by accountability data. The organization of this report mirrors the annual site report that is provided each year to the authorizer. As the self-study details, PCCS continues to be a successful and well-run program by all criteria associated with these four questions. Over the course of the last five years, PCCS has adjusted to changes in the accountability landscape by thoughtfully and intentionally reviewing instructional practices, while also maintaining a commitment to educating each unique child in a joyful, inquiry-centered learning environment.

The self study was performed by the director with input from a leadership team of faculty, board special education and finance. The study was informed by reports provided by Dr. Hillmann and Mary Grace Hanson following comprehensive site visits and review during the contractual period.

The scope of the application guidelines gives less room for an evaluation of the school's progressive education mission and purpose. As the authorizer considers contract renewal, PCCS also wishes to express an appreciation of the support and interest Northfield Public Schools has given to the innovative practices of our school mission.

PCCS' enduring commitment to progressive education may be found in the narrative of annual reports, in the evidence of projects, thematic studies, parent satisfaction surveys, faculty retention, in art residencies, multi-age structures and play-based learning activities. It is evident in countless community events and activities that proactively engage parents with their children's learning. The success of the school's mission is found in the stories of alumni in middle and high school as well as

in college and career experiences. Many of these stories can be found in a school history that was published in 2016. The history details this small school's exciting contribution to a local community that values excellent and diverse educational choice opportunities for young people.

It is with great appreciation for the support, and wise oversight, of Dr. Hillmann and the Northfield School Board that Prairie Creek Community School respectfully submits this Charter School Renewal Application.

Sincerely,

Simon Tyler
Director

Ben Miller
PCCS School Board Chair

January, 2021

Narrative Summary Statements

1. Is the education program a success?

PCCS has been a public, progressive elementary school since 2002. The success of Prairie Creek Community School's education program is evident in both its enduring commitment to a progressive education philosophy and practice and a data-informed analysis of student performance by state accountability and local assessments.

Student success by growth and proficiency measures on standardized assessments and Minnesota Department of Education benchmarks are clearly detailed in the self-study section. Proficiency and growth scores on Minnesota Comprehensive Assessments (MCAs) highlight measurable success students have attained in reading and math and continuing high performance in Science.

PCCS is a child-centered school and recognizes that the most useful assessment of student academic growth must be tied to formative, teacher-led evaluations that can inform instruction practices. Formative assessments include literacy plan and math NWEA MAP measures that allow faculty and leadership to better monitor student needs. During this contractual period, this model has supported the establishment of an intervention model to support students performing below grade level in reading and math in grades 1 - 3.

The enduring attraction of PCCS for staff, parents and students is a continued commitment to a progressive education program. Exceptionally high levels of staff and family retention and a consistent waitlist at all grade levels are testimony to the appeal of a program dedicated to the lifelong learner. Formal visits to PCCS by the authorizer (annually by Dr. Hillmann and his leadership team) provide reports from the classroom that students are highly engaged and passionate about inquiry-based learning.

The faculty, board and school leadership commits to deepening understanding of how students learn. At the outset of 2016, PCCS developed a strategic plan that has guided action goals throughout the current contractual period (see attachment). These goals, established each year and tied to a teacher-led culture of professional development constantly challenge the school to be responsive to the social/emotional, community and academic needs of each unique child.

2. Is the organization effective and well-run?

As detailed in the self-study and evaluation team report, Prairie Creek Community School is an effectively managed school by all reports and measures.

Financially, Prairie Creek has maintained a commitment to being responsible and careful stewards of public school funds. The success of the school's financial management is detailed in the finance section of the Self Study report. During his annual site visits, Dr. Hillmann meets with the finance committee and board members. He reviews PCCS long-term planning models. The school engages in a process of five year forecasting with a practice of maintaining a strong fund balance that allows for a secure and flexible response to the unpredictable nature of school revenue sources. The school board and finance committee engage transparently with faculty for input and discussion on annual budget decisions. Teachers serve on the committee that meets monthly to review finance reports. Despite limited increases in state revenues during the contractual period, PCCS has maintained the small class size essential to the education program mission while also implementing improvements to the employee compensation and benefits model.

The board engages in an annual retreat with faculty that builds understanding and collaboration around the school mission. During the current contractual period, board members were central to equity professional development. Board members participated in the equity-focused Progressive Education Network conference in the fall of 2019. The Equity Alliance training for all staff was extended to include Cultural Competency training for all board members.

The current school director, Simon Tyler, has been the school's leader since 2011. Director Tyler possesses a Principal's Licensure. He closely collaborates with his own board and connects regularly with Dr. Hillmann and the Northfield district's leadership team on key management questions. PCCS is also a member of the Minnesota Association of Charter Schools (MACS).

Prairie Creek has been in existence since 1983 (founded initially as a private, independent school) and continually revisits its mission to innovative education practices. An equity action goal has seen the establishment of a parent-centered District Advisory Committee review of mission statements. A sub-committee is currently reviewing and revising mission statement language for board review later this spring. The effective management of professional development, facility and finances continues to support the teacher autonomy required to maintain a culture and practice of child-centered education.

3. Is the school meeting its legal obligations?

A public charter school, PCCS is held accountable to a high level of performance by outside reviews of aspects of the program. The school is consistently successful by all these assessments.

For the last eight years, PCCS has attained the MDE School Finance Award. Clean audits are returned by CliftonLarsonAllen. PCCS audited financial statements are accessible to the authorizer, Northfield Public Schools, via the school website. A state compliance review of PCCS' special education program that was completed in the spring of 2020 (see attachments). The review concluded that the school was in full compliance with federal laws and state statutes. The school leader and chief financial officer have considerable experience in managing school environments. The director regularly checks with the authorizer, MDE, MACS and a network of local charter school directors with compliance questions and school legal issues.

The PCCS' Board of Directors engages in comprehensive training that provides knowledge and understanding of school law and compliance. The school has a policy committee that continually reviews policy and procedure and oversees the development of new policies as required. The director stays apprised of legislative updates via MDE and MACS communications.

4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

PCCS has focused academic student accountability goals in the areas of math and literacy. To support student success, evaluation measures for SMART goal setting have shifted to more formative measures such as Fountas and Pinnell for reading and MAP assessments for math. Teachers routinely set goals and review student progress in their multi-age, developmental teams. In math, flexible groupings are now utilized throughout the general education program and teachers are incorporating best instructional practices through training in Lesson Study and Number Talks. To support the challenge of providing math instruction remotely during the pandemic, PCCS adopted a new math curriculum, Zearn, in the summer of 2020.

PCCS has an MDE approved teacher evaluation plan. All teachers are reviewed annually and provided with a summative evaluation on a three year cycle. Teacher growth is supported by a Q Comp funded program of peer coaching. This teacher-led program uses a cognitive coaching design that provides peer to peer feedback on instructional practice. Each teacher establishes SMART instructional growth goals for students as a component of this plan.

PCCS is attentive to the success of subgroup performance in the area of special education and carefully considers strategies to provide additional support where needed. The school has developed and implemented a Title 1 program to support students at risk of not being successful in math. General education funding has also been allocated to support literacy intervention support for students. The special education team provides a model of inclusive education for students with disabilities. The school contracts with a Special Education director and has an on-site coordinator who manages the program. The special education team has designed and implemented social and emotional learning curriculum in collaboration with classroom teachers.

Organizationally, PCCS has been attentive to the demands of increasing school size and managing a larger facility. PCCS has responded to these challenges by hiring a facility management company to assist with building care. The school contracts with a team of IT consultants who meet monthly with a teacher-led committee to guide and support technology management. Fiber optic internet has been installed and the school has added significantly to classroom and student devices in support of remote learning needs.

A new strategic planning process will be undertaken in the spring of 2021. This plan will provide a framework for success during the next contractual period. Progress toward strategic plan goals will be monitored through scheduled updates and reports to the school board.

Self Study

This self-study follows a format similar to the annual data reports that have been provided to the authorizer during the 2016 - 2021 contractual period. Data is drawn primarily from the most recent two annual reports, 2019 and 2020. Comprehensive data from all school years during the contractual period is available in the Accountability section of the school website:
<https://prairiecreek.org/accountability/>

I. Is the Educational Program a Success?

Over the course of the contractual period, Prairie Creek Community School has remained committed to its mission:

- ***PCCS is a community school.*** Parents, teachers, staff, and students cooperate with one another and with others outside the school to create a joyful and challenging climate for learning.
- ***PCCS is a child-centered school.*** We help children discover the power and excitement of their minds, their feelings and bodies, their relationships, their art. We assure children of their value, encourage their accomplishments, and respect their individual learning styles. We value diversity.
- ***PCCS is a progressive school.*** We emphasize cooperation, promote self-reflection, support innovation, and value change. We share our philosophy and practice with others and learn from them.
- ***PCCS aims to make the world a better place.*** We value justice, gender-fairness, and conflict resolution. We educate children to live as responsive, responsible members of their own communities, now and in the future.

Education Program initiatives and innovations during contractual period

PCCS is dedicated to educational innovation in the best traditions of progressive education. The following curricular improvements and developments have taken place during this contractual period:

Innovative Professional Development Model

Student learning is designed by teachers in an innovative community of professional collaboration. Teachers team in professional development committees that review standards and best practices across the curricular areas. Each professional development committee has three classroom teachers, with support from the Director, the special education teachers and part-time specialists. A narrative arc of study is established that frames up the professional development activities for the year ahead.

In addition, the teaching staff participate in two days of professional development at the end of the year for reflection on the year's work and goal setting focused on the mission and purpose of the school. The staff also participate in four days of workshops prior to the start of the school year. The faculty functions as an authentic learning community with teacher leadership employed to develop workshops related to academic and non-academic goals.

In 2018, Prairie Creek Community School was honored with the Minnesota Association of Charter School's Innovation Award for its innovative and teacher powered professional development design.

Educating for Equity

During this current cycle of strategic action, PCCS staff and board has engaged in several initiatives to move forward with a commitment to Educating for Equity:

- Board and Staff Cultural Competency Training with Equity Alliance of Minnesota
- Gender diversity training
- Faculty book clubs. We Want to Do More Than Survive by Bettina Love; A Good Time for the Truth: Race in Minnesota, edited by Sun Yung Shin; Becoming Nicole by Amy Ellis Nut
- A District Advisory Committee represented by staff, board members, community members meets three times a year. The committee is engaged in structured and open conversation on equity topics and school mission
- A sub-committee is in process to review feedback and draft revisions to the supporting language for “PCCS aims to make the world a better place”
- Curriculum-embedded equity initiatives. Teachers engaged in review of how equity topics are systematically integrated into curricular areas such as read alouds and social studies and science centered thematic units. Q Comp funded peer coaching was used as a structure for teachers to strengthen their skills in providing equity-topic centered learning for students.

Arts Initiatives

Progressive education requires a strong commitment to the arts. PCCS provides Music and Visual Arts specialist instruction for all students. The school has a school orchestra serving children in fourth and fifth grade.

The PCCS arts’ committee, comprising teachers, parents and community members provides guidance and planning for a three year cycle of residency experiences for the children.

Residencies during the contractual period:

- 2017 Opera Residency with St. Olaf faculty and students
- 2018 Poetry Residency with Northfield Poet Laureate Rob Hardy*
- 2019 Circus Arts’ Residency with the Circus Juventus Company*
- 2020 Opera Residency with St. Olaf faculty and students

*funded by a grant from the Minnesota Arts’ Board

Community Connections / Parent Education

PCCS is a community school committed to creating opportunities for parents and families to deepen their relationship with the school. Some highlights of events and parent education opportunities during the contractual period:

- 2016 - 2017, activities included parent education on school and family related topics and social events such as a fall carnival, movie nights and family field trips.
- 2017 - 2018, parent education evenings were hosted on the topics of screen time (in collaboration with Northfield Public Schools) and Habits of Mind. Community Connections also organized social events such as a movie night and board game nights.
- 2018 - 2019, parent education evenings were hosted on the topics of Children and Anxiety (presented by Andrea Smothers) and Number Fact Fluency.
- 2019, a community “math night” was hosted at the school to provide parents with strategies and resources to support basic fact fluency initiatives. The teaching faculty planned and presented this workshop. It was attended by over 70 parents. Math game resource kits were provided to all families.

Professional Outreach and Networking

PCCS is committed to forging strong partnerships with local, regional and national networks of progressive educators. Outreach during the contractual period has included:

- In 2016 and 2018, PCCS hosted a one-day conference to share with, and learn from, other progressive educators. The *Imagine* Conference has been a great success, attracting educators from all over the country. The conferences featured panel discussions on topics of education and social justice. PCCS teachers presented workshops, alongside guest presenters from progressive schools and college education programs.
- In 2017, six teachers attended and presented at the national Progressive Education Network (PEN) conference in Boston.
- In the fall of 2019 staff and board members attended the national PEN conference that was hosted at the U of M conference in the Twin Cities. Director Simon Tyler was on the steering committee that helped to plan this conference. Prairie Creek was a host site for conference school visits and over twenty educators from across the nation spent a day on campus observing our program. In addition to numerous workshops on equity focused topics, the conference featured keynote speakers Paul Gorski and Dr. Bettina Love.

Outdoor Learning

PCCS knows the critical importance of providing children with nature based play and learning experiences. The school has a long history of outdoor education. During the contractual period, initiatives have included:

- Annual visits to Wolf Ridge Environmental Learning Center with all fifth graders.
- Teacher professional development with field experts (Professor Tim Goodwin; Joe Walewski).
- Faculty study the natural environment of school grounds for outdoor learning opportunities.
- Development of natural areas (e.g. butterfly garden, Japanese garden).
- Establishment of outdoor classroom spaces.
- Construction of a pavilion to support outdoor learning.
- Immersion of children in outdoor learning, under tent canopies, as an innovative response to the pandemic in the fall of 2020.

Math

At the heart of progressive education is the notion that by creating something you learn about it deeply. In that spirit, at Prairie Creek, we grow both as mathematicians and as math educators when we create math curriculum for our students, weaving elements of multiple existing curricula together in our classrooms. In the past five years, math has been the focus of about a quarter of our professional development. We use lesson study to hone our mathematical language and approaches to complex math concepts. We created a process for assessing student knowledge of foundational facts and developed a series of tools based on brain science to grow students' math fact fluency, flexibility and automacy. Through a series of parent education evenings, we helped parents feel more comfortable with bringing numeracy into their homes in the same way they support literacy. We created a series of videos to illustrate how to play math games in a way that supports math development, how to lead number talks and how to support students in developing mathematical discourse. These resources support parents, new faculty and staff. We continue to be leaders in elementary math, working with professors at St. Olaf to develop new math curricula, presenting at conferences and publishing several articles. This year, to meet the different needs of our students in distance and hybrid learning, we have adopted Zearn Math, a program with on-line and in-classroom components. We continue to explore new math tools such as CueThink, YouCubed, NRich, and Illustrative Math to ensure our students are learning math deeply, no matter their educational setting.

Literacy

- Adopted and implemented new spelling initiatives at each team level to support reading/writing development
- PCCS special education teachers completed Orton-Gillingham training. The special education team coached classroom teachers in the application of Orton-Gillingham strategies in the general education classroom.
- Special Education teachers provided professional development in Orton-Gillingham for K-5 educators in the Northfield district.
- A multi-sensory phonics-based literacy intervention program was developed to support students performing below grade level in reading in grades 1 - 3.

Student Academic Growth – Progress Over Time

2016 - 2021 Contractual Goals

Goal 1: State Assessments (30% weight – 10% per Sub Goal)

Sub Goal 1.1: Absolute Proficiency:

By the conclusion of FY2021, the school-wide proficiency rate for students who have been in the school for at least three consecutive years will meet or exceed the state average proficiency for all students for math and for reading. (10%)

		PCCS	State
Math	2017	67.4%	59.2%
	2018	61.4%	57.7%
	2019	70.5%	55.5%
	2020	No state assessments	No state assessments
	2021		
Reading	2017	73.0%	60.6%
	2018	71.6%	60.4%
	2019	70.5%	58.3%
	2020	No state assessments	No state assessments
	2021		

Sub Goal 1.2: Comparative Proficiency:

a. During the contractual period, the School will demonstrate, on average, higher school wide proficiency rates in math and reading than New Discoveries Montessori Charter School. (5%)

		PCCS	New Discoveries Montessori Charter School
Math	2017	67.4%	39.2%
	2018	61.4%	34.4%
	2019	70.5%	26.1%
	2020	No state assessments	No state assessments
	2021		
Reading	2017	73.0%	53.2%
	2018	71.6%	48.9%
	2019	70.5%	43.2%
	2020	No state assessments	No state assessments
	2021		

b. During the contractual period, the School will demonstrate, on average, higher school wide proficiency rates in math and reading than Sibley Elementary School. (5%)

		PCCS	Sibley Elementary
Math	2017	67.4%	66.0%
	2018	61.4%	75.4%
	2019	70.5%	70.9%
	2020	No state assessments	No state assessments
	2021		
Reading	2017	73.0%	67.8%
	2018	71.6%	73.4%
	2019	70.5%	73.9%
	2020	No state assessments	No state assessments
	2021		

Sub Goal 1.3: Growth.

During the contractual period, the School's combined (Reading and Math) weighted average growth z-score will, on average, exceed 0 (10%)

	PCCS Reading & Math Average Growth z - score
2017	-0.1387
2018	-0.1387
2019	3.8065
2020	No state assessments
2021	

Goal 2: Nationally Normed Assessment (15% weight)

During the contractual period, an average of 50% of students in grades 1 - 5 will meet their targeted rate of growth in math, as measured by the NWEA MAP Math assessment, from fall to fall.

	PCCS NWEA Growth (fall to fall)
2017	57.4%
2018	45.5%
2019	49.3%
2020	46.4%
2021	

Goal 3: Reading Growth Goals (15% weight)

During the contractual period, the School will establish fall to spring growth goals, aligned with ELA standards, for children in K through 3 utilizing the Fountas and Pinnell comprehensive system. An average of 66% of all students will meet growth targets.

Goal 4: World's Best Workforce Goals (20% weight – 5% per Sub Goal)**Sub Goal 4.1 All Students Ready for Kindergarten (5%)**

By the conclusion of FY 2021, 75% of incoming kindergarten students will be academically and behaviorally ready for kindergarten.

(The K/1 Team conducted Kindergarten Readiness Assessments prior to the onset of the FY 2021 school year with all incoming kindergarteners. The Readiness Assessments include literacy assessments, math assessments, and collection of social-emotional readiness data. The assessments are conducted 1 on 1 with the child's teacher in an interview setting and are based on kindergarten readiness benchmarks.)

A: 75% of incoming Kindergarteners know that letters and sounds are connected, as evidenced by identifying 1 or more letter(s) and the corresponding sound in the Pre-K letter/sound assessment.
Result: 27 out of 30 (90% of students) were able to identify 1 or more letter(s) and the corresponding sound in the Pre-K Literacy Assessment.

B: 75% of incoming Kindergarteners are able to count 5 or more objects, using 1 to 1 correspondence, as evidenced by the Pre-K Math Assessment Data.
Result: 30 out of 30 (100% of students) were able to count 5 or more objects, using 1 to 1 correspondence, as evidenced by the Pre-K Math Assessment Data.

C: 75% of incoming Kindergarteners are able to communicate their thinking by responding verbally to questions as evidenced by the pre-K teacher readiness interview.
Result: 27 out of 30 (90% of students) were able to communicate their thinking by responding verbally to questions in readiness interviews.

Sub Goal 4.2 All Students in Third Grade Achieving Grade-Level Literacy (5%)

By the conclusion of FY 2021, 77% of 3rd grade students will attain Level O for comprehension as measured by the Fountas and Pinnell independent leveled reading program.

	% attaining Fountas and Pinnell Level O
2017	77%
2018	90%
2019	96.7%
2020	No data
2021	

Sub Goal 4.3 Closing Achievement Gap(s) (5%)

Achievement Gap Reduction. By the conclusion of FY2021, for each reading and math, the proficiency index for the Special Education subgroup will be:

$[\text{One-third of } (100 - 2016 \text{ Special Education subgroup proficiency index})] + 2016 \text{ Special Education subgroup proficiency index.}$

Sub Goal 4.4 All Students Career and College-Ready by Graduation (5%)

By the conclusion of FY 2021, 100% of fifth grade students will complete and present an Honors Project each spring.

Result: 100% of graduating fifth grade students completed and presented an Honors Project in each of the contractual years.

Goal 5: Academic Governance (20% weight)

The School will implement an Academic Governance Plan to critically evaluate and strategically lead the School's academic performance and improvement. The School shall include a summary of its findings in the School's board minutes no less than twice annually.

Result: Goal met. WBWF and Annual Report documented in board agenda and minutes.

Student Engagement

Consistent Attendance percentage for 2020 was 95.3% (State: 85.3%).
(data from Minnesota Report Card)

Enrollment is expected to be at the targeted 180 students for the 2020/2021 school year.

	15-16	16-17	17-18	18-19	19-20
Enrollment (K-5)	180	180	180	179	179
Average Daily Membership	180.00	179.93	179.78	178.52	179

Unique Education Objectives

PCCS's progressive philosophy aligns closely with current research and best practices for developing 21st century skills. The school is a multi-age, active learning environment that fosters creativity, critical thinking, and a passion for learning. The school places a strong emphasis on the value of outdoor learning, play, the arts and the development of social and emotional intelligence. PCCS is committed to strategic action work centered on educating for equity. This work is reflected in the strategic action goals.

The academic program is centered on a philosophy, rooted in the teachings of John Dewey and other progressive educators, that holds that children will construct an understanding of the world from genuine experiences. Consequently, children engage in thematic study and individual projects throughout the school year. Teachers tailor this study to the children's developmental stages as they progress through the K - 5 program. Interdisciplinary study is aligned to standards through an annual review by teacher professional development committees. Comprehensive literacy and math plans support this work and ensure continuity and opportunity for reading, writing and numeracy to also connect in authentic ways with other subject areas. PCCS has a strong commitment to the arts. Specialists teach all children in the fields of visual art, Music and Spanish. A team of teaching assistants provides an additional level of child-centered support.

The general education program is supported by a team of three licensed special education teachers and paraprofessionals that serve Individual Education Program Plan needs. A licensed Math/Literacy Intervention teacher works with children who require additional literacy and math support in the general education setting.

PCCS is committed to a robust and authentic model of teacher evaluation. All teachers participate in a peer coaching program funded by Q Comp. Teachers are evaluated by the school Director in accordance with the school's teacher evaluation plan.

Student Evaluation

PCCS is structured around a small, multi-age classroom model to provide a child-centered learning environment. Academic and non-academic goals are established for each child at a fall parent/student/teacher conference. Beyond state accountability measures that are detailed in this report, progress is monitored through formative assessments in math and literacy and a variety of measures including projects and performance in thematic study areas. Narrative reports that detail student progress are provided to families at the winter and spring conferences.

II. Is the Organization Effective and Well-Run?

Financial Performance

Colleen Braucher is the Office Manager and Human Resources Coordinator and Keith Johnson is the Chief Financial Officer. The Prairie Creek School Board and Finance Committee meet on the 4th Thursday of each month and the school's financial information is carefully reviewed and discussed at each meeting.

PCCS has steadily built a strong fund balance reserve, finishing FY20 with a fund balance of \$714,733 (33.2% of annual expenditures) which has kept the school fiscally sound and well positioned to weather unforeseen events. The audited Financial Statements for the year ending June 30, 2020 show General Fund total revenue at \$2,200,559 and General Fund total expenses in the amount of \$2,168,516 resulting in a Net Income of \$32,043. CliftonLarsonAllen, an independent auditor, has conducted PCCS's financial analysis.

School Demand

	16-17	17-18	18-19	19-20
Enrollment (K-5)	180	180	179	179
Average Daily Membership	179.93	179.78	178.52	179

Prairie Creek Community School is fully enrolled at 180 students in 2020/21 and maintains a waitlist for open spots.

Parent Satisfaction

Each spring (excluding the pandemic spring of 2019), PCCS distributes a parent engagement and satisfaction survey to parents/guardians of PCCS students.

The table below shows the average score for the four survey domains. The average rating for all four domains fell between the "Agree" (a rating of 3) and "Strongly Agree" (a rating of 4) response options.

Average Response on Parental Engagement and Satisfaction Survey over Time

Domain	2016-2017	2017-2018	2018-2019
Community and Climate	3.72	3.78	3.82
Curriculum and Learning	3.55	3.66	3.65
Faculty and Staff	3.67	3.77	3.81
Governance and Administration	3.76	3.72	3.69

Governance

The membership of the Board is composed of parents and/or guardians of currently enrolled PCCS students, staff members and community members. The School Board consists of nine members. The Director and Chief Financial Officer serve as non-voting members. Terms of the members run from July 1 to June 30.

There were nine voting members of the PCCS Board for the 2019-2020 school year. Specific information for each board member can be found in Table 14 below. Overall, board members had an average attendance rate of 86%.

Agendas, meeting minutes, policies, budgets and audited statements are posted on the website: www.prairiecreek.org

Board Members 2019-2020

Member Name	Board Position	Affiliation	Term End Date	Email Address
Ben Miller	Chair	Parent	6/30/2021	bmillers-board@prairiecreek.org
Kelsey Fitschen Hemmah	Secretary	Teacher	6/30/2020	kfitschen@prairiecreek.org
Ryan Krominga	Treasurer	Parent	6/30/2020	rkrominga-board@prairiecreek.org
Bonnie Jean Flom	Vice-Chair	Community Member	6/30/2021	bjflom-board@prairiecreek.org
Lisa Percy	Member	Parent	6/30/2021	lpercy-board@prairiecreek.org

Jason Buckmeier	Member	Parent	6/30/2020	jbuckmeier-board@prairiecreek.org
Don Findlay	Member	Community Member	6/30/2022	dfindlay-board@prairiecreek.org
Molly McGovern Wills	Member	Teacher	6/30/2021	mmcgovern@prairiecreek.org
Trish Beckman	Member	Parent	6/30/2020	tbeckman-board@prairiecreek.org

Leadership

Administrative Team

Executive Director	Simon Tyler*
Chief Financial Officer	Keith Johnson
Office Manager	Colleen Braucher
Administrative Assistants	Theresa Nemec / Diana Drager

*The school director has a Principal's License

III. Is the School Meeting Its Legal Obligations?

Financial Reporting & Accountability

State finance reports are filed appropriately and on time, including STAR, MARSS, preliminary fall UFARS, audit to MDE.

Services for Special Education Students

Prairie Creek Community School contracts with Lee-Ann Sanborn of Sanborn Education Associates, Inc. for its Special Education director.

During the 2019-2020 school year, a team from MDE conducted a review of the special education program at PCCS. The purpose of the MDE Compliance Review was to determine whether the district's current special education program is conducted consistent with state and federal laws and rules. The district was formally notified of zero individual findings of noncompliance for individual student records and no formal complaints were identified for the district.

Additionally, the Special Education Teachers at Prairie Creek have all completed Orton Gillingham Training to support students with dyslexia and students with learning differences. The team utilized this training to support the general education teachers and intervention teacher. This included

providing tools and training to support all learners at Prairie Creek Community School. This initiative has been implemented across all grade levels to support children with their reading and writing skills.

Services for English Language Learners

Prairie Creek Community School does not have any ELL students currently registered.

Is the school faithful to the terms of its contract?

- A. The school is aware of contractual requirements and has procedures and policies in place to review, communicate, and ensure compliance.**

Board members are familiar with the charter contract.

Board members each complete a comprehensive program of board training in the areas of finance, governance and employment within twelve months of accepting a position on the board.

Policies and procedures are in place to ensure compliance with all elements of public school and charter school law.

The school has the following documents that are evidence that there is compliance with all contractual requirements:

- By-laws of Prairie Creek Community School
- Teaching licenses or variances of all faculty and staff
- Board roster, nominations process and election process
- All audits of the school
- Admissions policy
- Assurances of Compliance for Special Education
- Special Education district manual
- Insurance policy documents for the school
- Immunization forms for all students
- Discipline and Behavior Policy; Bullying Prohibition policies

A complete list of all school policies and reports are available on the school website.

- B. The school is aware of statutory and regulatory requirements and has procedures and policies in place to review, communicate, and ensure compliance.**

The Board ensures compliance through access to professional legal counsel

Prairie Creek consults with Laura Booth of Ratwik, Roszak & Maloney, P.A. She advises the director and board regarding matters of employment, policy and compliance. The services of our member association Minnesota of Charter Schools (MACs) are also available to the school.

Policies are in place to meet statutory and regulatory requirements including health, safety, and building codes.

Prairie Creek has the following procedures in place to ensure that all staff and children have proper training in safety and that the building meets all necessary health and safety requirements:

- Annual health and safety training conducted by the Institute for Environmental Assessment (IEA) and the school nurse
- Requirement that all children be current with immunization or have a conscientious objector form on file
- Regular inspections to ensure drinking water is contaminant free
- CPR and First Aid training for staff on a two year cycle of training
- Fire Marshal safety inspections
- Crisis Management Plan - reviewed annually by Crisis Management Team
- Annual completion of required lockdown/safety drills

IV. Are strategies in place for sustaining success and continuing to improve over the next charter term?

Strategic Planning Process

PCCS is concluding a four year strategic plan cycle in 2020/2021. In the spring of 2021, board and staff will begin the process of reflection and a new cycle of strategic planning. This strategic work will encompass fiscal and program sustainability planning during, and beyond, the pandemic.

Attachment A: Charter School Assurances



2020-21 Annual Charter School Assurances

The following assurances must be signed by all operational charter schools annually.

- 1. I assure that the charter school has looked for facilities that comply with Minnesota Statutes, section 124E.13, subdivision 1 and Minnesota Statutes, section 124E.03, subdivision 2(a).**

If the lease is with a sectarian organization:

I assure students at the charter school are screened from any involvement with or exposure to any of the sectarian organization's religious activities occurring on school property during the school day or during school-sponsored events.

- a. Identify any involvement of any of the charter school's school directors, administrators, or teachers in the sectarian organization. none
- b. Identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with the sectarian organization. none
- c. Identify and describe any activities by the sectarian organization in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events. none

- 2. I assure that the charter school has taken steps to maintain nonsectarian school facilities in compliance with Minnesota Statutes, section 124E.06, subdivision 3(c).**

- a. Apart from items displayed only during the meetings of after-school student-only clubs, identify and describe all religious texts, symbols, quotations, or objects displayed at your school facilities on school days. none
- b. If religious texts or multiple substantive quotations from religious texts are used in any classes or teaching materials other than in survey classes that teach about multiple religions, describe the texts or materials and quotations. none
- c. Describe all prayers, calls to prayers, invocations, readings of religious texts, and religious greetings that have been delivered in connection with school activities. none

- 3. I assure that the charter school has a board-adopted religious accommodation policy that accords equal treatment of and access to all religions.**

The most recent version of the policy is attached. (Attach a copy of the policy.)

The policy submitted with previous assurances has not changed.

4. I assure that if the charter school allows religious or other activities on school property during non-instructional time, there is a board-adopted policy allowing equal access to all groups and that such access otherwise complies with Minnesota Statutes, section 124E.06, subdivision 3(c).
 The most recent version of the policy is attached. (Attach a copy of the policy.)
 The policy submitted with previous assurances has not changed.
5. I assure that the charter school does not involve itself in religious activities, consistent with Minnesota Statutes, section 124E.06, subdivision 3(c), including by recruiting employees, parents or other volunteers for such activities.
- a. If you have not already done so in Assurance 1(b), identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with any sectarian organization. none
- b. If you have not already done so in Assurance 1(c), identify and describe any activities by sectarian organizations in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events. none
- c. Identify and describe any instance in which your school took the religion of an individual into account in (a) the hiring, firing, discipline or assignment of your faculty, staff, vendors, or contractors; (b) the recruitment, admission or discipline of students; or (c) decisions regarding the resources made available to student groups. none
6. I assure that food served at the charter school satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with Minnesota Statutes, section 124E.03, subdivision 2(a).
- a. Describe any religious-based restrictions that your charter school places on the types of food that may be consumed on its premises. none
7. I assure that the charter school follows the state data practices law, consistent with Minnesota Statutes, section 124E.03, subdivision 5, including regarding staff ability to report unethical or fraudulent actions of a charter where they work, and that the charter school's board has attended trainings that include state data practices law.
 The most recent version of the policy is attached. (Attach a copy of the policy.)
 The policy submitted with previous assurances has not changed.
- a. Please list the dates that the trainings took place: 9.24.20
8. I assure that, if the charter school has a waiting list for acceptance into the school, a lottery is conducted that does not select students based on religious preference and that the lottery otherwise complies with Minnesota Statutes, section 124E.11.
 The most recent version of the policy is attached. (Attach a copy of the policy.)
 The policy submitted with previous assurances has not changed.
9. I assure that the charter school has a neutral dress code and/or uniform policy that does not promote a particular religion or particular religious customs and that the school does not, through its enforcement of dress code and/or uniform policy, restrict opportunity to participate in school activities.

- The most recent version of the policy is attached. (Attach a copy of the policy.)
 The policy submitted with previous assurances has not changed.
 Describe the policy, if it is unwritten.

Charter School Information

Name of Charter School: **Prairie Creek Community School**

Charter Local Educational Agency (LEA) Number: **4090**

Name of Charter School's Authorizer: **Northfield Public Schools**

Certification of Assurances by Director of Charter School

Printed Name: **Simon Tyler**

Title: **Director**

Signature: 

Date: **9.24.20**

Certification of Assurances by Board Chair of Charter School

Printed Name: **Ben Miller**

Title: **Board Chair**

Signature: 

Date: **9/22/20**

Attachment B: Special Education Compliance Review



June 19, 2020

Lee Ann Sanborn
Special Education Director
Prairie Creek Community School 4090-07
lasanborn@centurylink.net

Re: Special Education Program Compliance Review Final Report

Dear Director Sanborn:

During this past year, a team from the Minnesota Department of Education (MDE) conducted a review of the special education programs in Prairie Creek Community School 4090-07. The purpose of the MDE Review was to determine whether the local educational agency's (LEA) current special education programs are conducted consistent with state and federal laws and rules. We appreciated the cooperation and assistance provided by your staff during the course of the review. Compliance reviews are intended to be positive learning experiences both for the LEA and for state department staff.

Enclosed is the Special Education Program Compliance Review Final Report. MDE has found the LEA to demonstrate full compliance. Therefore, no findings are being issued and no corrective action plan is required for Prairie Creek Community School 4090-07. For ongoing technical assistance, the LEA is encouraged to contact its lead monitor, Christian Kline, 651-582-8277, christian.kline@state.mn.us. The administration and special education staff is commended for its commitment to providing compliant services to children with disabilities and their families. The Division of Compliance and Assistance appreciates the efforts that resulted in this exemplary outcome.

Sincerely,

A handwritten signature in black ink, appearing to read 'Erin Levin', with a long, sweeping underline.

Erin Levin
Program Monitoring Supervisor
Division of Compliance and Assistance

EL/dp

Encl: Special Education Program Compliance Review Final Report

Cc: Simon Tyler, Director, Prairie Creek Community School 4090-07, styer@prairiecreek.org
Matt Hillmann, Charter Contact, Northfield Public School District 0659-01,
mhillmann@northfieldschools.org
Christian Kline, Compliance Specialist, Division of Compliance and Assistance

Attachment C: Strategic Plan Overview

Strategic Plan

The Strategic Plan centers on the school mission and philosophy. The three guiding areas of the plan are:

Enhance our Progressive Education Program

Our school continues to breathe the philosophy and practice of progressive education as determined by our founding families. By sustaining our initial values, Prairie Creek Community School will continue to provide leadership in the area of progressive education and examples of best practices for child centered learning. We will showcase student growth with relentless attention to the developmental needs of each learner. We will continue to attend to the individual and social growth of each child as we enhance our educational program. Thoughtfulness and care will be taken as we integrate technology and innovation within our educational program. Through shared experience and intentional program development, our school will fulfill its mission to make the world a better place.

Outreach

Prairie Creek Community School has been a local leader in progressive education for over 30 years. We have a rich tradition and a vibrant present that we will share with our school community, our region, and the broader progressive education movement. Prairie Creek will continue to examine, celebrate and reflect upon the school's core values and develop a coherent voice when articulating our philosophy. We will systematically communicate our mission and purpose to a diverse audience. We will establish partnerships with educators to deepen our own understanding of progressive education and best practices in the teaching of children.

Community Engagement and Program Sustainability

As a public progressive community school we are committed to providing a well- resourced child-centered environment that recognizes the importance of small class size. Prairie Creek Community School supports and develops progressive educators, invests in their continuing professional development, and creates an inspiring work environment. Prairie Creek Community School seeks the community's engagement in volunteer service and fundraising initiatives. The School Board will guide fundraising strategies that will be implemented within the context of responsible, multi-year budget projections.

The school's work towards the strategic plan goals are supported by board led committees and progress is systematically reviewed at board meetings.

Strategic Action Goals 2020 - 2021

Educating for Equity Initiatives

- In 2019/2020 PCCS established a new District Advisory Committee that provided a forum for focused conversation on mission and equity initiatives. This committee will meet three times in 2020/2021 to provide input on mission language and strategic goals. A sub-committee will be formed to draft revised mission language.
- All PCCS staff and board members will engage in Cultural Competency and implicit bias training in 2020/2021. This training will be conducted by Equity Alliance of Minnesota. The training will also encompass relicensure requirements for teachers
- PCCS faculty will review and reflect on the curriculum-embedded equity initiatives. Teachers will engage in review of how equity topics are systematically integrated into social studies and science centered thematic units. Theme curriculum maps will be used to document this work.

Authorizer Contract Renewal

The current five year contract between PCCS and authorizer Northfield Public Schools is up for renewal in 2021. During the 2020/21 school year, PCCS will engage in a comprehensive self study and contract renewal application process with the authorizer.

Strategic Plan Cycle

PCCS is concluding a four year strategic plan cycle in 2020/2021. In the spring of 2021, board and staff will enter a new cycle of strategic planning. This strategic work will encompass fiscal and program sustainability planning during and beyond the pandemic.

Attachment D: Site Visit Report

Prairie Creek Charter School Authorizer Annual Site Visit: 2019-20
Tuesday, December 3, 2019

Introduction

On Tuesday, December 3, 2019, a team representing Northfield Public Schools in its Charter School Authorizer role, visited Prairie Creek Charter School for a full day site visit. The team members included Dr. Matt Hillmann, Superintendent of Northfield Public Schools, and Mary Grace Hanson, Director of Teaching and Learning for Northfield Public Schools. The information and evidence for this report were gathered during the site visit to Prairie Creek.

The purpose of the visit was to gather data on these four key questions:

1. Is the educational program a success?
2. Is the organization efficient and well run?
3. Is the school meeting its legal obligations?
4. Are strategies in place for sustaining success and continuing to improve over the next charter term?

Schedule

Time	Meeting	Location
7:45-8:00	Meet with Simon-review schedule Coffee and treats	Simon's Office
8:00-8:30	Check-in with parents Margit, Elizabeth, Ryan	Simon's Office
8:30-9:15	Check in with board members: Ben Miller, Ryan Krominga, Keith Johnson	Simon's Office
9:15-9:30	BREAK	Simon's Office
9:30-10:15	Classroom Visits 2/3s Literacy Time	Egrets (Molly) Meadowlarks (Amy H) Cranes (Nancy)
10:15-11:00	Classroom Visits K/1s Mixed Math Groups	Nuthatches (Amy B) Doves (Amy N) Chickadees (Amanda)
11:00-11:15	BREAK	Simon's Office
11:15-11:45	Conversation with Special Education Team; Literacy/Math	Stage; Kelsey Fitschen, Carley Maley, Michelle Bigalke, Lisa Molitor

Scores in %	2016	2017	2018	2019
Prairie Creek Reading	73.0	73.0	71.6	70.5
State Reading	60.2	60.6	60.4	58.3
Prairie Creek Math	66.3	67.4	61.4	70.5
State Math	60.1	59.2	57.7	55.5
Prairie Creek Science	66.7	70.0	73.3	85.7
State Science	62.1	60.6	58.7	54.9

The parents who spent time with the team were highly complimentary of the community atmosphere at Prairie Creek. The social-emotional work and emphasis on character shine. A parent described this as emphasizing eulogy skills as well as resume skills (emphasizing traits a person would want to have said at the eulogy). One student told a neighbor that there are no

bullies at Prairie Creek. The "Solve a Problem" chart is consistently used with students. The whole child is known and embraced. Communication with parents is excellent; there is an abundance of emails. One example cited as being particularly appreciated is the inclusion of Questions to Ask at Home or Conversation Starters. Teachers include these questions in the newsletters or emails so parents have specific prompts for discussion starters with their children rather than the standard "What did you do today?" "Nothing." Problems and issues are addressed quickly, and parents were satisfied with how those are resolved. Parents like the small size of the classes and the school. A positive aspect of the education at Prairie Creek is the emphasis on outdoor activities: students are expected to go outside several times during the day with purpose and to explore. Recess is supervised by the teachers who have regular conversations with students on behavior expectations and routines. One area for improvement suggested by the parents is to continue to examine diversity in students and staff and to develop steps to increase diversity, especially in the hiring of new staff. Overall, the parents were extremely happy and satisfied with their experiences and their children's education at Prairie Creek.

The special education team felt that things are going well. They are working together well as a team and continue to develop a relationship with the interventionist. They are more intentional with interventions and data. The communication between special education teachers, and the general education teachers has improved. This is a result of intentional effort and professional learning. All four members of this department have completed the Orton-Gillingham training for reading instruction. They embrace the continuous improvement model, and one item for improvement is working with Northfield Middle School on transitioning the Prairie Creek special education students to the MS. They will continue to work on improving the systems and interventions with an emphasis on training for classroom teachers to provide interventions in the classroom. They are appreciative of Northfield Public Schools as their authorizer and Kelley Forkolb and Tyler Faust for providing CPI training.

The team visited the K/1 classrooms during mixed math groups. All three classes were playing an appropriate math game: one class was working on addition facts to 10; one class was working on adding and subtracting with the 100s chart; and one class was adding and subtracting on 10 frames. The team visited the 2/3 classrooms during literacy time: one class was learning about the writing circle procedure which they will use during December; one class was making lists about how to help an animal shelter; and one class was working individually or in small groups on word work. The team visited the 4/5 classrooms: one class was practicing a play based on the framing of the constitution; one class was working on Northfield history; and one class was constructing an abacus as part of their Silk Road unit. The students and teachers were engaged in their work.

Key Question 2: Is the organization effective and well run?

Prairie Creek is effective and well run. Simon Tyler is an experienced director. The board and finance committee are knowledgeable and committed to the success of students. The school board has nine members including elected members, parents, and teachers. The board understands their roles and responsibilities. The members all receive training from the Minnesota Association of Charter Schools (MACS). The main challenge facing the board is the long-term support from the state and federal levels. Give to the Max was highly successful this year raising almost \$50,000. The board has formed an advisory committee of parents to hold meaningful conversations and gather qualitative data to help inform the board to determine the right solutions to issues.

The fund balance policy is to maintain a minimum of 25%. Budgets are planned with a three-year budget projection. The board is starting to look at a five-year plan so there are no surprises. There is an active finance committee; budget planning begins in January. Teachers are members of the finance committee. This has resulted in teachers having more understanding of the finances, understanding the key financial questions and issues, and more openness and transparency. Teachers understand the impact of plans and decisions. The inclusion of teachers in the financial process has resulted in more transparency without being alarmist.

	2015-16	2016-17	2017-18	2018-19
Fund Balance	32.7%	32.9%	31.6%	30.15%

The school lunch program is outsourced to Done Right Foods. Prairie Creek serves breakfast and lunch. They had an audit by MDE this year. There were no financial findings. MDE will send the final audit report soon.

Key Question 3: Is the school meeting its legal obligations?

The visitation team observes that, based on the available information, Prairie Creek is working diligently to meet its legal obligations. Regular meetings with the business manager, the director, and the finance committee is a good practice. The Special Education team is functioning well. Reports are filed in a timely manner to meet required deadlines. The audit by CliftonLarsonAllen reports that Prairie Creek has met its financial reporting responsibilities.

Key Question 4: Are strategies in place for sustaining success and continuing to improve over the next charter term?

Strategies are in place for continuous improvement and sustainability. Financial considerations are of concern. Action plans for development are a priority. This will be an on-going

conversation. The five year budget planning and projections will be vital. The goal for this year is to raise \$75,000.

There are several areas of strategic goals: equity initiatives, education programs, community/outreach, and program sustainability. The equity initiatives are a priority. The policy manual will be reviewed; additional parent education opportunities will be pursued; the staff will read We Want to do More than Survive by Dr. Bettina Love. The education program goals include the math foundational skills initiative and a focus on outdoor learning. Community connections and parent volunteerism, parent education, outreach/networking, and legislative/MACS are areas of work for 2019-20.

With the strategic plan, goals and action steps, and staff development in place, Prairie Creek is on track for sustained success and continuous improvement for the next charter term.

Summary

Prairie Creek Charter School demonstrated affirmative attainment of all four key questions during the 2019-20 site visit. It is an effective and well-run organization. Based on available information, Prairie Creek Charter School is meeting its legal obligation. Prairie Creek is a school that demonstrates a commitment to sustaining success and continuous improvement and lives out its mission of building community, child-centered, progressive education, and making the world a better place.

Arcadia Charter School

Annual Report
January 11, 2021

	Budgeted Amounts		Actual Amounts	Variance with Final Budget
	Original	Final		
Revenues				
Other local and county revenue	\$ 48,800	\$ 61,900	\$ 45,182	\$ (16,718)
Interest earned on investments	-	500	499	(1)
Revenue from state sources	1,911,493	1,885,967	1,835,662	(50,305)
Revenue from federal sources	65,200	76,620	73,839	(2,781)
Total Revenues	<u>2,025,493</u>	<u>2,024,987</u>	<u>1,955,182</u>	<u>(69,805)</u>
Expenditures				
Current				
Administration	145,400	141,400	149,889	(8,489)
District support services	105,142	114,150	107,274	6,876
Elementary and secondary regular instruction	631,295	624,194	592,215	31,979
Special education instruction	818,864	860,065	795,449	64,616
Instructional support services	13,591	22,954	18,081	4,873
Pupil support services	15,460	30,800	23,561	7,239
Sites and buildings	263,650	255,020	244,248	10,772
Fiscal and other fixed cost programs	7,300	7,876	7,797	79
Capital outlay				
Elementary and secondary regular instruction	11,050	29,650	21,316	8,334
Special education instruction	1,500	800	1,570	(770)
Sites and buildings	6,000	-	-	-
Total Expenditures	<u>2,019,252</u>	<u>2,086,909</u>	<u>1,961,400</u>	<u>125,509</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	6,241	(61,922)	(6,218)	55,704
Other Financing Uses				
Transfers out	(10,248)	(3,598)	(3,320)	278
Net Change in Fund Balances	(4,007)	(65,520)	(9,538)	55,982
Fund Balances, July 1	270,042	270,042	270,042	-
Fund Balances, June 30	<u>\$ 266,035</u>	<u>\$ 204,522</u>	<u>\$ 260,504</u>	<u>\$ 55,982</u>



It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education, future employment, and engaged citizenship.

Engaging Students in 2020

Field trip to the Extreme Sandbox



Field trip to Normandale's Japanese Garden



Questions?





**Special Education Finance and
Maintenance of Effort**

Cheryl Hall

Director of Special Services

Presented to the Board on 01/11/2021

The purpose of this presentation is to provide the school board with an overview of special education finance and the role of Maintenance of Effort. Due to the pandemic and the changes in our education programs during this peacetime emergency there are financial implications we must address now to prevent future negative impacts on our financial budget.

Special Education Funding and Federal Individuals with Disability Education Act mandates:

When we think about students who receive special education services we need to remember that they are general education students first and they also generate general education revenue. The district receives additional revenue for students who meet criteria for special education services from the federal and state government. The mandates set forth in the federal law, Individuals with Disabilities Education Act, (IDEA) was to be supported with federal revenue of up to 40% of the excess cost of educating children with disabilities. We have never reached that level of federal funding and the current national average received by states is approximately 14.3 % of that 40% promised. In Minnesota we receive closer to 8% of the costs. Each state funding formula and legislative statutes and rules vary in their requirements to deliver special education services and Minnesota exceeds the federal levels, thus creating a greater disparity between revenue and expenditures.

The Special Education Expenditures have increased by approximately 10% each year over the last five years. This is due to several factors including a change in the funding formula in 2015. The new formula based on school census data was intended to be more equitable however, districts are experiencing larger gaps in funding. We have also seen an increase in the identification of students in special education. These students are also being identified with more significant needs including a growing number with particularly complex medical, mental health or behavioral needs.

Cross Subsidy and Maintenance of Effort:

When the expenditures for special education exceed the federal and state revenue generated in the funding formulas, the district is responsible to pay for the unfunded excess cost which is called the "cross -subsidy". Special education services are determined by each Individual Education Program (IEP) team as deemed necessary for a student to receive a Free and Appropriate Public Education, (F.A.P.E.) and are mandated services that the district must provide. The district is also required to spend that same amount of state funds from year to year and can not lessen that amount as an administrative convenience. This is known as the Maintenance of Effort or MOE.

A school district special education budget can be reduced only if the following exceptions are met:

1. The voluntary departure, retirement of , departure for just cause, of special education or related services personnel.
2. A decrease in enrollment of children with disabilities-Childcount
3. A Child, as part of a high cost program, moves, leaves the district, ages out, or no longer is in need of the program. (ie ASL Interpreter or Portage enrollment-decreased EA supports)
4. Termination of costly expenditures
5. Termination of Obligation

COVID -19 Impact on Maintenance of Effort:

In the spring of 2020 during the peacetime emergency and school closures, the district was able to reassign special education staff to areas of need such as Tier 1 emergency child care and supporting all students during distance learning. Districts were allowed to continue to code and fund these positions with special education funds with no financial consequences.

During FY 21 we are again allowed to reassign special education staff as needed to support efforts in Tier 1 child care when the district is in a Hybrid or Distance Learning model. However, we must track these changes and are required to meet our maintenance of effort during this time. The Federal Government has not provided states with a waiver from the obligation to expend the same amount of money for the provision of special education.

The special education and finance departments are working together to identify any staffing changes that are related to any reduction in or reassignment of special education staff due to the COVID-19 pandemic. We are in the process of gathering the necessary data to understand the impact of these changes and reductions on our ability to meet MOE.

Potential Solutions:

One of the solutions to meet MOE is to consider other potential needs in special education that require more services during the 20-21 school year and to then increase services through addition of FTE. As we track staffing reassignments and changes due to the pivots in our learning models we are able to understand more about the impact on specific areas of special education workloads. One area identified as an area of increased need is Early Childhood Special Education. Children ages Birth to age 5 who are being referred for special and requiring a high level of intervention that the district has not experienced in the past several years. The early childhood special education (ECSE), Neurobiological (NB) and our ECSE Resource Program has gone from 1.5 sections projected for this school year to 4 sections at this time. Each section can serve up to 8 children with significant needs related to autism, significant communication, social emotional and behavior. Children in these programs as well as our integrated preschool programs require the support of an OT for specific interventions required by a specialist in this area. The implementation of the COVID-19 Safe Learning models at the Early Childhood programs has also created unintended challenges in meeting all of the needs of our children on IEPs. The EC programs are following a hybrid model to provide a high level of safety for children and adults working with this population. It is more difficult to group students for services while maintaining Cohorts. This is creating difficulty with scheduling appropriate amounts of time for services based on the IEP. The additional OT specialist would allow us to meet the required IEP services and meet the workload requirements of our current staff. The position could also be allocated to the elementary level as well to provide additional support if needed and time allowed as we have experienced increased needs at this level as well.

The finance and special education departments will continue to work throughout the school year to assure we are able to respond to the challenges and requirements during this pandemic to allow the district to move forward with financial stability.

Special Education Finance & Maintenance of Effort

Cheryl Hall
Director of Special Services

01.11.2021



Intended Outcomes:

1. Provide an overview of Special Education Funding
2. Increase the understanding of Maintenance of Effort (MOE)
3. Impact of COVID-19 and Distance Learning on MOE
4. Review options to decrease the negative impact on the district's general fund budget

All Students are General Education students first

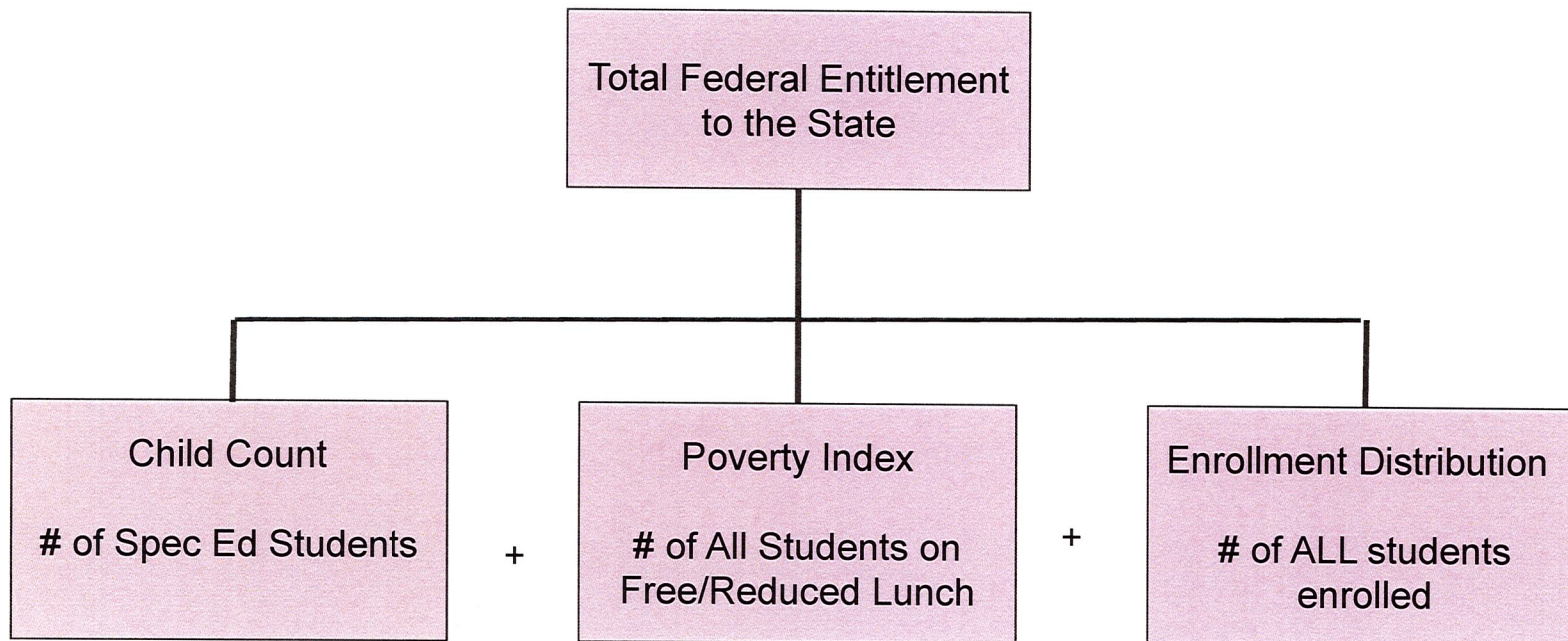
- Students who meet criteria for services for Special Education programs generate general education revenue (~\$6,567)
- Additional Funding for Special Education is generated by:

Federal \$* + State \$

= Total Sped Revenue

*IDEA: Promised 40% of costs would be covered by Federal \$
Today states receive only approx. 14.3% of the 40% promised.

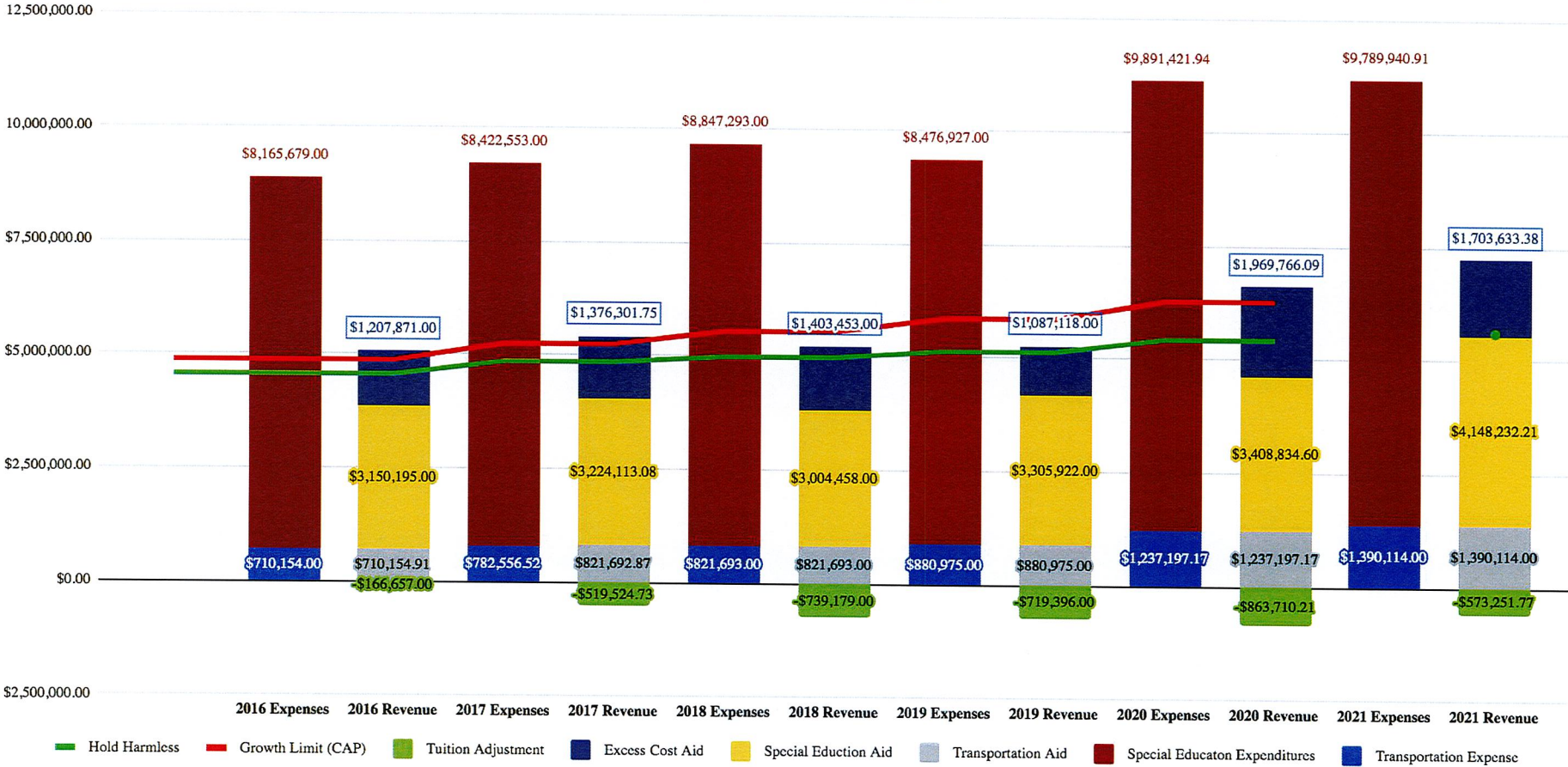
Federal Special Education Revenue



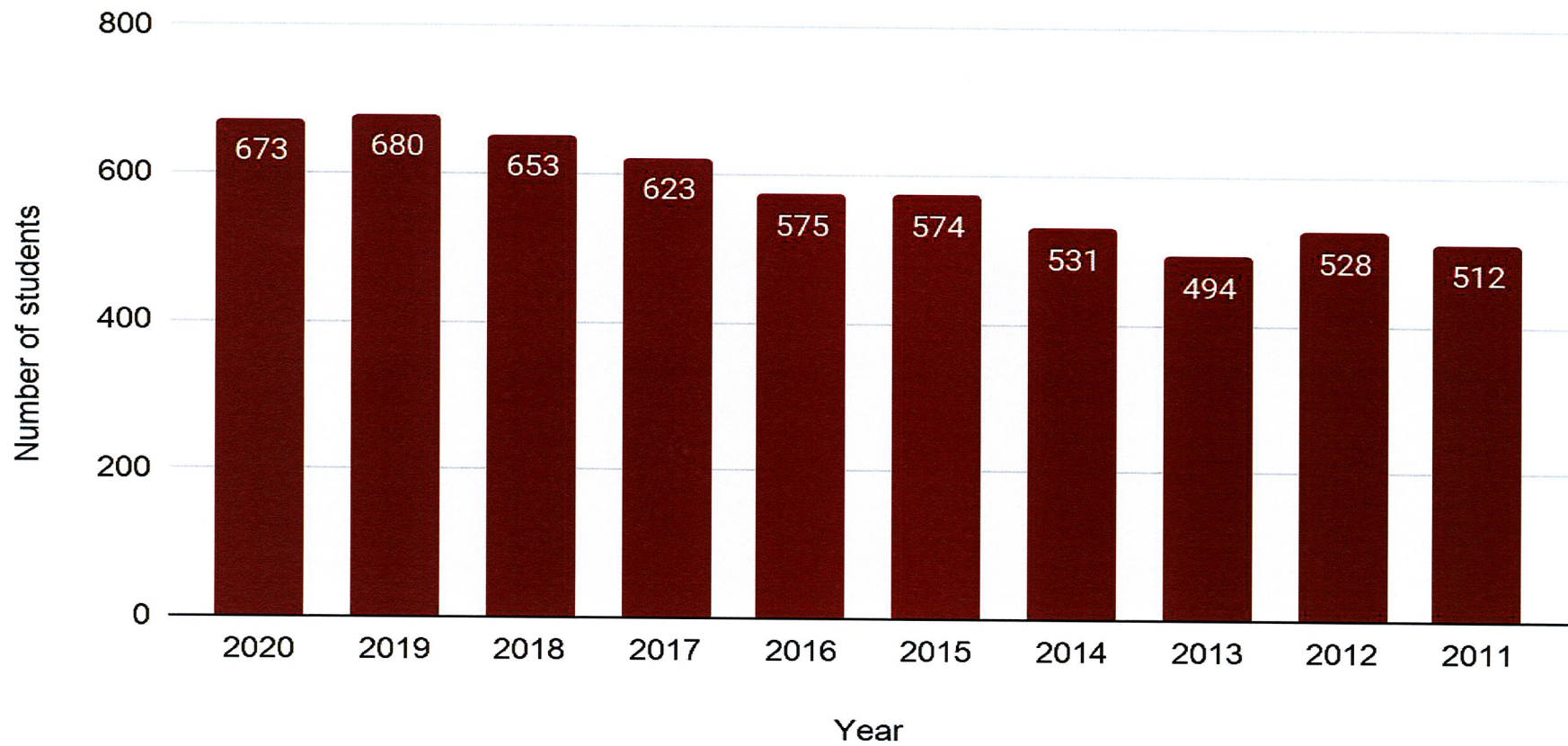
Special Education Finance Summary

	FY21 Budget	2019-20	2018-19
Program Expenditures	\$12,240,112	\$11,324,992	\$11,147,494
Transportation	\$1,345,148	\$1,315,485	\$1,237,197
Federal Aid	\$790,000	\$770,173	\$809,391
State Aid	\$6,900,000	\$6,392,028	\$5,898,651
Medicaid	\$275,000	\$236,646	\$266,301
Cross Subsidy	\$5,620,260	\$5,241,630	\$5,410,348

State Special Education Revenue



Dec. 1 Special Education Child Count by Year



Special Education Staffing

Position	2020-21	2019-20	2018-19	2017-18
★ Administration *	1.8	1.8	1.8	1.8
★ Admin Assit.Office/Finance	1.5	1.5	1.5	1.5
★ Pre-K 12 Licensed Staff	76.8	76.8	76.5	74.5
★ Pre-K 12 EA/PCAs	93	110	100	99

*Approx: .2 COVID-19, ADSIS, Title 1, homeless

Maintenance of Effort

- MOE is required to ensure that LEAs do not replace state/local funding with federal funds.
- MOE means that, in each year, an LEA:
 - Budget and expend at least as much as expended in the most recent year it met MOE.
- This can be calculated in four ways. The LEA only needs to pass' one of the four calculations to meet MOE compliance. *34 Code of Federal Regulations (C.F.R. section 300.20*

If a district does not meet MOE for the prior year...

- Withhold a dollar of general education revenue for every dollar below the MOE threshold.
- Not a one time event--ongoing until you reach MOE level

MOE Exceptions: allowable reductions

1. The voluntary departure, retirement of , departure for just cause, of special education or related services personnel.
2. A decrease in enrollment of children with disabilities-Childcount
3. A Child, as part of a high cost program, moves, leaves the district, ages out, or no longer is in need of the program.
(ie ASL Interpreter or Portage enrollment-decreased EA supports)
4. Termination of costly expenditures
5. Termination of Obligation

COVID19 and FY20

Executive Orders (EO) 20-19 and 20-41

- Allow schools to continue reporting all state funded special education staff and contracted costs, including special education transportation costs, using the same UFARS funding string they would have otherwise been reported in, regardless of work performed during a school closure, cancellation or distant learning model.

What does this mean for Northfield?

- Special education funding was maintained and expenditures were charged to special education even if staff were reassigned.
- No impact on MOE

COVID-19 And FY 21

Executive Order (EO) 20-82

- Allows schools to continue reporting all state funded special education staff using the same UFARS funding string they would have otherwise been reported in, regardless of work performed when a school is operating in distance learning or hybrid model only.
- Districts are required to track re-assigned staff and are required to meet MOE.

What does this mean for Northfield?

- Expenditures can be charged to special education, but expenditures for reassigned staff will not be included in the State Aid calculation and the MOE calculation.
- Reductions in expenditures that meet one of the five MOE criteria will be acceptable.

Steps to ensure MOE compliance

- Identify and Track Staff changes: ie: Retirement
 - Identify Track student enrollment or program changes
 - Determine impact of Dec. 1, 2020 Child Count decrease
 - Special Ed Transportation: Use of vehicles
 - Consider the potential needs of Compensatory Education prior to July 1st 2021
 - Consider additions to Special Ed. Staffing or Programs; IE: OT, PT, or additional EA assignments.
-
- MDE could potentially request a Waiver for MOE on behalf of the state.
 - This would likely be declined.

Thank You and Questions



MEMORANDUM

TO: School Board Members

FROM: Cheryl Hall

DATE: January 11, 2021

RE: Request to hire additional licensed Special Education Staff at Northfield Community Education Center for Early Childhood Special Education

Due to the student increases and program changes at NCEC, I am requesting to temporarily increase the Occupational Therapy FTE from 1.0 to 2.0 for the remainder of the 2020-21 School Year.

This increase is required to provide special education services to support individual student needs as determined by the Individual Education Program Plans (IEP) or Individual Family Service Plan (IFSP) until the end of the school year. This need is due to the enrollment increase since the beginning of the school year for early childhood students who have initially qualified for special education services this fall.. This year we have completed 32 initial evaluations, including some that were on hold from last school year with 30 of these eligible for services. This has impacted our programing with a need to increase the sections in our Special Education Neurobiological (NB) program and ECSE Resource Program that serves our students with the most significant needs of students with disabilities in the categories of Autism, significant communication and social emotional and behavior needs. We have increased from 1.5 sections to 4 sections that are now reaching capacity. The district workload limits for OTs are also a factor in the decision for this request. The NCEC OT serves children birth through age 5. The Birth to age 3 services are required to be provided 12 months out of the year. The NCEC OT Serves 65 children currently with additional children in evaluation. The Average OT workload is typically 40-45, based on Regional and State averages.

This request will not impact future Special Education Budgets and Maintenance of Effort as outlined in the presentation. This increase will allow the district to compensate for unintended Special Education reductions the district has made due to the pandemic and implementation of the safe schools plans. Reductions occurred due to the reassignment of special education staff to child care, not filling positions due to changes in our learning models such as: Portage Online Learning Program, Secondary hybrid learning model and eventually the entire district to move to Distance Learning beginning in mid

November. Any identified needs beyond this school year will be considered in the 2021-22 Special Education Budget Process.

The total projected cost of salary Salary \$29,620 and benefits is \$12,955 for a Total of \$42,575 with approximately 55% of the salary reimbursed through special education revenue for a net cost of \$26,284.

Building	Position	FTE	Rationale
Northfield Community Education Center / ECSE Program	Occupational Therapist	1.0	Meet Workload Requirements Meet Maintenance of Effort due to Pandemic

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that ~~may~~ will be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the immediate supervisor/building principal of the receipt of the complaint. The supervisor/building principal shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. ~~A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However,~~ Persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or followup procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent ~~who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or followup relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.~~
- C. The appropriate administrator shall respond ~~in writing~~ to the complaining party concerning the outcome of the investigation or followup, ~~including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate.~~ The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

School Board
INDEPENDENT SCHOOL DISTRICT 659
Northfield, Minnesota

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons Persons at School Board Meetings and Data Privacy Considerations)
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 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

**Procedures for Policy 103: COMPLAINTS-STUDENTS, EMPLOYEES,
PARENTS, OTHER PERSONS**

I. GENERAL STATEMENT

The purpose of this document is to identify the problem solving/complaint resolution process.

II. RESOLUTION PROCESS

- A. Discuss the issue directly with the person of concern. Most issues or problems can be solved by a conversation between those involved in it. You are encouraged to discuss the issue directly with the person of concern.
- B. Discuss the issue with your supervisor/building principal. If the issue is not able to be solved between the individuals involved in the problem, contact your supervisor/building principal by phone, electronic mail, or by appointment. Share the specific complaint and details about the attempt to solve the problem directly with the person of concern in Step A.
- C. Bring the issue to Human Resources. If the issue is not resolved in Step B, it can be brought to the attention of the Director of Human Resources. As often as possible, the initial stage will include an attempt to bring the issue to the satisfactory resolution of both parties.

If the issue includes an allegation of wrongdoing, the complaint will be reviewed, clarified, and investigated.

In this case, the Director of Human Resources will take any action (or no action) deemed appropriate based on the results of the investigation. The complainant most likely will not be able to know the outcome of the investigation or any action taken due to the limitations of the Minnesota Government Data Practices Act.

- D. Bring the issue to the Superintendent. If the issue is not resolved in Step C, the issue or complaint can be brought to the Superintendent.

Procedure for Policy 103 Complaints-Students, Employees, Parents, Other Persons

Adopted: INSERT DATE HERE

School Board
INDEPENDENT SCHOOL DISTRICT 659
Northfield, Minnesota

Policy 417 CHEMICAL USE AND ABUSE

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention. District employees who are diagnosed with chemical dependency will receive the same consideration and opportunity for treatment that is extended to employees with other types of illness. On the basis of medical certification, employees with the illness of chemical dependency will qualify for the same employee benefits and group insurance coverage as is provided for other medically certified illnesses by established employee benefit plans and programs.

II. GENERAL STATEMENT OF POLICY

- A. Use of controlled substances, medical cannabis, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The policy of this school district is to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- C. The school district shall establish and maintain in every school a chemical abuse pre-assessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The superintendent, with the advice of the school board, shall be responsible for establishing a school and community advisory team to address chemical abuse problems in the district.
- E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

~~The District's concern with chemical dependency is limited to its effects on the employee's job performance.~~

III. DEFINITIONS

- A. “Chemical abuse” means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student’s or employee’s normal function in academic, school, or social activities is chronically impaired.
- B. “Chemicals” includes, but is not limited to, alcohol, toxic substances, medical cannabis, and controlled substances as defined in the school district’s Drug-Free Workplace/Drug-Free School policy.
- C. “Use” includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.
- D. “School location” includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business. ~~Supervisors will implement this policy in such a manner that no District employee with chemical dependency will have job security affected either by the diagnosis itself or by the employee’s request for treatment.~~

IV. **STUDENTS**

- A. Instruction
 - 1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
 - 2. Each school shall have age-appropriate and developmentally based activities that:
 - a. address the consequences of violence and the illegal use of drugs, as appropriate;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not illegally use drugs;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;

e. teach students about the dangers of emerging drugs;

f. engage students in the learning process; and

g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.

3. Each school shall have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Each school shall disseminate drug and violence prevention information within the school and to the community.
5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Each school shall have drug and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.
 - c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
 - d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
 - e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use and Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:

a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.

b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.

c. The administrator will notify law enforcement officials, the student's counselor, and the chemical pre-assessment team.

d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with school board policies regarding search and seizure.

e. The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.

2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals:

a. The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.

3. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. § 121A.40-121A.56, and proposed for expulsion.
4. Searches by school district officials in connection with the abuse, possession, transfer, distribution, or sale of chemicals will be conducted in accordance with school board policies related to search and seizure.

C. Preassessment Team

1. Every school shall have a chemical abuse preassessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law and regulations.
2. Destruction of Records
 - a. If the pre-assessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
 - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

E. Consent

Any minor, per Minn. Stat. § 144.343 a minor would be an individual under the age of 18, may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

F. School and Community Advisory Team

1. The superintendent, with the advice of the school board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.

2. The advisory team shall:

a. build awareness of the problem within the community, identify available treatment and counseling programs for students, and develop good working relationships and enhance communication between the schools and other community agencies; and

b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents or guardian in the case of a minor student.

~~If the employee refuses to accept diagnosis and treatment, or fails to respond to treatment, and the result of such refusal or failure is such that job performance continues to be affected, it will be handled in the same way that similar refusal or treatment failure would be handled for any other illness. Implementation of this policy will not require or result in any special regulations, privileges, or exemptions from the standard administrative practice applicable to job performance requirements.~~

V. EMPLOYEES

A. The superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students, and others about:

1. The dangers and health risks of chemical abuse in the workplace/school.

2. The school district's drug-free workplace/drug-free school policy.

3. Any available drug or alcohol counseling, treatment, rehabilitation, reentry, and/or assistance programs available to employees and/or students.

4. The penalties that may be imposed on employees for drug abuse violations.

B. The superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.

~~The confidential nature of the medical records of employees with chemical dependency will be preserved in the same manner as for all other medical records.~~

~~VI. Nothing in this Policy 417 -- Chemical Use/Abuse overrides the provisions of Policy 403 -- Dismissal of Employees or Policy 418 -- Drug-Free Workplace/Drug-Free School.~~

Policy 417 - Chemical Use/ and Abuse

Adopted: 2/28/05; Updated: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: ~~M.S. 125.12, Subd. 7~~

~~Minn. Stat. § 13.32 (Educational Data)~~

~~Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)~~

~~Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)~~

~~Minn. Stat. § 138.163 (Records Management Act)~~

~~Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)~~

~~Minn. Stat. § 152.22 (Medical Cannabis; Definitions)~~

~~Minn. Stat. § 152.23 (Medical Cannabis; Limitations)~~

~~20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)~~

~~20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)~~

~~41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)~~

~~34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)~~

Cross References: Policy 403 Dismissal of Employees

~~MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)~~

~~Policy 418 Drug-Free Workplace/ Drug-Free School~~

~~Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)~~

~~Policy 506 (Student Discipline)~~

~~Policy 515 (Protection and Privacy of Pupil Records)~~

~~Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)~~

Policy 420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES OR INFECTIOUS DISEASES

I. PURPOSE

Public concern that students and staff of the school district be able to ~~work in~~ attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

~~It is~~ The policy of the school board is that employees with communicable or infectious diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

A.C Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made by the Superintendent or designee on a case by case basis. Such decisions

will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

Northfield Public Schools, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

BE. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration guidelines of the Minnesota Department of Education and the Minnesota Department of Health. These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.

EG. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and

with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent to accomplish legitimate educational goals and required to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

DH. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Policy 420 Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable or Infectious Diseases—(replaces ~~JHCC~~)

Adopted: 3.14.05; Updated: INSERT DATE HERE

School Board
INDEPENDENT SCHOOL DISTRICT 659
Northfield, Minnesota

Legal References: Minn. Stat. § 121A.23 (Health-Related Programs)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 144.441-442 (Tuberculosis)
20 U.S.C. § 1401 et seq. (IDEA) (Individuals with Disabilities Education Act)
29 U.S.C. § 794 et seq. (§ 504 of Rehabilitation Act of 1973)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Occupational Exposure to Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, 110 S.Ct. 239 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: Policy 402 (Disability Nondiscrimination)
Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
Policy 521 (Student Disability Nondiscrimination)

Policy 422 POLICIES INCORPORATED BY REFERENCE - NEW

PURPOSE

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

Model Policy 102	Educational and Employment Opportunity
Model Policy 103	Complaints-Students, Employee, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee or Student
Model Policy 305	Policy Implementation
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 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 524.2	Acceptable Use of Technology and Telecommunications Systems by Students
Model Policy 535	Service Animals in Schools
Model Policy 610	Field Trips
Model Policy 710	Co-curricular Transportation
Model Policy 802	Disposition of Obsolete Equipment and Material

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.

Policy 422 Policies Incorporated by Reference

Adopted: INSERT DATE HERE

Legal References:

Cross References:

Executive Summary: This report provides information about the District's work to address the COVID-19 global health pandemic's significant challenges and updates on the District's anti-racism work.

Return to Campus Plan

Based on the updates to the Minnesota Safe Learning Plan, the District announced a return-to-campus plan to families on December 18, 2020. A copy of that plan accompanies this report. The Safe Learning plan had several changes, most notably in the learning model parameter table. That table, which sets recommended learning models based on the county infection rate per 10,000 residents, **no longer applies to elementary schools**. However, the learning model parameter table still applies to middle and high schools. All information below is subject to change without advance notice due to the unpredictability of the COVID-19 global health pandemic. Please note that the ability to have enough healthy employees to staff our schools is still a significant factor that could affect this timeline and the ability to keep students on campus.

There are also new virus mitigation strategies required by MDE, most notably the requirements for all staff members to wear face masks and face shields in the building and that students need to wear face masks while participating in physical education, regardless of the level of exertion. Staff members will also have the opportunity to take a free COVID-19 test every two weeks.

In general, the plan includes:

- High School athletics started practice on January 4, 2021.
- Students in Pre-K through 2nd Grade returning, in-person, on January 19, 2021.
- Students in 3rd-5th Grade returning, in-person, on February 1, 2021.
- Students in 6th-12th Grade returning, in hybrid, on February 2, 2021

Pilot Testing Program Update

The District completed its pilot testing program just before the winter break. The results of the testing were:

- Week 1: 450 total tests, five positive tests, 1.1% positivity rate
- Week 2: 505 total tests, nine positive tests, 1.8% positivity rate
- Week 3: 590 total tests, 19 positive tests, 3% positivity rate
- Overall: 1,545 total tests, 33 positive tests, 2.1% positivity rate

90-Day Pulse Survey

The District also received the results of its second pulse survey. A total of 618 parents and 275 staff members participated. A copy of the results accompany this report.

This plan provides information about the timeline for returning students to Northfield Public Schools' campuses. The timeline aligns and complies with the updated Minnesota Department of Education [Safe Learning Plan](#) and [Executive Order 20-103](#).

The purpose of this timeline is to return students to in-person or hybrid learning in an intentional and safe manner. It prioritizes the in-person instruction for our youngest learners. The learning model parameter table, which sets recommended learning models based on the county infection rate per 10,000 residents **no longer applies** to elementary schools. However, the learning model parameter table still applies to middle and high schools. All information below is **subject to change without advance notice** due to the unpredictability of the COVID-19 global health pandemic. Please note that the ability to have enough healthy employees to staff our schools is still a significant factor that could affect this timeline and the ability to keep students on campus.

There are also new virus mitigation strategies required by MDE, most notably the requirements for all staff members to wear face masks **and** face shields in the building and that students need to wear face masks while participating in physical education, regardless of the level of exertion. Staff members will also have the opportunity to take a free COVID-19 test every two weeks.

[Please keep following the safety protocols recommended by the Minnesota Department of Health**](#)**

Northfield Public Schools Return to Campus Timeline (***This does not apply to Portage students. That program will continue to follow its regular schedule***)	
Early Childhood/Hand-in-Hand Pre-School	» January 4-13: Distance Learning » January 14-15: No school (teacher planning days) » January 19: In-person learning begins
Elementary Schools (Bridgewater, Greenvale Park, Sibley)	<u>Grades K-2</u> » January 4-13: Distance Learning » January 14-15: no school (teacher planning days) » January 19: in-person learning, five days per week begins
	<u>Grades 3-5</u> » January 4-26: Distance Learning » January 27-29: no school (teacher planning days/teacher workday) » February 1: in-person learning, five days per week begins
Northfield Middle School	» January 4-28: Distance Learning » January 29, February 1: No school (teacher planning day/teacher workday) » February 2: hybrid learning begins (<u>targeted date based on latest public health data</u>)
Northfield High School Area Learning Center	» January 4: winter athletics begin (phased return with smaller groups to start) » January 4-28: Distance Learning » January 29, February 1: No school (teacher planning day/teacher workday) » February 2: hybrid learning begins (<u>targeted date based on latest public health data</u>)
Community Education	» January 4: Facility rentals resume for local youth athletic associations who have an existing and approved safety plan on file (phased return with smaller groups to start) » January 4: In-person recreation programs resume » February 1: In-person enrichment programs resume

Executive Summary: The District administered a 90-day “pulse” survey of parents/guardians and employees. The survey window was open between December 16th and December 23rd, 2020. There were a total of 618 parent submissions and 275 employee submissions. Every comment in the survey has been read. Comments are still being analyzed for themes.

Parent/Guardian Survey Results

There were a total of 618 submissions for the parent survey. The results are listed below. Buildings are currently reviewing their data. With the employee survey, the District will create an action plan based on its general themes.

Questions	90 Day Average Score (five-point scale) 618 respondents	90 day “Agree or “Strongly Agree”	30 Day Average Score (five-point scale) 1,167 respondents	30 day “Agree or “Strongly Agree”
1. I am confident that my child’s school is handling the COVID-19 challenge to keep my child safe.	4.09	79%	4.21	85%
2. I am confident that my child’s school is focused on the social emotional well-being of my child.	3.54	58%	3.91	72%
3. I have the resources needed to help my child learn.	3.71	64%	3.95	73%
4. I have access to my child’s teacher(s) when needed.	4.01	78%	4.14	83%
5. I receive feedback from my child’s teacher(s) about my child’s learning progress.	3.54	57%	3.57	58%
6. I am confident that my child will not fall behind in school.	2.83	33%	3.44	53%
7. I receive timely communication on changes that occur at my child’s school.	4.07	81%	4.16	86%

Employee Survey Results

There were a total of 275 submissions for the employee survey. The results are listed below. There were five additional questions asked at the 90-day mark not asked at the 30-day mark. Buildings are currently reviewing their data. With the employee survey, the District will create an action plan based on its general themes.

Questions	90 Day Average Score (five-point scale) 275 respondents	90 day “Agree or “Strongly Agree”	30 Day Average Score (five-point scale) 379 respondents	30 day “Agree or “Strongly Agree”
1. I feel confident our school system is creating a safe work and learning environment.	4.07	79%	3.80	68%
2. I am aware of what is occurring in our school system to meet these challenges.	4.16	85%	3.77	67%
3. I am involved in providing input to overcome these challenges.	3.60	60%	3.15	40%
4. I am confident that our school system will overcome these challenges.	4.18	85%	3.69	59%
5. I have the tools and equipment to do my job.	4.13	84%	N/A	N/A
6. I know what is expected of me at work.	4.26	91%	N/A	N/A
7. I receive feedback that helps me do a good job.	3.87	70%	N/A	N/A
8. I feel informed about the changes that occur at work.	3.98	77%	N/A	N/A
9. I receive clear information about decisions that are made.	3.88	72%	N/A	N/A

The District will take two actions based on this feedback: we will return to hosting monthly COVID-19 webinars for employees and add a Q&A session. Also, the District will emphasize the methods that employees have to provide input through their building-level COVID-19 teams about overcoming the challenges we face.

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

December 14, 2020

Northfield High School District Office

I. Call to Order

Board Chair Julie Pritchard called the Special Closed meeting of the Northfield Board of Education of Independent School District 659 to order at 6:15 p.m. Due to the health pandemic and the extension of Governor Walz's Executive Order 20-01 COVID-19 Peacetime Emergency, and in accordance with Minnesota Statute 13D.021, which permits boards to hold a meeting by telephone conference call or other electronic means, this meeting was conducted via video conference. Board member attendance was taken by roll call. Board Chair Julie Pritchard called the name of each board member in alphabetical order by last name and the board member responded "present" when his/her name was called. Present: Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. Absent: None. Also in attendance was Superintendent Dr. Matt Hillmann and Director of Finance Val Mertesdorf.

II. Items for Discussion and Reports

- A. The Board discussed the sale of property by the School District as allowed by Minnesota Statute 13D.05, Subd. 3(c)(3), to develop or consider offers or counteroffers for the purchase or sale of property.

III. Adjournment

On a motion by Stratmoen, seconded by Goerwitz, the Board approved adjournment at 6:48p.m. Voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.

Noel Stratmoen
School Board Clerk

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

December 14, 2020

Northfield High School Media Center and Zoom

I. Call to Order

Board Chair Julie Pritchard called the Regular meeting of the Northfield Board of Education of Independent School District 659 to order at 7:00 p.m. Due to the health pandemic and the extension of Governor Walz's Executive Order 20-01 COVID-19 Peacetime Emergency, and in accordance with Minnesota Statute 13D.021, which permits boards to hold a meeting by telephone conference call or other electronic means, this meeting was conducted via video conference. In addition, Superintendent Dr. Matt Hillmann was present at the Northfield High School Media Center in order for Northfield school district taxpayers to ask questions or make comments after the Truth In Taxation presentation. The district did make accommodations for public comment, for both the Truth In Taxation presentation and the Regular board meeting, which are outlined below.

Board member attendance was taken by roll call. Anita Aase, Executive Assistant to the Superintendent and Board of Education, called the name of each board member in alphabetical order by last name and the board member responded "present" when his/her name was called. Present: Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. Absent: None.

Also present at this video conference meeting was: Matt Hillmann, Anita Aase, Erin Bailey, Director of Community Education; Val Mertesdorf, Director of Finance; Greg Gelineau, Middle School Principal; and Craig Popenhagen, Principal with CliftonLarsonAllen, LLP. This meeting was live-streamed and recorded, and access to the recording was posted to the school district website.

Board Chair Pritchard outlined the procedures for this meeting:

- Board members were asked to mute their microphones when not speaking.
- During the course of the meeting when a motion and a second is required, Dr. Hillmann would initiate the "unmute" for all board members.
- At the start of each discussion Chair Pritchard said she would call on each board member in alphabetical order by last name for any questions or comments. If they didn't wish to speak, they would be welcome to pass.
- There would be one round of questioning for board members. If board members had a follow-up question or comment, they could consider using the Raise Hand feature in order to be recognized by the Chair.
- All votes on the Items for Individual Action would be conducted by roll call by Aase. Each board member was instructed to wait until their name was called before voting.

II. Agenda Approval/Table File

On a motion by Quinnell, seconded by Goerwitz, the Board approved the agenda by roll call. Voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.

III. Public Comment

To accommodate the Truth In Taxation portion of our meeting, members of the public were invited via the school district website to submit feedback to the Board via email by 3:00 p.m. on December 14, 2020. The public also had the ability to comment live after the Truth In Taxation presentation. To accommodate the public comment portion of our meeting, members of the public were invited via the school district website to submit feedback to the Board via email by 5:00 p.m. on December 14, 2020. All submissions that followed the district policy regarding public comment were read by Chair Pritchard. Public comment was submitted by Jane Jeffrey, 903 St. Lawrence Drive; Marja and Sam Steinberg, 409 Highland Avenue; Jane Becker Nelson, 905 Ivanhoe Drive; Corey Butler, 825 Linden Street North; and Claudia Gonzalez-George, 2427 Valley Drive, in support of updating the Northfield Raider mascot.

IV. Announcements and Recognitions

Congratulations to Maggie Malecha who is the 2021 MSHSL ExCel Winner. Excellence in Community, Education and Leadership is a unique recognition program designed exclusively for Minnesota high school juniors who are active in school activities, leaders in their schools, and who demonstrate a strong commitment to community service.

V. Items for Discussion and Reports

- A. Truth in Taxation Presentation for the Payable 2021 Property Tax Levy Followed by Public Comment. The amount of the proposed levy for 2021 is \$20,313,043.39 and represents a 1.64% increase from the prior year. Director of Finance Val Mertesdorf reviewed the levy, the current year's revised general fund budget, and an updated financial forecast. The public was invited to speak following the presentation. One resident spoke at the meeting.
- B. FY2020 Audit Results and Presentation. Craig Popenhagen presented the results of the 2019-20 fiscal year audit. His comments focused on the executive audit summary. The auditors issued a clean opinion on financial statements with no comments, and issued what is known as a "clean" audit report with no findings in the internal controls, financial reporting, or preparation of the audit papers. The district expended approximately \$267,000 of ESSER (Coronavirus Relief funding) program funds. The compliance supplement the auditors need to test compliance has not yet been issued in final form. They did test the expenditures that had been claimed and they look appropriate, however, they cannot issue the final audited statements until they have the compliance supplement from the federal government. The auditors recommend pulling the federal compliance piece out, and issue that separately at another point in time when the compliance supplement is released. The Board of Education commended Director Mertesdorf and the finance office staff for their excellent work.
- C. Middle School Update. Middle School Principal Greg Gelineau updated the Board about activities, accomplishments and challenges occurring at the Middle School. Safety protocols worked well while in the hybrid learning model and family engagement was prioritized which resulted in a 99% participation rate during family conferences at the beginning of the school year. Ongoing challenges include connecting with students during distance learning and getting students to complete work outside of the classroom.
- D. Northfield Community Education Center Update
Northfield Community Education Center Director Erin Bailey updated the Board about activities, accomplishments and challenges occurring at the Community Education Center. Hand in Hand successfully launched "Portage" total distance learning preschool with eighteen students. Students and staff were pleased to start the school year in person and the transition to distance learning has been successful. Supporting students who are in quarantine and stress management for all staff have proved to be challenging.
- E. COVID-19 Response and Operations Update
Superintendent Hillmann informed the board the district has entered its third week of distance learning at most sites and we continue to support students, parents, teachers and educational assistants as they adapt to distance learning. Leadership is preparing metrics to determine when and how students might return to in person learning. The third week of COVID-19 testing targeting asymptomatic people will happen this week at Northfield Middle School. This testing program is a collaborative effort between the district and the Minnesota Department of Health. The district continues to work on its anti-racism framework to support racial equity including progress toward a process that would refresh the Raider logo.

VI. Consent Agenda

On a motion by Iverson, seconded by Quinnell, the Board approved the consent agenda by roll call. Voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.

A. Minutes

- Minutes of the Regular School Board meeting held on November 23, 2020

B. Gift Agreements

- \$2,700.00 from Northfield Raider Touchdown Club for the Hudl software
- \$2,000.00 from Northfield Booster Club, Inc. for the stadium Pixellot camera
- \$1,910.00 from Pat Lamb and Ele Hansen Charitable Fund of Northfield Shares for two scholarships
- \$1,000.00 from Kevin & Nanette Rodgers to Sibley Elementary School
- \$1,000.00 from Kevin & Nanette Rodgers to Northfield Middle School
- \$1,000.00 from Kevin & Nanette Rodgers to Northfield Area Learning Center

C. ALC Co-Curricular Overnight Field Trip for 2020-2021

ALC teachers Cheryl Mathison and Eric McDonald requested Board approval for a co-curricular overnight trip for the 2020-2021 school year.

D. Personnel

a) Appointments

1. Elisabeth Alderks, Assistant Speech Coach-Virtual hourly 2-3 days/week for High School Activities, beginning 12/7/2020.
2. Theresa Bauman, 1.0 FTE Long Term Substitute First Grade Portage Teacher, beginning 5/3/2021-6/10/2021; MA, Step 10
3. Scott Haley, Assistant Girls Hockey Coach for 2 hours/day for 5 days/week at the High School, beginning 1/4/2021 or when activities resume; Level E, Step 5
4. Claire Little, Assistant Alpine Ski Coach for 2 hours/day 5 days/week at the High School, beginning 1/4/2021. Level G, Step 1
5. Updated Elisabeth Alderks, Assistant Speech Coach-Virtual hourly 2-3 days/week for High School Activities, beginning 1/4/2021.
6. Community Education Winter/Spring 2021 Brochure Instructors, See attached.

b) Increase/Decrease/Change in Assignment

1. Pamela Charlton, Grade 1 Teacher at Bridgewater, add Building Literacy Team Lead at Bridgewater, effective 12/4/2020-6/10/2021. Stipend \$750
2. Matt Crase, Long Term Substitute Special Ed Teacher-Short call sub at the daily sub rate at the High School, change to 1.0 FTE Long Term Substitute Special Ed Teacher, effective 12/1/2020-1/29/2021; BA, Step 1
3. Betsy McLaughlin, Grade 4 Teacher at Greenvale Park, add Building Literacy Team Lead at Greenvale Park, effective 12/4/2020-6/10/2021. Stipend \$750
4. April Ostermann, Grade 5 Teacher at Sibley, add Building Literacy Team Lead at Sibley, effective 12/4/2020-6/10/2021. Stipend \$750
5. Mackenzie Schewe, KidVentures Site Assistant on call as needed, add EarlyVentures Assistant Teacher for 10 hours/week at the NCEC, effective 11/23/2020.
6. Allison Sweeney, Grade 3 Teacher at Sibley, add MTSS Tier 1 Grant District Lead at Sibley, effective 12/4/2020-6/10/2021. Stipend \$1,500
7. Linda Wicklund, CNA1 for 3.75 hours/day at the High School, change to on call with the High School, effective through the return from distance learning

c) Leave of Absence

1. Rebecca Lorang, EL Specialist at the Middle School, Family/Medical Leave of Absence, effective on or about 4/2/2021-through the end of the 2020-2021 school year.
2. Armando Martinez Rosas, Custodian Engineer at Sibley, Family/Medical Leave of Absence, effective 12/8/2020-12/21/2020.
3. Ashley Opatrny, EA at Greenvale Park, Updated Leave of Absence effective 12/4/2020 through the end of the 2020-2021 school year.
4. Karrie Van Zuilen, EA at NCEC, Leave of Absence, effective 11/24/2020 -students return to building.
5. Linda Wicklund, CNA at the High School, Leave of Absence, effective 12/2/2020-students return to building.
6. Kyle Roth, Teacher at NCEC, Family/Medical Leave of Absence, effective 1/11/2021-1/26/2021.

d) Retirements/Resignations/Terminations

1. Sarah Woodcock, Early Ventures Teacher at Longfellow, termination of employment effective 12/2/2020.

e) Seniority Lists

The Board approved the 2020-2021 Principal/Assistant Principals Seniority List and the 2020-2021 Teacher Seniority List.

f) Grievance Appeal

1. Deny grievance 2020-01. There was no contract violation and there was just cause for the discipline.

VII. Superintendent's Report

A. Items for Individual Action

1. FY 2020 Audit. On a motion by Goerwitz, seconded by Hardy, the Board approved the 2019-2020 audit as presented. On a roll call vote, voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.
2. Policies 404, 409, 413 and 415. On a motion by Stratmoen, seconded by Baraniak, the Board approved modifications to policies 404, 409, 413 and 415 as presented. On a roll call vote, voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.
3. Northfield High School Raider Mascot. On a motion by Quinnell, seconded by Baraniak, the Board directed Northfield High School administration to complete a process that will offer the Board up to four options for refreshing the Raider team mascot. Conceptual designs centered on the community's defeat of the James-Younger gang will be given the strongest consideration but other designs are welcome. The designs must be free from weaponry and simple to reproduce. Unless there are unavoidable delays, the Board will review the submitted options no later than March 1, 2021. On a roll call vote, voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.
4. Certify Final 2020 Payable 2021 Tax Levy. On a motion by Goerwitz, seconded by Bararniak, the Board certified to County Auditors the 2020 Payable 2021 Final Certified Levy Limitation and Certification Report in the amount of \$20,313,043.39. On a roll call vote, voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.
5. Fiscal Year 2020-2021 General Fund Budget Revision. On a motion by Iverson, seconded by Hardy, the Board approved the following revisions to the FY21 general fund budget. The adopted general fund revenue and expenditure budget for FY21 was \$57,860,302 and \$60,727,299 respectively. The recommended revised budget for FY21 is revenues of \$58,184,370 and expenditures of \$60,073,958. The major factors contributing to these changes include coronavirus relief funding (CRF), decline in enrollment from projected, impacts of the pandemic as well as a detailed analysis of the final audited data from FY20. On a roll call vote, voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.

Chair Pritchard asked for a motion to extend the meeting past 10:00 p.m. On a motion by Goerwitz, seconded by Stratmoen, the board voted to extend the meeting past 10:00 p.m. On a roll call vote, voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.

VIII. Items for Information

- A. Enrollment Report. Superintendent Hillmann reviewed the December enrollment report.
- B. Construction Update #38. Superintendent Hillmann updated the Board on the District's construction projects.

IX. Future Meetings

- A. Monday, January 11, 2021, 7:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting
- B. Monday, January 25, 2021, 7:00 p.m., Regular Board Meeting

Chair Pritchard shared prepared comments and celebrated the service and accomplishments of two outgoing school board members Dr. Ellen Iverson and Dr. Rob Hardy. Superintendent Dr. Matt Hillmann and each board member were invited to share comments.

X. Adjournment

On a motion by Stratmoen, seconded by Iverson, the Board approved adjournment by roll call at 10:09 p.m. Voting 'yes' were Baraniak, Goerwitz, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. No one voted 'no'.

Noel Stratmoen
School Board Clerk

**NORTHFIELD COMMUNITY EDUCATION
WINTER/SPRING 2021
BROCHURE INSTRUCTORS**

Victor Albrecht	Peter Gittins
American Red Cross	Jesse James Lanes
Carly Born	Naomi Jirele
John Boran	Craig Johnson
Cannon River Sportsmen's Club	Thomas Kline
Cannon River Water Partnership	Kris Layman
Cheers and Canvas	Stephanie Mahal
Andy Chen	Sylvia Marccarelli
Code Wizards	Michelle Michaud
Community Services Staff	Erik Myron
Cornerstone on the Vermillion	North Star Haidong
Kevin Dahle	Northfield Arts Guild
Michael Detjen	Northfield Skating School
LaVergne Dickerson	Northfield Law Enforcement
Doorway to College	Linda O'Connor
Jacqui Dorsey	Ring the Bell Fitness
Drama Lab	Amanda Sieger
Ashley Drobney	Susannah Shmurak
Sheriff Troy Dunn	Sandy Sobottka
Shahar Fearing	Kevin Strauss
Four Winds Dog Training	Heidi Streiff
Dave Gilmore	Tech Academy
Girls on the Run	Carey Tinkelenberg
Tracy Giza	Vicki Tyler
Kurt Halverson	Uniquely Fit Lifestyle
Steve Hatle	Watch Me Create
Healthy Focus	Youth Enrichment League

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 11th day of December, 2020, by and between Dean + Lynne Lamp, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

\$1,117.⁸² donation to the Northfield High School band program

Dean + Lynne Lamp
Donor

By:

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 15th day of December, 2020, by and between Kevin + Nanette Rodgers, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

\$1,000.⁰⁰ donation to Northfield High School
CK # 14008

Kevin + Nanette Rodgers
Donor

By: Received at high school office

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 15 day of December 2020, by and between Kevin and Nanette Rodgers, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

Check #14006 in the amount of \$1000.⁰⁰
Will be used towards STEAM Materials for students

Kevin + Nanette Rodgers
Donor

By: Received by Jessie Huebsch - BW Office

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

RESOLUTION ACCEPTING DONATIONS

The following resolution was moved by _____ and seconded by _____:

WHEREAS, Minnesota Statutes 123B.02, Sub. 6 provides: “ The board may 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, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

WHEREAS, Minnesota Statutes 465.03 provides: “Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Northfield Public Schools, ISD 659, gratefully accepts the following donations as identified below:

Donor	Item	Designated Purpose (if any)
Dean & Lynne Lamp	\$1,117.82	Northfield High School band program
Kevin and Nanette Rodgers	\$1,000.00 \$1,000.00	Northfield High School Bridgewater Elementary STEAM materials

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Julie Pritchard, Chair

By: Noel Stratmoen, Clerk

						2020-2021						
School and	September	September	September	October	November	December	January	February	March	April	May	End of Year
Grade Level	14th	18th	25th	1st	2nd	2nd	4th	1st	1st	1st	3rd	6/10/21
Longfellow												
Early Childhood	106	99	104	104	110	115	109					
Total	106	99	104	104	110	115	109	0	0	0	0	0
Greenvale Park												
Grade K-2033	54	55	55	55	55	54	55					
Grade 1-2032	61	61	61	61	61	63	62					
Grade 2-2031	54	54	54	55	54	54	55					
Grade 3-20230	51	52	52	52	52	54	53					
Grade 4-2029	52	52	52	52	52	52	52					
Grade 5-2028	58	59	59	59	61	61	61					
Portage	102	100	98	98	99	95	97					
Total	432	433	431	432	434	433	435	0	0	0	0	0
Sibley												
Grade K-2033	52	53	53	54	51	51	50					
Grade 1-2032	65	65	65	65	67	66	66					
Grade 2-2031	79	80	80	80	85	85	86					
Grade 3-2030	62	62	62	62	63	64	64					
Grade 4-2029	69	69	69	69	70	71	71					
Grade 5-2028	74	75	74	74	74	75	75					
Portage	83	83	83	83	82	83	84					
Total	484	487	486	487	492	495	496	0	0	0	0	0
Bridgewater												
Grade K-2033	69	69	68	69	69	67	67					
Grade 1-2032	75	76	76	76	76	75	76					
Grade 2-2031	68	78	78	78	78	78	80					
Grade 3-2030	83	84	84	84	83	82	82					
Grade 4-2029	80	81	81	81	80	82	81					
Grade 5-2028	86	87	87	87	86	86	86					
Portage	83	81	82	81	81	79	74					
Total	544	556	556	556	553	549	546	0	0	0	0	0
Middle School												
Grade 6-2027	297	269	266	265	263	260	260					
Grade 7-2026	264	262	261	261	259	259	259					
Grade 8-2025	271	297	297	297	297	295	295					
Portage	141	141	138	139	140	141	139					
Total	973	969	962	962	959	955	953	0	0	0	0	0
High School												
Grade 9-2024	322	317	319	316	310	309	309					
Grade 10-2023	261	258	256	255	251	250	249					
Grade 11-2022	299	295	290	288	279	275	275					
Grade 12-2021	312	309	304	305	303	303	301					
Portage	184	192	202	208	225	227	228					
Total	1378	1371	1371	1372	1368	1364	1362	0	0	0	0	0
ALC												
Grade 9-2024	0	0	0	0	0	0	0					
Grade 10-2023	6	6	6	5	7	8	8					
Grade 11-2022	9	12	12	9	18	21	21					
Grade 12-2021	63	59	64	49	77	72	75					
Portage				20	29	25	24					
Total	78	77	82	83	131	126	128	0	0	0	0	0
Grand Total	3995	3992	3992	3996	4047	4037	4029	0	0	0	0	0
Full Time only (excluding EC and Part- time/Independent Study ALC)	3889	3871	3862	3883	3890	3880	3876					

Longfellow

Early Childhood

Dorey	13
Gross	16
Hood	7
Kruse	3
Leigh	11
Matthews	8
O'Connor	7
Roth	9
Schnorr	8
Waters	13
Webster	2

Sibley

Grade	Teacher		
K	Heil	18	
K	Matson	5	P
K	Rud	14	
K	Sieger	18	
1	Bom	17	C
1	Craft	17	
1	Downs	16	
1	Kortbein	16	P
1	Swenson	16	
2	Benhart	24	C
2	Bulfer/Nelson	11	P
2	Seeberg	20	
2	Soderlund	21	
2	Spitzack	21	
3	Guggisberg	17	

Bridgewater

K	Cade	16	
K	Danielson	18	
K	Matson	9	P
K	Peterson	16	
K	Tran	17	
1	Charlton	20	
1	Haley	18	
1	Hall	19	
1	Kortbein	9	P
1	Lanza	19	C
2	Bulfer/Nelson	14	P
2	Ellerbusch	19	
2	Lofquist	20	
2	Rubin	19	C
2	Schwaab	20	

**	WINTER	12
	TOTAL	109

Greenvale Park

K	Flicek	18	
K	Hagberg	19	
K	Matson	12	P
K	Ziemann	18	
1	Johnson	15	
1	Kortbein	12	P
1	Landry	16	C
1	Nivala	16	
1	Zach	15	
2	Amundson	19	C
2	Bulfer/Nelson	16	P
2	Larson	18	
2	Torbenson	18	C
3	Alvarez, C.	15	C
3	Lane/Youngblut	22	P
3	Spitzack	20	
3	Timerson	18	
4	Garcia	19	C
4	Haar/Dimick	15	P
4	Hetzel	16	
4	McLaughlin	17	
5	Harding	19	
5	Rauk/Kohl	20	P
5	Russell	22	C
5	Sickler	20	
	TOTAL	435	

3	Jandro	16	
	Lane/Youngblut		
3	lut	16	P
3	Sasse	15	C
3	Sweeney	16	
4	Fox	17	
4	Gainy	18	
4	Haar/Dimick	13	P
4	Hehr	17	
4	McManus	19	C
5	Baragary	19	
5	Malecha	20	
5	Ostermann	17	C
5	Rauk/Kohl	23	P
5	Stulken	19	
	TOTAL	496	

3	lut	12	P
3	Larson	21	C
3	Sickler	21	
3	Temple	21	
3	Truman	19	
4	Haar/Dimick	15	P
4	Robertson	21	
4	Ryan	21	
4	Schuster	23	
4	Swenson	16	C
5	DeVries	19	C
5	Duchene	22	
5	Holden	22	
5	Polzin	23	
5	Rauk/Kohl	17	P
	TOTAL	546	

Middle School

Portage	Regular	Total
Grade 6-2027	48	260
Grade 7-2026	46	259
Grade 8-2025	45	295
TOTAL	139	814

High School

Portage	Regular	Total
Grade 9-2024	53	309
Grade 10-2023	55	249
Grade 11-2022	75	275
Grade 12-2021	45	301
TOTAL	228	1134

ALC

F/T	Portage	**I/S	Total
Grade 9-2024	0	1	0
Grade 10-2023	5	1	3
Grade 11-2022	12	3	9
Grade 12-2021	43	19	32
TOTAL	60	24	44

Regular	Portage	Total
Early Childhood**	109	109
Kindergarten-2033	172	26
Grade 1-2032	204	37
Grade 2-2031	219	41
Grade 3-2030	199	50
Grade 4-2029	204	43
Grade 5-2028	222	60
Total K-5	1329	257
Total Middle School	814	139
Total High School	1134	228
GRAND TOTAL		3901
ALC 9-12		128
GRAND TOTAL with ALC		4029

Full Time only
(excluding EC and
Part-time/Independent
Study ALC) 3876