

INDEPENDENT SCHOOL DISTRICT 659  
REGULAR SCHOOL BOARD MEETING  
Monday, January 13, 2019 7:00 p.m.  
Northfield High School, Media Center

**AGENDA**

- I. Call to Order
- II. Agenda Approval/Table File
- III. Public Comment
- IV. Announcements and Recognitions
- V. Items for Discussion and Reports
  - A. Prairie Creek & Arcadia Annual Reports
  - B. Financial Forecast and 2020-2021 General Fund Budget Plan
  - C. Late Start Update
  - D. Renaming Existing Greenvale Park Elementary
- VI. Consent Agenda
  - A. Approval of Minutes
  - B. Gift Agreements
  - C. Personnel Items
- VII. Superintendent's Report
  - A. Items for Individual Action
    - 1. Approval of Policies
    - 2. Resolution of School Board Supporting FORM B Application to Minnesota State High School League Foundation
- VIII. Items for Information
  - A. Construction Update
  - B. Enrollment Report
  - C. MSBA Board Member Recognition Luncheon: January 16, 2020
- IX. Future Meetings
  - A. Monday, January 27, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
  - B. Monday, February 10, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
  - C. Monday, February 24, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
- X. Adjournment

**NORTHFIELD PUBLIC SCHOOLS  
MEMORANDUM**

Monday, January 13, 2020, 7:00 p.m.  
Northfield High School Media Center

**TO: Members of the Board of Education**  
**FROM: Matthew Hillmann, Ed.D., Superintendent**  
**RE: Explanation of Agenda Items for Monday, January 13, 2020, Regular School Board Meeting**

- I. Call to Order
- II. Agenda Approval/Table File
- III. Public Comment
- IV. Announcements and Recognitions
- V. Items for Discussion and Reports

This is an opportunity for residents of the Northfield School District to address the Board. You are requested to do so from the podium. After being recognized by the chair, each individual will identify themselves and the group they represent, if any. Please state your reason for addressing the Board. To ensure that all individuals have a chance to speak, speakers will be 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.

A. 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 seventeenth year of operation as a charter school under the sponsorship of Northfield Public Schools. Arcadia, formerly ARTech, is in its sixteenth 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.

B. Financial Forecast and 2020-2021 General Fund Budget Plan

Director of Finance Val Mertesdorf will present the financial forecast and preliminary budget plan parameters and timeline for the 2020-2021 school year. The presentation will include discussion of the assumptions used for development of the five-year financial forecast.

C. Late Start Update

Dr. Hillmann will facilitate a discussion reflecting on the December 16, 2019, work session about the potential of changing school start times. He will also highlight information from a conference call with the University of Minnesota's Dr. Kyla Wahlstrom, one of the nation's leading researchers on this topic.

D. Renaming Existing Greenvale Park Elementary

Dr. Hillmann will describe the process for the Board to officially rename the current Greenvale Park Elementary School in preparation for its transition to the District's early childhood and community services center. This process will include gathering suggestions from stakeholders, providing the board with a list of options, and identifying the date to make the final decision.



VI. Consent Agenda

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

A. Minutes

- Minutes of the Regular School Board meeting held on December 9, 2019
- Minutes of the Special School Board meeting held on December 16, 2019

B. Gift Agreements

- \$1,000.00 from Noel & Lois Stratmoen Scholarship Fund of Charles Schwab for a scholarship
- \$1,716.00 from Pat Lamb & Ele Hansen Charitable Fund of Northfield Shares for two scholarships
- \$5,000.00 from Marion Mourning for Early Childhood programming

C. Personnel Items

a) Appointments

1. Craig DeAdder, Special Ed EA-PCA for 6.75 hours/day at ALC/Longfellow, beginning 1/6/2020-6/5/2020. Spec Ed Step 4-\$17.10/hr.
2. Piper Hennings, Winter and Spring Recreation for up to 10 hours/week with Community Services, beginning 12/14/2019-5/31/2020. \$10.61/hr.
3. Ruth Hoekstra, Instructional EA-Literacy Support for 4 hours/day at Sibley, beginning 1/13/2020-4/24/2020. Gen Ed Step 4-\$16.52/hr.
4. Kiandra Judge, Special Ed EA-PCA for 6.75 hours/day at Greenvale Park, beginning 1/6/2020-6/5/2020. Spec Ed Step 4-\$17.10/hr.
5. Cindy Keogh, Building Supervisor for up to 10 hours/wk with Community Services, beginning 5/31/2019-Ongoing. \$16.30/hr.
6. Maria Landherr, Winter and Spring Recreation for up to 4 hours/day Fridays/Saturdays with Community Services, beginning 1/10/2020-5/31/2020. \$10.36/hr.
7. DeAnna Skroch, Community School Evening Club Site Leader for up to 3 hours/day 2 days/week at Greenvale Park, beginning 1/6/2020-6/5/2020. \$21.55/hr.
8. Emma Teti, Winter and Spring Recreation with Community Services, beginning 1/11/2019-5/31/2020. \$11.89/hr.
9. Melissa Valentyn, Special Ed EA PCA for 15 hours/week and Gen Ed Supervision for 6 hours/week, Mon., Wed. and Fri. at Bridgewater, beginning 1/8/2020-6/5/2020; Spec Ed Step 3-\$16.63/hr. and Gen Ed Step 3-\$16.05/hr.
10. Katrina Warner, Special Ed EA PCA for 10 hours/week and Gen Ed Supervision for 4 hours/week, Tuesday's and Thursday's at Bridgewater, beginning 1/14/2020-6/5/2020; Spec Ed Step 3-\$16.63/hr. and Gen Ed Step 3-\$16.05/hr.
11. Community Services Winter 2020 Brochure Instructors – see attached.

b) Increase/Decrease/Change in Assignment

1. Ritva Barsness, Child Nutrition Associate III for 7 hours/day at Greenvale Park, change to Child Nutrition Manager I for 8 hours/day at Greenvale Park, effective 12/9/2019-12/16/19. \$23.47/hr.
2. Elizabeth Brewer, Special Ed EA PCA Bus for 1.25 hours/day at the Middle School, change bus time to 1.42 hours/day, effective 12/2/2019-6/5/2020.
3. Shari Bridley, Special Ed EA-PCA for 33.5 hours/week at Longfellow, change to Special Ed EA-PCA for 32.5 hours/week at Longfellow, effective 12/20/19.
4. Katie Dahmeh, Special Ed EA-PCA for 14.5 hours/week Tues., Wed., Thurs., and Fri. at Longfellow, change to Special Ed EA-PCA for 14.5 hours/week Mon., Tues., Wed., and Thurs. at Longfellow, effective 1/6/2020-6/10/2020.
5. Carrie Duba, .8 FTE MTSS and .2 FTE School Psychologist at the High School, add an overload School Psychologist at the High School, effective 11/26/2019-1/24/2020.
6. John Eckhart, Auditorium Tech with Community Services, change to Substitute Auditorium Technician with Community Services, effective 1/2/2020.
7. John Eckhart, Auditorium Tech with Community Services, change to 1.0 FTE Custodian at the High School, effective 1/9/2020. Step 1-Custodian.
8. Ellen Haefner, .75 FTE Parent Educator for 30 hours/week at the NCRC, change to .68 FTE Parent Educator for 27 hours/week at the NCRC, effective 12/13/2019.
9. Jackie Harding, Teacher at Greenvale Park, add Targeted Services PLUS Teacher for up to 1.25 hours/day Mon.-Thurs. at Greenvale Park, effective 1/6/2020-5/7/2020; Yr. 2-\$27.11/hr.

10. Michael Humann, Night Lead Engineer at the Middle School, change to Head Custodian-Temporary at the Middle School, effective 12/5/2019-approximately 1/30/2020.
11. Mark Johnson, Teacher at the Middle School, add Building Supervisor with Community Services, effective 12/23/2019. \$16.30/hr.
12. Jenny Jones, Teacher at the Middle School, add Event Worker-Speech Judge with the High School, effective 12/20/2019.
13. Kiandra Judge, Special Ed EA-PCA for 6.75 hours/day at Greenvale Park, add Gen Ed Supervision for .50 hours/day at Greenvale Park, effective 1/6/2020-6/5/2020. Gen Ed Step 4-\$16.52/hr.
14. Leanne King, Special Ed EA-PCA at Sibley, add Special Ed EA-PCA Bus Duty for .95 hours/day with the District, effective 12/9/2019-6/5/2020.
15. Carolyn Manderfeld, Special Ed EA-PCA Bus Duty for 1.75 hours/day with the District, change to Special Ed EA-PCA Bus Duty for 1.0 hour/day with the District effective 12/10/2019-6/5/2020.
16. Lesly Martinez Reyes, Special Ed EA-PCA at Bridgewater, add Special Ed EA-PCA Bus Duty for .92 hours/day with the District effective 1/6/2020-6/5/2020.
17. Beth Momberg, Special Ed EA-PCA at Longfellow and Special Ed EA-PCA Bus Duty for .75 hours/day with the District, change to Special Ed EA-PCA at Longfellow, effective 1/6/2020.
18. Karen Murphy, Custodian Tuesday-Saturday at the High School, change to Custodian Monday-Friday at the High School, effective 12/16/2019.
19. Jonathan Pownell, General Recreation Position with Community Services, add Program Supervisor with Community Services, effective 12/7/2019-5/31/2020. \$10.75/hr.
20. Sandra Soto-Perez, Child Nutrition Associate I for 3.75 hours/day at Greenvale Park, change to Child Nutrition Associate III for 7 hours/day at Greenvale Park, effective 12/9/2019-12/16/2019. \$22.27/hr.
21. Erik Swenson, Teacher at Bridgewater, add Event Worker-Speech Judge at the High School, effective 12/16/2019.
22. Bridgette Tisdale, Teacher at Greenvale Park, add Event Worker-Speech Judge at the High School, effective 12/17/2019.
23. Deborah Wagner, Instructional EA at Bridgewater, add Safety Patrol Supervision for 1 hour/day at Bridgewater, effective 12/6/2019-6/5/2020.
24. Lisa Williams, Special Ed EA-PCA at Longfellow and Special Ed EA-PCA Bus Duty for .92 hours/day with the District, change to Special Ed EA-PCA at Longfellow, effective 11/19/2019.

c) Leave of Absence

1. Jennifer Allison, Teacher at Bridgewater, Family/Medical Leave of Absence for Childcare, effective 3/9/2020-5/22/2020.
2. Zane Anway, EA at the Middle School, Family/Medical Leave of Absence, effective 11/26/2019 for up to 60 work days.
3. Kristen Cade, Teacher at Bridgewater, Family/Medical Leave of Absence, effective 1/28/2020-2/11/2020.
4. Roanne Johnson, Teacher at Bridgewater, Family/Medical Leave of Absence, effective 1/6/2020-2/14/2020.
5. Nancy Kluver, Office Specialist at Longfellow, Family/Medical Leave of Absence, effective 12/16/2019-1/10/2020.
6. Babs Vigasaa, Custodian at the High School, Family/Medical Leave of Absence, effective 1/6/2020-1/21/2020.

d) Retirements/Resignations/Terminations

1. Margaret Colangelo, EA at the High School, resignation effective 12/16/2019.
2. Mary Grace Hanson, Director of Teaching and Learning, retirement effective 6/30/2020.
3. Abby Hedquist, EA at the High School, resignation effective 12/11/2019.

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

## VII. Superintendent's Report

### A. Items for Individual Action.

1. Approval of Policies. The Board is asked to approve policies 510, 532, 534, 535, 603 and 611 initially presented at the December 9, 2019, Board meeting and recommended by the Policy Committee. These changes will be effective immediately.



**Superintendent's Recommendation:** Motion to approve the changes to Policies as presented..

2. Resolution of School Board Supporting FORM B Application to Minnesota State High School League Foundation. Director of Student Activities Joel Olson requests approval of the attached resolution supporting the District's application to the Minnesota State High School League Foundation for a FORM B grant to assist in the funding of the leadership program Raider Athletic Leaders Inspiring Enthusiasm (RALIE).

**Superintendent's Recommendation:** Motion to approve the Resolution of School Board Supporting FORM B Application to Minnesota State High School League Foundation.

VIII. Items for Information

- A. Construction Update #19. Dr. Hillmann will update the Board on the District's construction projects.
- B. Enrollment Report. Dr. Hillmann will review the January 2020 enrollment report.
- C. MSBA Board Member Recognition Luncheon, January 16, 2020. Board Clerk Noel Stratmoen will be honored for his 40 years of service on the Northfield School District Board of Education at the Minnesota School Boards Association Conference on Thursday, January 16, 2020, 11:30 a.m. - 12:30 p.m.

IX. Future Meetings

- A. Monday, January 27, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
- B. Monday, February 10, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
- C. Monday, February 24, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center

X. Adjournment



## Purpose

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The purpose of this report is to provide PCCS' authorizer, Northfield Public Schools, an overview of the 2018-2019 Annual Report. 2018 -2019 was the third year of the current five year contract between PCCS and Northfield Public Schools. In December of 2019 Dr. Matt Hillmann and Mary Grace Hanson conducted a site visit of the program.

## Summary

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**Enrollment and Waiting List.** PCCS continues to be a popular school. In 2018-2019 PCCS maintained an enrollment of 179 students. PCCS has a waitlist of over 60 students. PCCS had 14% students of color, 14% free/reduced lunch students and 25.7% special education students. Student attrition rates continue to be very low. 92.7% of students were continuously enrolled between October 1, 2018 and October 1, 2019.

**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. PCCS scored above state averages in all the tested Minnesota Comprehensive Assessment subject areas in 2018 - 2019. PCCS met all its World's Best Workforce Plan goals and is on track to meet the multi-year achievement gap goal. Comprehensive test results are documented in the full 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. PCCS is utilizing an equity lens for curriculum design, incorporating social justice topics into thematic study planning. Math professional development has included an initiative to support students' basic fact fluency. Teachers collaborated in developmental age teams to create materials and numeracy games for all students. A parent education workshop was hosted to share these materials and educate parents on ways to support fact fluency development in the home setting. 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 will lead a workshop sharing this initiative with Northfield elementary teachers in January 2020. PCCS is committed to sharing with, and learning from others. In the fall of 2018 PCCS hosted its second Imagine Conference. A panel presented on equity issues in children's literature. PCCS faculty and guest speakers presented sessions on a range of progressive education topics. In October of 2019, the PCCS staff attended the Progressive Education Network National Conference. PCCS continued its rich tradition of arts' residency programming. In January of 2019, students engaged in a circus arts residency. In January of 2020 all PCCS students and staff will collaborate with St. Olaf faculty and students to co-create an opera.

**Financial Management.** PCCS has steadily built a strong fund balance reserve, finishing FY19 with a fund balance of \$682,691 (32.1% 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, 2019 show General Fund total revenue at \$2,154,665 and General Fund total expenses in the amount of \$2,138,539 resulting in a Net Income of \$16,126.

**Future Plans.** PCCS will continue work on educating for equity strategic initiatives. Faculty attended a presentation by Dr. Bettina Love and engaged in a study of her book, *We Want To Do More Than Survive*. A District Advisory Committee has been established that brings a diverse group of stakeholders into conversation about school mission, policy and practice. PCCS is committed to environmental education. Under the leadership of one of the professional development committees, the faculty has undertaken an audit of the school's outdoor learning spaces. This has resulted in the construction of a new pavilion to support outdoor learning. Professional development this year has centered on ecological identity and forest classroom learning spaces.

# Prairie Creek Community School

Annual Report  
January 13, 2020



**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 (authorizer, colleges, teacher-powered schools)
- Outdoor Learning focus
- 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:

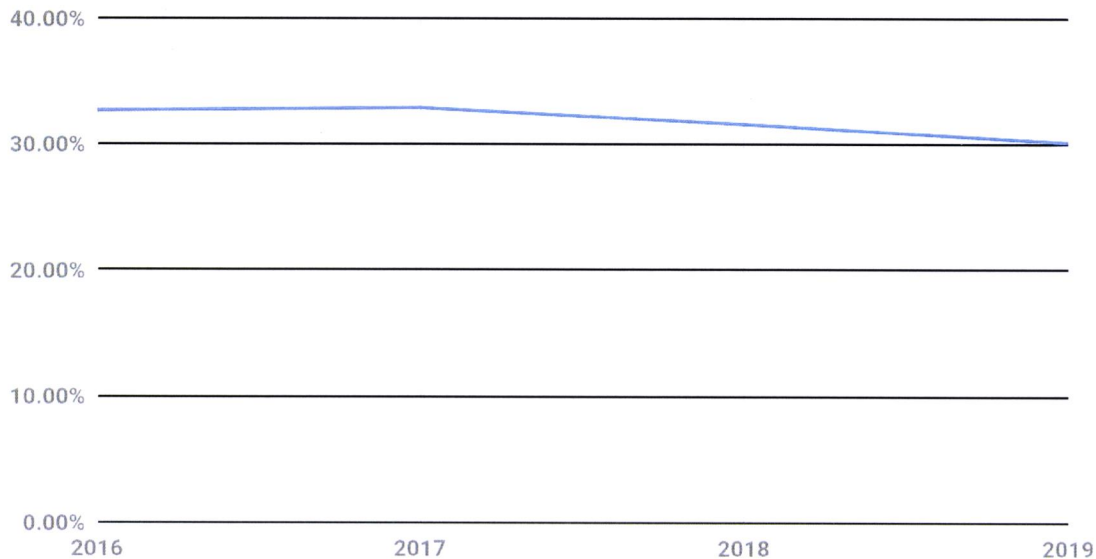
- Formative Assessments
- Performance Observation
- Research Projects
- Thematic culminating events
- Arts Engagement
- Self-Reflection
- Habits of Mind

### Minnesota Comprehensive Assessment Standardized Test Scores

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

## Financial Management

2019 PCCS Fund Balance 32.1%



### Key Strengths:

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

# Thank You and Questions





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## Purpose

The purpose of this report is to give Northfield Public School, our Authorizer, an overview of Arcadia's 2018-2019 annual report.

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## Summary

### Student Achievement

Arcadia met or made progress on all of its World's Best Workforce goals, including closing the gap between general and special education students in math, in which targeted instruction and support have allowed students to make significant gains. Arcadia students exceed state averages for proficiency in math and reading, and by a narrower margin, in science. Our students are also doing well by other measures. In the National Merit Scholarship Program, one student received a National Merit Commended Student recognition, and a second is currently a Semifinalist being considered for the National Merit Scholar title. Importantly for us, and in keeping with our mission, all students in the 8th grade and senior classes designed, completed, and presented honors projects last year. This is a requirement for seniors to graduate from Arcadia. Our graduation rate was 100% in the 2018-2019 school year.

### Enrollment

Arcadia's enrollment decreased in the 2018-2019 school year, from an average daily membership of 117.80 in FY18 to 112.21 in FY19. Students enrolled in PSEO do not count toward our average daily membership (four students). We started the current school year with low numbers in the 6th and 11th grades, but with waiting lists in 7th and 9th grades.

### Financial Management

Despite decreasing enrollment, Arcadia continues to be financially stable and maintain a healthy cash flow. At the end of FY19, the fund balance of the general fund was \$270,042, increasing \$21,050 from FY18, which represents 13.8 percent of general fund expenditures. The Board recently adopted a policy to continue increasing the fund balance.

Arcadia's FY19 audit showed our total general fund revenue at \$1,991,385.00 and expenses at \$1,950,544.00. Of the remaining \$40,841.00, \$19,791.00 was transferred to the food service special revenue fund, leaving the \$21,050 increase to the fund balance.

### Future Plans

We are currently focused on educating the community about the school's mission and further exploring what it means to be a progressive school. We are continuing to build in social-emotional learning opportunities throughout the curriculum. The school has a solid foundation upon which to build its program, and we are now striving to integrate project-based learning into all classes while continuing the independent project work that has always been a hallmark of the school.

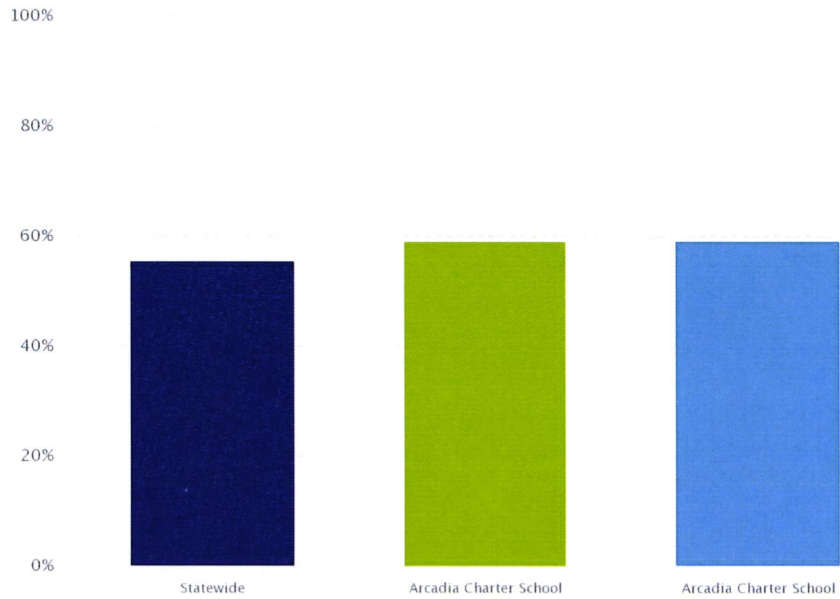
We are also in the process of implementing electronic portfolios for all students. One student, piloting an honors portfolio, successfully applied via portfolio to Cornell College in Iowa.

Arcadia's mission is to prepare our students to transition intellectually, emotionally, and ethically to higher education, future employment, and engaged citizenship. Through collaboration and student-driven projects, Arcadia students: express themselves creatively through the visual, literary, and performing arts; use technology with innovation, imagination, and responsibility; develop critical thinking and creative problem solving skills; construct knowledge and meaning for themselves; value, advocate, and strive for the wellness of the whole person; and are empowered to act as local citizens within a rapidly changing global community. Our continuing goal is to see this mission and vision realized for every Arcadia student.

# Arcadia Charter School

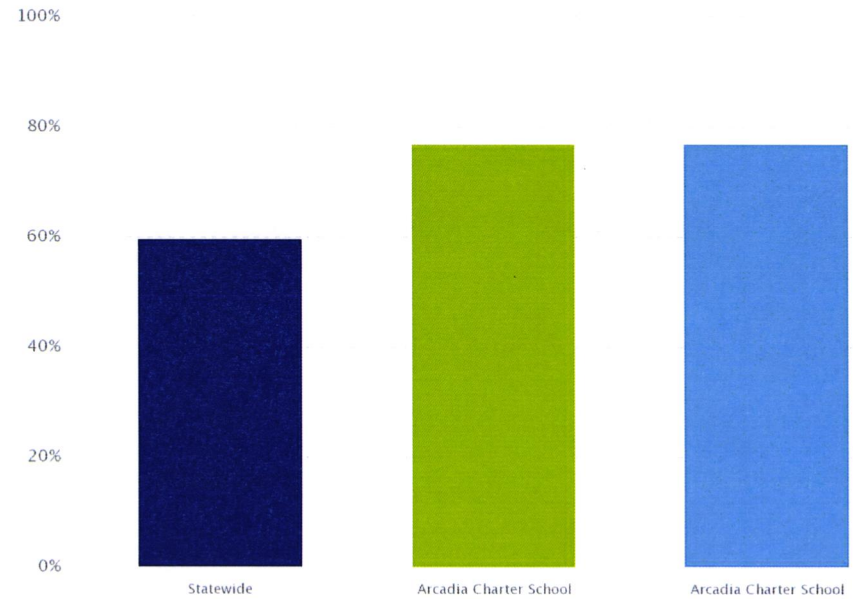
Annual Report  
January 13, 2020

## Math



Arcadia: 59.2% Proficient  
State: 55.5% Proficient

## Reading



Arcadia: 76.9% Proficient  
State: 59.7% Proficient



	Final Budgeted Amounts	Actual Amounts	Variance With Final Budget
Revenues	\$ 1,966,016	\$ 1,991,385	\$ 25,369
Expenditures	2,014,168	1,950,544	63,624
Excess (Deficiency) of Revenues Over (Under) Expenditures	(48,152)	40,841	88,993
Other Financing Uses			
Transfer out	(14,603)	(19,791)	(5,188)
Net Change in Fund Balances	(62,755)	21,050	83,805
Fund Balances, July 1	248,992	248,992	-
Fund Balances, June 30	\$ 186,237	\$ 270,042	\$ 83,805





**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.**



# Questions?





## Financial Forecast and Budget Plan | 2020-21 • Narrative

Val Mertesdorf, Director of Finance

### Financial Cycle

One of our strongest attributes is stewardship. Our financial cycle ensures that we are regularly reviewing information and sharing it with the Board and our community. For the financial projection, we utilize the recently approved revised budget as our base information and then use assumptions to project forward. The assumptions that we set in January are the building blocks for the budget process in the spring. After the fiscal year is complete, we go through our audit process and finalize the prior fiscal year data. Using our final audited data, our October 1 enrollment, and staffing information we are then revise the budget as needed.

### Known Parameters

The financial forecast is a projection using information that we know along with a set of assumptions for the next several years. We ended fiscal year 2018-19 with 19.3% unassigned fund balance. The Board authorized the addition of the Achievement & Integration program which is funded by state aid and levy. The revised budget approved in December anticipates a \$608,000 spend down. The District is experiencing declining enrollment as our demographic study had suggested five years ago. We are adding a new elementary building in 2020-21 and our early childhood and community education programs will be in a District-owned building. This is an additional expense of about \$200,000 for salary and benefits and \$100,000 for supplies and utilities. These amounts have been included in our projection for the past two years. Eighty percent (80%) of our budget is salaries and benefits and seventy percent of our revenue is driven off enrollment.

### Enrollment Projection

Enrollment drives over 70% of our total revenue. 2018-19 was our eighth year with increasing enrollment, however, the increase during 2018-19 was much smaller than previous years. We are seeing a significant reduction in our elementary numbers and an increase in our secondary numbers. For 2019-20 we are projecting a reduction in total enrollment of about 50 students. We use the SchoolFinances.com Enrollment Projection Model. This tool provides us with four different methodologies and multiple years worth of enrollment history to create seventeen different projection methods that we can compare side by side.

- - Weighted Cohort Survival Method
  - Cohort Ratio Method
- Average Ratio Method
- Numerical Survival Method

We selected the 4 year weighted ratio average for this projection. It is a conservative method. The system is a tool that requires us to thoroughly examine what trends seem to fit our enrollment best.

Our Kindergarten enrollment averages about 35% of the total births in Rice County each year. The total births in Rice County have been declining. Children born in 2014 are projected to start Kindergarten for the 2020-21 school year. As you can see below, there is an unusually low birth rate that year so we are projected a smaller incoming Kindergarten class.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
RICE County Births	797	747	711	725	735	727	661	717	812	752	794	814

### Financial Assumptions

Given all that we do know, there are still a significant number of variables in the future that affect our budget. We utilize the information we have at the current time, our professional judgment and historical trends to make assumptions.

#### Revenue Assumptions:

- Enrollment will decrease slightly over the next several years
- 2.0% increase in the basic per pupil revenue formula for 2020-21 and 1.0% increase after that
- Referendum inflationary increases average – 2.0%
- 4% increase in special education funding
- Federal funding held flat

#### Expenditure Assumptions:

- Salaries and Benefits will average 2.42% increase across all employee groups
  - This includes restructuring the Teaching & Learning department as well as the custodial additions for the new Greenvale Park building
- 2% increase in health insurance for participation, rates were held flat
- 2% increase for non salary budgets
- 3% increase for transportation

- Moving \$300,000 of technology salaries to operating capital

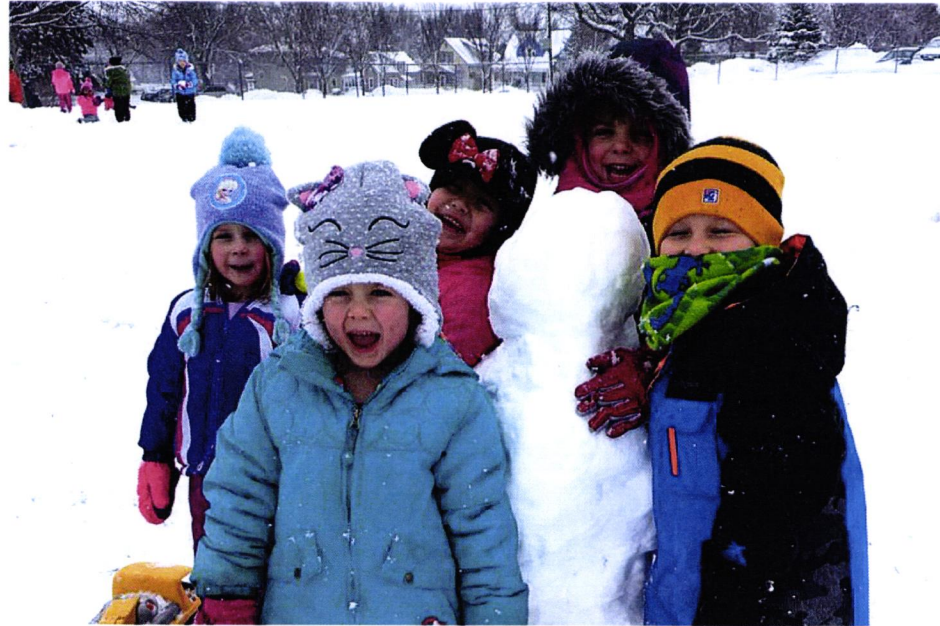
For the 2020-21 budget, I am projecting revenues of approximately \$57 million and expenditures of \$58.7 million. This will be a spend down of \$1.66 million. This budget also includes utilizing \$1.2 million of our assigned fund balance to help cover other post employment benefit and special education expenditures during the year. I am projecting to end 2020-21 at 15.86% unassigned fund balance.

This model is consistent with what I have projected the past few years. The financial projection in January 2019 indicated ending 2020-21 at 14.3% unassigned fund balance. When the voters approved the increase to the operating referendum in 2017 we indicated the additional funding would allow us to maintain our programming through the 2020-21 school year. We will plan to do a program-based budget reduction process next winter for the 2021-22 school year.

As you are aware, this is the challenge that every school district in the state faces. Seventy percent of our revenue comes from the state and 1-2% increases each year does not allow us to ensure our revenue keeps pace with our expenditures. As a District, however, we are in a position of strength. The Board goal of 16% unassigned fund balance allows us to engage in a thoughtful and proactive budget reduction process that involves all of our stakeholders.



*Delivering educational excellence that empowers all learners to engage in our dynamic world.*



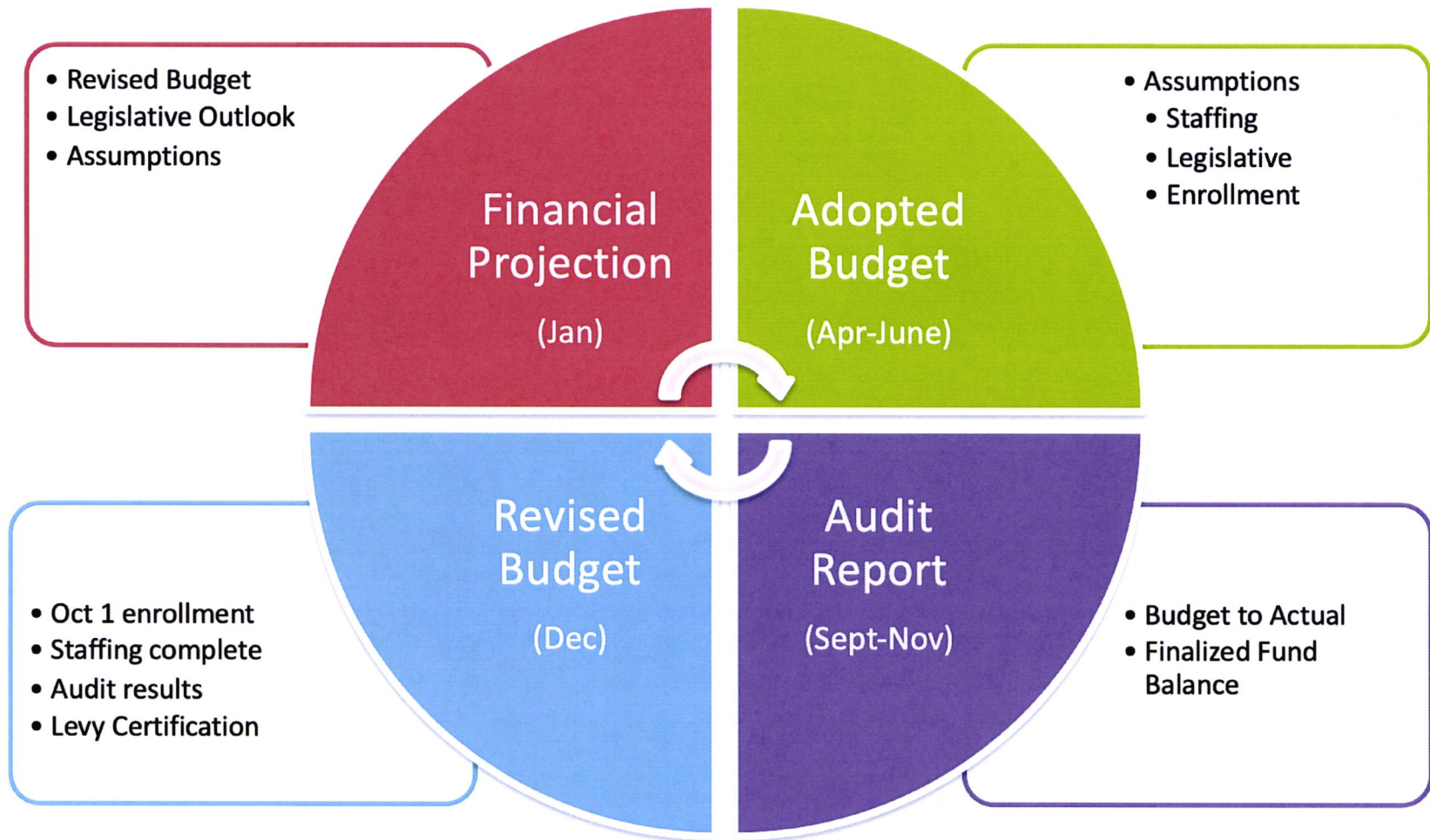
# Financial Forecast and Budget Plan 2020-21



# Discussion Items

- Financial Cycle
- Known Parameters
- Enrollment Projections
- Financial Assumptions
- Summary of 2020-21 Budget Parameters
- Budget Presentation Timeline

# Financial Cycle



# Known Parameters

- Ended 2018-19 with 19.3% unassigned fund balance
- Added the Achievement & Integration program
- 2019-20 Revised Budget plans for a \$608,000 spend down
- Enrollment is declining slightly
- New buildings and additional sq ft beginning 2020-21
- Nearly 80% of our budget is salary and benefits
- Enrollment drives over 70% of our total revenue



# Enrollment Projection

Adjusted Pupil Units (APU)							
	Pre-K	KG	1-3	4-6	7-12	Total	APU
2015-16	32.3	250.2	841.7	865.5	1,932.6	3,922.3	4,308.8
2016-17	40.6	246.9	825.6	906.7	1,976.6	3,996.4	4,391.7
2017-18	39.3	273.0	807.1	922.9	2,001.8	4,044.1	4,444.5
2018-19	41.2	248.4	797.6	911.0	2,051.8	4,050.0	4,460.4
2019-20#	39.0	243.5	759.9	888.8	2,070.4	4,001.5	4,415.6
2020-21#	38.2	238.5	759.7	862.3	2,090.2	3,988.8	4,406.8
2021-22#	39.0	243.8	738.4	844.9	2,087.5	3,953.7	4,371.2

#Projection

# Financial Assumptions

- Fund balance goal – 16%
- LTFM Fund Balance growth
- Revenue Assumptions
  - Per pupil basic funding
  - Declining enrollment
  - Referendum inflationary increase
  - 4% increase in special education funding each year
  - Federal funding held flat

# Financial Assumptions cont.

- Expenditure Assumptions
  - Salaries and Benefits: average for all employee groups is 2.42%
    - \$200k increase in 2020-21 custodial staff at new bldg
    - Includes Teaching & Learning dept restructure
  - 2% increase for non-salary
  - 3% increase for transportation
  - Move \$300,000 technology salaries to capital



<b>REVENUE WORKSHEET</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Estimated APU		4,460.40	4,415.62	4,406.83	4,371.24	4,355.24
<b>Total Revenue</b>		<b>\$55,557,466</b>	<b>\$56,972,099</b>	<b>\$57,091,091</b>	<b>\$57,434,003</b>	<b>\$57,947,555</b>
<b>EXPENDITURE WORKSHEET</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Salaries and Wages		\$31,694,685	\$33,320,510	\$34,128,191	\$35,493,319	\$36,735,585
Employee Benefits		\$11,825,931	\$12,446,198	\$12,870,548	\$13,309,666	\$13,764,079
Non-Salary and Non-Benefits		\$11,737,907	\$11,813,735	\$11,756,747	\$12,025,758	\$12,301,165
<b>Total Expenditures</b>		<b>\$55,258,536</b>	<b>\$57,580,443</b>	<b>\$58,755,486</b>	<b>\$60,828,743</b>	<b>\$62,800,828</b>
<b>RESERVE WORKSHEET</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Total Beginning Fund Balance		\$16,712,990	\$17,011,920	\$16,403,576	\$14,739,182	\$11,344,442
Variance (Rev-Exp)		\$298,930	(\$608,344)	(\$1,664,394)	(\$3,394,740)	(\$4,853,273)
Total EOY Fund Balance		\$17,011,920	\$16,403,576	\$14,739,182	\$11,344,442	\$6,491,169
Restricted Fund Balance		\$6,332,804	\$6,337,159	\$5,421,401	\$5,715,056	\$6,008,711
<b>Unassigned Fund Balance</b>		<b>\$10,679,116</b>	<b>\$10,066,417</b>	<b>\$9,317,781</b>	<b>\$5,629,386</b>	<b>\$482,458</b>
<b>S.O.D. Reserve %</b>		<b>19.33%</b>	<b>17.48%</b>	<b>15.86%</b>	<b>9.25%</b>	<b>0.77%</b>
Goal Reserve Amount		\$8,841,366	\$9,212,871	\$9,400,878	\$9,732,599	\$10,048,132
Goal Achieved		YES	YES	NO	NO	NO

# 2020-21 BUDGET DEVELOPMENT CALENDAR

Jan 27

- Operating Capital & Long Term Facilities Maintenance (LTFM) Budget

Feb 10

- Debt Service, Trust Fund and Internal Service Fund

Feb 24

- Child Nutrition and Community Services Budgets

Mar 9

- General Fund Budget

April 13

- School Board adopts the 2020-21 Proposed Budget – All Funds

Questions?

Thank you!



# **NORTHFIELD PUBLIC SCHOOLS**

## **School Board Minutes**

December 9, 2019

Northfield High School Media Center

- 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. Present: Goerwitz, Hardy, Stratmoen, Quinnell, Baraniak, Iverson and Pritchard.
- II. Agenda Approval/Table File  
On a motion by Goerwitz, seconded by Quinnell, the Board approved the Agenda.
- III. Public Comment  
There was no public comment.
- IV. Announcements and Recognitions  
The Youth Data Summit is December 10 at the Weitz Center on the Carleton College campus. Youth from Waterville-Elysian-Morristown, Tri-City, Faribault, and Northfield will attend with funding from the Achievement and Integration program. The purpose of the summit is to hear the voice of the students and generate new ideas how we begin to improve the achievement gap.
- V. Items for Discussion and Reports
  - A. Truth in Taxation Presentation for the Payable 2020 Property Tax Levy Followed by Public Comment  
The amount of the proposed levy for 2020 is \$19,985,995.93 and represents a 0.20% decrease from the prior year. Director of Finance Val Mertesdorf reviewed the levy and the current year's revised general fund budget. The public was invited to speak following the presentation. No residents spoke at the meeting.
  - B. Northfield High School Update  
Interim Principal Dr. Laura Kay Allen provided an update about progress towards School Improvement Plan goals, and shared activities, accomplishments and challenges occurring at Northfield High School. Dr. Allen reported the Raider Nation themes of academics, activities, athletics and acceptance are embraced and reinforced each day. The Flex hour, college readiness preparation and the new parent-teacher conference model have received positive feedback. Although the Flex hour is going well, it is a program that requires intense supervision and administrators continue to look at our English Language services as we have had an increase in our English Language enrollment this year.
  - C. Fall Activities Recap  
Director of Student Activities Joel Olson provided a recap of Fall 2019 activities and athletics. Approximately 613 (48%) of students participated in MSHSL or other competitive/performance activity during the Fall season. There were several section and conference championships, individual state meet participants, team academic awards, fine arts participants, and three post secondary athletic commitments.
  - D. Request to Hire Additional Non-Licensed Special Education EA/PCA  
Assistant Director of Special Services Sara Pratt proposed an increase of 6.75 hours/day for a non-licensed special education assistant PCA at Greenvale Park Elementary required to provide special education services to support individual student needs as determined by the Individual Education Program Plan (IEP) until the end of the school year. These additions are requested due to the increased needs to provide care, safety and support across all school environments. The total projected cost of salary and benefits is \$22,600 with approximately 55% of the salary reimbursed through special education revenue for a net cost of \$17,155. On a motion by Goerwitz, seconded by Baraniak, the Board moved the Request to Hire Additional

Non-Licensed Special Education EA/PCA at Greenvale Park Elementary to an Item for Individual Action.  
Motion carried.

E. Policy Committee Recommendations

Dr. Hillmann presented the Policy Committee's recommendations on policies 510, 524.2, 532, 534, 535, 603 and 611. The revisions and recommendations reflect statutory requirements that the Minnesota legislature enacted through the 2019 legislative session and other federal and state requirements. This will be an item for individual action at the next Board meeting.

VI. Consent Agenda

On a motion by Iverson, seconded by Goerwitz, the Board approved the following Consent Agenda items:

A. Minutes

Minutes of the Regular School Board meeting held on November 25, 2019

B. Gift Agreements

- \$1,000.00 to the Northfield Middle School from The Rodgers Family Foundation
- \$1,926.00 B.A.S.S. Fishing donation from Cannon River Sportsmen's Club
- \$1,000.00 for media center furniture at Bridgewater Elementary from The Rodgers Family Foundation
- \$1,000.00 to be used as needed at Greenvale Park Elementary from the Rodgers Family Foundation

C. Personnel Items

a) Appointments

1. Miriam Rogers, 1.0 FTE Long Term Substitute English/Language Arts Teacher at the High School, beginning on or about 1/15/2020-3/27/2020; MA+45, Step 8.
2. Kari Black, Early Childhood Screener, beginning January 1, 2020, \$20.00/hour.
3. Michael Garlitz, Event Worker, Speech Judge at the High School, beginning 12/10/2019.
4. Jonathan Pownell, Program Supervisor and General Rec Position with Community Services, beginning 12/7/2019-5/31/2020; Supervisor \$10.75/hr. and Gen Rec \$10.11/hr.
5. Ella Stromme, Community School Site Assistant for up to 3 hours/day 2 days/week at Greenvale Park, beginning 12/10/2019-5/14/2020; Step 2 -\$13.56/hr.
6. Ella Stromme, Greenvale Park Community School Club Leader, beginning December 10, 2019, \$21.55/hour.
7. Deborah Wagner, Gen Ed Instructional EA for 6 hours/day at Bridgewater, beginning 12/6/2019-6/5/2020; Gen Ed, Step 4-\$16.52/hr.

b) Increase/Decrease/Change in Assignment

1. Nives Bakic, Educational Assistant at the Middle School, add Targeted Services PLUS Site Leader for up to 2 hours/day Mon.-Thurs. at Sibley, effective 12/2/2019-3/19/2020; Step 1-\$16.30/hr.
2. Zoe Ingersoll, General Recreation Position with Community Services, add Program Supervisor with Community Services, effective 12/2/2019-5/31/2020; \$11.00/hr.
3. Rita Lattimore, Custodian at the Middle School, change to Night Lead Engineer w/o license at the Middle School, effective 12/5/2019-approximately 01/30/2020; Step 5, \$19.46/hr.
4. Matthew Meyer, Community School Site Assistant at Greenvale Park, change to Community School Club Leader for 3 hours/day Tuesdays and Thursdays at Greenvale Park, effective 12/1/2019-1/1/2020; \$21.55/hr.
5. Rebecca Meyer, Special Ed EA at the High School, add Special Ed EA PCA Bus for 1.33 hours/day with the District, effective 11/26/2019-6/5/2020.
6. Ken Engen, 1.0 FTE Custodian at the High School, change to 1.0 FTE Lead Custodian Engineer at the High School, effective 12/16/2019; Step 4-Custodian Engineer w/o license.
7. Matthew Meyer, Community School Lead at Greenvale Park, add Targeted Services PLUS Club Leader for up to 1.5 hours/day Mon. and Thurs. at Sibley, effective 12/9/2019-3/19/2020; \$21.55/hr.
8. Beth Momberg, Special Ed EA PCA at Longfellow, add Special Ed EA Bus for .75 hours/day with the district, effective 9/3/2019-6/5/2020.

c) Leave of Absence

1. Jessie Huebsch, Office Employee at Bridgewater, Medical Leave of Absence, effective 12/12/2019 and extending through 01/03/2020.



2. Mary Boyum, Educational Assistant at Sibley, Family/Medical Leave of Absence, effective 12/4/2019-12/20/2019.
  3. Lydia Ditlevson, Special Ed Teacher at Sibley, Family/Medical Leave of Absence, effective 11/11/2019 for up to 60 work days.
  4. Mitzi Holden, Child Nutrition Manager at Greenvale Park, Family/Medical Leave of Absence, effective 12/2/2019-12/13/2019.
  5. Jim Kulseth, Director of Buildings and Grounds, Family/Medical Leave of Absence, effective 12/31/2019 for approximately three work weeks.
- d) Retirements/Resignations/Terminations
1. Josh Spitzack, Targeted Services PLUS Teacher at Greenvale Park, resignation effective 11/6/2019.
  2. Nicole Rasmussen, EA at Bridgewater, resignation effective 12/2/2019.
- e) Seniority Lists
- The Board approved the 2019-2020 Principal/Assistant Principals Seniority List and the 2019-2020 Teacher Seniority List.

## VII. Superintendent's Report

### A. Items for Individual Action.

1. Certify Final 2019 Payable 2020 Tax Levy.  
On a motion by Stratmoen, seconded by Goerwitz, the Board certified to County Auditors the 2019 Payable 2020 Final Certified Levy Limitation and Certification Report in the amount of \$19,985,995.93.
2. Fiscal Year 2019-2020 General Fund Budget Revision.  
On a motion by Iverson, seconded by Goerwitz, the Board approved revised 2019-2020 general fund budget of revenues of \$56,972,099 and expenditures of \$57,580,443.
3. Approval of Policies (300 series).  
On a motion by Baraniak, seconded by Hardy, the Board approved policies 301, 302, 303, 304, 305, 306 and 310 as presented at the November 25, 2019, Board meeting and recommended by the Policy Committee. These changes are effective immediately.
4. Request to Hire Additional Non-Licensed Special Education EA/PCA  
On a motion by Goerwitz, seconded by Baraniak, the Board approved the Request to Hire An Additional 6.75 hour/day Non-Licensed Special Education EA/PCA at Greenvale Park Elementary for the 2019-2020 school year at a cost not to exceed \$17,155 as presented.

## VIII. Items for Information

- A. Construction Update #18. Dr. Hillmann updated the Board on the District's construction projects which included drone footage of Bridgewater, Sibley, and the New Greenvale Park schools provided by Knutson Construction.
- B. Enrollment Report. Dr. Hillmann reviewed the December 2019 enrollment report.
- C. Late Start Update. Superintendent Hillmann provided an update about the later school start time discussions for secondary students.
- D. MSBA Board Member Recognition Luncheon, January 16, 2020. Board Clerk Noel Stratmoen will be honored for his 40 years of service on the Northfield School District Board of Education at the Minnesota School Boards Association Conference on Thursday, January 16, 2020, 11:30 a.m. - 12:30 p.m. Board members will attend this celebration of Noel's years of service. Noel is the fourth most tenured school board member in the State of Minnesota.
- E. Special School Board Meeting. There will be a special school board meeting on Monday, March 30, 2020 at 5:00 p.m. The purpose of this meeting will be to award the bids for the Longfellow renovation.

## IX. Future Meetings

- A. Monday, December 16, 2019, 5:00 p.m., Board Work Session, NHS Media Center



B. Monday, January 13, 2020, 7:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, NHS Media Center

C. Monday, January 27, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center

X. Adjournment

On a motion by Stratmoen, seconded by Quinnell, the Board adjourned at 9:23 p.m.

Noel Stratmoen  
School Board Clerk

# **NORTHFIELD PUBLIC SCHOOLS**

## **School Board Minutes**

December 16, 2019

Northfield High School Media Center

- I. Call to Order  
Board Chair Julie Pritchard called the Special meeting of the Northfield Board of Education of Independent School District 659 to order at 7:06 p.m. Present: Goerwitz, Hardy, Stratmoen, Quinnell, Baraniak, Iverson and Pritchard.
- II. Agenda Approval/Table File  
On a motion by Quinnell, seconded by Hardy, the Board approved the Agenda.
- III. Public Comment  
There was no public comment.
- IV. Consent Agenda  
On a motion by Stratmoen, seconded by Goerwitz, the Board approved the following Consent Agenda items:
  - A. Co-Curricular Overnight Trips for 2019-2020  
Director of Student Activities Joel Olson requested Board approval for two co-curricular overnight trips for the 2019-2020 school year.
- V. Adjournment  
On a motion by Stratmoen, seconded by Hardy, the Board adjourned at 7:08 p.m.

Noel Stratmoen  
School Board Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 13<sup>th</sup> day of December, 2019, by and  
between Noel and Lois Stratmoen Scholarship Fund of Charles Schwab,  
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 for Stratmoen Scholarship, ck. # 4981190.

Noel and Lois Stratmoen Scholarship Fund of  
Donor Charles Schwab

By: Received in District 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 6<sup>th</sup> day of January, 2020, by and between Pat Lamb and Ete Hansen Charitable Fund of Northfield Shares, 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

\$1,716.00 for two individual Pat Lamb and Ete Hansen scholarships, check #82330.

Pat Lamb and Ete Hansen Charitable Fund of  
Donor Northfield Shares

By: Received in District 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 10 day of December, 2019, by and between Marion Mourning, 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

\$5,000 donation to Early Childhood programming.

Marion Mourning  
Donor

By: Longfellow School (Sara Line)

Approved by resolution of the School Board on the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

INDEPENDENT SCHOOL DISTRICT No. 659

By: \_\_\_\_\_

Clerk

## COMMUNITY SERVICES

### Winter 2020 Brochure Instructors

Victor Albrecht	Robert Knutson
American Red Cross	Mad Science of Minnesota
Doug Bengtson	Zandra Malecha
Carly & John Born	Sylvia Marccarelli
John Campion	Kate McGrogan
Cannon River Sportsmen's Club	Michelle Michaud
Josh Carlson	Erik Myran
Andy Chen	North Star Haidong Gumdo
Community Services Staff	Northfield Arts Guild
Cornerstone on the Vermillion	Northfield Basketball Association
Kevin Dahle	Northfield Skating School Staff
Susan Dean	K. Brian Nowak
Laurie DeGroot	Linda O'Connor
Michael Detjen	Bob Peterson
Hanah Diebold	Prairie Fire Children's Theatre
Laverne Dickerson	Project ABLE Staff
Drama Lab	Pure-Bend Bar-Bend
Doorway to College	Ring the Bell Fitness
Ashley Drobney	Steve Ryan
Sheriff Troy Dunn	Savannah Shmurak
Shahar Fearing	Skyhawk Sports
Four Winds Dog Training	Missy Spitzack
Dave Gilmore	Heidi Streiff
Girls on the Run	Kevin Strauss
Peter Gittins	Summit Health & Fitness
Tracy Giza	Sweetwater Design
Rita Gomez	Thomsen Systems/Tech Academy
Rich Guggisberg	Todd Thompson
Mary Hahn	Carey Tinkelenberg
Lori Hameister	Nate Truman
Healthy Focus	Richard Truman
Heartwork Yoga Studio	Vicki Tyler
Gary Greenlund	Bettina Waldman
Jesse James Lanes	Watch Me Draw
Naomi Jirele	Waterford Warriors Snowmobile Club
Christopher Kauffield	Youth Enrichment League Staff



## **Policy 510 SCHOOL ACTIVITIES**

### **I. GENERAL STATEMENT OF POLICY PURPOSE**

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

### **II. GENERAL STATEMENT OF POLICY**

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental and emotional well-being. They are of secondary importance to the formal instructional program; however, they complement the instructional program by providing students with additional opportunities for growth and development.

### **H.III. RESPONSIBILITY**

- A. The school board expects all students who participate in school sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal or unsportsmanlike behavior at these activities or events.
- C. The superintendent or designee shall be responsible for disseminating information needed to inform students, parents, staff, and the community of the opportunities available within the school activity program and the rules of participation.
- E.D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. It shall be the responsibility of those employees who conduct MSHSL activities to familiarize students and parents with all applicable rules, penalties, and opportunities.
- E.E. The superintendent or designee shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.
- F. The school board will ensure that any funds raised for extracurricular activities will be spent only on extracurricular activities.

## Policy 510 School Activities

Adopted: 3/12/07; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, MN

**Legal References:** Minn. Stat. § 123B.49 (~~Cocurricular and Extracurricular Activities; Insurance~~)

**Cross References:** Board Policy 503 (Student Attendance)

Board Policy 506 (Student Discipline)

Board Policy 713 (Student Activity Accounting)

MSBA Service Manual, Chapter 5, Various Educational Programs

**Policy 532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

**I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

**III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law



enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS:**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

##### **B. Removal By Police Liaison Officer or Peace Officer**

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment is prohibited by Minn. Stat. § 121A.58.
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain.
3. Totally or partially restricting a child's senses as punishment.
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible.
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556.
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification



The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of Stat § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of ~~prone restraints~~ seclusion. By ~~June 30~~ January 15, April 15, July 15, and October 15 of each year, districts must report ~~summary data on the use of restrictive procedures to the MDE~~, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information ~~about~~ on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Policy 532 Use Of Peace Officers And Crisis Teams To Remove Students With IEPs From School Grounds

Adopted: 3/8/2004; Updated 4/2011; Revised 7/11/11, 5/15/13, 5/16/16; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

**Legal References:** 20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))  
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)  
20 U.S.C. 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)



Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)  
Minn. Stat. § 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)

***Cross References:*** School District Policy 506 (Student Discipline)  
School District Policy 507 (Corporal Punishment)  
School District Policy 515 (Protection and Privacy of Pupil Records)  
School District Policy 525 (Violence Protection)  
School District Policy 806 (Student Welfare / Crisis Management Policy)

## **Policy 534 UNPAID MEAL CHARGES - NEW**

### **I. PURPOSE**

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

### **II. PAYMENT OF MEALS**

- A. All students will have individual meal accounts with a separate 4-digit PIN (Personal Identification Number) for each student/user in the family to record individual meal purchases. When an account reaches zero or there is insufficient funds a student shall not be allowed to purchase a la carte items until the negative account balance is paid. Families may pay for meals by using cash, check or Revtrak online payment system. Payments may be made daily and sent to any school the student attends. Checks should be made out to Northfield Public Schools and must include the student's first and last name and personal identification number (PIN). Cash payments will be accepted in a sealed envelope with the student and parent's first and last name, PIN number, and the amount of payment written on the outside of the envelope. Payments may also be mailed to Northfield Public Schools, Child Nutrition Office, 1400 Division Street South, Northfield, MN 55057. All schools have payment envelopes and collection boxes placed in the Child Nutrition area for receipt of payments. Each school collects and posts money daily into individual meal accounts. Money collected will be posted into the account as it is turned in or at least by 10:30 am and again by 2:00 pm. All other cash or check payments will be posted the following day.

See Negative Balance and NSF procedure for payment of meals.

- B. If the school district receives school lunch aid under Minn. Stat. § 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.
- C. The school district does not provide alternate meals, but will allow a student with an outstanding meal charge debt to purchase a reimbursable meal.
- D. When a student has a negative account balance, the student will not be allowed to charge an a la carte item.
- F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed

to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

### **III. LOW OR NEGATIVE ACCOUNT BALANCES NOTIFICATION AND UNPAID MEAL CHARGES**

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.
- C. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- D. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- E. The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.
- F. Negative balances of more than \$30, not paid prior to *end of the school year*, will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- G. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- H. The superintendent or designee will develop procedures for collecting unpaid meal charges and notification of low or negative balances. Refer to negative balance and NSF procedure guidelines.

### **IV. COMMUNICATION OF POLICY**

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
  - 1. all households at or before the start of each school year;
  - 2. students and families who transfer into the school district, at the time of enrollment; and
  - 3. all school district personnel who are responsible for enforcing this policy.



- B. The school district ~~may~~ shall post the policy on the school district's website, in addition to providing the required written notification described above.

### Policy 534 Unpaid Meal Charges

Adopted: INSERT DATE HERE

***Legal References:***

Minn. Stat. § 124D.111, Subd. 4  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A  
Minn. Op. Atty. Gen. 169j (May 14, 2019) (*Letter to Ricker*)

## **Policy 535 SERVICE ANIMALS IN SCHOOLS - NEW**

### **I. PURPOSE**

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

### **II. GENERAL STATEMENT OF POLICY**

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

### **III. DEFINITIONS**

#### **A. Service Animal**

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

#### **B. Handler**

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

#### **C. Work or Tasks**

1. "Work or tasks" are those functions performed by a service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and

helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

#### **IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
  1. Is the service animal required because of a disability; and
  2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI. below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

#### **V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.



- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

## **VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

## **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
  - 1. Any of the requirements described in Part V., above, are not met.
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
  - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
  - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

#### **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

#### **IX. ALLERGIES; FEAR OF ANIMALS**

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

#### **X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP



team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

## **XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

## **XII. LIABILITY**

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

### **Policy 535 Service Animals in Schools**

Adopted: INSERT DATE HERE

**Legal References:** Section 504 of the Rehabilitation Act of 1973  
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)  
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)  
Minn. Stat. § 609.226 (Harm Caused by Dog)  
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

**Cross References:** MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)



## **Policy 603 CURRICULUM DEVELOPMENT, IMPLEMENTATION AND DELIVERY**

### **I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### **II. GENERAL STATEMENT OF POLICY**

The District maintains a cyclical program improvement process of assessment, development, implementation, and measurement that annually reviews and plans for improvement of curriculum, instruction, and assessment, including state graduation standards (M.S. 120B.11, Subd.2) and in accordance M.S. 120B.11 and Policy 616 - School District System Accountability. All required instructional programs, as designated in Policy 648 Instructional Programs, participate in the Program Improvement Process.

### **III. RESPONSIBILITY**

The School Board is accountable for all curriculum and in that capacity assigns the responsibilities as described ~~in IV~~ below.

#### **IV. Responsibilities:**

- A. The Superintendent, through his or her designee, is responsible for:
  1. Curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent or designee that will provide for periodic reviews of each curriculum area. Development and implementation of procedures related to the Program Improvement Process that comply with federal and state law and rule, and reflect best practices in the field of curriculum development including opportunity for input from district and building administrators, teachers, students, parents, community, and field professionals.
  2. Approving curricula for implementation in the District.
- B. Principals, under the supervision of the Superintendent, are responsible for monitoring implementation of the District curriculum.
- C. Teachers, under the supervision of Principals, are responsible for delivering the District curriculum directly to students.
- D. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents

and other community residents shall comprise at least two-thirds of advisory committee members.

- E. Within the ongoing process of curriculum development, the following needs shall be addressed:
1. Provide for articulation of courses of study from kindergarten through grade twelve.
  2. Identify minimum objectives for each course and at each elementary grade level.
  3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
  4. Provide a program for ongoing monitoring of student progress.
  5. Provide for specific, particular, and special needs of all members of the student community.
  6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
  7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
  8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- F. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.
- G. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- H. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- I. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.



# Policy 603 Curriculum Development, Implementation & Delivery

Adopted: 9/27/2004; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

**Legal References:** Minn. Stat. § 120B.10 (Findings: Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)  
Policy 616 - School District System Accountability  
Policy 648 - Instructional Programs



## **Policy 611 HOME SCHOOLING**

### **I. PURPOSE**

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

### **II. GENERAL STATEMENT OF POLICY**

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

### **III. CONDITIONS FOR HOME SCHOOLING**

The person in charge of a home school must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

### **IV. IMMUNIZATION**

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of homeschooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

### **V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS**

Upon formal request as required by law, the school district will provide textbooks, (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

### **VI. PUPIL SUPPORT SERVICES**

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that

exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

## **VII. EXTRACURRICULAR ACTIVITIES**

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

## **VIII. SHARED TIME PROGRAMS**

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

## **IX. OPTIONAL COOPERATIVE ARRANGEMENTS**

### **A. Activities**

- 1. Minnesota State High School League sponsored activities (in which ~~where~~ six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaws 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
- b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
- c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.



2. Non-Minnesota State High School League activities in which ~~where~~ six or more students receive instruction in the home school. A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school district retains sole discretion, control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Policy 611 Home Schooling

Adopted: 1/14/2008; Updated 7/11, 5/12; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, MN

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 123B.36 (School Boards May Require Fees)  
Minn. Stat. § 123B.41 (Definitions)  
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material, Standard Tests)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)

**Cross References:** Board Policy 558 (Nonresident Open Enrollment)  
Board Policy 510 (School Activities)



**MSHSL Foundation**  
**FORM B Grant Request Categories**  
**School Year 2019-2020**

Each year the MSHSL Foundation Board meets to address the focus for grant requests from member schools and related conferences or regions. The 2019 focus is for three specific areas:

1. Leadership Initiatives: such as WHY WE PLAY or related programs
2. Safety: such as AEDs, concussion training/evaluation, etc.
3. Transportation that reduces barriers to participation. This DOES NOT include normal transportation to and from athletic or fine arts competition

**Requests for items identified in Appendix A will not be considered by the Foundation Board.**

The MSHSL Foundation Board of Directors may approve other requests as determined by the Foundation Board of Directors at any regularly scheduled meeting.

**FORM B MUST BE SUBMITTED NOT LATER THAN FEBRUARY 15, 2020**

GRANT APPLICATIONS MAY BE SUBMITTED IN SUPPORT OF EDUCATION-BASED ATHLETIC OR FINE ARTS ACTIVITIES.

FORM B - SEMINARS OR TRAINING OPPORTUNITIES:

1. Training sessions for coaches/students/member school personnel regarding WHY WE PLAY or similar leadership initiatives.
2. Health and Safety Education such as Anyone Can Save a Life, concussion training/evaluation, care and prevention of injuries, etc.
3. Transportation that prohibits barriers to participation. The specific barrier(s) must be clearly identified and fully explained. This category MAY NOT include normal transportation to and from scheduled school contests/competition. Such requests will not be funded.

**FORM B**  
**Minnesota State High School League Foundation**  
**Application for Grant**  
**School Year 2019-2020**

**Mission Statement:** Founded in 2007, the Minnesota State High School League Foundation is a nonprofit association, serving both public and private schools, created to complement the Minnesota State High School League by providing support for Minnesota's high school youth to participate in athletics and fine arts. Minnesota State High School League Foundation's goals are to promote the growth of high school students through participation in valuable extra-curricular activities.

**Awarding of Grants:** The primary goal of the Foundation will be to award grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs. These grants will be awarded based upon gender balance, school size and geographic location to the extent possible.

**THE APPLICATION MUST BE SUBMITTED ELECTRONICALLY TO THE MSHSL FOUNDATION NO LATER THAN FEBRUARY 15, 2020. ALL REQUIRED INFORMATION MUST BE INCLUDED IN ORDER FOR THE APPLICATION TO BE CONSIDERED (see Item #6).**

Date of Application 12/18/19

Northfield High School  
Name of School/Organization

41-6008327  
Federal Tax ID Number

1400 Division St S  
Street

Northfield  
City

MN  
State

55057  
Zip Code

507-663-0633  
Phone

507-645-3455  
Fax

Please identify the SPECIFIC Amount Requested: **\$2710** (Maximum \$5,000.00)

**Since inception, the average amount approved has been \$2,000.**



1. Describe (1) your request (see Appendix A on page 6), (2) the amount requested (see Appendix B on page 7), you must submit a **DETAILED LINE ITEM BUDGET SPECIFIC TO YOUR REQUEST**, and (3) your timetable for completing the project. THE REQUEST WILL NOT BE REVIEWED UNLESS SUBMITTED PER THE DIRECTIONS IN APPENDIX A and B. Additional pages can be attached to this request if necessary.

**Northfield High School is requesting \$2710 to assist in the funding of the leadership program called RALIE - Raider Athletic Leaders Inspiring Enthusiasm. RALIE is a group approximately 60 athletes who have committed to be drug and alcohol free, devoting their time and energy to influence their teammates and school culture.**

**The RALIE Purpose Statement reads: RALIE commits to lead with passion and to build a fun environment that inspires enthusiasm and positive relationships throughout Raider Nation!**

**The group meets once a month with 4 staff members. Staff members are Coaches but also serve as the Trainer, Counselor and Teacher. Monthly meetings are one hour in length with lessons adapted from the Inside Out Initiative. Students are to go through the lesson with the group leaders and then throughout the month are given homework to apply the lessons with their teams.**

**The year kicks off in August, with Craig Hillier coming to Northfield to speak with the students. Each student is given one of Craig's books to use as a resource throughout the school year. Some of the students even speak at the Fall parent/athlete kick off meeting, where over 900 people are in attendance. The students speak to the mission of RALIE and the importance of staying healthy and chemical free.**

**RALIE provides safe and drug free opportunities throughout the year for Northfield students to participate in. Activities range from kickball tournaments to volleyball games, to serving food at the homecoming tailgate. Each activity is meant to provide a safe place for students to go after games rather than going home or going to parties.**

**The RALIE students are influential in the school on the field, in the classrooms and in the hallways. Potential RALIE members are juniors and seniors, and all must complete an application process to participate. Students also work with the Middle School students to teach and facilitate positive choices in and out of school.**

2. Describe how the funds requested for the identified project furthers the stated mission and primary goal(s) of the MSHSL Foundation AND the mission and goals of your school district as identified by your school board.

**RALIE activities and initiatives further MSHSL goals specific to participation in extracurricular activities and more specific to the 2020 focus on leadership initiatives. Our partnership with Craig Hillier solely focuses on leadership development among our upperclass students who participate in extracurricular activities in ways that our student leaders positively influence their sports and activities and our student body as a whole.**

3. Are there any other similar programs that serve the same geographic area and groups of people identified in question number one (1) above? If the answer is, "Yes", please explain the relationship between the two programs. If the answer is, "No", please continue on to question number five (5).



Northfield High School has a second leadership group called Life of an Athlete (LOA). This leadership group is a subgroup of the above mentioned RALIE. Life of an Athlete members are also members of RALIE, and on some levels act as the leaders of RALIE. All Life of an Athlete members benefit from the same leadership training and leadership books. RALIE has around 60 members, and Life of an Athlete consists of 8-10 members. This is a smaller group that meets times in addition to RALIE meetings and helps plan chemical free events for Northfield athletes to attend. LOA also organizes elementary and middle school educational talks on chemical use and what it means to be an athlete.

4. List other actual or proposed sources for funding of the project, including the amounts of the other requests and commitments from other entities. Indicate those sources from which commitments have been received with an asterisk.

In the past, RALIE's primary funding source was a local family who lost one of their children in a car accident while she was in high school. We continue to reach out to this family on an annual basis for financial support, but the family has now moved and our contact has become less frequent. We also seek grants from local foundations but the funds granted do not meet the expenses associated with running LOA and RALIE.

5. If your School or School District, is submitting a grant request, please attach the following information:

- a. A copy of the MSHSL Foundation Board of Directors' Resolution (see sample resolution on page 6) requesting funds from the Foundation as identified in your grant request OR a copy of the official minutes from the school board meeting when the grant request was approved.
- b. Line Item Budget (see sample line item budget on page 7).
- c. Other documents you may determine to be important for the MSHSL Foundation Board of Directors to review.

• This application will not be considered unless the entire application is submitted including all required attachments.

• Please note that the MSHSL Foundation Board of Directors may request additional information regarding any proposal.

Joel Olson

Printed Name of Person Requesting the Grant

Jolson@northfieldschools.org

Email Address

\_\_\_\_\_  
Signature of Person Requesting the Grant

01/13/20

Date Completed

**APPENDIX B**

MSHSL Foundation

FORM B

Expenditure Line Item Budget

		Student Leadership/Raider Athletic Leaders Increasing Enthusiasm - RALIE			
	Grant Request				
	Amount Requested:	\$2,710.00			
			Quantity	Price	Total
	Speaker: Craig Hillier		1	\$1500.00	\$1500
	High School Sports Leader Books for Students and Coaches		60	\$8.50	\$510.00
	Win The Day Books - Secondary Resource for students and Coaches		50	\$14.00	\$700.00
			Total Request		\$2,710.00

## FORM B

### RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING FORM B APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Northfield Public Schools Board/Governing Board recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school districts to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Northfield Public Schools Board/Governing Board supports the School's application to the Minnesota State High School League Foundation for a FORM B grant.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk - Treasurer

**A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.**





Construction Update No. 19  
*Presented to the Board on 01.13.2020*  
Matt Hillmann, Ed.D., Superintendent of Schools

Purpose: The purpose of the construction update summary at each Board meeting is to provide information regarding the five construction projects authorized by the public in November 2018. You can view a full history of the construction updates at [www.northfieldschools.org/construction](http://www.northfieldschools.org/construction).

Project	Expected Project Cost	Expected Start Date	Expected Completion Date
Bridgewater Elementary	\$2.13 million	June 2019	October 2019 (entry) November 2019 (new office) January 2020 (current office remodel)
Greenvale Park (new)	\$27.62 million	August 2019	August 2020
Sibley Elementary	\$7.38 million	November 2019	August 2020
GVP Early Childhood Center (remodeling)	\$859,000	June 2020	August 2020
Longfellow School (remodeling)	\$837,000	September 2020	December 2020

January 2020

- Construction continues at both Greenvale Park and Sibley.
- Painting within the renovated special education suite at Bridgewater

December 2019

- The second community feedback session was held at Greenvale Park on December 17.

							2019-2020						
School and	September	September	September	September	October	November	December	January	February	March	April	May	End of Year
Grade Level	3rd	6th	13th	20th	1st	1st	2nd	6th	3rd	2nd	1st	1st	6/7/20
Longfellow													
Early Childhood	95	98	100	102	99	117	113	128					
Total	95	98	100	102	99	117	113	128	0	0	0	0	0
Greenvale Park													
Grade K-2032	75	73	73	74	74	73	72	73					
Grade 1-2031	67	68	68	68	67	67	69	67					
Grade 2-2030	79	79	79	79	78	79	79	79					
Grade 3-2029	60	61	61	61	61	61	63	63					
Grade 4-2028	79	79	79	79	79	81	81	81					
Grade 5-2027	76	75	75	75	75	75	75	77					
Total	436	435	435	436	434	436	439	440	0	0	0	0	0
Sibley													
Grade K-2032	91	91	91	91	91	91	91	91					
Grade 1-2031	94	93	93	92	92	92	93	90					
Grade 2-2030	86	86	86	86	86	85	85	85					
Grade 3-2029	87	86	86	86	86	89	90	90					
Grade 4-2028	99	97	97	97	97	97	98	99					
Grade 5-2027	95	94	94	94	94	95	95	95					
Total	552	547	547	546	546	549	552	550	0	0	0	0	0
Bridgewater													
Grade K-2032	83	84	84	83	82	82	82	81					
Grade 1-2031	96	95	95	95	95	94	94	95					
Grade 2-2030	96	95	95	95	95	95	95	95					
Grade 3-2029	100	100	100	100	100	99	99	97					
Grade 4-2028	104	104	104	104	104	104	104	104					
Grade 5-2027	118	118	118	118	118	118	119	121					
Total	597	596	596	595	594	592	593	593	0	0	0	0	0
Middle School													
Grade 6-2026	330	307	308	308	308	308	309	313					
Grade 7-2025	345	341	342	342	341	340	340	339					
Grade 8-2024	337	335	335	335	333	335	334	334					
Total	1012.0	983.0	985.0	985.0	982.0	983.0	983.0	986	0	0	0.0	0.0	0.0
High School													
Grade 9-2023	324	321	319	320	320	319	321	321					
Grade 10-2022	359	358	358	358	358	361	362	362					
Grade 11-2021	356	353	353	355	354	354	353	353					
Grade 12-2020	301	304	303	303	303	304	302	301					
Total	1340	1336	1333	1336	1335	1338	1338	1337	0	0	0	0	0
ALC													
Grade 9-2023		1	1	2	1	1	1	1					
Grade 10-2022	3	5	5	5	14	15	15	18					
Grade 11-2021	8	15	18	15	30	33	33	33					
Grade 12-2020	21	51	59	60	88	87	85	83					
Total	32	72	83	82	133	136	134	135	0	0	0	0	0
Grand Total	4064.0	4067.0	4079.0	4082.0	4123.0	4151.0	4152	4169	0	0.0	0.0	0.0	0.0
Full Time only (excluding EC and Part-time/Independent Study ALC)	3958.0	3960.0	3960.0	3962.0	3953.0	3966	3974	3977					

1/6/20

## Northfield Public Schools Enrollment Report

LongfellowEarly Childhood

Dorey	14
Gross	10
Kremin	16
Kruse	5
Matthews	10
O'Connor	9
Roth	8
Schnorr	9
Sorenson	13
Waters	15
Webster	5
Winter	14
<b>** TOTAL</b>	<b>128</b>

Greenvale Park

K	Flicek	19	
K	Hagberg	19	
K	Kortbein	18	
K	Ziemann	17	
1	Landry	23	C
1	Nivala	23	
1	Zach	21	
2	Amundson	24	C
2	Bulfer	18	
2	Johnson	18	
2	Larson	19	
3	Alvarez, C	22	C
3	Timerson	20	
3	Youngblut	21	
4	Clarey	19	
4	Dimick	18	
4	Garcia	25	C
4	Hetzel	19	
5	Harding	18	
5	Russell	22	C
5	Sickler	18	
5	Spitzack	19	
<b>TOTAL</b>		<b>440</b>	

Middle School

Grade 6-2026	313
Grade 7-2025	339
Grade 8 2024	334
<b>TOTAL</b>	<b>986</b>

Early Childhood**	128
Kindergarten-2032	245
Grade 1-2031	252
Grade 2-2020	259
Grade 3-2029	250
Grade 4-2028	284
Grade 5-2027	293

<b>Total K-5</b>	1711	1711
<b>Total Middle School</b>		<b>986</b>
<b>Total High School</b>		<b>1337</b>
<b>GRAND TOTAL</b>		<b>4034</b>
<b>ALC 9-12</b>		<b>135</b>
<b>GRAND TOTAL with ALC</b>		<b>4169</b>

<b>Full Time only (excluding EC and Part-time/Independent Study ALC)</b>	<b>3977</b>
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Sibley

Grade	Teacher		
K	Born	23	
K	Heil	23	
K	Matson	23	
K	Otte	22	
1	Craft	21	
1	Downs	21	
1	Sasse	25	C
1	Swenson	23	
2	Benhart	22	C
2	Seebert	22	
2	Soderlund	21	
2	Spitzack	20	
3	Guggisberg	23	
3	Jandro	22	
3	Johnson	20	C
3	Sweeney	25	
4	Fox	24	
4	Haar	24	
4	McManus	27	C
4	Rud	24	
5	Baragary	25	
5	Malecha	25	
5	Ostermann	21	C
5	Stulken	24	
	<b>TOTAL</b>	<b>550</b>	

Bridgewater

K	Allison	19	
K	Cade	21	
K	Danielson	20	
K	Tran	21	
1	Charlton	23	
1	Hall	25	
1	Hoff	23	
1	Lanza	24	C
2	Ellerbusch	24	
2	Lofquist	23	
2	Rubin	25	C
2	Schwaab	23	
3	Larson	23	C
3	Sickler	26	
3	Temple	24	
3	Truman	24	
4	Haley	26	
4	Ryan	26	
4	Schuster	27	
4	Swenson	25	C
5	DeVries	23	C
5	Duchene	24	
5	Holden	25	
5	Kohl	25	
5	Polzin	24	
	<b>TOTAL</b>	<b>593</b>	

High School

Grade 9-2023	321
Grade 10-2022	362
Grade 11-2021	353
Grade 12-2020	301
<b>TOTAL</b>	<b>1337</b>

<u>ALC</u>	<u>F/T</u>	<u>**P/T</u>	<u>**I/S</u>	<u>TOTAL</u>
Grade 9-2023	45	0	38	83
Grade 10-2022	17	0	16	33
Grade 11-2021	8	0	10	18
Grade 12-2020	1	0	0	1
<b>TOTAL</b>	<b>71</b>	<b>0</b>	<b>64</b>	<b>135</b>