

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, August 23, 2021 ~ 7:00 p.m.

Northfield District Office Boardroom

Zoom Link: <https://northfieldschools-org.zoom.us/j/82020373642>

AGENDA

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Elementary Schools' Improvement Plan
 - b. Area Learning Center (ALC) and Portage Improvement Plans
 - c. Superintendent Operations and COVID-19 Update
6. Consent Agenda
 - a. Minutes
 - b. Personnel Items
7. Items for Individual Action
 - a. Procedures Supporting 2021-2022 COVID-19 Safety Protocols
 - b. 2021-2022 Portage Handbooks
 - c. Superintendent's Goals
 - d. Bid for District MacBooks
8. Items for Information
 - a. e-Learning Plan
9. Future Meetings
 - a. Monday, September 13, 2021, 7:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, September 27, 2021, 7:00 p.m., Regular Board Meeting, Northfield DO Boardroom
10. Adjournment

NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM

Monday, August 23, 2021 ~ 7:00 p.m.

Northfield District Office Boardroom

Zoom Link: <https://northfieldschools-org.zoom.us/j/82020373642>

TO: Members of the Board of Education

FROM: Matthew Hillmann, Ed.D., Superintendent

RE: Explanation of Agenda Items for Monday, August 23, 2021, Regular School Board Meeting

1. Call to Order

2. Agenda Approval/Table File

3. Public Comment

Public comment for this school board meeting may be made in person at the beginning of the meeting. Comments must comply with the district's public comment guidelines. The board may limit the number of people permitted to participate in public comment.

4. Announcements and Recognitions

5. Items for Discussion and Reports

- a. Elementary Schools' Improvement Plan. Elementary Principals Nancy Antoine, Scott Sannes and Sam Richardson, will present to the board the continuous school improvement plan for the elementary schools. The presentation will include a progress report on the goals set for the 2020-2021 school year as well as new goals set for the 2021-2022 school year.
- b. Area Learning Center (ALC) and Portage Improvement Plans. Daryl Kehler, Director of the ALC and Portage, will present to the board the continuous school improvement plan for the ALC and Portage. The presentations will include progress reports on the goals set for the 2020-2021 school year as well as new goals set for the 2021-2022 school year.
- c. Superintendent Operations and COVID-19 Update. Dr. Hillmann will provide an update about district operations and COVID-19 preparations.

6. 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 August 9, 2021
- b. Personnel Items
 - i. Appointments
 1. Michelle Anderson, Special Ed EA-PCA for 6.75 hours/day and Supervisory for .50 hours/day at Greenvale Park, beginning 8/30/2021; Spec Ed- Step 4-\$17.52/hr.; Gen Ed-Step 4-\$16.92/hr.
 2. Jennifer Eggum, Child Nutrition Associate I for 3.75 hours/day at the Middle School, beginning 8/30/2021; \$19.28/hr.
 3. Liam Fisher, Auditorium Technician for up to 728 annual hours with Community Education, beginning 8/25/2021; \$24.28/hr.
 4. Michael Garlitz, Bridges to Kindergarten Special Ed EA for 3.5 hours/day at Spring Creek, beginning 8/23/2021-8/27/2021; Step 4-\$17.52/hr.
 5. Anna Hruby, 1.0 FTE Elementary Teacher at Spring Creek, beginning 8/30/2021-6/9/2022; BA, Step 3
 6. Tammy Iszler-Johnson, .5 FTE Licensed Occupational Therapist at Bridgewater, beginning 8/30/2021; BA, Step 11
 7. Mackenzie Kodada, 1.0 FTE Long Term Substitute Kindergarten Teacher at Spring Creek, beginning 8/30/2021-12/22/2021; BA, Step 1

8. Sarah Krummel, 1.0 FTE Long Term Substitute Fourth Grade Teacher at Spring Creek, beginning 8/30/2021-6/9/2022; BA, Step 3
 9. Beth Morrell, Assistant Girls Swim/Dive Coach for 2 hours/day at the High School, beginning 8/16/2021; Level E, Step 1 - 30% stipend
 10. Ashley Opatrny, Bridges to Kindergarten Special Ed EA for 3.5 hours/day at Spring Creek, beginning 8/23/2021-8/27/2021; Step 4-\$17.52/hr.
 11. Heidi Peterson, Bridges to Kindergarten Special Ed EA for 3.5 hours/day at Greenvale Park, beginning 8/23/2021-8/27/2021; Step 4-\$17.52/hr.
 12. Kelli Rehbein, EarlyVentures Teacher for 40 hours/week at the NCEC, beginning 8/26/2021; Step 4
 13. Megan Roe, EarlyVentures Teacher for 40 hours/week at the NCEC, beginning 8/26/2021; Step 2
 14. Rebecca Stoufis, 1.0 FTE Portage Special Ed LD/EBD Teacher with the District, beginning 8/30/2021; BA, Step 3.
 15. Megan Zwolenski, Special Ed EA PCA for 6.75 hours/day at Greenvale Park, beginning 8/30/2021; Spec Ed-Step 1-\$16.17/hr.
- ii. Increase/Decrease/Change in Assignment
1. Alexandra Bornhauser, 9th Grade Volleyball Coach at the High School, change to JV Volleyball Coach at the High School, effective 8/16/2021. Level E, Step 5
 2. Martha Donahoe, .5 FTE Office Specialist (Class III) and .5 FTE Due Process Clerical at NCEC, change to 1.0 FTE Office Specialist (Class III) with Community Education at the NCEC, effective 8/30/2021.
 3. Lindsey Downs, First Grade Teacher at Spring Creek, change to Literacy Support Specialist at Spring Creek for the 2021-22 school year, effective 8/30/2021-6/9/2022.
 4. Kelle Edwards, Special Ed EA-PCA at Greenvale Park, change to Special Ed EA-PCA for 6.75 hours/day at the High School, effective 8/30/2021.
 5. Rafael Estrella, Art Teacher at the Middle School, add an overload for Art in lieu of supervision for the 2021-2022 school year, effective 9/9/2021-6/10/2022.
 6. Becki Haar, Teacher at Spring Creek, change to Portage Elementary Teacher with the District, effective 8/30/2021-6/9/2022.
 7. Katie Hanson, Special Ed Teacher at the High School, add Special Ed New Teacher Mentor at the High School, effective 8/20/2021-6/30/2022. \$750 Stipend
 8. Anna Hershberger, Gen Ed EA-Media for 5.5 hours/day at Greenvale Park, change to Gen Ed EA-Media for 5.47 hours/day at Greenvale Park, effective 8/30/2021.
 9. Kristi Kortuem, Math League Advisor at the High School, change to Math League Advisor at the Middle School, effective 8/30/2021; Level J, Step 2
 10. Chris Howard, Spanish Teacher at the Middle School, add an overload in lieu of supervision for the 2021-2022 school year, effective 8/30/2021-6/10/2022.
 11. Annie Kruse, Special Ed Teacher at the NCEC, add Special Ed New Teacher Mentor at the NCEC, effective 8/16/2021-6/30/2022. \$750 Stipend
 12. Sydney Larson, Teacher at the High School, add 1.0 9th Grade Assistant Volleyball Coach at the High School, effective 8/16/2021. Level E, Step 1
 13. Jennifer Link, Special Ed Teacher at the Middle School, add Special Ed New Teacher Mentor at the Middle School, effective 8/16/2021-6/30/2022. \$750 Stipend
 14. Armando Martinez Rosas, Night Engineer without license at Spring Creek, change to Night Engineer with license at Spring Creek, effective 8/9/2021; Step 5-\$25.84/hr.
 15. Amy Moeller, .4 FTE English Teacher at the High School, add .1 AP Test Coordinator at the High School, effective 8/31/2021-6/9/2022.
 16. Kelli Otting, Special Ed Teacher at Spring Creek, add Special Ed New Teacher Mentor at Spring Creek, effective 8/16/2021-6/30/2022. \$750 Stipend
 17. Natalie Ponciano Bartolo, Special Ed EA-PCA at Bridgewater, add Bridges to Kindergarten Special Ed EA PCA at Bridgewater, effective 8/23/2021-8/27/2021.
 18. Nicole Rasmussen,, Special Ed EA-PCA at Bridgewater, add Bridges to Kindergarten Special Ed EA PCA at Bridgewater, effective 8/23/2021-8/27/2021.
 19. Brent Rauk, MTSS Math Teacher at the Middle School, add 7th and 8th Grade Football Coach-hourly for 2 hours/day at the Middle School, effective 8/23/2021. \$18.00/hr.
 20. Jessica Rushton, Special Ed EA PCA at Spring Creek, change to Special Ed EA PCA with Portage, effective 8/30/2021.
 21. Grace Schultz, Early Childhood Teacher-Hand in Hand for 30 hours/week at the NCEC, change to Early Childhood Teacher-Hand in Hand for 40 hours/week at the NCEC, effective 8/30/2021.
 22. Bernard Selwan, Math League Advisor at the Middle School, change to Math League Advisor at the High School, effective 8/30/2021-6/10/2022; Level H, Step 2

23. Janet Smith, Teacher at the High School, add General Ed Teacher Mentor at the High School, effective 8/30/2021-6/9/2022. \$750 stipend.
 24. Christina Suhsen, Special Ed EA-PCA at the NCEC, add Bridges to Kindergarten Special Ed EA PCA at Greenvale Park, effective 8/23/2021-8/27/2021.
 25. Amy Tacheny, 5th Grade Contemporary Teacher at Greenvale Park, change to 5th Grade Companeros Teacher at Greenvale Park, effective 8/30/2021.
 26. Cynthia Thomas, EA PCA/Health Aide at the Middle School/High School for the 2020-2021 school year, position extended for the 2021-2022 school year, effective 8/30/2021-6/9/2022.
 27. Alicia Veltri, Special Education Teacher at Greenvale Park, add Special Ed New Teacher Mentor at Greenvale Park, effective 8/20/2021-6/30/2022. \$750 Stipend
 28. Lisa Weis, Teacher at the Middle School, add overload in lieu of supervision - 87 days for the 2021-2022 school year, effective 8/30/2021-6/10/2022.
 29. TJ Wiebe, 9th Grade Football Coach at the High School, change to 1.0 Assistant Coach at the High School, effective 8/16/2021; Level E
 30. Megan Zwolenski, Special Ed EA PCA at Greenvale Park, add Supervisory .5 FTE/day at Greenvale Park, effective 8/30/2021; Gen Ed Step 1-\$15.57/hr.
- iii. Leave of Absence
1. Ana Bravo Gatton, Educational Assistant at the Middle School, childcare leave of absence beginning on or about 9/21/2021 for 8 weeks.
 2. Caitlin David, Special Ed Teacher at Bridgewater, Family/Medical Leave of Absence beginning on or about 11/19/2021 for 12 work weeks.
 3. Stephanie DeAdder, Administrative Support Assistant at the District Office, Family/Medical Leave of Absence beginning 8/11/2021 and continuing on an intermittent basis for up to 60 work days.
- iv. Retirements/Resignations/Terminations
1. Chrissy Alexander, EA at Greenvale Park, resignation effective 8/11/2021.
 2. Chrissy Alexander, Assistant Volleyball Coach at the High School, resignation effective 8/15/2021.
 3. Tammy Cravalho, Custodian at Greenvale Park, termination effective 8/10/2021.
 4. Martha Donahoe, Due Process Clerk at the NCEC, resigned due to accepting another position with the district, effective 8/27/2021.
 5. Robert Garcia, Football Coach at the Middle School, resignation effective 8/18/2021.
 6. Rebecca Meyers, Preschool Teacher at the NCEC, resignation effective 8/9/2021.
 7. Isaiah Schwab, Summer Maintenance Crew with the District, resignation effective 8/20/2021.
 8. Brianna Theis, EA at the High School, resignation effective 8/24/2021.
- v. Superintendent Contract Provisions for the 2021-2022 Contract Year
- Enclosed is a memorandum from School Board Chair Pritchard. The memorandum includes a recommendation that Dr. Hillmann's compensation package reflect a 1.7% increase for the 2021-22 contract year. This modest increase, while not commensurate with Dr. Hillmann's outstanding job performance aligns with our mutual understanding of the district's ongoing financial challenges. The package includes a 1.58% salary increase and an increase to the district's contribution towards health insurance premiums that matches the increase in the NEA agreement.
- vi. District Administration is Recommending the Approval of the Following Employment Contracts:
1. Northfield Education Association (Teachers) for the period July 1, 2021 through June 30, 2023.
The district recommends approval of the 2021-23 master agreement with the Northfield Education Association. The agreement includes a two percent base salary increase in each year of the agreement and a five percent increase to the district contribution for health insurance in each year of the agreement. It also includes compression of the salary schedule from 15 steps to 10 steps.
 2. Superintendent of Schools Contract. Enclosed is the Superintendent's contract for the period July 1, 2022 through June 30, 2025. It is the recommendation of the Board of Education of ISD No. 659 to enter into a contract with Dr. Matthew J. Hillmann as Superintendent of Northfield Public Schools ISD No. 659 for the years 2022 - 2025.

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

7. Items for Individual Action

- a. Procedures Supporting 2021-2022 COVID-19 Safety Protocols. The packet includes a set of procedures designed to support the safety protocols adopted by resolution at the Aug. 9 school board meeting. There are two sets of procedures: one governs the use of facecoverings and the other governs Minnesota State High School League (MSHSL) interscholastic activities.

Superintendent's Recommendation: Motion to approve the procedures supporting 2021-2022 COVID-19 safety protocols as presented.

- b. 2021-2022 Portage Handbooks. The board is asked to approve the proposed 2021-2022 Elementary and Secondary Portage handbooks as presented.

Superintendent's Recommendation: Motion to approve the proposed 2021-2022 Elementary and Secondary Portage handbooks.

- c. Superintendent's Goals. The board is asked to approve Superintendent Hillmann's proposed goals for the 2021-2022 school year as presented.

Superintendent's Recommendation: Motion to approve Superintendent Hillmann's proposed goals for the 2021-2022 school year.

- d. Bid for District MacBooks. The board is asked to approve the Tech to School bid for the district's MacBooks. Upon review of sixteen bids received for the purchase of our previously leased MacBook Pro and MacBook Air laptops, Director of Finance Val Mertesdorf and Director of Technology Services Kim Briske recommend awarding the bid to Tech to School. The bid from Tech to School had the highest guaranteed minimum purchase price for our equipment, the highest maximum purchase price (assuming no deductions for condition), and the highest estimated purchase price for our equipment on a graded scale that assumes some deductions for the condition of the laptops. Tech to School will purchase our equipment with a minimum guaranteed buyout amount of \$140,000.00.

Superintendent's Recommendation: Motion to approve the Tech to School bid for the district's previously leased MacBook Pro and MacBook Air laptops.

8. Items for Information

- a. e-Learning Plan. Superintendent Hillmann will provide an update and overview of the district's e-Learning plan for the 2021-2022 school year.

9. Future Meetings

- a. Monday, September 13, 2021, 7:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, September 27, 2021, 7:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

Purpose

The purpose of the school improvement planning process is to establish a clear set of shared goals, aligned with the district's strategic plan, that inspire action and align efforts for student growth and achievement.

Due to the impact of COVID-19 during the 2020-21 school year, the School Improvement Plan for Northfield Public Schools has been modified to reflect those experiences.

School Improvement Planning Team

2020-21 Key Reflections

Key Reflections	Supporting Data & Representative Student Stories
Students did demonstrate learning growth during the school year that involved distance, in-person learning and Portage online instruction.	<ul style="list-style-type: none"> MCA proficiency levels exceeded the state average in all subjects and grade levels in grades 3-5. 64% of kindergarten and first grade students and 60% of second grade students met their fall to spring growth targets in reading. 69% of kindergarten and first grade students and 57% of second grade students met their fall to spring growth targets in math.
Family conferences, Zoom conferences and two postcards sent to every student helped engage families during a unique learning year.	Two postcards were sent out to each student. Family Conferences and Zoom Conferences were attended by nearly 100% of families.
Elementary staff demonstrated strong use of online tools such as Zoom, SeeSaw, Schoology, IXL, Dreambox, Reading Plus and Lexia during the year.	Teachers were able to differentiate instruction and help students complete lessons asynchronously. Students and teachers were not bound by location during the year.
Employees demonstrated resilience and flexibility during the year. Due to COVID procedures and the Distance Learning, staff connection changed. Staff wellness efforts and rounding practices were important for supporting staff.	This was one of the most difficult years for our teachers, and yet our staff turnover was minimal. Our teachers/staff worked tirelessly to ensure that the needs of the students were met socially, emotionally and academically.
The roll out of Distance Learning was a more positive experience for staff and families. Family conferences at the beginning of the school year and planning time allowed for a positive transition.	Teachers asked about connectivity during Family Conferences to make sure that all students were able to connect before we went to Distance Learning. This made the time together much more efficient.
Northfield has a supportive community willing to volunteer in our schools. Volunteers and visitors were not allowed in the building this year and were greatly missed by the elementary schools this past year.	Classroom teachers and staff noticed the absence of volunteers when planning individual interventions in reading and math for students. Other creative options for providing students more or different instruction were necessary.

2021-22 School Improvement Plan Goals, Strategies, and Evaluation

The following goals are written with the intent to measure progress quarterly during the 2021-22 school year. All goals are written to equitably serve every student.

People	
SMART Goal(s)	Quarterly Progress
<p>Family Engagement Goal: Elementary staff will provide positive contacts to students and their families. This year, 100% of students will receive two positive phone calls, emails, or notes from staff members prior to the end of the 4th quarter.</p> <p>Family Conferences-90% of families will attend family conferences in-person or via Zoom</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
<p>Employee Engagement Goal</p> <p>Rounding conversations will be conducted with 100% of our licensed and non-licensed staff by the end of the 3rd quarter.</p> <p>Quarterly feedback will be provided following classroom walk-throughs for licensed staff.</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
<p>Anti-Racism Goal: A list of culturally appropriate resources will be provided to grade level teachers to use with students during Social Emotional Learning time to ensure every child feels represented. Staff and students will address 100% of racist behaviors/comments within one school day, and we will work together to stand up and support others.</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Learner Outcomes	
SMART Goal(s)	Quarterly Progress
<p>Reading Goal:</p> <p>For the area of reading, 80% of students will meet district standards for the following skills as measured by district selected common assessments.</p> <p>K -- Phonemic Awareness and Letter Sounds</p> <p>Gr. 1 -- Decoding Consonant Vowel Consonant (CVC) words 1st semester and CVCC words 2nd semester</p> <p>Gr. 2 -- Decoding CVCe words 1st semester and vowel teams 2nd semester</p> <p>Gr. 3-5 -- Grade level reading fluency</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
<p>Math Goal:</p> <p>For the area of math, 80% of Northfield elementary students will attain 90% accuracy on District developed quarterly common assessments of timed math fact fluency.</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
<p>Social/Emotional Learning Goal:</p> <p>The elementary schools will reduce the percentage of students scoring “at risk” from fall 2021 to spring 2022 by 2% using the SAEBRS composite score.</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3:

	<ul style="list-style-type: none"> • Q4:
--	---

Stewardship	
SMART Goal(s)	Quarterly Progress
We will manage resources in response to instructional models to remain within allocated building and staffing budgets.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Partnerships	
SMART Goal(s)	Quarterly Progress
We will reinvest into 100% our community partnerships that we worked with in 2019-2020 when volunteers were allowed in the schools. These partnerships include community members, Accelerate Northfield, St. Olaf College and Carleton College.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
We will partner with community organizations to ensure 100% of our students and families will have access to their schoolwork and attend school regularly.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Summary

Again last year our staff, students and families had to be extremely flexible during In-Person and Distance Learning. We are optimistic for the upcoming school year and we will utilize new skills and tools learned during the previous year to bolster our instruction this year. We continue to work on enhancing communication with families as we begin the school year. Supporting teachers in developing instructional strategies for students in-person, hybrid and distance learning will help all students learn successfully. No matter what learning modality is employed, equity will be a primary focus. With additional funding, we are providing smaller class sizes and assistance for students. This will help us to emphasize that our students are welcome, they belong and we stand ready to support all of them in their quest to become successful learners.

Elementary Schools

2021-22 School Improvement Plan Report
8/23/2021

Northfield Elementary Schools



- The purpose of the school improvement planning process is to establish a clear set of shared goals, aligned with the district's strategic plan, that inspire action and align efforts for student growth and achievement.

2020-21 Goals Review

- The schools established goals in the areas of literacy, math and social-emotional learning for the 2020-2021 school year. A new goal, measuring parent satisfaction, was created.
- Due to COVID-19, several factors affected the evaluation of progress towards school goals.



2020-21 Key Reflections, Data & Representative Student Stories



- Students did demonstrate learning growth during the school year that involved distance, in-person learning and Portage online instruction.
- Family conferences, Zoom conferences and two postcards sent to every student helped engage families during a unique learning year.
- Elementary staff demonstrated strong use of online tools such as Zoom, SeeSaw, Schoology, IXL, Dreambox, Reading Plus and Lexia during the year.

2020-21 Key Reflections, Data & Representative Student Stories

- Employees demonstrated resilience and flexibility during the year. Due to COVID procedures and Distance Learning, staff connection changed. Staff wellness efforts and rounding practices were important for supporting staff.
- Roll out to Distance Learning was more positive for staff and families. Family conferences and planning time allowed for a positive transition.
- Northfield has a supportive community willing to volunteer in our schools. Volunteers and visitors were not allowed in the buildings this past year and were greatly missed by the elementary schools.



2021-22 School Improvement Plan Goals

Reading Goal:

For the area of reading, 80% of students will meet district standards for the following skills as measured by district developed common assessments.

K -- Phonemic Awareness and Letter Sounds

Gr. 1 -- Decoding Consonant Vowel Consonant (CVC) words 1st semester
and CVCC words 2nd semester

Gr. 2 -- Decoding CVCe words 1st semester and vowel teams 2nd semester

Gr. 3-5 -- Grade level reading fluency

2021-22 School Improvement Plan Goals

Math Goal:

For the area of math, 80% of Northfield elementary students will attain 90% accuracy on district developed quarterly common assessments of timed math fact fluency.

2021-22 School Improvement Plan Goals

Social and Emotional Learning:

- The elementary schools will reduce the percentage of students determined to be “at risk” from fall 2021 to spring 2022 by 2% using the SAEBRS composite score.

2021-22 School Improvement Plan Goals

Family Engagement Goal:

Elementary staff will provide positive contacts to students and their families. This year, 100% of students will receive two positive phone calls, emails, or notes from staff members prior to the end of the 4th quarter. In the fall, 90% of families will attend family conferences in-person or via Zoom.

Employee Engagement Goal:

Rounding conversations will be conducted with 100% of our licensed and non-licensed staff by the end of the 3rd quarter. Quarterly feedback will be provided following classroom walk-throughs for licensed staff.

Anti-Racism Goal:

A list of culturally appropriate resources will be provided to grade level teachers to use with students during Social Emotional Learning time to ensure every child feels represented. Staff and students will address 100% of racist behaviors/comments within one school day, and we will work together to stand up and support others.

2021-22 School Improvement Plan Goals

Partnerships:

We will reinvest into 100% our community partnerships that we worked with in 2019-2020 when volunteers were allowed in the schools. These partnerships include community members, Accelerate Northfield, St. Olaf College and Carleton College.

We will partner with community organizations to ensure 100% of our students and families will have access to their schoolwork and attend school regularly.

Stewardship:

We will manage resources in response to instructional models to remain within allocated building and staffing budgets.

2021-22 Strategies and Assessments

Literacy

- Teacher Summer Work Teams developed plan for for K-2 Heggerty daily lessons to master foundational reading skills.
- Classroom teachers will implement Press interventions if screener data indicate a need.
- Assessments include teacher developed common assessments and Star curriculum based measure.

Math

- Math fact fluency focus in core instruction using materials by Summer K-5 Math Work Team.
- All students will take quarterly common assessments developed by work team.

Behavior

- Increased emphasis on community building in the Return to School
- Second Step Curriculum Updates
- Small Group SEL Intervention Groups with Behavior Coaches
- Partnership with Coaches, Behavior Team and Fernbrook Mental Health
- Revision of Problem Solving Team Model and system approach to MTSS

Parent Satisfaction

- Positive Postcards
- Family Conferences
- Parent Survey Results

Thank You and Questions



Purpose

The purpose of the school improvement planning process is to establish a clear set of shared goals, aligned with the district's strategic plan, that inspire action and align efforts for student growth and achievement.

Due to the impact of COVID-19 during the 2020-21 school year, the School Improvement Plan for Northfield Public Schools has been modified to reflect those experiences.

School Improvement Planning Team

2020-21 Key Reflections

Key Reflections	Supporting Data & Representative Student Stories
ALC students respond to in person interactions best	Credit completion rates fall due to less in person (67-70% in-person, 61% hybrid, 33% distance learning)
Positive relationships remain strong	100% agree/strongly agree that “teachers are there for me when I need them” and “At my school, teachers care about the students”

2021-22 School Improvement Plan Goals, Strategies, and Evaluation

The following goals are written with the intent to measure progress quarterly during the 2021-22 school year. All goals are written to equitably serve every student.

People	
SMART Goal(s)	Quarterly Progress
Family Engagement Goal The ALC will have 20% of parents complete the Parent Satisfaction survey for the 2021-22 school year to start to build a baseline.	<ul style="list-style-type: none"> Q1: Q2: Q3: Q4:
Employee Engagement Goal Increase the perception from staff that “staff meetings make efficient use of time” as measured by the Studer Employee Engagement survey by increasing a score of 3.71 to a score of 4.0 or higher.	Q1: <ul style="list-style-type: none"> Q2: Q3: Q4:
Anti-Racism Goal Increase cultural/diversity awareness by adding a class that includes anti-racism philosophy through discussion and reflection.	<ul style="list-style-type: none"> Q1: Q2: Q3: Q4:

Learner Outcomes	
SMART Goal(s)	Quarterly Progress
The overall attendance rate for ALC students will reach the consistent attendance of 90% as measured per grading period for the 2021-22 school year.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
The overall credit completion rate for ALC students will reach the consistent credit acquisition rate of 70% as measured per grading period for the 2021-22 school year.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Stewardship	
SMART Goal(s)	Quarterly Progress
The ALC will maintain a positive budget at the end of the 2021-22 school year.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Partnerships	
SMART Goal(s)	Quarterly Progress
The ALC will enhance programming by adding a partnership with the Workforce Development of Rice County, called Youthbuild.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Summary

The ALC will continue to strive to build positive relationships with students, families, and colleagues. We will be working on student outcome goals of attendance and credit completion while addressing anti-racism and cultural acceptance with students. The ALC will work within our resources to expand programming through a partnership with WDI called Youthbuild and maintain a positive budget. We will also continue to work at increasing family engagement so we can accurately measure parent satisfaction through quantitative measures.

Northfield Area Learning Center (ALC)

2021-22 School Improvement Plan Report
August 23, 2021

Purpose



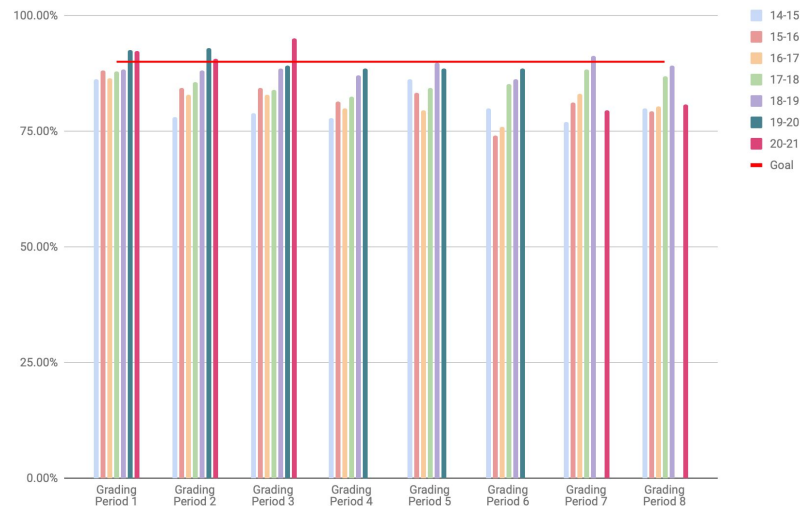
- The Northfield Area Learning Center's goal is to provide a safe, respectful, and welcoming learning environment for students that need something different than the traditional education system.

2020-21 Goals Review

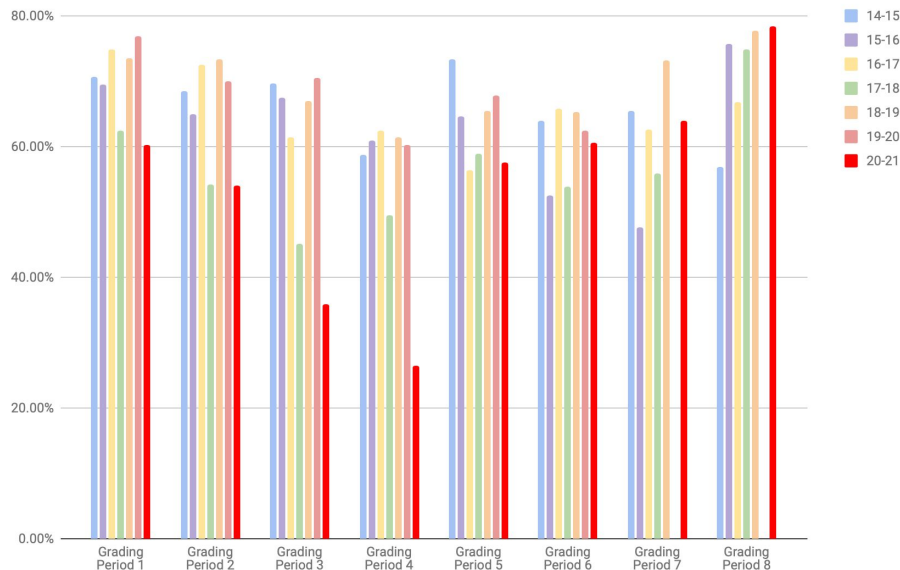
- 75% of the students entering the ALC from NHS will be at or above the credit threshold on the credit matrix for 4 year graduation.
 - Progress made (57% to 64%)
- The overall attendance rate for ALC students will reach the consistent attendance of 90% as measured per grading period for the 2020-21 school year.
 - (GP 1 92%, GP 2 91%, GP 3 95%, GP 7 80%, GP 8 81%)

Nfld	57%
ALC	37%
Faribault	46%
Other	89%

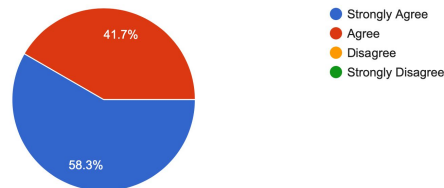
Entry District 2020-21	% Above
Nfld	63.64%
ALC	49.21%
Faribault	11.11%
Other	45.45%



2020-21 Key Reflections, Data & Representative Student Stories

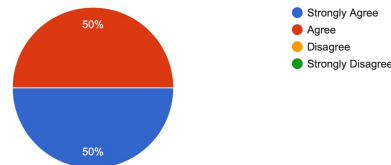


My teachers are there for me when I need them.
24 responses



- ALC students respond to in person interactions best.
 - Credit completion
 - In-person - 67-70% average
 - Hybrid - 61% average
 - Distance Learning - 33%
 - The need for distance learning is evident from a safety perspective during a pandemic, but it provided interesting data on the population we serve.
- We strive to build positive relationships and our students respond best to this being in person.
- Our SEI results

At my school, teachers care about students.
24 responses



2021-22 School Improvement Plan Goals

- **People**

- Family Engagement Goal

- The ALC will have 20% of parents complete the Parent Satisfaction survey for the 2021-22 school year to start to build a baseline.

- Employee Engagement Goal

- Increase the perception from staff that “staff meetings make efficient use of time” as measured by the Studer Employee Engagement survey by increasing a score of 3.71 to a score of 4.0 or higher.

- Anti-Racism Goal

- Increase cultural/diversity awareness by adding a class that includes anti-racism philosophy through discussion and reflection.

2021-22 School Improvement Plan Goals

- **Learner Outcomes**

- The overall attendance rate for ALC students will reach the consistent attendance of 90% as measured per grading period for the 2021-22 school year.
- The overall credit completion rate for ALC students will reach the consistent credit acquisition rate of 70% as measured per grading period for the 2021-22 school year.

- **Stewardship**

- The ALC will maintain a positive budget at the end of the 2021-22 school year.

- **Partnerships**

- The ALC will enhance programming by adding a partnership with the Workforce Development of Rice County, called Youthbuild.

2021-22 Strategies and Assessments

- Family Engagement Goal
 - The ALC staff will connect with parents to encourage and assist parents in filling out the survey.
- Employee Engagement Goal
 - The ALC Director will continue to collaborate with staff to ensure staff meetings are meaningful and efficient.
- Anti-Racism Goal
 - The ALC will be adding a class that includes anti-racism philosophy through discussion and reflection.

2021-22 Strategies and Assessments

- **Learner Outcomes**

- The ALC staff will continue to work with students using Best Practices as identified through Hanover Research (partial credits, awareness, supports)
- The ALC staff will offer supports to struggling students (Counselor, Academic Advocate, Promise Fellows, Social Worker, etc.)

- **Stewardship**

- The ALC Director will collaborate with staff to ensure resources are being used efficiently and effectively.

- **Partnerships**

- The ALC will enhance programming by adding a partnership with the Workforce Development of Rice County, called Youthbuild.

Thank You and Questions



Purpose

The purpose of the school improvement planning process is to establish a clear set of shared goals, aligned with the district's strategic plan, that inspire action and align efforts for student growth and achievement.

Due to the impact of COVID-19 during the 2020-21 school year, the School Improvement Plan for Northfield Public Schools has been modified to reflect those experiences.

School Improvement Planning Team

2020-21 Key Reflections

Key Reflections	Supporting Data & Representative Student Stories
Attendance was not the most valuable metric as attendance did not equate to engagement.	13% of sessions consisted of students logging in and completing no work so they would be logged off after 25 minutes, but this does count as being present. This is an indicator that they were not engaged.
A lot of movement in and out of programming (elementary and secondary)	54 students returned to buildings 2nd semester K-5 when schools returned to the in-person learning model.

2021-22 School Improvement Plan Goals, Strategies, and Evaluation

The following goals are written with the intent to measure progress quarterly during the 2021-22 school year. All goals are written to equitably serve every student.

People	
SMART Goal(s)	Quarterly Progress
Family Engagement Goal 100% of Portage students and families will participate in at least one Portage informational/conference meeting during the 2021-22 school year.	<ul style="list-style-type: none"> Q1: Q2: Q3: Q4:
Employee Engagement Goal: Rounding conversations will be conducted with 100% of Portage staff by the end of the third quarter.	<ul style="list-style-type: none"> Q1: Q2: Q3: Q4:

Learner Outcomes

SMART Goal(s)	Quarterly Progress
80% of Secondary Portage students will maintain their pacing to stay on track with credit completion for the 2021-22 school year.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
60% of Portage students will meet or exceed their Fall to Spring STAR expected growth for the 2021-22 school year.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Stewardship	
SMART Goal(s)	Quarterly Progress
The Portage program will at least break even with the 2021-22 school year budget.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

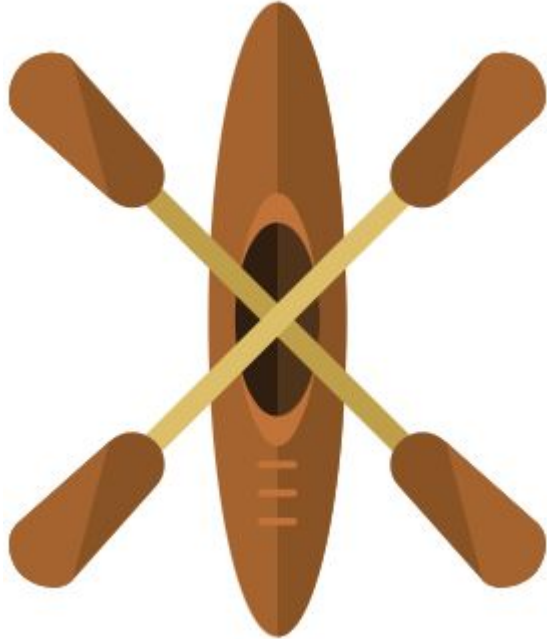
Summary

Portage Online is a brand new program this year and so we would like to largely use this year as a baseline to determine our needs using the current data. Even though Portage was a program last year, it is hard to compare as it was a requirement to have due to the pandemic and now it is a state approved online program so we are shifting focus from short-term to long-term programming. Also, the students we will be getting will likely be changing as some are looking for an educational choice instead of a health related choice.

Northfield Portage Online

2021-22 School Improvement Plan Report
August 23, 2021

Purpose



- The Portage Online program will prepare every student for lifelong success through customized access to an education designed to meet the unique interests and abilities of every enrolled student resulting in measurable student engagement and academic growth.

2020-21 Goals Review

- The Portage Online program did not have SIP goals for the 2020-21 school year.
- The 2021-22 school year will serve as a baseline data year as this is the first year of the program.

2020-21 Key Reflections, Data & Representative Student Stories

13% of sessions consisted of students logging in and completing no work so they would be logged off after 25 minutes, but this does count as being present. This is an indicator that they were not engaged.

54 students returned to buildings 2nd semester K-5 when schools returned to the in person learning model.

- Attendance was not the most valuable metric as attendance did not equate to engagement.
- A lot of movement in and out of programming (elementary and secondary)

2021-22 School Improvement Plan Goals

- **Family Engagement Goal**

- 100% of Portage students and families will participate in at least one Portage informational/conference meeting during the 2021-22 school year.

- **Employee Engagement Goal**

- Rounding conversations will be conducted with 100% of Portage staff by the end of the third quarter.

- **Learner Outcomes**

- 80% of Secondary Portage students will maintain their pacing to stay on track with credit completion for the 2021-22 school year.
- 60% of Portage students will meet or exceed their Fall to Spring STAR expected growth for the 2021-22 school year.

- **Stewardship**

- The Portage program will at least break even with the 2021-22 school year budget.

2021-22 Strategies and Assessments

- **Family Engagement Goal**

- Portage staff will reach out to families and encourage involvement.

- **Employee Engagement Goal**

- The Portage Online Director will work with staff to ensure rounding conversations are in place and effective.

- **Learner Outcomes**

- The Learning Coach(es) and/or Counselor will work with students to make them aware of their pacing.
- Elementary teachers will use the STAR assessment to determine baseline and will work with families to ensure growth.

- **Stewardship**

- The Portage program staff will collaborate to ensure resources are used efficiently and effectively.

Thank You and Questions



Superintendent Operations and COVID-19 Update | August 23, 2021
Matt Hillmann, Ed.D.

Executive Summary: This report is intended to provide an overview of the district's operations, bright spots, anti-racism work, and response to COVID-19.

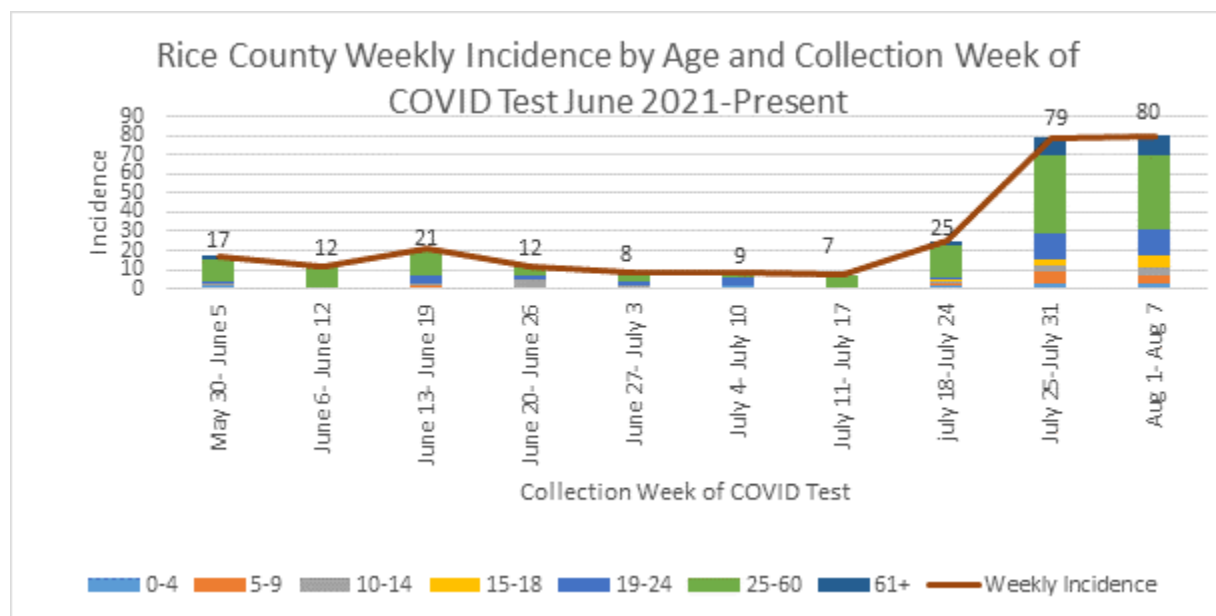
COVID-19 Update

The district continues to prepare for the upcoming school year by preparing the implementation of the safety measures as directed by the board on Aug. 9. **The purpose of the safety measures are to prioritize uninterrupted in-person learning for students.**

Since our last meeting, the Minnesota State High School League (MSHSL) released its guidance for interscholastic activities. The district has prepared an addendum to our safety measure document governing MSHSL-sanctioned activities. It is included with this report.

In addition, the district's face mask procedures will be similar to last year. These updated procedures are included.

There continues to be an increase in COVID-19 infections in Rice County. Rice County has been classified as “high” community transmission of COVID-19 by the Centers for Disease Control (CDC) for the last several weeks. Experts identify this increase is related to the more contagious delta variant of the novel coronavirus. Here is the latest graph from Rice County Public Health.



Vaccination Update

The latest analysis shows just over half of the district's students ages 12-to-17 have been vaccinated. The district estimates over 90% of its staff have been vaccinated. This staff estimate is based on the number of appointments the district facilitated for employees.

COVID-19 Testing Program Update

The Minnesota Department of Education has announced a COVID-19 testing program for schools during the 2021-22 school year with a focus on unvaccinated students.

The following is from the Minnesota Department of Health website:

- Regular testing is the best way for people to know they are healthy, get the care they need and prevent the spread of the virus to others.
- Testing helps reduce community spread and keeps students in their classrooms.
- Testing in schools helps ensure convenient and equitable access.
- Testing supports schools in providing healthy, safe learning environments.

Board members and the public can learn more about the MDE/MDH COVID-19 testing program for students at: <https://www.health.state.mn.us/diseases/coronavirus/schools/testing.html#vs>

The district is analyzing what the best way to administer an optional testing program would be in Northfield.

Educators Leading the Profession

The district was selected for a pilot new teacher mentoring program in partnership with Education Minnesota. Using a national vendor — Educators Leading the Profession (ELP) — new elementary general education teachers will receive mentoring specific to building operations with a local mentor and instructional coaching from experienced out-of-district educators from ELP.

The program will support up to 14 teachers and utilize three of our own staff as building mentors: Gail Kohl (Bridgewater), Sari Zach (Greenvale Park), and Paula Baragary (Spring Creek).

Thanks to Northfield Education Association president Kevin Dahle for helping the district become one of three districts selected for the pilot program.

Welcome, Cole Nelson!

Northfield Public Schools welcomes Cole Nelson, our new Director of Buildings and Grounds. Cole joins our Northfield School District team after serving five years as the Assistant Construction Manager for Rochester Public Schools.

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

August 9, 2021

District Office Boardroom

1. Call to Order

Board Chair Julie Pritchard called the Regular meeting of the Northfield Board of Education of Independent School District No. 659 to order at 7:00 p.m. Present: Baraniak, Butler, Goerwitz, Pritchard, Quinnell and Stratmoen. Absent: Gonzalez-George. This meeting was open to the public, live-streamed and recorded, and access to the recording was posted to the school district website.

2. Agenda Approval/Table File

On a motion by Goerwitz, seconded by Baraniak, the board approved the agenda.

3. Public Comment

There was public comment from Dr. Kyle Hoffert, Dr. Sandra Turbis, Harley Janssen, Todd Leidell, Jess Paulson, Holly Useldinger, Michael Schaefer, Victoria Lemke, and Hayes Piker regarding required masking inside school district buildings.

4. Announcements and Recognitions

- The “Greenvale Park Community School Report to the Community” was completed this month. The report details the results of the seventh year of community school programming at Greenvale Park and it is in the process of being shared with Greenvale Park families, all families with preschool children living in the Greenvale Park attendance boundaries, and community partners.

5. Items for Discussion and Reports

- a. Community Education Continuous Improvement Plan. Director of Community Education Erin Bailey presented to the board the continuous school improvement plan for Community Education. The presentation included a progress report on the 2020-2021 goals: preparing students for kindergarten, creating strong partnerships to NCEC families and the Northfield community, and supporting students and families during a difficult year. The goals set for the 2021-2022 school year include family engagement, employee engagement, anti-racism, learner outcomes, stewardship and partnership goals.
- b. Student Activities Continuous Improvement Plan. Director of Student Activities Joel Olson presented to the board the continuous school improvement plan for Student Activities. Last year's priorities included completing the three traditional activities seasons, developing safety plans to keep students safe and minimizing the number of students needing to quarantine, safely hosting fans at events, and providing live event streaming capability for fans. The goals set for the 2021-2022 school year include collaborating with the high school on connectedness, collaborating and training with coaches for MSHSL “Why We Play”, online ticketing, and parent/student surveys each season.
- c. Portage Handbooks. Superintendent Hillmann reviewed the proposed 2021-2022 Elementary and Secondary Portage handbooks. This will be an item for individual action at the next school board meeting.
- d. Superintendent's Goals. Superintendent Hillmann shared a draft of his proposed goals for 2021-2022. This will be an item for individual action at the next school board meeting.
- e. Superintendent's Report. Dr. Hillmann provided an update on summer construction projects and the district's apprentice electrician program.

6. Consent Agenda

On a motion by Baraniak, seconded by Butler, the board approved the consent agenda.

a. Minutes

- Minutes of the Regular School Board meeting held on July 12, 2021

b. Gift Agreements

- \$13,552.21 from Lucille Duesterhoeft Scholarship Fund of the Saint Paul and Minnesota Foundation for scholarships
- \$6,000.00 from Kevin and Nanette Rodgers for classroom teachers

c. Overnight Field Trips

Activities Director Joel Olson requested board approval for overnight trips for the 2021-22 school year

d. Financial Report

March 2021. Director of Finance Val Mertesdorf requested that the board approve paid bills totaling \$1,982,165.26, payroll checks totaling \$3,354,967.27, a wire transfer totaling \$500,000.00 (from Frandsen General in Feb) to MSDLAF Liquid, a wire transfer totaling \$500,000.00 from Frandsen General to MSDLAF Liquid, a wire transfer totaling \$163,185.68 from Frandsen Stud Actv to Frandsen General, a wire transfer totaling \$1,350,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$800,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for March 2021. At the end of March 2021 total cash and investments amounted to \$24,896,370.82.

e. Personnel

i. Appointments

1. Adriana Bermudez Araujo, Summer Bridges to Kindergarten EA for 4 hours/day at Greenvale Park, beginning 8/10/2021-8/27/2021; Gen Ed-Step 3-\$16.29/hr.
2. Adriana Bermudez Araujo, Early Childhood EA/Sib Care Provider for up to 30 hours/week at the NCEC, beginning 8/30/2021; Gen Ed-Step 3-\$16.29/hr.
3. Tory Borovsky, Assistant Girls Tennis Coach for 2 hours/day at the High School, beginning 8/16/2021; Level H, Step 2
4. Maya Deschamp, Summer Recreation Position with Community Education, beginning 7/26/2021-8/31/2021; Assistant-\$10.08/hr., Class Lead-\$10.64/hr.
5. Tricia Farner Christopherson, Spanish Early Childhood Screener for up to 35 hours/year at the NCEC, beginning 8/23/2021; \$22.00/hr.
6. Correction: Greg Fredrickson, Custodian for 4 hours/day M-F at the High School, beginning 7/26/2021; Step 4 Custodian \$19.66/hr.
7. Oscar Gaspar, ESL Gen Ed EA for 6.5 hours/day at the High School, beginning 8/30/2021; Gen Ed - Step 2-\$15.92/hr.
8. Tabatha Lagro, Special Ed EA PCA for 5.38 hours/day at Greenvale Park, beginning 8/30/2021; Spec Ed Step 2-\$16.53/hr.
9. Angela Lynch, 1.0 FTE Special Ed Visually Impaired Resource Room Teacher at the ALC, beginning 8/30/2021; BA+30, Step 4
10. Connie Menssen, Building Nurse for 10 hours/week at the NCEC, beginning 6/28/2021-8/5/2021; \$38.84/hr.
11. Adeline Nelson, Summer to Bridges to Kindergarten EA for 27 hours/total at Bridgewater, beginning 8/12/2021-8/27/2021; Gen Ed Step 2-\$15.92/hr.
12. Adeline Nelson, Hand in Hand Preschool Gen Ed EA for 35 hours/week at the NCEC, beginning 8/30/2021; Gen Ed Step 2-\$15.92/hr.
13. Jacob Odell, 1.0 FTE Special Ed Teacher-Work Based Learning at the High School, beginning 8/30/2021; BA, Step 3
14. Alyssa Parsons, Special Ed EA PCA for 6.75 hours/day at the High School, beginning 8/30/2021; Spec Ed Step 1-\$16.17/hr.
15. Nica Patterson, Building Nurse for 1.4 hours/day at St. Dominic School, beginning 8/30/2021; \$32.71/hr.
16. Andrew Richardson, 1.0 FTE Industrial Technology Teacher at the High School, beginning 8/30/2021-6/9/2022; MA+30, Step 14
17. Martha Schultz, 1.0 FTE Long Term Substitute First Grade Teacher at Greenvale Park, beginning 8/30/2021-11/19/2021; BA+40, Step 2
18. Rebecca Stoufis, Special Ed ESY Teacher for 6 hours/day with the District, beginning 7/12/2021-8/19/2021; Short Call sub rate

19. Jeffrey Sullivan, Head Olympic Weightlifting Coach for 2 hours/day for 4 days/week at the High School, beginning 11/16/2021; Level F, Step 3
 20. Community Education Summer 2021 Brochure Instructors-See attached.
 21. Monica Irwin, General Ed EA-Kindergarten for 2 hours/day at Greenvale Park, beginning 8/30/2021; Gen Ed Step 1-\$15.57/hr.
 22. Bob Pagel, Full-Time Teacher Substitute with the District, beginning 9/9/2021; \$28.60/hr.
 23. Elizabeth Stanton, Early Childhood Screener for 13 hours/week and 1 Saturday per month at the NCEC, beginning 8/16/2021; \$22.00/hr.
 24. Elizabeth Stanton, .5 FTE Early Childhood Teacher at the NCEC, beginning 8/23/2021; BA+10, Step 10.
- ii. Increase/Decrease/Change in Assignment
1. Charlie Alvarez, Grade 3 Compañeros Teacher at Greenvale Park, add Compañeros Mentor Teacher at Greenvale Park, effective 8/30/2021-6/9/2022; \$750 stipend
 2. Tyler Balow, 1.0 Assistant Cross Country Coach at the High School, change to .6 part time Assistant Cross Country Coach at the High School, effective 8/16/2021; Level I, Step 5
 3. Paula Baragary, Grade 5 Teacher at Spring Creek, add Mentor Teacher-Gen Ed at Spring Creek, effective 8/30/2021-6/9/2022; \$750 stipend
 4. Lisa Battaglia, 1.0 FTE MTSS Teacher at the High School, change to .6 MTSS Teacher and .4 ADSIS Reading Teacher at the High School, effective 9/9/2021.
 5. Theresa Bauman, Reading Corp Coach with the District, add Jumpstart to 1st Grade Teacher at Bridgewater, effective 7/19/2021-8/27/2021.
 6. Ashley Benhart, Grade 2 Teacher at Spring Creek, add Compañeros Mentor Teacher at Spring Creek, effective 8/30/2021-6/9/2022; \$750 stipend
 7. Paul Bernhard, 9th Grade Football Coach-Hourly at the High School, change to 1.0 th Grade Football Coach at the High School, effective 8/16/2021.
 8. Elizabeth Brewer, Special Ed EA PCA ESY with the District, add Special Ed EA PCA ESY Bus for up to 90 minutes/day with the District, effective 7/12/2021-8/12/2021.
 9. Kayla Christmas, Special Ed EA PCA ESY with the District, add Special Ed EA PCA ESY Bus for up to 90 minutes/day with the District, effective 7/12/2021-8/12/2021.
 10. Lindsey Downs, Grade 1 Teacher at Spring Creek, add Jumpstart to 1st Grade Teacher at Spring Creek, effective 7/19/2021-8/27/2021.
 11. Sean Dube, .6 Academy/.4 English Teacher at the High School, change to 1.0 FTE English Teacher at the High School, effective 8/30/2021.
 12. Jan Ensrud, Grade 7 Teacher at the Middle School, add Mentor Teacher-Gen Ed at the Middle School, effective 8/30/2021-6/9/2022; \$750 stipend
 13. Lindsey Fredrickson, Summer Plus Club Leader at Greenvale Park, change to Summer Plus Teacher for up to 6 hours/day Mon.-Thurs. at Greenvale Park, effective 8/2/2021-8/20/2021; BA, Step 1
 14. Brenda Hand, EL Teacher at Bridgewater, add EL Mentor Teacher with the District, effective 8/30/2021-6/9/2022; \$750 stipend
 15. Mary Harrity-Davidson, .33 FTE at the ALC, change to .33 FTE at the ALC and .20 FTE Grade 6 Phy Ed Teacher at the Middle School, effective 8/30/2021-6/9/2022.
 16. Karna Hauck, 1.0 FTE Art Teacher at the High School, add ½ overload for the 2021-2022 school year, effective 9/9/2021-6/9/2022.
 17. Daryl Kehler, Director of ALC for 46 weeks/year, change to Director of ALC, Targeted Services and Portage for 52 weeks, effective 7/1/2021. \$138,626/yr.
 18. Melanie Klein, Special Ed Teacher at Spring Creek, add Special Ed Teacher-Summer Evaluation Team for up to 80 hours/total with the District, effective 7/12/2021-8/27/2021.
 19. Jill Kohel, .6 Social Studies and .4 English Teacher at the High School, add ½ overload for the 2021-2022 school year, effective 9/9/2021-6/9/2022.
 20. Jill Kohel, .6 Academy/.4 Social Studies Teacher at the High School, change to .6 Social Studies and .4 English Teacher at the High School, effective 8/30/2021.
 21. Gail Kohl, Grade 5 Teacher at Bridgewater, add Mentor Teacher-Gen Ed at Bridgewater, effective 8/30/2021-6/9/2022; \$750 stipend
 22. Richelle Kruger, Special Ed EA PCA ESY with the District, add Special Ed EA PCA ESY Bus for up to 90 minutes/day with the District, effective 7/12/2021-8/12/2021.
 23. Tabatha Lagro, Special Ed EA PCA for 5.38 hours/day at Greenvale Park, add Supervisory EA for .50 hours/day for a total of 5.88 hours/day at Greenvale Park, effective 8/30/2021.
 24. Sarah Marohl, General Ed EA at the NCEC, change to Kindergarten Gen Ed EA for 2 hours/day and Health Aide for 2 hours/day at Greenvale Park, effective 8/30/2021.
 25. Beth McClune, Special Ed EA PCA ESY with the District, add Special Ed EA PCA ESY Bus for up to 120 minutes/day with the District, effective 7/12/2021-8/5/2021.

26. McKenzie Mikulski, Special Ed Teacher at Greenvale Park, add Participant in EBD Setting III Regional Pilot Project, meetings/professional development for up to 80 hours/total at Greenvale Park, effective 8/9/2021-6/30/2022.
27. Pamela Moening, Occupational Therapist with the District, add Occupational Therapist, ESY for up to 150 hours with the District, effective 7/6/2021-8/27/2021.
28. Shawna Molloy, Special Ed Teacher at the High School, add ESY Summer Evaluation Team for up to 8 hours/day with the District, effective 7/12/2021-8/27/2021.
29. Ellen Mucha, 1.0 FTE English Teacher at the High School, Change to .4 English Teacher and .6 ADSIS Teacher for the 2021-2022 school year, effective 8/30/2021-6/9/2022.
30. Katherine Norrie, 1.0 FTE Art Teacher at the High School, add ½ overload for the 2021-2022 school year, effective 9/9/2021-6/9/2022.
31. Debra Pack, Special Ed EA PCA bus at the High School, add Special Ed EA PCA/Bus EA for up to 4 hours/day for up to 75 minutes/day Mon.-Thurs. at Spring Creek, effective 7/12/2021-8/19/2021.
32. Coral Ramos, Community School Club Leader, add Targeted Services BLAST/PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at the Middle School/Greenvale Park, effective 7/20/2021-8/20/2021. Step 3-\$14.85/hr.
33. Coral Ramos, Community School Club Leader, add Targeted Services BLAST/PLUS Club Leader for up to 3 hours/day Mon.-Thurs. at the Middle School/Greenvale Park, effective 7/19/2021-8/20/2021. \$23.01/hr.
34. Melissa Reed, School Psychologist at Spring Creek, add School Psychologist ESY Evaluation Team for up to 80 hours/total with the District, effective 7/12/2021-8/27/2021.
35. Maria Richert, .6 Assistant Cross Country Coach at the High School, change to .4 part time Assistant Cross Country Coach at the High School, effective 8/16/2021; Level I, Step 3
36. Deborah Russell, Teacher at Greenvale Park, add Jumpstart to 1st Grade Teacher at Greenvale Park, effective 7/19/2021-8/27/2021.
37. Deborah Russell, Long Term Substitute Grade 5 Compañeros Teacher at Greenvale Park, change to 1.0 FTE Grade 1 Companeros Teacher-ongoing at Greenvale Park, effective 8/30/2021.
38. John Sand, 1.0 FTE Phy-Ed Teacher at the High School, add ½ overload for semester 2 only, effective 1/31/2022-6/9/2022.
39. Leah Sand, Phy Ed & Health Teacher at the High School, add a Phy Ed double overload for semester 1 and a 1/6 overload for semester 2 and .6 Health Teacher, at the High School, effective 9/9/2021-6/9/2022.
40. Jamin Sawyer, Physical Therapist with the District, add Licensed Teacher ESY for up to 2 hours/day with the District, effective 7/12/2021-8/5/2021.
41. Scott Stanina, 1.0 FTE English Teacher at the High School, add ½ overload for semester 2 only, effective 1/31/2022-6/9/2022.
42. Brynne Stellner, 1.0 FTE English Teacher at the High School, add ½ overload for semester 1 only, effective 9/9/2021-1/27/2022.
43. Sarah Swan McDonald, 1.0 FTE Social Studies Teacher at the High School, add ½ overload for the 2021-2022 school year, effective 9/9/2021-6/9/2022.
44. Sarah Swan McDonald, Social Studies Teacher at the High School, add Mentor Teacher-Gen Ed at the High School, effective 8/30/2021-6/9/2022; \$750 stipend
45. Erik Swenson, Grade 4 Compañeros Teacher at Bridgewater, add Compañeros Mentor Teacher at Bridgewater, effective 8/30/2021-6/9/2022; \$750 stipend
46. Steve Taggart, 1.0 FTE Industrial Tech Teacher at the High School, add ½ overload for the 2021-2022 school year, effective 9/9/2021-6/9/2022.
47. Anne Vander Martin, Special Ed EA PCA at Spring Creek, add Special Ed EA PCA ESY for up to 7 hours/day at Greenvale Park, effective 7/12/2021-8/19/2021.
48. Travis Wiebe, .6 Academy/.4 Science Teacher at the High School, change to 1.0 FTE Science Teacher at the High School, effective 8/30/2021.
49. Sari Zach, Grade 1 Teacher at Greenvale Park, add Mentor Teacher-Gen Ed at Greenvale Park, effective 8/30/2021-6/9/2022; \$750 stipend
50. Carina Zick, Special Ed EA PCA ESY with the District, add Special Ed EA PCA ESY Bus for up to 30 minutes/day with the District, effective 7/12/2021-8/12/2021.
51. Joy Amunrud, School Social Worker at Greenvale Park, add EBD BEST Project Participant for up to 80 hours/total at Greenvale Park, effective 8/6/2021-6/30/2022.
52. Correction: Tyler Balow, 1.0 Assistant Cross Country Coach at the High School, change to .6 Assistant Cross Country Coach at the High School, effective 8/16/2021; Level G, Step 5
53. Briana Bulfer, Teacher at Greenvale Park, change to Portage Elementary Teacher, effective 8/9/2021.
54. Anne Campbell, Special Ed Teacher at the High School, add EBD BEST Project Participant for up to 40 hours/total at the High School, effective 8/6/2021-6/30/2022.

55. Craig Cardinal, .4 Assistant Cross Country Coach at the High School, change to 1.0 Assistant Cross Country Coach at the High School, effective 8/16/2021. Level I, Step 3
 56. Tyla Christiansen, Special Ed EA-PCA at Bridgewater, add EBD BEST Project Participant for up to 80 hours/total at Bridgewater, effective 8/6/2021-6/30/2022.
 57. Matthew Crase, Special Ed Teacher at the High School, add EBD BEST Project Participant for up to 80 hours/total at the High School, effective 8/6/2021-6/30/2022.
 58. Tyler Faust, Special Ed Teacher at Bridgewater, add EBD BEST Project Participant for up to 80 hours/total at Bridgewater, effective 8/6/2021-6/30/2022.
 59. Roanne Johnson, Special Ed Teacher at Bridgewater, add ESY Special Ed Teacher Substitute with the District, effective 7/12/2021-8/5/2021.
 60. Beth Kuyper, Special Ed EA-PCA Bus at the Middle School, add Special Ed EA-PCA Bus ESY Substitute with the District, effective 7/12/2021-8/5/2021.
 61. Marie Kylo, Child Nutrition Associate II at the Middle School, change to Child Nutrition Manager I at Bridgewater, effective 8/20/2021.
 62. Nick Mertesdorf, Special Ed EA PCA at the High School, add EBD BEST Project Participant for up to 40 hours/total at the High School, effective 8/6/2021-6/30/2022.
 63. Leslie Miller Gordinier, Special Ed Teacher at Bridgewater, add ESY Special Ed Teacher Substitute with the District, effective 7/12/2021-8/5/2021.
 64. Natalie Ponciano Bartolo, Special Ed EA PCA at Bridgewater, add EBD BEST Project Participant for up to 80 hours/total at Bridgewater, effective 8/6/2021-6/30/2022.
 65. Kari Prestemon, School Social Worker at Bridgewater, add EBD BEST Project Participant for up to 40 hours/total at Bridgewater, effective 8/6/2021-6/30/2022.
 66. Teri Quamme, Special Ed EA PCA at the Middle School, add EBD BEST Project Participant for up to 40 hours/total at the Middle School, effective 8/6/2021-6/30/2022.
 67. Nicole Rasmussen, Special Ed EA-PCA at Bridgewater, add EBD BEST Project Participant for up to 80 hours/total at Bridgewater, effective 8/6/2021-6/30/2022.
 68. Sara Redetkze, Special Ed EA PCA at the Middle School, add EBD BEST Project Participant for up to 40 hours/total at the Middle School, effective 8/6/2021-6/30/2022.
 69. Correction: Maria Richert, .6 Assistant Cross Country Coach at the High School, change to .4 Assistant Cross Country Coach at the High School, effective 8/16/2021; Level G, Step 3
 70. Michael Sherman, Special Ed Teacher at the Middle School, add EBD BEST Project Participant for up to 40 hours/total at the Middle School, effective 8/6/2021-6/30/2022.
 71. Scott Stanina, Teacher at the High School, add Head Chess Coach at the High School, effective 9/7/2021.
 72. Jane Streitz, Special Ed EA-PCA at Greenvale Park, add EBD BEST Project Participant for up to 80 hours/total at Greenvale Park, effective 8/6/2021-6/30/2022.
 73. Emy Torres, Special Ed EA-PCA at Greenvale Park, add EBD BEST Project Participant for up to 80 hours/total at Greenvale Park, effective 8/6/2021-6/30/2022.
 74. Lori Warner, Occupational Therapist with the District, add EBD BEST Project Participant for up to 80 hours/total at Greenvale Park, effective 8/6/2021-6/30/2022.
 75. Jamie Wiebe, School Social Worker at Bridgewater, add EBD BEST Project Participant for up to 80 hours/total at Bridgewater, effective 8/6/2021-6/30/2022.
- iii. Leave of Absence
1. Darren Lofquist, Teacher at Bridgewater, Family/Medical Leave of Absence beginning on or about 1/26/2022-3/4/2022.
 2. Shari McCabe, 1.0 FTE physical education teacher at Bridgewater, childcare leave of absence beginning on or about December 3, 2021 for 12 weeks..
- iv. Retirements/Resignations/Terminations
1. Ruben Alvarez, Teacher at Greenvale Park, resignation effective 7/29/2021.
 2. Zane Anway, EA at the Middle School, resignation effective 8/2/2021.
 3. Courtney Gilomen, EA at Greenvale Park, resignation effective 7/6/2021.
 4. Darren Lofquist, Assistant Girls and Boys Swim Coach, resignation effective 7/13/2021.
 5. Victoria McKay, Child Nutrition Manager at Bridgewater, resignation effective 8/9/2021.
 6. Melvin Miller, Yearbook Advisor at the High School, resignation effective 7/28/2021.
 7. Taylor Storlie, Assistant JV Dance Team Coach at the High School, resignation effective 7/22/2021.
 8. Brittany Braucher, Child Nutrition at the High School, resignation effective 8/18/2021.
 9. Erica Hubers, EA with the District, resignation effective 8/9/2021.
 10. Pam Moening, Occupational Therapist with the District, resignation effective 8/8/2021.
 11. Peggy Weaver, EA at the High School, resignation effective 8/19/2021
- v. Contract for Translation Services

Administration submits an agreement between Northfield Public Schools and Mar Valdecantos for translation services effective July 1, 2021 through June 30, 2023 at a cost of \$16,500 annually July 1, 2021 - June 30, 2022 and \$17,520 annually July 1, 2022 - June 30, 2023.

f. Grant Application Approval

Director Bailey requested board approval of a \$18,000.00 grant request from the Minnesota Department of Education (MDE) from September 1, 2021 - December 31, 2021. MDE makes this federal funding available for the purpose of enabling Minnesota's currently funded 21st Century Community Learning Center grantees to build or enhance student program attendance data collection systems in order to comply with new federal data collection requirements from the U.S. Department of Education. This grant supports the purchase of vendor-approved student program attendance data collection systems, staff time to create or enhance student program attendance data collection systems, and/or training for staff in the use of the data system.

7. Items for Individual Action

- a. School Bus Transportation Contract. On a motion by Goerwitz, seconded by Quinnell, the board approved the School Bus Transportation Contract with Benjamin Bus Inc. for 2021-2023. The district has reached an agreement with Benjamin Bus to continue as the district's transportation contractor for the next two years with the option to extend an additional two years. The agreement includes a 4% increase in 2021-22 and a 3% increase in 2022-23. For the 2021-22 school year Benjamin Bus, Inc. has committed to reducing one route each day and we have approved a calendar with 173 student contact days. This results in a net decrease for the district next year for regular to/from transportation. Benjamin Bus will be analyzing if they can reduce the daily routes to 22 for 2021-22 but this will not be known until bus registration is complete. The contract included a change in the event of a weather cancellation. The previous contract provided the district with a \$500 credit for each day. The proposed contract provides the district 10% of the daily contract charge. For the 2021-22 school year this will be \$995.49. District administration feels this is a reasonable agreement with a local contractor who has been an excellent asset to our community and recommended approval of the agreement.
- b. Approval of COVID-19 Safety Protocols for 2021-22 School Year. On a motion by Baraniak, seconded by Stratmoen, the board approved the Resolution Adoption of Health and Safety Measures 2021-2022 as presented. Superintendent Hillmann outlined the COVID-19 protocols for the 2021-22 school year. The protocols are subject to change without advance notice if the public health situation necessitates it. Other statewide and/or federal protocols may supersede this information for specific programs. On a roll call vote, voting 'yes' were Baraniak, Butler, Goerwitz, Pritchard, Quinnell and Stratmoen. Voting 'no' was Quinnell. Absent: Gonzalez-George.

WHEREAS, Minnesota Statutes Section 123B.09 vests the care, management, and control of independent districts in the school board; and

WHEREAS, the Superintendent of Independent School District 659, hereinafter the "Superintendent", is responsible for the management of the schools, the administration of all School District policies, and is directly accountable to the School Board; and

WHEREAS, when responsibilities are not specifically prescribed nor School District policy applicable, the Superintendent shall use personal and professional judgment, subject to review by the School Board, pursuant to School District Policy 302, Superintendent; and

WHEREAS, the Centers for Disease Control and Prevention ("CDC") and the Minnesota Department of Health ("MDH") have determined that the COVID-19 pandemic is currently ongoing and may remain ongoing for an unknown time; and

WHEREAS, the Minnesota Department of Education ("MDE") has issued and may continue to issue written guidance for Minnesota schools on educational issues related to COVID-19; and

WHEREAS, the MDH has issued and may continue to issue written guidance for Minnesota schools on public health issues related to COVID-19; and

WHEREAS, the Superintendent and the administration of the School District have conferred with the School Board regarding COVID-19 health and safety measures, the current CDC, MDE, and MDH requirements for each, and other relevant information; and

WHEREAS, the district has taken into account the social, educational, political, and financial considerations of these protocols; and,

WHEREAS, based upon the collective consideration of these factors, the Superintendent has recommended to the School Board that health and safety measures be implemented at the commencement of the 2021-2022 school year.

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 659 as follows:

Section 1: The Superintendent is hereby directed to implement the following health and safety measures to open the 2021-2022 school year:

1. Face Coverings. All people ages two and older are required to wear a face covering when inside a Northfield School District facility or on a school bus. This excludes the children in the infant and young toddler rooms at Early Ventures. People do not need to wear a face covering when actively eating or drinking.
2. Physical Distancing. For programs held indoors, staff will take reasonable steps to provide safe spacing between participants as practicable.
3. Cleaning and Hygiene. There will be routine environmental cleaning and disinfection in classrooms and common spaces. Healthy hygiene behaviors, such as regular hand washing, are strongly recommended.
4. Handling a Suspected or Confirmed Case of COVID-19. The district COVID-19 coordinator will report cases of COVID-19 to the Minnesota Department of Health. Staff and families should self-report to the school if they or their student have symptoms of COVID-19, test positive for COVID-19, or recently had close contact with someone who tested positive for COVID-19.
5. Quarantine. A student, participant, or staff who tests positive for COVID-19 must stay home until all three of the following things are true:
 - o They feel better. Their cough, shortness of breath, or other symptoms are better; and,
 - o It has been 10 days since they first felt sick or tested positive; and,
 - o They have had no fever for at least 24 hours, without using a medicine that lowers fever.

Students or staff with a member of their household who has tested positive for COVID-19 must follow the [Recommended COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs](#) to determine if the individual needs quarantine. Students displaying at least one common symptom or two less common symptoms will follow the [Recommended COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs](#). Quarantine for close contact at school with someone who has tested positive for COVID-19 is not required because of universal masking. The district will not conduct contact tracing during the school day.

6. Visitors and Volunteers. All sites and programs will keep a roster of visitors and volunteers (name, contact information, date, time, program, site, etc.) as practicable. All volunteers are required to share proof of vaccination.
7. Co-Curricular. COVID protocols for student/ athletes and spectators will be determined by the School District as more information is received from the Minnesota State High School League (MSHSL)

Section 2: The Superintendent is hereby authorized, after consultation with the School Board Chair and notification to the School Board, to select and implement different health and safety measures for the School District or any specific school buildings without School Board action if the Superintendent reasonably believes that prompt implementation of different health and safety measures is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting to approve the implementation. The health and safety measures selected and implemented by the Superintendent shall continue in effect unless and until the School Board, in consultation with the Superintendent and appropriate school district staff and public health officials, deems it in the best interest of the School District and its students to implement different health and safety measures.

Section 3: The Superintendent will provide regular updates to the School Board regarding the School District's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively.

8. Items for Information

- a. Open Houses. Open houses for Greenvale Park, Northfield Community Education Center, Spring Creek Elementary, Bridgewater Elementary, and Northfield School District Office and Area Learning Center are scheduled Thursday, September 23, 4:00 p.m. - 7:00 p.m.
- b. Bids for Purchase of District MacBooks. Director of Technology Kim Briske provided a copy of the request for bids for the purchase district MacBooks. Bids must be received on or before August 18, 2021 by 3:00 p.m. CST. The bid will be awarded on September 13, 2021 pending Board of Education approval.

9. Future Meetings

- a. Monday, August 23, 2021, 7:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, September 13, 2021, 7:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

On a motion by Stratmoen, seconded by Quinnell, the board adjourned at 9:43 p.m.

Noel Stratmoen
School Board Clerk

To: Members of the Board of Education
From: Julie Pritchard, Board Chair
Date: August 23, 2021
Re: Superintendent Contract Provisions for the 2021-22 Contract Year

Under the current employment contract with Superintendent Hillmann, each year the board sets the salary and benefits for the current contract year.

The summary of Dr. Hillmann's annual performance appraisal was presented at the July 8, 2021 regular school board meeting, and I reported on his outstanding performance as recognized by all board members. He earned an overall score of 4.98 on a 5-point scale. Board members cited several of Dr. Hillmann's accomplishments including his outstanding handling of the COVID-19 pandemic, his exceptional management of the district's finances, and his strength of leadership as he guided the district through the challenges of the 2020-21 school year.

I recommend a compensation package increase of 1.7% for the 2021-22 contract year. This modest increase, while not commensurate with his outstanding job performance, aligns with our mutual understanding of the district's ongoing financial challenges. This increase matches the average dollar increase members of the Northfield Education Association (NEA) will receive as part of their 2021-22 contract year. Dr. Hillmann's package will include:

- 1.58% salary increase
- An increase to the district's contribution towards health insurance premiums that matches the increase in the NEA agreement.

We are grateful to Dr. Hillmann for the outstanding work he is doing on behalf of our students, but also his willingness to do his part to address the financial challenges facing the district.

**2021-2023 AGREEMENT
INDEPENDENT SCHOOL DISTRICT #659
NORTHFIELD, MINNESOTA**

and the

NORTHFIELD EDUCATION ASSOCIATION

**AGREEMENT EXTENDS FROM
July 1, 2021 to June 30, 2023**

2021-2023 AGREEMENT
INDEPENDENT SCHOOL DISTRICT #659
and the
NORTHFIELD EDUCATION ASSOCIATION

Table of Contents

ARTICLE I	PURPOSE	6
ARTICLE II	RECOGNITION OF EXCLUSIVE REPRESENTATIVE	6
ARTICLE III	RIGHTS AND OBLIGATIONS OF THE SCHOOL BOARD	6
ARTICLE IV	RIGHTS AND OBLIGATIONS OF TEACHERS	7
ARTICLE V	BASIC SCHEDULES AND RATES OF PAY	8
Section 1	Salary Schedules	8
Section 2	Lane Freezing	9
Section 3	Retired Teachers	9
ARTICLE VI	EXTRA COMPENSATION	10
ARTICLE VII	INSURANCE	10
Section 1	Group Insurance	10
Section 2	Health and Hospitalization Insurance	10
Section 3	Dental Insurance	11
Section 4	Income Protection	11
Section 5	Life Insurance	11
Section 6	Tax Deferred Accounts	11
Section 7	Retirement Insurance	11
ARTICLE VIII	LEAVES	13
Section 1	Leave Allowance	13
Section 2	Sick Leave	13
Section 3	Bereavement Leave	14
Section 4	Emergency Leave	14
Section 5	Personal Leave	14
Section 6	General Leave of Absence	15
Section 7	Child Care Leave	16
Section 8	Judicial Duty	16
ARTICLE IX	HOURS OF SERVICE	17
Section 1	Basic Day	17
Section 2	Building Hours	17
Section 3	Preparation Time	17
Section 4	Specialists Schedules	18
ARTICLE X	LENGTH OF SCHOOL YEAR	18
Section 1	Teacher Duty Days	18

Section 2	Emergency Closings and Rescheduling of Teacher Duty Days and Hours	18
ARTICLE XI	DUES CHECK-OFF	19
Section 1	Dues Check-Off	19
Section 3	Deduction Transmittal	19
ARTICLE XII	EVALUATION AND IMPROVEMENT OF INSTRUCTION	19
Section 1	Evaluation	19
Section 2	Improvement of Instruction	19
ARTICLE XIII	TRAVEL	19
Section 1	Mileage	19
Section 2	Attendance at Meetings Outside the District	19
ARTICLE XIV	UNREQUESTED LEAVE OF ABSENCE	20
Section 1	Purpose	20
Section 2	Definitions	20
Section 3	Seniority Date	20
Section 4	Seniority List	20
Section 5	Unrequested Leave of Absence	21
Section 6	Placement on Unrequested Leave	21
Section 7	Notification	21
Section 8	Status While on Leave	21
Section 9	Recall	21
Section 10	Termination of Rights	22
Section 11	Doctrine of Strand	22
Section 12	Continuation of Insurance	23
Section 13	Concurrent Leaves	23
ARTICLE XV	VACANCIES AND TRANSFERS	23
Section 1	Requests for Transfer	23
Section 2	Vacancies	23
Section 3	Involuntary Transfers	23
Section 4	Assignments	23
Section 5	Grievances	23
ARTICLE XVI	LONGEVITY	23
Section 1	Eligibility - 20 years	23
Section 2	Eligibility - 25 years	23
Section 3	Eligibility – 30 years	24
ARTICLE XVII	SEVERANCE	24
ARTICLE XVIII	MATCHING 403(b) TAX DEFERRED PLAN	25
ARTICLE XIX	SPECIAL PAY DEFFERAL AND HEALTH CARE SAVINGS PLAN	25
ARTICLE XX	PROFESSIONAL GROWTH PROGRAM	26
Section 1	Premises for Professional Growth Program	26
Section 2	Establishment and Operation of the Professional Growth Committee	26

Section 3	Lane Change Procedures	28
Section 4	Guidelines for the Continuing Professional Growth Program	28
ARTICLE XXI	PROTECTIVE CLOTHING	30
ARTICLE XXII	SALARY CHECKS	30
Section 1	Salary Payments and Deductions	30
ARTICLE XXIII	MEET AND CONFER PROCEDURES	30
Section 1	Meet and Confer Items	30
Section 2	Meet and Confer Committee	31
Section 3	Other District Committees	31
ARTICLE XXIV	GRIEVANCE PROCEDURE	31
Section 1	Definitions	31
Section 2	Level I	32
Section 3	Level II	32
Section 4	Level III	32
Section 5	Level IV	32
Section 6	Time Limits	34
Section 7	Contract Expiration	34
Section 8	No Reprisals	34
Section 9	Representation	34
ARTICLE XXV	DISCIPLINE AND DISCHARGE	34
Section 1	Discipline and Discharge	34
Section 2	Corrective Discipline	34
ARTICLE XXVI	JOB SHARING	35
ARTICLE XXVII	DURATION	35
Section 1	Term and Reopening Negotiations	35
Section 2	Effect	35
Section 3	Finality	36
Section 4	Severability	36
Section 5	Individual Contracts	36
ARTICLE XXVIII	ECFE TEACHERS	36
ARTICLE XXIX	TEACHER RETIREMENT	37
SCHEDULE A	SALARY SCHEDULE 2021-2022	38
SCHEDULE B	SALARY SCHEDULE 2022-2023	39
SCHEDULE C	CO-CURRICULAR	40
	2021-2022 Schedule C Salary Information	40
	2022-2023 Schedule C Salary Information	40
SCHEDULE D	OTHER PAY	42
	A. Rates for Miscellaneous Types of Instruction	42
	B. Other Rates of Pay	42
	C. Other Extra Duties	42

	D. Ancillary Stipends	43
EXHIBIT D	GRIEVANCE FORM	45
EXHIBIT E	INDIVIDUAL TEACHER CONTRACT FOR NORTHFIELD SCHOOL DISTRICT #659	47

**Independent School District No. 659
Northfield, Minnesota
and the
Northfield Education Association**

**ARTICLE I
PURPOSE**

Section 1. THIS AGREEMENT, entered into between the School Board of Independent School District No. 659, Northfield, Minnesota, hereinafter referred to as the School Board, and the Northfield Education Association, hereinafter referred to as NEA, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the PELRA, to provide the terms and conditions of employment for teachers during the duration of this Agreement. Any term used in this Agreement that is also defined in the PELRA is intended to have the same definition as used in the PELRA.

**ARTICLE II
RECOGNITION OF EXCLUSIVE REPRESENTATIVE**

Section 1. In accordance with the PELRA, the School Board recognizes the Northfield Education Association as the exclusive representative of teachers employed by the School Board. The NEA, as exclusive representative, shall have those rights and duties as prescribed by the PELRA and as described in the provisions of this Agreement.

Section 2. Appropriate Unit. The exclusive representative shall represent all the teachers of the District including those on approved leave of absence as defined in this Agreement and the PELRA.

**ARTICLE III
RIGHTS AND OBLIGATIONS OF THE SCHOOL BOARD**

Section 1. The School Board is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions, educational policies, and programs of the School Board, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

Section 2. The School Board has an obligation to meet and negotiate in good faith with the exclusive representative of the teachers in an appropriate unit regarding grievance procedures and the terms and conditions of employment, but such obligation does not compel the School Board or its representative to agree to a proposal or require the making of a concession.

Section 3. The School Board has the obligation to meet and confer with teachers to discuss policies and those matters relating to their employment not included under the PELRA.

Section 4. The School Board shall not meet and negotiate or meet and confer with any teacher or group of teachers who are at the time designated as a member or part of an appropriate teacher unit except through the exclusive representative if one is certified for that unit or as provided for in the PELRA.

Section 5. The School Board shall have the right to petition the director for arbitration under the PELRA; provided the exclusive representative or the School Board has first petitioned the director for mediation services as are available under the PELRA.

Section 6. The School Board may hire and pay for arbitrators desired by the provisions of the PELRA.

Section 7. All provisions of this Agreement are subject to the laws of the State of Minnesota, Federal laws, valid Rules and Regulations of the State Board of Education, and rules, regulations and orders of State and Federal governmental agencies. Any provisions of this Agreement herein found to be in violation of any such laws, rules, regulations or orders shall be null and void and without force and effect. This section does not incorporate federal and Minnesota law or applicable federal and state agency rules by reference into this Agreement.

Section 8. The School Board has the duty to efficiently manage the School District. The primary obligation of the School District is to provide students with the opportunity for an education. The enumeration of rights and duties in this Article do not exclude the inherent managerial rights and functions not expressly reserved herein.

ARTICLE IV RIGHTS AND OBLIGATIONS OF TEACHERS

Section 1. Nothing contained in the PELRA shall be construed to limit, impair or affect the right of any teacher or his/her representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of teachers or their betterment, so long as the same is not designed to and does not interfere with the full faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative if there be one; nor shall it be construed to require any teacher to perform labor or services against his/her will.

Section 2. Teachers shall have the right to form and join labor or teacher organizations, and shall have the right not to form and join such organizations. Teachers in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such teachers with the School Board of such unit.

Section 3. Teachers who are professional employees as defined by the PELRA have the right to meet and confer with the School Board regarding policies and matters not included under the PELRA.

Section 4. Teachers through their certified exclusive representative have the right and obligation to meet and negotiate in good faith with their School Board regarding grievance procedures and the terms and conditions of employment, but such obligation does not compel the exclusive representative to agree to a proposal or require the making of a concession.

Section 5. Teachers shall have the right to request and be allowed dues check off for the exclusive representative, provided that dues check off and the proceeds thereof shall not be allowed any teacher organization that has lost its right to dues check off pursuant to the PELRA.

Section 6. An exclusive representative shall have the right to petition the director for arbitration under the PELRA; provided the exclusive representative has first petitioned the director for mediation services as are available under the PELRA.

Section 7. Personnel Files. Every teacher has a permanent file in the District Office. Pursuant to M.S. 122A.40, subd. 19, as amended, all evaluations and official files, wherever generated, relating to each individual teacher shall be available during regular school business hours to each individual teacher upon the teacher's written request. The teacher shall have the right to reproduce any of the contents of the files and may include in the file written information in response to any material contained therein. When material involving evaluation or any performance related material or notice of reprimand or deficiency is to be placed in a teacher's file, a copy will be provided to the teacher. The school district may destroy such files as provided by law, after first giving the teacher the opportunity

to keep any items scheduled to be destroyed. Any teacher may submit items to his/her immediate supervisor for inclusion in the file.

Section 8. Association Release Time. During the term of this Agreement, the exclusive representative will have available 480 hours of release time. This time shall include all time spent away from teaching duties on behalf of the exclusive representative as designated by the Northfield Education Association President including any negotiation or grievance activities. Association leave shall not be used for activities in support of any other exclusive representative of employees, nor to run for elective office of any kind.

Section 9. Full-Time Teachers. Teachers regularly scheduled to work the full teacher duty day as described in Section 1, Article IX, shall be deemed to be “full-time” teachers.

Section 10. Association Member List. The District shall provide in electronic form to the Association the names, work email address, full-time equivalency (FTE) status, worksite location and assignment of all bargaining unit members employed, upon request. Such requests shall be filled within five business days.

Section 11. Reasonable Access. Representatives of the Association shall have reasonable access to worksites and school facilities to communicate with members, hold meetings, and conduct other business. Upon arrival at the worksite, Association representatives shall make their presence known to the worksite supervisor or his/her designee. Such visits shall not interrupt normal work responsibilities.

ARTICLE V BASIC SCHEDULES AND RATES OF PAY

Section 1. Salary Schedules. The salary schedules of teachers covered by this Master Agreement are set forth in appendices A and B attached herewith, and are hereby incorporated as part of this Master Agreement.

A. Eligibility for Increments.

1. Each teacher who worked more than one-half of the teacher duty days for the 2020-2021 school year will be advanced one step on the salary schedule for the 2021-2022 school year. Increments contained in the 2022-23 salary schedule will not be paid in the 2023-2024 school year in the absence of an agreement between the parties covering the period from July 1, 2023 to June 30, 2025.

B. Recognition of Prior Experience. Full credit for teaching experience in other school systems shall be given for up to six years when placing newly hired teachers on the salary schedule. At the discretion of the School Board, more than six years of teaching experience may be credited at the time of hire for salary schedule placement, especially in difficult to fill licensure areas.

C. National Certification. Any teacher who has achieved one of the following national certifications shall be paid an annual stipend of five hundred (\$500) dollars. This stipend shall not be considered part of the teacher’s annual salary. The teacher shall provide a copy of current certification to the Human Resources Office prior to September 15 of each school year.

The following certifications shall apply:

Board Certified Behavior Analyst (BCBA)

National Board of Professional Teaching.

Guidance Counselors: LPC (Minnesota Board of Behavioral Health and Therapy-Licensed Professional Counselor).

Occupational Therapists: NBCOT (National Board for Certification in Occupational Therapy).

Physical Therapists: ABPTS-PCS (American Board of Physical Therapy Specialties-Pediatric Certified Specialist).

Psychologists: NASP-NCSP (National Association of School Psychologists-National Certified School Psychologist).

Social Workers: LSW, LGSW, LISW, or LICSW (Minnesota Board of Social Work-Licensed Social Worker, Licensed Graduate Social Worker, Licensed Independent Social Worker, or Licensed Independent Clinical Social Worker).

Speech Language Pathologists: ASHA-CCC-SLP (American Speech-Language-Hearing Association Certificate of Clinical Competence in Speech-Language Pathology).

D. Recognition of outstanding performance or extraordinary contribution to the School District. Any teacher who achieves the following recognition may receive a one-time stipend not to exceed the amounts identified below:

1. State Teacher of the Year Finalist (\$500.00)
2. State Teacher of the Year (\$1,000)
3. Ph.D. or Ed.D. in field of study germane to teaching assignments, not reflected on the salary schedule. (\$1,000)
4. National Teacher of the Year (\$1,000)

Section 2. Lane Freezing.

A. The following lanes will have steps frozen as listed:

<u>Lane</u>	
B.A.	9
All other lanes	10

No teacher may advance beyond the maximum step on a lane set forth above.

B. Negotiated raises in steps during subsequent years shall, however, be paid.

C. A teacher changing lanes from a frozen step shall receive credit toward step increments in the new lane for service while on the frozen step, up to the maximum step on the new lane set forth above.

Section 3. Rehired Retired Teachers. The School District may rehire retired teachers for positions, including long-term substitute positions according to the following provisions:

- A. The exclusive representative recognizes voluntary waiver of continuing contract rights by retirees who want to return to teaching.
- B. The salary placement shall be on the teacher's proper lane and step at the time of retirement. No longevity payments will be made.
- C. All benefits and leave time will be provided according to the Master Agreement, except 403b contributions, accumulation of leave time, and retirement provisions. Retirees

receiving retirement insurance benefits from the District when rehired will continue with those benefits as if retired.

D. Insurance benefits may be waived by mutual consent.

ARTICLE VI EXTRA COMPENSATION

Section 1. Individual teachers may enter into separate contracts with the School Board for the performance of assignments in addition to or differing from the performance of basic teaching duties. Such separate extra assignment contracts shall not be part of a teacher's continuing contract. Non-bargaining unit individuals hired for Schedule C or D assignments are not subject to this Agreement.

ARTICLE VII INSURANCE

Section 1. Group Insurance. During the term of this Contract, the Employer will purchase group insurance policies described in this Article as provided by law. The eligibility of an enrolled teacher for benefits shall be governed by the terms of the master insurance contracts in force between the Employer and the insurers providing such coverage. It is further agreed that the Employer's only obligation under this Article is to make the premium payments as provided in this Contract, and no claim shall be made against the Employer in the event of a denial of insurance benefits by an insurance carrier.

Teachers regularly scheduled to work 20 or more hours per week shall be eligible for benefits described in this insurance article. Teachers regularly scheduled to work less than 20 hours per week shall not be eligible for benefits described in this article. The employer shall contribute toward the premiums for health and hospitalization and dental insurances on a pro-rata basis of the amounts listed in Sections 2 and 3 of Article VII for teachers regularly scheduled to work 20 to less than 30 hours per week (.5 FTE to less than .75 FTE). The contribution shall be prorated commensurate with the amount of time the teacher is regularly scheduled to work.

All insurance benefits shall commence on the first day of scheduled service and continue through the following August unless modified by a leave of absence or severance of employment prior to the close of the school year. The District shall continue its contribution toward the premium for health and hospitalization insurance for dependents of a deceased teacher for a period of six months after the teacher's death or until the contribution would have otherwise ceased, whichever is sooner, provided the deceased teacher was enrolled in family coverage at the time of death.

Substitute teachers working less than sixty (60) consecutive working days shall not be eligible for benefits described in this Article. When it is known in advance that a substitute teacher will be employed for sixty (60) consecutive working days or more, the teacher will receive a substitute contract and shall be eligible for insurance benefits as provided in this Agreement. Participation in the district's insurance benefits plans will cease effective on the last day of the month in which the last day was worked.

Section 2. Health and Hospitalization Insurance. During the term of this agreement, the Employer will contribute for single or family coverage toward the monthly premium for each teacher regularly scheduled to work 30 or more hours per week (.75 FTE or more) who qualifies for and is enrolled in coverage under the district medical and hospitalization insurance plan. The contribution amounts are as follows:

	<u>Single Coverage</u>	<u>Family Coverage</u>
January 1, 2022 through December 31, 2022	\$503/month	\$1,362/month
January 1, 2023 through December 31, 2023	\$528/month	\$1,430/month

Participation in the insurance program will be voluntary. Coverage shall be effective only upon enrollment of the individual teacher and the teacher's family. Each teacher enrolled under the plan shall contribute, through payroll deduction, any excess of the monthly premium under the plan over the maximum School Board contribution toward the type of coverage for which such teacher is enrolled.

Section 3. Dental Insurance. During the term of this agreement, the Employer will contribute the following toward the monthly premium for each full-time teacher who qualifies for and is enrolled in coverage under the district dental insurance plan:

	<u>Single Coverage</u>	<u>Family Coverage</u>
January 1, 2022 through December 31, 2022	\$28.20/month	\$64.34/month
January 1, 2023 through December 31, 2023	\$28.20/month	\$64.34/month

Section 4. Income Protection. The Employer will pay the full premium for each teacher who qualifies for and is enrolled in coverage under the district's long-term disability insurance plan. Benefits shall be payable after 60 consecutive days of total disability at 66 2/3% of the basic monthly earnings, including longevity.

Up to thirty (30) accumulated sick leave days may be used on a pro-rata basis while receiving disability income; however, the total income generated from using sick leave with disability benefits may not exceed the teacher's basic earnings. The School District shall continue its contribution for health and hospitalization insurance for up to six months (180 consecutive days) after the last day worked for absence due to total disability. Thereafter, teachers receiving long-term disability insurance benefits may continue in the district's group insurance plans at the teacher's expense. Benefit payments shall continue in accordance with federal regulations.

Section 5. Life Insurance. The Employer will provide group term life insurance coverage for each teacher who enrolls in the insurance plan in the amount of \$50,000.00. Each teacher may purchase additional group term life insurance in increments of \$25,000 up to a maximum of \$100,000 at the group rate upon evidence of insurability and acceptance by the carrier. The cost of such additional coverage shall be paid fully by the teacher through payroll deduction.

Section 6. Tax Deferred Accounts. All eligible teachers may participate in an IRS approved tax-deferred plan established pursuant to United States Public Law No. 98-370.

Section 7. Retirement Insurance. Teachers shall notify the District of their intent to retire by April 1.

Subd. 1. Eligibility. Any teacher whose seniority date is prior to July 1, 2009 and has at least ten (10) years experience in Independent School District No. 659 and retires upon attaining age fifty-five (55) or thereafter may elect to be covered under the group health and hospitalization, dental plans and life insurance plans provided by the School District as provided by law.

Once a retired employee becomes eligible for Medicare the retired employee's coverage will convert to a Medicare supplement policy. Such policy (when combined with Medicare) will at a minimum be equivalent coverage to the group health and hospitalization plan offered to active employees and retired employees who are not eligible for Medicare.

In the event a retired employee and his or her dependent(s) become eligible for Medicare at different times, the individual insured will be converted to the Medicare supplement policy upon becoming eligible. At such time as there is only one other insured remaining on the family group health plan, he/she will be converted to a single policy under the group health plan until they become eligible for Medicare. If dependent children are covered under the group health plan they will be eligible to continue coverage until such time that the last parent covered on the group health plan becomes eligible for Medicare.

Subd. 2. District Contribution. The teacher may continue participation in the district's group term life insurance plan according to provisions of Section 5 above at the teacher's own expense until the teacher is eligible for Medicare.

Prior to becoming Medicare eligible, the District shall contribute toward the premium for health and hospitalization and dental coverage under the same conditions as an employed teacher but not more than 80% of the health and hospitalization insurance premium as follows:

1. Nine (9) years for those teachers whose most recent date of hire was on or before September 1, 1987.
2. Six (6) years for those teachers who were employed September 1, 1987 through June 30, 2009.

Once the retired employee or their dependent(s) obtain Medicare eligibility, the District shall contribute up to \$350.00 toward the monthly premium of the Medicare supplement plan for the remainder of the contribution period as defined above.

When the retiree becomes eligible for Medicare, the retiree must be in compliance with M.S. 471.611.

Subd. 3. Teachers whose seniority date is after July 1, 2009. The benefits outlined in this subdivision shall be available to regular teachers that work .50 FTE or more whose seniority date is on or after July 1, 2009, for the full school year. Teachers must be actively working for the full school year to be eligible for the Health Reimbursement Arrangement (HRA) contribution. Teachers on leave of absence during a school year will not be eligible for HRA contributions for that school year. The HRA contribution will not be prorated for partial school years worked with the following exception: teachers who retire prior to the end of the school year will receive a prorated contribution based on the number of days worked divided by the total number of teacher duty days in the school year during which they retire.

Beginning in contract year 2009-10, the district will set aside \$1,000.00 annually for all newly hired full-time teachers. Regular part-time teachers that work .50 FTE or more will receive a prorated portion of the contribution. The district contribution will be made in July following the preceding full school year of service. The district contribution will be deposited into a district reserved account on behalf of all eligible employees as outlined in this article; however, all district contributions will remain district assets until eligible employees meet the district's vesting requirements. Teachers will become vested when they have at least 10 years of continuous service to the district, including District approved leaves of absence. For each year of service thereafter, the district will continue to deposit \$1,000.00 annually in the HRA account of all eligible full-time employees as outlined in this article. The deposit for part-time teachers will be prorated to the FTE for which they are contracted. The district contributions will be made in July following the preceding full school year of service. The vested teacher will have access to his/her HRA account balance upon separation of employment.

Teachers whose seniority date is on or after July 1, 2009, shall not be eligible for other benefits provided under Article VII, Retirement Insurance; Section 7, Subdivision 1 or 2.

Subd. 4. Other Employer Insurance. Coverage will be available to a retired teacher who has group medical insurance available to him/her from another employer; however, such other employer's coverage shall be considered primary.

ARTICLE VIII LEAVES

Section 1. Leave Allowance.

A. At the beginning of each school year each teacher employed half time or more will be granted a leave allowance the hourly equivalent of ten (10) days, prorated to the FTE portion of the teacher's individual contract, for absences without deduction from pay during such school year. Such leave allowance may only be used under the terms and conditions set forth in this Article. All sick leave, bereavement leave, and personal leave will be charged against the teacher's leave allowance. All leave allowance shall be based on a teacher's current workday.

B. Unused portions of a teacher's leave allowance may accumulate from one basic school year to the next to a maximum of two hundred (200) days.

C. Number of days accumulated shall be available to all teachers via the employee self-serve system.

D. Leave allowance will not apply, nor may it be earned or accumulated during any leave of absence, paid or unpaid, except as expressly provided in this Agreement

E. School Conference and Activities Leave. In accordance with the provisions of MS.181.9412, the District will provide each teacher with up to sixteen hours of school conference and activities leave during any twelve-month period to attend school conferences or school related activities related to the employee's child, provided the conference, activity or observation cannot be scheduled during non-work hours. One school day advance written notice shall be provided via the District's substitute/leave reporting system. The Human Resources Director can waive the advanced written notice requirement in emergency situations under exceptional or unusual circumstances. Such leave will be deducted from the teacher's leave allowance. In addition to the statutory definition of school conference and activity leave, employees may also use school conference and activity leave for post-secondary college visits for high school age students.

Section 2. Sick Leave.

A. Leave allowance may be used by a teacher for a necessary absence on a work day during the school year because of illness or injury of the employee or the employee's dependent child. Leave allowances are available for other individuals to the extent provided by Minnesota law or FMLA, and are not subject to the grievance procedure. This includes medically necessary appointments.

B. An individual teacher may be notified in writing that, in order to qualify for future sick leave pay, a statement from a physician of the teacher's choice may be required.

C. A teacher receiving compensation under the Worker's Compensation Act may elect to use accumulated leave allowance to make up the difference between the worker's compensation payments and the teacher's regular basic salary. Deductions from leave allowance will be made on a prorated basis according to the additional payments to the teacher. In no event shall the additional compensation paid to the teacher result in the payment of total daily, weekly or monthly compensation in excess of such teacher's basic salary.

- D. Sick Leave for Part-time Teachers.** Teachers employed less than 20 hours per week shall be eligible for two (2) days of sick leave per year, commensurate with the portion of the day worked, non-accumulative, for personal illness or injury. Leave allowances are available for other individuals to the extent provided by Minnesota law, and are not subject to the grievance procedure. Such teachers will not receive any other benefits provided under this Article.

Section 3. Bereavement Leave.

- A.** Up to a total of ten (10) days leave allowance per year may be used in case of bereavement leave.

Bereavement leave may be used in the case of a death of family members or friends.

Exceptions to the above restrictions may be granted at the discretion of the Superintendent, or designee, depending upon the circumstances surrounding the leave.

Section 4. Emergency Leave.

- A.** Up to two (2) days of leave allowance may be used in the event of emergencies after a teacher's personal leave account has been exhausted. Teachers are eligible to use emergency leave when there are daycare closings that result in a teacher's dependent child not being cared for as planned, damage to a teacher's property, assisting another in an emergency, or to provide information about an emergency to law enforcement or other public safety personnel. Emergency leave will be deducted from an individual's sick leave allowance. The Leave Allowance Bank will not cover the use of Emergency Leave.

Section 5. Personal Leave and Short-term Leave of Absence.

A teacher will be allowed five (5) days per year of personal leave, non-accumulative, without the necessity of prior administrative approval, but with at least three (3) days written notice via the District's substitute/leave reporting system except for emergencies. These five (5) days will be deducted from the leave allowance. No more than three (3) consecutive personal leave days can be used for the same absence.

With the exception of teacher preparation days where no cap will be in effect, personal leave for a particular day will be granted on the basis of the order such requests are received. The following chart indicates the number of teachers eligible for personal leave by building for each eligible workday:

Northfield High School	4
Northfield Middle School	3
Bridgewater Elementary	2
Greenvale Park Elementary	2
Spring Creek Elementary	2
Northfield Community Education Center	1
ALC	1

Personal leave will not be granted during the first week or the last week of instructional days, or on an open house as referred to on the school calendar, staff development, or conference days, except in exceptional and unusual cases at the discretion of the Director of Human Resources. Requests need not include reasons for the leave day except when the teacher is requesting an exception to the above regulations.

Any unused personal leave will remain in the employee's sick leave account.

The Director of Human Resources may approve a short term leave of absence beyond that specified herein for exceptional and unusual circumstances, which shall result in the withholding of pay as computed against the total number of teacher duty days in the contract year.

Section 6. General Leave of Absence.

- A.** Eligibility: The District, at its discretion, can grant a request for partial or full unpaid leaves of absence up to one year in duration for those who taught at least two years in the District.
- B.** Requests: Leave requests are required to be submitted to Human Resources by March 1st. Requests received after March 1st may be considered on an individual basis. Requests shall be subject to District approval, whose decision is binding. The School Board's decision may not be grieved.
- C.** Reinstatement: A teacher has a right to be reinstated to a position for which the teacher is licensed (the teacher is not reinstated to a specific position or a specific site) at the beginning of any school year immediately following a year of General Leave, if the teacher notifies the District of his/her intent to return by March 1st preceding the school year in which the teacher is scheduled to return. Written notification of intent to return shall be delivered in person or by mail (US Mail or Interschool) to the Director of Human Resources.
- D.** Benefits: While on a General Leave of Absence, or while on an extended leave of absence granted pursuant to M.S. 122A.46, a teacher may continue participation in the insurance plans of the school district at the teacher's own expense.
- E.** Seniority: Any teacher who is reinstated to a teaching position in the District shall retain seniority and continuing contract rights as though the teacher had been teaching in the District during the period of General Leave of Absence. The teacher is not reinstated to a specific position or a specific site and the time spent on leave does not determine steps taken on the matrix for the teacher's salary upon return.

Section 7. Child Care Leaves. Child care leaves shall be processed under the Federal Family and Medical Leave Act (FMLA) for those teachers that meet the current eligibility requirements of FMLA. Child care leaves for those teachers that do not meet the current eligibility requirements of FMLA shall be processed under the District Disability After Childbirth Policy.

- A.** A child care leave shall be granted by the school district subject to the provisions of this Section. Child care leave may be granted because of the need to prepare and/or provide parental care for a child or children of the teacher for an extended period of time.
- B.** A teacher making application for unpaid child care leave shall inform the principal in writing with intention to take the leave as soon as possible and at least one calendar month before commencement of the intended leave, except in unusual circumstances. The principal and the teacher will attempt to work out a satisfactory plan for the leave.
- C.** If the reason for the child care leave is occasioned by pregnancy, the teacher shall also provide at the time of the leave application, a statement indicating the expected date of the delivery. Sick leave under Section 2 and long-term disability insurance under Article VII, Section 4, is available for the disabilities of pregnancy prior to the commencement of the

child care leave. Such use of sick leave days shall run concurrently with parental leave days under paragraph K.

- D. The school district, upon meeting in person and discussing the teacher's return date preferences, may make moderate adjustments in the proposed beginning or ending date of a child care leave so that the dates of the leave are coincident with some natural break in the school year - e.g., winter vacation, spring vacation, semester break or quarter break, end of reporting period, end of the school year, or the like.
- E. In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, unless otherwise agreed, be required to:
 - (1) Grant any leave more than six (6) months in length or to the beginning of the school year following such six (6) month period.
 - (2) Permit the teacher to return to his or her employment prior to the date designated in the request for child care leave.
- F. A teacher returning from child care leave shall have a right to return to the teacher's original position as specified in the teacher's child care leave plan if the teacher's leave is commenced and concluded within the same school year or concluded prior to the first teacher duty day of the following school year. If a teacher's child care leave plan does not call for the teacher's return within the year it is commenced, a teacher shall have the right to be returned to an equivalent contractual position, subject to the unrequested leave of absence procedure of Article XIV and transfer procedures in Article XV.
- G. Failure of the teacher to return pursuant to the date determined under this Section shall constitute the failure to teach without first securing a release which is a ground for immediate discharge unless the school district and the teacher mutually agree to an extension in the leave.
- H. A teacher who returns from child care leave within the provisions of this Section shall retain all previous experience credit and any unused leave time accumulated under the provisions of this Agreement at the commencement of the leave. The teacher shall accrue additional experience credit or leave time during the period of absence for child care leave, if the leave commences and ends within the same school year. Experience credit for any subsequent leaves for the same child shall be in accordance with Article V, Section 1, Item A.
- I. Child care leave shall be without pay. The school district shall continue its contribution for group insurance as specified in Article VII for a teacher on child care leave through the following August. Thereafter, a teacher may continue participation for the remainder of the leave, or subsequent child care leaves for the same child, in the insurance plans of the School District at the teacher's own expense.
- J. Up to twenty (20) days leave allowance may be used for adoption purposes such as preparation and legal reasons, necessary travel, and initial adjustment.
- K. Up to ten (10) days parental leave may be used within 30 days of the birth of a child, the days used to be deducted from sick leave. These days run concurrently with any leave used under FMLA.

Section 8. Judicial Duty. For any teacher who is required to serve as a juror or is subpoenaed to appear as a witness (not as a defendant) in a criminal court case, Northfield Public Schools will make

up the difference between such teacher's basic salary and the fees (but not reimbursed expenses) received by the employee. In order to be eligible for this supplement, the employee must submit to the finance office an itemized certification of fees and expenses for judicial duty. Advance notice to the building administrator is required to permit the scheduling of a substitute, if required. An employee is also required to notify the building administrator upon being excused from judicial duty.

ARTICLE IX HOURS OF SERVICE

Section 1. Basic Day. Except as modified pursuant to Article X, Section 2, the basic teacher's day, inclusive of a 25 minute "duty free" lunch, shall be eight hours. Part-time teachers shall have responsibilities in proportion to their contracts: e.g., a teacher with a 3/5 contract is responsible for up to 24 hours of service per week. Part-time teachers working half-time or more will receive a 25-minute duty free lunch period. All part-time teachers will receive pro-rated prep time and non-instruction time within their duty time calculation.

Section 2. Building Hours. Under normal circumstances, the building hours for the Basic Day shall be from 7:30 a.m. to 3:30 p.m. with a duty free lunch and a preparation period. The specific hours at any individual building may vary according to the need of the educational program of the school district. The School Board retains the right to set different hours for each building after conferring with the exclusive representative, and has, after such a conference, specifically retained the ability to alter the starting and ending times of the basic work day by up to 60 minutes, not to exceed eight (8) hours per day. Any change greater than 30 minutes will require a 90-day notice to the exclusive representative. Teacher requests for flex time of up to 60 minutes may be approved at the discretion of the building principal. Teachers may leave the building on Friday afternoon after the students have left the buildings. The building principal may extend dismissal of staff on Friday for good and sufficient reason after conferring concerning the agenda with the NEA building representative and consistent with the provisions of Article IX, Section 3C.

On scheduled non-student contact days, all buildings will have common building hours and lunch period in order to facilitate collaborative activities between buildings and maximize effective use of presenters and consultants.

Section 3. Preparation Time.

- A. The School Board recognizes that the teachers use part of their time at home as additional preparation time.
- B. Each full-time secondary teacher shall have one uninterrupted period during the school day for preparation. Each full-time elementary teacher shall have sixty minutes for preparation time during the school day. Such preparation time shall be scheduled in one or two uninterrupted time blocks during the student contact day, except when scheduled differently by mutual agreement between the individual teacher and school administration. The District continues its strong commitment to provide full-time elementary teachers with one uninterrupted time block for preparation. Preparation time for part-time teachers shall be prorated. The word "uninterrupted" shall not prevent ordinary professional communications.
- C. In addition to B above, any unscheduled time between the hours of 7:30 a.m. and 3:30 p.m. shall be considered preparation time. Principals may require attendance of building faculty members at one meeting not to exceed one hour per week scheduled during the preparation period.
- D. School District procedures for attendance in the classroom while a special teacher has charge of the class shall be clearly defined in School District policies. In the absence of

such a policy, classroom attendance shall be up to the discretion of the classroom teacher. This policy shall be subject to the grievance procedure.

Section 4. Specialists Schedules. The maximum number of 30 minute sections that a 1.0 FTE elementary specialist teacher shall teach per week is 52 sections unless mutually agreed upon by administration and representative of the Northfield Education Association.

ARTICLE X LENGTH OF THE SCHOOL YEAR

Section 1. Teacher Duty Days. Pursuant to M.S. 120A.40, the School Board shall, prior to April 1 of each school year, determine the number of school days and teacher duty days for the next school year. Each teacher shall perform services on those days as determined by the School Board, including those legal holidays on which the school district is authorized to conduct school. The school year shall include not more than 187 teacher duty days (exclusive of holidays and Education Minnesota Professional Conference Days). The School Board shall consider the recommendation of the Meet and Confer Committee concerning the placement of student days and additional teacher duty days, including parent teacher conference days, and/or evenings and open houses for which compensation time shall be scheduled, and shall adopt the school calendar for the succeeding school year indicating the placement of the above days prior to April 1.

When scheduled by the School District, a teacher preparation day is intended to allow teachers to complete necessary work away from the presence of students. Teacher preparation days may be worked on campus or remotely. Required building-wide and district-wide meetings will not be scheduled during this time. Teacher preparation days cannot be converted to staff development days or student contact days. A total of seven (7) teacher preparation days will be included in each school calendar. The Meet and Confer committee will recommend placement of two teacher preparation days on the calendar at the end of 1st, 2nd, and 3rd quarters. The placement of the remaining teacher preparation day on the calendar will be at the discretion of the School Board with input from the Meet and Confer committee. *(Note: the district plans to move three "off calendar" days to "on calendar" days to provide this additional preparation time. This would begin with the 2022-23 school year. That calendar will be adjusted upon agreement.)*

Section 2. Emergency Closings and Rescheduling of Teacher Duty Days and Hours. In the event of any emergency, school may be closed at the discretion of the Superintendent. Upon the recommendation of the Superintendent, and approval by the School Board, teacher duty days and school days may be rescheduled, building hours may be changed, the length of the basic teacher's day may be adjusted, and instructional days may be conducted remotely per the District's e-Learning Day Program; provided, however, that the School Board shall not increase the total duty time per week required of a teacher. Such changes shall be discussed with the exclusive representative prior to final action by the School Board. For the purpose of this Section an "emergency" shall include, but shall not be limited to, unusually severe weather, mechanical failure of essential equipment affecting the comfort and safety of pupils and teachers, epidemic or widespread illness, severe energy shortages, or damage to building by fire or water, etc., work stoppages by other employee groups. The first student day lost because of emergency closings will not be rescheduled. After the first student day closure, the District may implement an e-Learning day in accordance with the e-Learning day plan instead of rescheduling the student day or, reschedule student day closures, with the approval of the School Board. Staff development days can be shifted to a remote format at the discretion of the Superintendent or may be made up upon recommendation by the Superintendent and approval by the School Board. All leaves scheduled for a day cancelled by the District will be returned to the employee's corresponding leave account.

ARTICLE XI DUES CHECK-OFF

Section 1. Dues Check-Off. The School Board agrees to deduct dues for membership in the Association and such other deductions as are mutually agreed by the Association and the School District for any individual teacher who has authorized such check-offs on the following form:

Dues deductions will be made in equal amounts from each regular salary check of the teacher for eight months, beginning in October and ending with May. The dues check-off authorization shall continue in effect until revoked in writing as specified therein. One week prior to the October payroll cut-off, the Association shall furnish the finance office with a list of the appropriate deductions for each member. Deductions for teachers employed after the commencement of the school year shall be appropriately prorated to complete payments by the following May.

Section 2. Deduction Transmittal. The School Board shall remit to the Association, within ten (10) calendar days following each pay period, the total amount deducted for membership dues. The School Board will provide the Association with an alphabetical list of teachers for whom deductions have been made from the first paycheck in October, and will notify the Association of any changes to this list for subsequent paychecks.

ARTICLE XII EVALUATION AND IMPROVEMENT OF INSTRUCTION

Section 1. Evaluation. The School Board and the Northfield Education Association mutually agree that timely evaluation of all professional staff for the improvement of instruction is a major responsibility of the teaching profession. The District policy regarding the evaluation of professional staff shall be used for evaluation purposes. Any changes in the District policy regarding the evaluation of the professional staff shall be subject to either party placing the topic on an agenda for discussions through the Meet and Confer procedures.

Section 2. Improvement of Instruction. The Association and the District agree that a program of incentives for excellence will be cooperatively developed. Any recommended changes in existing compensation arrangements would be implemented through amendment to this Agreement, ratified by the Northfield Education Association and the School Board.

ARTICLE XIII TRAVEL

Section 1. Mileage. Necessary and approved transportation required of any teacher in the performance of school duties shall be at the expense of the School District. The mileage reimbursement rate for affected employees shall be the rate established by the IRS, and any change in rate will be effective the first of the month following the announcement of the new rate.

Section 2. Attendance at Meetings Outside the District. Attendance of teachers at national and state meetings outside the district will be subject to the availability of funds in the teacher travel budget as may be set by the School Board, which shall be separately stated from the travel budget for administrators. Such travel must be approved in advance by the appropriate building principal. Priority for the use of such funds should go to teachers who are officers in their respective professional groups or who must participate actively in a meeting.

ARTICLE XIV UNREQUESTED LEAVE OF ABSENCE

Section 1. Purpose. The purpose of this Article is to set forth a procedure for unrequested leave of absence without pay or benefits for as many non-probationary teachers as defined in M.S. 122A.40 as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. This Article has been agreed upon by the School Board and the NEA pursuant to the provisions of M.S. 122A.40, Subd. 10. Accordingly, the provisions of M.S. 122A.40, Subd. 11 and case law stemming from M.S. 122A.40, subd. 10 and 11 shall not be applicable to any teacher included in the appropriate unit. Nothing in this Article shall be construed to limit or impair the rights of any individual who is not included in the appropriate unit represented by the Association.

Section 2. Definitions. For purposes of this Article, the following terms shall be defined as follows:

Teacher: means a non-probationary "teacher" as defined in M.S. 122A.40 who has a valid license to teach in Minnesota and is a member of the appropriate unit as defined in this agreement.

Subject matter or field: "Subject matter or field" means a specific subject area and grade level licensed by the State of Minnesota for which specific licensing criteria have been set.

License: When used in this Article "license" means a regular license issued by the State of Minnesota, and shall include only licenses actually on file in the District Office as of November 1. The term "license" does not include a Tier 1, Tier 2, provisional, limited or temporary license.

Qualified: To be "qualified," a teacher must hold a license from the State of Minnesota for the position in question and must have taught in the School District within the past ten years in an assignment requiring the specific license supporting the teacher's seniority claim.

Days: When used in this Article, "days" means calendar days.

Section 3. Seniority Date. Seniority shall be based upon continuous and unbroken employment with Independent School District No. 659 from most recent date of contracted service, including periods of employment with the district outside the appropriate unit and periods of authorized leave of absence. Upon completion of the probationary period, each teacher employed will be assigned a seniority date retroactive to the first day of actual service for the district during the regular school year pursuant to such individual contract. Services performed outside the regular school year for additional compensation (except for regular teaching service performed for extra weeks) shall not be considered in the establishment of a teacher's seniority date. The original seniority date shall be retained by any teacher whose employment has been legally terminated by resignation or termination pursuant to M.S. 122A.40, but whose employment was subsequently reinstated without actual interruption of regular service.

Section 4. Seniority List. On or before November 15 of each year, the district shall prepare from its records a seniority list, in order of seniority date, which shall contain the seniority date, name and area(s) of licensing for each teacher as shown by licenses on file in the district office as of November 1 of said year, and current employment status (i.e., whether on leave, including specification of type and length of leave). Teachers with identical seniority dates will be listed in the order of their lane placement approved by the School Board as of the date of preparation of the seniority list: the teacher approved for the highest lane placement as of the date of preparation of the seniority list, will be listed first. In the event of a continuing tie, the teacher with the lower license number will be senior. The School Board will provide one (1) copy of the seniority list to the Association and will post one (1)

copy of the seniority list in each school building on or before November 15 of each year. Any teacher may challenge the correctness of the information contained in the posted seniority list by filing a written grievance with the Superintendent. In the absence of a grievance filed within twenty (20) calendar days from the date of posting, the posted seniority list will be conclusively deemed to be correct.

Section 5. Unrequested Leave of Absence. The School Board may place on unrequested leave of absence as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts.

Section 6. Placement on Unrequested Leave. Teachers shall be placed on unrequested leave in inverse order of seniority in the field and subject matter currently employed or taught within the past ten years. Teachers shall not be permitted to apply or exercise their seniority in any other subject matter or field than the one in which they are currently employed or have taught within the past ten years. Any teacher placed on unrequested leave of absence pursuant to this Section shall be notified in writing of such unrequested leave of absence. When completing the process of proposing teachers for unrequested leave, the District will automatically apply bumping rights subject to the following conditions:

- A. The teacher exercising bumping rights must be higher on the seniority list than a teacher being displaced.
- B. A teacher with a temporary, limited or provisional license may not bump into a position held by any teacher who holds a Tier 3 or Tier 4 license for the position.
- C. A full-time teacher who has been placed on unrequested leave shall have recall rights to a lesser position but acceptance of a lesser position shall not jeopardize rights to a full-time position equivalent to that previously held.

Section 7. Notification: The District will notify teachers of their placement on unrequested leave of absence before July 1 of the school year in which the unrequested leave will begin. The notice must state the grounds for the unrequested leave of absence and must inform the teacher of the right to request a hearing within fourteen calendar days after receiving the notice. If a hearing is requested within fourteen (14) calendar days, which requires that the District receive the notice within the fourteen (14) calendar day period, the hearing will be held before an independent hearing officer selected by the District. The scope of the hearing will be limited to determining whether the teacher's placement on unrequested leave was in the inverse order of seniority, as required by this Article. The District may consolidate hearings if more than one teacher requests a hearing. If the teacher does not request a hearing within fourteen calendar days after receiving the notice of placement on an unrequested leave of absence, the teacher will be deemed to have acquiesced to unrequested leave of absence.

Section 8. Status While on Leave. An unrequested leave of absence shall be effective as of the last duty day of the regular school year as per the school calendar, or at such earlier time as mutually agreed between the School Board and the individual teacher even though the date for final notice of placement on ULA is June 30. A teacher on such leave may engage in teaching or any other occupation during the period of such leave, and may be eligible for unemployment compensation pursuant to the criteria for eligibility under the Unemployment Compensation Act.

Section 9. Recall.

Subd. 1. No new teacher shall be employed by the School Board in any position while there is available, on unrequested leave of absence, a teacher who is properly qualified to fill the vacant position. A teacher placed on unrequested leave of absence shall be recalled, as positions become

available, to the position from which such teacher was placed on leave, or if not available, to any other position for which such teacher is qualified. If a teacher is offered a contract which results in less than the original employment, the teacher shall not be required to accept the position and this shall not jeopardize the teacher's right to recall to original status. Reinstatement shall be in the inverse order of placement on leave: the last teacher placed on unrequested leave of absence who is qualified for the position shall be the first recalled.

Subd. 2. The School Board may send out multiple letters of recall for a single vacancy, inquiring whether the teachers notified are willing to accept recall to the vacant position if those teachers with superior recall rights do not accept recall to a position. Notice of recall by the School Board shall be complete upon mailing such notice by certified mail addressed to the last known address provided by the teacher.

Subd. 3. Prior to August 1, a teacher accepting or rejecting recall shall respond within ten (10) calendar days of notice as to whether or not he/she will accept such position. Failure to reply within such ten (10) calendar days period shall constitute a waiver on the part of such teacher regarding the position(s) offered and shall constitute waiver on the part of that teacher to any further rights of employment or reinstatement and shall forfeit any further reinstatement or reemployment rights.

If notice of any available position is given to any teacher on or after August 1 of any school year, such teacher must respond within seven (7) calendar days and may decline the recall without waiving his/her rights to further employment or reinstatement and shall maintain his/her seniority date without interruption. Failure to reply within such seven (7) calendar day period shall constitute a waiver on the part of such teacher regarding the position(s) offered and shall constitute waiver on the part of that teacher to any further rights of employment or reinstatement and shall forfeit any further reinstatement or reemployment rights.

Section 10. Termination of Rights. A teacher's seniority rights, unrequested leave of absence, and recall rights, if any, shall terminate upon the earliest of the following events:

- A. Resignation;
- B. Retirement;
- C. Discharge or termination of contract;
- D. Failure to return at the expiration of a leave of absence;
- E. Failure to give written notification of willingness to accept recall to a position equivalent to that from which the teacher is on unrequested leave of absence within the time limits established under Section 8. In the event that a teacher has signed a teaching contract with another school district prior to recall and the School Board of that district notifies the Northfield School District in writing of its refusal to release the teacher from the contract, the teacher will be allowed to defer recall for the next school year or the remainder of the school year without termination of rights under this section.
- F. The expiration of five (5) years from the effective date of an unrequested leave of absence without recall.

Section 11. Doctrine of Strand. The holding of the Strand case, and other case law stemming from M.S. 122A.40, subd. 10 and 11, as enunciated by the Minnesota Court of Appeals and the Minnesota Supreme Court shall not be applied in the administration of this Article. The School District shall not be required to perform any type of realignment or to transfer a senior teacher to a different assignment involving another area of

licensure in order to accommodate the seniority claim of a less senior teacher during the process of layoff or recall.

Section 12. Continuation of Insurance. The School District shall continue to make health insurance premium contributions as provided in Article VII until the following August 31 for all teachers who are placed on unrequested leave of absence according to the provisions of this Article. A teacher shall not be eligible for benefits while on unrequested leave of absence except as provided by law.

Section 13. Concurrent Leaves. An unrequested leave of absence may run concurrently with any other leave granted in accordance with this Master Contract or in accordance with Minnesota Law.

ARTICLE XV VACANCIES AND TRANSFERS

Section 1. Requests for Transfer. On an annual basis, the School Board will provide an opportunity for teachers to formally request a transfer to any teaching position(s) in the District for which they are properly licensed. The School Board reserves its management right of selection and direction of employees, but shall give written notice to each teacher whose request for transfer is denied.

Section 2. Vacancies. The School Board will post notices for vacant teaching positions. Any teacher may apply for transfer to any posted position for which such teacher is licensed by completing the District's internal application process within five (5) working days from the date of posting. The School Board shall consider all timely applications for voluntary transfer before permanently filling any vacant teaching position. The School Board reserves its management right of selection and direction of employees, but shall give written notice to each teacher whose application for voluntary transfer to a posted position is denied.

Section 3. Involuntary Transfers. The School Board shall give written notice to a teacher being involuntarily transferred to another school building.

Section 4. Assignments. The School District will make an effort to post all teaching assignments for the following school year ten (10) working days before the last teacher duty day. When reassignments involving moving are initiated by the District, the teacher shall be paid a moving reimbursement as outlined in Schedule D of this Master Agreement.

Section 5. Grievances. A teacher who desires a written statement of reasons for his or her involuntary transfer or denial of his or her application for voluntary transfer to a posted position shall make a written request for such statement of reasons to the Director of Human Resources within five (5) working days after receiving notice of the denial or transfer. Such written statement of reasons shall be given to the teacher within five (5) working days following a timely request. Any teacher may file a formal policy grievance over the statement of reasons given to such teacher for an involuntary transfer or denial of a voluntary transfer within twenty (20) working days after receipt of the statement of reasons, but such grievance shall not be subject to arbitration.

ARTICLE XVI LONGEVITY

Section 1. After twenty (20) years of employment as a teacher, ten (10) of which must be in the Northfield School District, a teacher shall receive a career increment totaling \$3,000.00 for the 2021-22 school year and \$3,000.00 beginning with the 2022-23 school year.

Section 2. After twenty-five (25) years of employment as a teacher, ten (10) of which must be in the Northfield School District, a teacher shall receive a career increment totaling \$6,000.00 for the 2021-22 school year and \$6,000.00 beginning with the 2022-23 school year.

Section 3. After thirty (30) years of employment as a teacher, ten (10) of which must be in the Northfield School District, a teacher shall receive a career increment totaling \$8,000 for the 2021-22 school year and \$8,000 beginning with the 2022-23 school year.

School years during which a teacher has been on any type of leave of absence for which step increments are not granted shall not be counted as a year of employment for the purposes of determining longevity eligibility. Longevity amounts shall be prorated to the FTE portion of the teacher's individual contract.

ARTICLE XVII SEVERANCE

Section 1. Eligibility. Teachers shall notify the District of their intent to retire by April 1. Teachers must have been employed prior to July 1, 2002, in order to receive severance pay. Teachers hired between March 1, 1997 and June 30, 2002 had the opportunity to make an irrevocable decision to forfeit severance pay and thereafter be eligible to receive matching contributions in accordance with Article XVIII. Provisions for severance pay are listed in Subdivisions 1 through 5 below.

Subd. 1 Teachers who meet the conditions of either paragraph A or B below shall be eligible for severance pay pursuant to the provisions of this Article upon retirement.

A. 30 years as a licensed teacher, 25 years in Northfield.

2011-12 and beyond		
30 Year Provision		Proration
Total Years	Years in Northfield	Percentage
30	25	100%
29	24	90%
28	23	80%
27	22	70%

B. 25 years as a licensed teacher, 15 years in Northfield, and age 59.

Beginning with the 2012-13 school year, the requirement of this section reverts eligibility for the full severance package under paragraph B to those who have worked 25 years as a licensed teacher and served 15 of those years in Northfield. No additional pro-ration will be made for paragraph B.

2012-13 and beyond		
Age 59 Provision		
Total Years	Years in Northfield	Percentage
25	15	100%

Subd. 2. School years during which a teacher has been on a leave of absence shall not be counted as a year of employment for the purposes of determining the number of years of service.

Subd. 3. A teacher shall be eligible to receive severance pay upon his/her retirement in the amount of 100 days, times the teacher's daily rate at the time of retirement.

Subd. 4. The teacher's daily rate of pay shall be based on the basic annual salary at the time of retirement, as provided in the basic salary scheduled for the basic school year and shall include longevity.

The rate shall not include an additional compensation for co-curricular activities, extended employment or other extra compensation.

Subd. 5. Severance pay shall be paid by the School District in one lump sum within a month after the effective date of retirement and shall not be granted to any teacher who is discharged from the district.

ARTICLE XVIII MATCHING 403(b) TAX DEFERRED PLAN

Section 1. Eligibility.

- A.** Teachers hired on or after July 1, 2002, and those teachers making an irrevocable severance forfeiture decision as provided for in Article XVII, shall be eligible for a matching contribution by the School District to a 403(b) tax-deferred plan beginning with the school year in which they become non-probationary in the Northfield School District and in accordance with applicable state and federal laws, rules and regulations, according to the provisions of subdivisions 1 through 4 below.
- B.** Upon hire ECFE and Hand-in-Hand Preschool Teachers will have a three-year waiting period and will be eligible for matching funds towards a 403(b) starting with their fourth year of employment in District #659.

Subd. 1. Each year by October 1, eligible teachers who wish to participate in the plan shall be responsible to complete and file a salary deduction authorization for their annual contribution to a matching 403(b) tax-deferred plan. In a year in which a teacher makes no contribution, the District shall likewise make no contribution to that teacher's account.

Subd. 2. The School District will match a teacher's contribution to a 403(b) tax-deferred plan according to and up to the maximum amounts on the following schedule. For teachers who work less than full time, the district matching contribution will be prorated accordingly.

<u>Years of Completed Teaching Experience in Northfield</u>	<u>Maximum Annual School District Matching Contribution</u>
1-6 years	\$1,000.00
7-17 years	\$1,500.00
18 years or more	\$2,500.00

Subd. 3. Teachers on leave of absence for one or more years may not participate in the District's matching 403(b) tax-deferred plan while on leave.

Subd. 4. Tax deferred accounts shall be opened with an approved vendor. The District approved vendor list is available in the Human Resources Office, the Finance Office or on the District web site. Matching contributions made by the School District will continue until the total matching contribution made by the School District for the eligible teacher reaches \$35,000.

ARTICLE XIX SPECIAL PAY DEFERRAL AND HEALTH CARE SAVINGS PLAN

Section 1. Teachers who retire and are eligible for severance pay shall participate in an IRS approved 401(a), 403(b) or 457 based Special Pay Deferral Plan and a trust-based Health Care Savings Plan made available through the School District. Of the severance amount, 0% shall be designated to the Special Pay Deferral Plan, and 100% shall be designated to the Health Care Savings Plan.

ARTICLE XX PROFESSIONAL GROWTH PROGRAM

Section 1. Premises for Professional Growth Program. In a society that is rapidly expanding in its social, technological, and educational needs, it becomes imperative that the Northfield School District should recognize and provide leadership in areas which will lead to a quality education for all our students.

- A. Though excellent facilities and materials are very important, the parties believe that the primary factor for a quality education, is a progressive, well-trained, experienced, and dedicated faculty.
- B. To attract and retain quality teachers, the District must provide a variety of ways in which they may maintain and enhance their high standards. This continuous growth process should include avenues for growth in skills, for gaining new insights into the needs of our students, for providing a broad base of experience and information, and for exploring new methods and patterns most conducive to efficient learning.
- C. The District recognizes the worth of these highly trained teachers by providing a salary schedule that includes several lanes.
- D. The District provides the procedures that will most efficiently and fairly evaluate each individual's professional growth before accepting his/her credits for lane change.
- E. The District attempts to recognize past credits earned by teachers and encourages the teaching staff to prepare for the present and future needs of our students.

Section 2. Establishment and Operation of the Professional Growth Committee.

- A. All matters pertaining to Professional Growth will be submitted to the Professional Growth Committee in the following manner:
 - (1) Each teacher should review his/her plan for professional growth with the building committee representative(s).
 - a. This Building Committee will include the building Principal (or his/her appointee), and two full-time certified teaching staff members (one of which will represent the Building Professional Growth Committee on the District Professional Growth Committee).
 - b. The Building Committee will review the candidate's "Intent Form" and suggest improvements or deletions if necessary. These Intent Forms are due prior to the Professional Growth Committee meeting date. To be certain that the credits will be acceptable, it is the staff members' responsibility to consult with their Professional Growth Building Representatives prior to beginning any course.
 - c. When Intent Forms are completed and approved by the Building Committee, they will be forwarded to the Professional Growth Committee. The Professional Growth Committee will review the Intent Forms and recommend action to the Human Resources Department or the Superintendent's designee.
 - d. Minutes and lane change recommendations of the Professional Growth Committee will be submitted to the Director of Human Resources for appropriate action. Each staff member will receive a copy of the minutes of the Professional

Growth meeting and it is the staff member's obligation to review these minutes to determine his or her lane change status. When necessary, teachers should consult with their building committee in regard to their professional growth records.

- e. All approved credits shall remain a part of each staff member's professional growth file and shall not be subject to revocation as long as the staff member is employed by the Northfield School District.

B. Professional Growth and the Professional Growth Committee shall relate NEW TEACHERS as follows:

- (1) When new teachers are hired, the academic credentials of these staff members will be submitted to the Human Resources Department for recommended lane placement. The chair of the Professional Growth Committee will review the placement before action by the School Board in all cases where it is possible or applicable.
- (2) New teachers are bound by the step and lane agreement upon which they were hired as indicated on the Declared Credits by New Teachers Form. Review of a teacher's step or lane placement would be made only when there is a claim that credentials are misrepresented by a teacher or claim that the Board or its representative has misrepresented its offer.
- (3) The Professional Growth Committee shall provide information about professional growth procedures in the "New Teacher Packets" distributed by the Human Resources Office. New teachers should contact their Building Professional Growth Committee if procedure clarification is required.
- (4) Graduate credits earned before the date of a new teacher's licensure may be considered for initial lane placement at the discretion of the Director of Human Resources or the Superintendent's designee if the graduate credits are germane to the teachers assigned subject matter.

C. The Professional Growth Committee:

- (1) The Professional Growth Committee will include two (2) teachers and one (1) alternate from each building of the District, one (1) elementary administrator, one (1) secondary administrator, and the Director of Human Resources.
- (2) Professional Growth Representatives in each school building shall determine the members of their Building Professional Growth Committee. It is recommended that there should be at least one experienced member on the building committee.
- (3) The Chairperson of the School Board shall appoint one (1) School Board member.

D. Forms. The following forms are in use by the Professional Growth Committee and should be available in the office of the Principal of each building. These forms are periodically revised to meet changing needs.

- 1. Application for Lane Change Form
- 2. Declared Credits by New Teacher Form

Section 3. Lane Change Procedures.

- A. A teacher who qualifies for a higher salary education classification will be placed upon the higher schedule based on recommendations by the Director of Human Resources and the Professional Growth Committee. Individual contracts will be modified prospectively to reflect qualified lane changes in accordance with the following procedures. The salary for the higher lane placement will become effective on the first of the month following the Professional Growth Committee's action. Undeclared credits earned prior to initial employment may not be used to attain subsequent lane advancement. To ensure that the applicant is informed that undeclared graduate credits earned prior to initial employment may not be used to attain subsequent lane advancement, both applicant and Director of Human Resources shall sign the Declared Credits by New Teacher Form. Copies of the Declared Credits by New Teacher Form shall then be placed in applicant's professional growth folder and personnel file.

A teacher applying for a lane change shall submit a completed copy of the Application for Lane Change Form to the Professional Growth Committee.

- B. When the Professional Growth Committee recommends a lane change for a teacher, an official transcript of college credits and a list of approved local credits in quarter hours shall be submitted (credits which apply to the particular lane change) to the Director of Human Resources at the next District Professional Growth meeting. When the teacher is moving to the MA lane, the official transcript must show the terminal degree and the date the degree was conferred. Beginning with the 2020-21 school year, all credits will be processed in semester hours.
- C. **Cut Off Dates.** The cut-off dates when teachers must submit intentions to change lanes for the upcoming semester are published yearly in the Guidelines for Professional Growth Procedures.
- D. **Written Statements.** Teachers who intend to make any kind of changes in professional status should be sure they secure the proper forms from their building representatives and submit them before the published deadlines.

Section 4. Guidelines for the Continuing Professional Growth Program.

A. General Policies

- (1) Credit may be earned by staff members through study initiated for one or more of the following purposes:
- a. Increasing the depth of preparation in areas of specialization.
 - b. Broadening of liberal education in areas related to field of specialization.
 - c. Acquiring new skills and/or knowledge related to current developments and scholarship in field of specialization.
 - d. Increasing knowledge of educational methods, philosophy, child development, and psychology.
 - e. Preparation for new responsibilities in the District that have been or will be assigned.

- (2) All graduate credits earned after a bachelor's degree has been granted, and that are in education, in the particular teacher's field, or in a related field will be evaluated by a committee.
- (3) All local credits will also be evaluated by this committee.
- (4) Only those graduate and/or local credits earned after a terminal degree has been granted shall be applicable to the next lane. After the B.A. or M.A. has been granted and validated by the college, future graduate and/or local credits earned are applied to the next lane change. Teachers who earn a Tier 3 or Tier 4 license while employed by the District will be eligible to apply all relevant graduate level credits earned in pursuit of that license to the next lane change upon issuance of the Tier 3 or Tier 4 license.
- (5) The building level evaluation committee will include the building principal or assistant principal and one or more Professional Growth Committee building representatives.

B. Kinds of credits to be considered for evaluation.

- (1) Local credits might include in-service training, travel, technical workshops, approved customized professional development experiences, approved micro-credentials or conferences.
- (2) College/University graduate level credits.
- (3) Technical College credits must meet the same criteria as college or local credit. It is the intent that these credits be granted for increasing skills that improve an instructor's technical competencies in the areas of his/her teaching assignment and relevance to current workforce needs.
- (4) Undergraduate credits in the following areas with prior approval from the Superintendent or designee:
 - a. Spanish as a second language
 - b. American Sign Language
 - c. Somali as a second language
 - d. Swahili as a second language
 - e. English as a second language

C. The requirements for local credit would be as follows:

- (1) In-service courses or workshops must have the approval of the Professional Growth Committee prior to offering the course to insure that credit will be granted.
 - (a) This includes instructors (leaders) and participants attending courses or workshops outside the school day who do not receive a stipend or are not otherwise compensated by the school district for their time.
 - (b) Instructors will receive local credits only once for the same course and then only if not paid for service.
- (2) The instructor of the course must certify the proficiency of the applicant for the records to be eligible. The instructor may earn credits by declaring the amount of

time spent instructing during the workshops as well as his or her preparation time. A minimum of twenty (20) hours combined class and out-of-class work as an instructor or leader is deemed sufficient to equal one local credit.

- (3) Persons wishing to take local credits should receive the approval of their building committee.
- (4) The norm for course credits or technical workshop credits is as follows:
1 credit: A minimum of twenty (20) hours combined class and out-of-class work.
2 credits: A minimum of forty (40) hours combined class and out-of-class work.
- (5) Allowances for special projects or other course-related activities will be evaluated individually. These would include evaluation for activities not specified or of a shorter duration such as travel, conferences, etc. No more than a career total of six (6) credits for travel shall be allowed for any individual teacher.
- (6) No more than four (4) local credits shall be applied within any given lane, except for technical workshop credits, where all credits approved by the Professional Growth Committee shall apply.
- (7) A certificate will be issued by the instructor or administrator at the completion of workshop or coursework for local credit. Members are required to retain these certificates in their professional growth files.

ARTICLE XXI PROTECTIVE CLOTHING

Section 1. Payments. The School District shall provide protective clothing and protective eyewear for teachers in classes that require other than the ordinary clothing. This would include such classes as industrial technology, family and consumer science, art, and science. The maximum annual amount per eligible employee is \$250.00.

ARTICLE XXII SALARY CHECKS

Section 1. Salary Payments and Deductions. Salary payments will be electronically deposited twice per month on or before the 15th and 30th of each month commencing each contract year in the month of September. In most instances electronic payments will be deposited on the Friday prior to those dates if they fall on a weekend. The Finance Office will annually electronically publish a list of payroll dates for the ensuing contract year.

Teachers will be paid on a 24 payment basis with equal amounts paid beginning September 15 and ending August 30 of the subsequent year. Payment for additional work will be made as reported by principals. Pay for co-curricular activities will be made according to the statement of the assignment.

ARTICLE XXIII MEET AND CONFER PROCEDURES

Section 1. Meet and Confer Items. The School Board and the Association mutually recognize that the PELRA provides for the establishment of procedures whereby the parties may meet and confer on educational policies of the district and on matters relating to the terms and conditions of employment in addition to the terms and conditions specifically set forth in this Agreement.

Section 2. Meet and Confer Committee. In order to comply with the spirit and intent of the PELRA, the parties hereby establish a Meet and Confer Committee to which all matters subject to the meet and confer process shall be referred; provided, however, that matters appropriate for consideration by the Staff Advisory Council should be deferred to the Council. The Meet and Confer Committee shall be composed of four (4) members appointed by the School Board at least one of whom shall be a School Board member, and four (4) members appointed by the NEA. The Meet and Confer Committee shall meet at the request of either party, but no less often than once every four months. The Meet and Confer Committee shall be given advance notice and reasonable opportunity to meet prior to the adoption of changes to any of the following policies: 102 - Educational and Employment Opportunity; 426 - Employee Assistance Program; 436 – Professional Staff Performance Evaluation; 403 – Dismissal of Employees; 652 – Instructional Materials Selection and Production.

Any grievances with respect to such policies shall be policy grievances and shall not be subject to arbitration. The teacher handbook for each building shall be reviewed with the NEA building representative prior to its presentation to the staff during workshop.

Section 3. Other District Committees. The Co-Curricular Committee shall continue to function in accordance with policies adopted by the School Board. Proposed changes in the functions or purposes of the Co-Curricular Committee will be discussed with the Meet and Confer Committee prior to implementation, unless the Superintendent and the Association have already reached agreement on the proposed changes.

ARTICLE XXIV GRIEVANCE PROCEDURE

Section 1. Definitions.

Contract Grievance: A claim by a teacher, group of teachers, or the exclusive representative that there has been a violation, misinterpretation, or misapplication of any provision of this Contract.

Policy Grievance: Any dispute or disagreement as to the interpretation or application of any term or terms of other established policies, rules, or regulations of the Employer. A policy grievance may be processed through the grievance procedure to the level of the School Board, but shall not be subject to arbitration.

Days: “Days” mean calendar days excluding Saturday, Sunday, and legal holidays as defined by Minnesota Statutes.

Service and Filing: The filing or service of any notice or document herein shall be timely if it is personally served or if it is sent by certified mail postmarked by the United States Postal Service within the time period.

Reduced to Writing: “Reduced to writing” means a concise statement outlining the nature of the grievance, the provision(s) of the contract in dispute, and the relief requested. The District has a grievance form for this purpose (see Exhibit D), copies of which are available in the office of each building principal. The grievance form must be signed by the grieving teacher (or one of a group of grieving teachers) and by a duly authorized representative of the Association (even if the teacher does not wish to be represented by the Association). All subsequent processing of the grievance should ordinarily use the original grievance form.

Answer: “Answer” means a concise response outlining the School Board’s position on the grievance.

Computation of Time: In computing any period of time prescribed or allowed by procedures herein, the day on which the act, event or default for which the designated time period begins to run shall not be counted. If the last day of the period so computed falls on a day within the regular school year which is not a teacher duty day, that day shall not be counted and the period shall run until the end of the next teacher duty day. If the last day of the period so computed falls outside the regular school year on a Saturday, a Sunday, or a legal holiday, that day shall not be counted and the period shall run until the end of the next day which is not a Saturday, a Sunday or a legal holiday.

Section 2. Level I. Before filing a formal grievance, the teacher shall first discuss the alleged grievance with his/her building principal or other immediate supervisor in an attempt to resolve the grievance on an informal basis within the same conference.

A formal grievance is initiated at Level I when it is reduced to writing on the grievance form ("Exhibit D") and served on the building Principal or other immediate supervisor. The building Principal or other immediate supervisor must be served within twenty (20) days after the grievance occurred or twenty (20) days after the teacher knew, or through the exercise of reasonable diligence should have known, of the occurrence giving rise to the grievance. The teacher filing a formal grievance shall also serve a copy on the Association.

The building Principal or other representative of the Employer shall, within five (5) days after receipt of the written grievance, meet with and serve on the grievant and the Association a written statement of the disposition of the grievance.

Section 3. Level II. If a grievance is not satisfactorily resolved at Level I, it may be appealed to Level II by serving a notice of appeal on the Superintendent within five (5) days after receipt of the written disposition of the grievance at Level I. A formal grievance involving teachers in more than one building may also be initiated by the Association at Level II by reducing it to writing on the grievance form ("Exhibit D") and serving it on the Superintendent within twenty (20) days after the grievance occurred or twenty (20) days after the Association knew, or through the exercise of reasonable diligence should have known of the occurrence giving rise to the grievance.

The Superintendent or his/her designee shall meet with the grievant and/or Association within ten (10) days after receipt of an appeal of a grievance from Level I or a grievance initiated at Level II. The Superintendent or his/her designee shall, within five (5) days of such meeting, serve on the grievant and the Association a written statement of the disposition of the grievance at Level II.

Section 4. Level III. If a grievance is not satisfactorily resolved at Level II, it may be appealed to Level III by serving a notice of appeal on the Clerk of the School Board within five (5) days after receipt of the written disposition of the grievance at Level II. Such notice of appeal shall include a copy of the written statement of the grievance and the answers at Level I and Level II.

The School Board shall meet with the grievant and the Association within ten (10) days after receipt of the notice of appeal, or by the date of its next regular board meeting, whichever is later. In the case of a grievance involving a group of teachers, such meeting need include only the Association and the School Board.

The School Board shall, within ten (10) days of such meeting, serve on the grievant and the Association a written statement of the disposition of the grievance at Level III.

Section 5. Level IV. The Association may submit to arbitration any contract grievance that has been properly processed through Level III of the grievance procedure. The Association must file with the Superintendent and Bureau of Mediation Services a written notice of intention to arbitrate not more than fifteen (15) days after the written disposition of the grievance at Level III.

The parties shall endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If no agreement is reached, either party may request from the Bureau of Mediation Services, a list of arbitrators selected by the Commissioner, providing such request is made within fifteen (15) days after request for arbitration. Upon receipt of the list of arbitrators, the School District and the exclusive representative shall alternately strike names from the list of arbitrators selected by the Commissioner until only one (1) name remains. If the parties are unable to agree on who shall strike the first name, the question shall be decided by a flip of the coin.

Upon appointment of the arbitrator, the teacher(s) or the exclusive representative shall within five (5) days after the notice of appointment forward to the arbitrator, with a copy to the School Board, the substance of the grievance that shall include the following:

1. The issues involved.
2. Statement of the facts.
3. Position of the grievant.
4. The written documents developed in the first three levels of the grievance procedure.

The School Board is to make a similar submission of information it shall also be done within five (5) days after the notice of appointment of the arbitrator, with copies to the teacher(s) or the exclusive representative.

The Board and the exclusive representative shall not be permitted to assert in such arbitration procedure any grievance or to rely on any evidence not previously disclosed to either party.

The arbitrator shall not have the power to add, to subtract from, or to modify in any way the terms of the existing contract.

The decision of the arbitrator shall be final and binding on all parties to the dispute unless the decision violates any provision of the laws of Minnesota or rules or regulations promulgated thereunder, or municipal charters or ordinances or resolutions enacted pursuant thereto, or which cause a penalty to be incurred thereunder. The decision shall be issued to the parties by the arbitrator, and a copy shall be filed with the Bureau of Mediation Services, State of Minnesota.

Each party shall bear its own expenses in connection with arbitration including expenses relating to the parties' representatives, witnesses, and any other expenses that the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share equally fees of the arbitrator, but the cost of the transcript or recording will be paid by the party requesting the same (or shared if mutually agreeable) any other expenses which the parties mutually agree are necessary for the conduct of the arbitration.

Processing of all grievances shall occur after the close of the student contact portion of the teacher's workday whenever possible. If this is not possible, teachers shall not lose wages, subject to the limitation in Article IV, Section 8, during their necessary participation in the grievance proceeding on the following basis:

A. The number of teachers participating may equal the number of administrative representatives participating in the grievance proceeding on behalf of the School Board; or

B. If the number of said administrative representatives participating on behalf of the School Board is less than three, three teachers may participate in the proceedings without loss of wages.

The parties, by mutual written agreement, may waive any step and/or extend any time limits in the grievance procedure. Provided, however, that failure to adhere to the time limits shall result in a forfeit of the grievance or, in the case of the School Board or its designees, shall require mandatory alleviation of the grievance as outlined in the last statement by the exclusive representative or teacher.

The provisions of this grievance procedure shall be severable, and if any provision or paragraph thereof or application of any such provision or paragraph under any circumstance is held invalid, it shall not affect any other provision or paragraph of this grievance procedure or the application of any provision or paragraph thereof under different circumstances.

Section 6. Time Limits. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the parties shall use their best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.

Section 7. Contract Expiration. Notwithstanding the expiration of this contract, any claim or grievance arising hereunder may be processed through the grievance procedure until resolution.

Section 8. No Reprisals. No reprisals of any kind shall be taken by the Board or the School Administration against any teacher because of his/her participation or refusal to participate in this grievance procedure.

Section 9. Representation. Any teacher or the Employer may be represented at any stage of this grievance procedure by any person(s) or agent(s) designated by such party to act in his/her behalf. The Association shall have the right to have a representative present and to express its position at any meeting for the adjustment of grievances under this Contract.

ARTICLE XXV DISCIPLINE AND DISCHARGE

Section 1. Discipline and Discharge. No teacher shall be disciplined without just cause. School District actions regarding discharge shall be governed by MN Stat. 122A.40.

Section 2. Corrective Discipline.

Subd. A. Objective. A step in just cause disciplinary situations is a teacher/supervisor conference where the teacher has the opportunity to provide the teacher's side of the situation.

Subd. B. Representation. Both the teacher and the school district are entitled to be represented at all levels of this disciplinary process.

Subd. C. Written Reprimand. If the Supervisor believes that a written reprimand is necessary, and having provided the teacher with the opportunity for the teacher to provide an explanation regarding the circumstances, the Supervisor will provide a copy of the reprimand to the teacher.

Subd. D. Suspension. If the District decides that a suspension is appropriate, the length of the suspension will be appropriate to the infraction or misconduct under the circumstances of the situation.

Subd. E. Progressive Discipline. The school district intends to follow a policy of progressive discipline with its employees, but reserves its right to decide the level of discipline it deems appropriate. The normal sequence of discipline would be:

- 1) Oral reprimand (in a formal, private setting);

- 2) Written reprimand;
- 3) Suspension without pay.

The relative seriousness of the matter will determine at what level disciplinary action is commenced. The District may, in its discretion, suspend a teacher with pay pending an investigation.

Subd. F. Appeal. The employee may request review of the school district's decision through the grievance procedure. At the employee's option, the matter may be submitted directly to arbitration pursuant to Section 5 of the grievance procedure.

ARTICLE XXVI JOB SHARING

Section 1. Teachers may volunteer and the School District may, in its sole discretion, agree that two or more teachers may share a position. A teacher's status in a shared position may be renewed on a year-to-year basis.

Section 2. Teachers sharing a position shall be entitled to the leave benefits of Article VIII on a pro-rata basis.

Section 3. Salaries for teachers sharing positions shall be pro-rated to reflect the fraction of the position shared. Increments and lane changes for teachers sharing a position shall be administered as if such teachers were teaching full-time, appropriately pro-rated for time worked.

Section 4. Teachers sharing positions shall be treated in accordance with their former status, if any, as full-time or part-time teachers for purposes of Article XIV.

Section 5. Teachers who formerly taught full-time and are eligible for protection under the unrequested leave of absence article (Article XIV), shall be entitled to revert to full-time status in any future school year, (unless, pursuant to Article XIV, this would result in the placement on unrequested leave of a more senior qualified teacher), by giving written notice of this intention to the Superintendent before February 1st prior to the school year of the intended return.

Section 6. Insurance benefits are as provided in Article VII for part-time teachers.

ARTICLE XXVII DURATION

Section 1. Term and Reopening Negotiations. This Agreement shall remain in full force and effect for a period commencing on July 1, 2021, through June 30, 2023, and thereafter until modifications are made pursuant to the PELRA. If either party desires to modify or amend this Agreement commencing on July 1, it shall give written notice of such intent no later than May 1, 2023. Unless otherwise mutually agreed, the parties shall not commence negotiations more than 90 days prior to the expiration of this Agreement.

Section 2. Effect. This Agreement constitutes the full and complete Agreement between the School Board and the Northfield Education Association representing the teachers of the District. The provisions herein relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Finality. Any matters relating to the current contract terms, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement unless mutually agreed upon by both parties.

Section 4. Severability. The provisions of this Agreement shall be severable, and if any provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

Section 5. Individual Contracts. All teachers except occasional substitutes will be initially employed by written individual contracts. Any individual contract between the School District and an individual teacher, heretofore executed, will be subject to and consistent with the terms and conditions of this Master Agreement. If an individual contract contains any language inconsistent with the Master Agreement, this Master Agreement during its duration shall be controlling. Any individual contract hereafter executed will be in the form provided in Appendix E. Extensions or renewals of individual contracts may be by written notice of assignment.

ARTICLE XXVIII EARLY CHILDHOOD FAMILY EDUCATION TEACHERS (ECFE) AND SCHOOL READINESS TEACHERS

Section 1. Definition and Eligibility: This article applies to all Early Childhood Family Education (ECFE) and School Readiness teachers who hold a Minnesota Teacher license (Early Childhood, Parent Educator or Elementary Education K-6).

Section 2. Statutory Consideration: Pursuant to Minn. Stat. 122A.26, an ECFE teacher or school readiness teacher who teaches in an early childhood family education or a school readiness program, which is offered through a community education program which qualifies for community education aid, ECFE aid or school readiness aid, must meet licensure requirements as a teacher. However, such licensure shall not be construed to bring such an ECFE teacher or school readiness teacher within the definition of a teacher for purposes of Minn. Stat. 122A.40, Subd. 1.

Section 3. Hours of Service: Recognizing the unique and irregular nature of the ECFE and Licensed School Readiness program, the hours of service, and duty day shall be assigned by the School District and modified from time to time based upon the needs of the program as recommended by the Community Education Director and Early Childhood Coordinator.

Subd. 1. Prior to July 1st of each year, the Community Education Director shall establish and present to each ECFE and School Readiness Teacher, a tentative calendar and schedule of teacher duty days and events associated with ECFE and School Readiness instruction for the upcoming school year.

Section 4. Prep Time: Early Childhood Coordinator and teachers will work together to determine the time needed for staff meetings, parent-teacher conferences, and daily planning and preparation time needed by the teachers. Preparation time shall be no less than 15 minutes per class not to exceed ~~60~~ 120 minutes on a given work day.

Section 5. Articles of the Master Agreement that are NOT APPLICABLE: All ECFE and School Readiness Teachers shall be covered by the Master Agreement with the exception of the following Articles:

Article IX – Hours of Service

Article X – Length of School Year

Article XII – Evaluation and Improvement of Instruction

Article XIV – Unrequested Leave of Absence and Seniority Policy

Article XV – Vacancies and Transfers

ARTICLE XXIX
TEACHER RETIREMENT

Teachers planning on retiring from Northfield Public Schools shall notify the District by April 1 of the year in which they plan on retiring.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates set forth under the signatures of their respective representatives.

NORTHFIELD EDUCATION ASSOCIATION

INDEPENDENT SCHOOL DIST. NO. 659

Kevin Dahle, President

Julie Pritchard, Chairperson

Ray Coudret, Chief Negotiator

Noel Stratmoen, Clerk

Dated this ____ day of August, 2021.

Dated this ____ day of August, 2021.

**SCHEDULE A
SALARY SCHEDULE 2021-22**

<u>Step</u>	<u>BA</u>	<u>BA10</u>	<u>BA20</u>	<u>BA30</u>	<u>BA40</u>	<u>MA</u>	<u>MA10</u>	<u>MA20</u>	<u>MA30</u>	<u>MA40</u>
1	49,783	51,260	53,152	55,070	56,972	58,596	59,865	61,139	62,409	63,679
2	51,066	52,593	54,632	56,702	58,757	60,426	61,696	62,975	64,247	65,518
3	52,381	53,959	56,150	58,382	60,595	62,312	63,586	64,864	66,137	67,410
4	53,731	55,363	57,713	60,111	62,491	64,259	65,531	66,810	68,083	69,356
5	55,115	56,801	59,319	61,891	64,449	66,266	67,537	68,813	70,087	71,358
6	56,534	58,278	60,968	63,725	66,465	68,335	69,603	70,881	72,150	73,420
7	57,989	59,790	62,663	65,612	68,546	70,470	71,734	73,007	74,271	75,538
8	59,483	61,346	64,407	67,554	70,691	72,671	73,929	75,195	76,456	77,719
9	61,014	62,938	66,198	69,553	72,903	74,940	76,191	77,454	78,707	79,962
10	-----	64,575	68,040	71,614	75,185	77,281	78,523	79,776	81,023	82,270

Lane Freezing (from Article V, Section 2).

A. The following lanes will have steps frozen as listed:

<u>Lane</u>	
B.A.	9
All other lanes	10

No teacher may advance beyond the maximum step on a lane set forth above.

B. Negotiated raises in steps during subsequent years shall, however, be paid.

A. A teacher changing lanes from a frozen step shall receive credit toward step increments in the new lane for service while on the frozen step, up to the maximum step on the new lane set forth above.

SCHEDULE B
SALARY SCHEDULE 2022-23

Step	BA	BA10	BA20	BA30	BA40	MA	MA10	MA20	MA30	MA40
1	50,779	52,285	54,215	56,171	58,112	59,768	61,062	62,362	63,657	64,952
2	52,088	53,645	55,725	57,836	59,932	61,634	62,930	64,234	65,532	66,828
3	53,429	55,038	57,273	59,549	61,807	63,558	64,857	66,161	67,460	68,758
4	54,805	56,470	58,867	61,313	63,741	65,544	66,842	68,146	69,445	70,743
5	56,217	57,937	60,506	63,128	65,738	67,592	68,888	70,190	71,489	72,785
6	57,664	59,443	62,188	64,999	67,795	69,702	70,995	72,298	73,593	74,888
7	59,149	60,986	63,916	66,924	69,917	71,879	73,168	74,467	75,757	77,049
8	60,673	62,573	65,695	68,905	72,105	74,124	75,407	76,699	77,985	79,273
9	62,235	64,197	67,522	70,944	74,362	76,439	77,715	79,003	80,281	81,561
10	62,235	65,867	69,401	73,046	76,689	78,827	80,093	81,372	82,643	83,916

Lane Freezing (from Article V, Section 2).

A. The following lanes will have steps frozen as listed:

<u>Lane</u>	
B.A.	9
All other lanes	10

No teacher may advance beyond the maximum step on a lane set forth above.

B. Negotiated raises in steps during subsequent years shall, however, be paid.

C. A teacher changing lanes from a frozen step shall receive credit toward step increments in the new lane for service while on the frozen step, up to the maximum step on the new lane set forth above.

SCHEDULE C
Co-Curricular Pay Schedule

I. DETERMINATION OF SUPPLEMENTS

The rate of pay for activities included in this section shall be determined through negotiations between the Board and the Northfield Education Association.

Coaches and Advisors of athletic and activities programs will be placed on the Schedule C pay schedule based on 4 criteria:

1. Number of Participants
2. Length of Season
3. Liability/Safety
4. Program Supervision

A review of participation in each activity will be conducted every 4 years to determine approximate placement of positions on Schedule C

Pay is based on a percentage of BA, Step 1 of the teacher salary schedule in each year of the contract.

SCHEDULE C 2021-22

<u>MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL) SPONSORED ACTIVITIES</u>									
<u>HEAD COACHES</u>			<u>ASSISTANTS AND OTHER</u>			<u>9TH GRADE</u>	<u>MS HEAD</u>	<u>MS ASST</u>	<u>MS 6TH GR</u>
14%	13%	12%	10%	9%	8%	8%	6%	5%	4%
\$6,970	\$6,472	\$5,974	\$4,978	\$4,480	\$3,983	\$3,983	\$2,987	\$2,489	\$1,991

<u>NON-MSHSL SPONSORED ACTIVITIES</u>			
1	2	3	4
12%	9%	6%	4%
\$5,974	\$4,480	\$2,987	\$1,991

SCHEDULE C 2022-23

<u>MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL) SPONSORED ACTIVITIES</u>									
<u>HEAD COACHES</u>			<u>ASSISTANTS AND OTHER</u>			<u>9TH GRADE</u>	<u>MS HEAD</u>	<u>MS ASST</u>	<u>MS 6TH GR</u>
14%	13%	12%	10%	9%	8%	8%	6%	5%	4%
\$7,109	\$6,601	\$6,093	\$5,078	\$4,570	\$4,062	\$4,062	\$3,047	\$2,539	\$2,031

<u>NON-MSHSL SPONSORED ACTIVITIES</u>			
1	2	3	4
12%	9%	6%	4%
\$6,093	\$4,570	\$3,047	\$2,031

Coaches and advisors that were paid in accordance with Schedule C during the 2020-2021 school year will have their compensation held harmless beginning July 1, 2021 until they resign their position on Schedule C.

A. Experience Increment for Activities

New Coaches and advisors will be placed on the following table based on the prior experience as determined by the Director of Student Activities, or other designee.

Coaches and advisors hired prior to June 30, 2021 will be placed on the experience schedule below based on their longevity placement on Schedule C from the 2020-21 contract.

Completed Years of Experience	Stipend
1	\$0.00
2	\$0.00
3	\$125.00
4	\$125.00
5	\$175.00
6	\$175.00
7	\$250.00
8	\$250.00
9	\$250.00
10	\$350.00

SCHEDULE D 2021-2023
All Schedule D rates begin July 1 of each year

A. Rates for Miscellaneous Types of Instruction	<u>2021-22</u>	<u>2022-23</u>
M.S. & H.S. Audio Visual	\$1,077.32	\$1,077.32
Substituting for Another Teacher (with approval of the building principal)	\$40.00/hr	\$40.00/hr
Pay for Homebound Instruction by a contracted teacher	Lane/Step	Lane/Step
After School and Summer Targeted Services Instruction:		
Years of Experience in the District:		
1st through 3rd	\$27.11	\$27.11
4th through 7th	\$27.73	\$27.73
8th through 11th	\$28.22	\$28.22
12th or more	\$28.82	\$28.82
Hourly rate of pay for instruction	\$27.73	\$27.73
Elementary teachers who are assigned additional students because a substitute for the students' regular teacher cannot be secured will receive additional compensation as indicated below:		
<ul style="list-style-type: none"> • Less than or equal to two hours: \$50.00 • More than two hours: \$100.00 		
B. Other Rates of Pay		
Supervision of Non-Athletic Events (Prom, concerts, dances)	\$30.00/hr	\$30.00/hr
Moving Room Stipend	\$100.00	\$100.00
Instruction of Training Sessions (outside contract time)	\$30.00/hr	\$30.00/hr
Preparation for training session instruction (one hour of prep per two hours of instruction – regardless of when instruction is provided)	\$30.00/hr	\$30.00/hr
Attending mandatory training (outside contract time)	\$30.00/hr	\$30.00/hr
C. Other Extra Duties		
1. Teachers employed beyond the school year and in summer school programs will receive 1/187 per day of salary schedule. Teachers employed for less than a full day shall receive a pro-rata amount of the above rate.		

2. An hourly rate of \$35.00 will be paid to all teachers employed in curriculum writing and research. A payroll claim form with the total hours must be submitted upon completion of the project to the Director of Instructional Services for approval. If, however, at a later date, the project does not receive approval, the teacher must make the necessary adjustments without further remuneration.
3. A secondary teacher who contracts to teach a sixth class or a second supervision assignment will be compensated at the rates indicated below. A homeroom or activity period that is implemented by a seventy percent (70%) affirmative vote of a building teaching staff who cast ballots and whose activities, topics and utilization is determined by the building teaching staff and not assigned by the building principal or administration shall not constitute a sixth class or second supervision period as described in this paragraph. Any vote associated with this section will be jointly counted by the exclusive representative and an assigned representative from the District.

Classes Supervision

6	1	1/5 Pro-rata Pay
6	0	1/6 Pro-rata Pay
5	2	1/7 Pro-rata Pay

Proration shall be based on the teacher's lane and step placement on the salary schedule, excluding longevity and other compensation.

No probationary teacher will be offered or assigned a schedule that includes overload period(s) without first consulting the Association's Member Rights Advocate and creating a Letter of Agreement for each individual overload assigned to a probationary teacher.

4. The District will contribute \$500 per year for the Chair of the Continuing Education Committee.

D. Ancillary Stipends

1. The stipends below will be tied to the increase on Schedule A and Schedule B, respectively.

Position	2021-22 Stipend	2022-23 Stipend
Music Activity Stipend		
HS Band	\$5,600	\$5,712
MS Band	\$3,400	\$3,468
Pep Band	\$2,600	\$2,652
Elementary Band	\$2,200	\$2,244
HS & MS Jazz Band	\$1,400	\$1,428
HS Orchestra	\$5,600	\$5,712
MS Orchestra	\$3,400	\$3,468
Elementary Orchestra	\$2,200	\$2,244
HS Vocal	\$5,600	\$5,712

MS Vocal	\$3,400	\$3,468
Elementary Vocal (split)	\$950	\$969
Junior and Senior Class Advisors	\$2,200	\$2,244
Rock and Roll Revival – Director	\$6,800	\$6,936
Rock and Roll Revival – Choreographer	\$4,500	\$4,590
Rock and Roll Revival – Band Leader	\$3,900	\$3,978
Rock and Roll Revival – Vocal Coach	\$3,900	\$3,978
Rock and Roll Revival – Production Coordinator	\$3,900	\$3,978
MS Spelling Bee	\$540	\$551
MS Geography Bee	\$540	\$551
DECA Advisor	\$3,000	\$3,060

	<p><u>EXHIBIT D</u></p> <p style="text-align: center;">GRIEVANCE FORM</p> <p>Grievance # _____ (District Completes)</p> <p>Name of Grievant _____</p> <p>Date Filed _____</p> <p>Home Phone _____</p> <p>Teaching Assignment _____</p> <p>Association Representative _____</p> <p>Date Grievance Occurred _____</p> <p>Statement of the grievance (including events/conditions of the grievance/persons responsible)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Contract provision allegedly violated: _____</p> <p>Redress Sought: _____</p> <p>_____</p> <p>Grievant Signature _____ (signed before submitting grievance)</p>	<p style="text-align: center;"><u>Distribution of Form</u></p> <ul style="list-style-type: none"> • Board of Education • Superintendent • Human Resources Director • Building Principal • Northfield Education Association • Grievant
Step 2	<p><u>LEVEL I - FORMAL -- DATE ISSUED:</u> _____</p> <p><u>Disposition by Principal and Reasons Therefore:</u></p> <p>Disposition: _____</p> <p>_____</p> <p>Reasons: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Principal's Signature _____</p>	
Step 3	<p><u>Initial Applicable Statements:</u></p> <p>_____ I hereby accept the above disposition.</p> <p>_____ I hereby decline the above disposition.</p> <p>_____ I intend to process the grievance to the next step.</p> <p style="text-align: right;">Grievant's Signature (after principal's disposition)</p> <p style="text-align: right;">Date: _____</p>	

LEVEL II - FORMAL -- DATE ISSUED: _____

Disposition by Superintendent and Reasons Therefor:

Disposition: _____

Reasons: _____

Signature

Initial Applicable Statements:

_____ I hereby accept the above disposition.

_____ I hereby decline the above disposition.

_____ I intend to process the grievance to the next step.

Grievant's Signature

Date: _____

LEVEL III - FORMAL -- DATE ISSUED: _____

Disposition by Board of Education and Reasons Therefor:

Disposition: _____

Reasons: _____

Signature

Initial Applicable Statements:

_____ I hereby accept the above disposition.

_____ I hereby decline the above disposition.

_____ I intend to process the grievance to the next step.

Grievant's Signature

Date: _____

LEVEL IV - FORMAL -- DATE ISSUED

Disposition and Award of Arbitrator: _____

Signature of Arbitrator



INDEPENDENT SCHOOL DISTRICT #659 PROBATIONARY TEACHER CONTRACT

The School Board of Independent School District No. 659 of the State of Minnesota, enters into this agreement, pursuant to M.S. 122A.40, as amended, with **TEACHER NAME**, a legally qualified and licensed teacher who agrees to perform the teaching services prescribed by the School Board or its designated representative as **TEACHER ASSIGNMENT** for the **XXXX-XXXX** school year.

1. **Basic Services:** Said teacher also agrees to perform related professional services prescribed by the School Board or its designated representative during the school day as defined in the Master Agreement. This contract incorporates and is subject to the provisions of M.S. 122A.40, as amended, and the provisions of the Master Agreement for teachers of this District now or hereafter adopted for the said school year pursuant to the provisions of PELRA, as amended.
2. **Duration:** This contract covers the time period of **DATE** through **DATE**.
3. **Duty Year:** Teacher duty days and school days shall be those named on the school calendar as adopted by the School Board in accordance with the provisions of the Master Agreement for teachers of this District and the teacher agrees to teach on those legal holidays which the calendar may specify as a teacher duty day or school day.
4. **Additional Assignments:** The teacher may undertake, by separate agreement, the performance of additional work days or other additional assignments beyond the normal service prescribed for the teaching position, for the additional compensation established for such services. Any such additional assignment, and the additional compensation therefor, shall terminate at the end of the school year, and shall not be subject to the provisions of Minnesota Statutes 122A.40, unless otherwise expressly provided herein.
5. **Salary:** In consideration thereof, the School Board agrees to pay said teacher a salary based on the following information:

FTE:

Lane:

Step:

Days/Year:

Base Salary:

Employee Signature:

Board Chair Signature of Receipt:

Board Clerk Signature:

**2022-2025 CONTRACT
BETWEEN
INDEPENDENT SCHOOL DISTRICT 659, NORTHFIELD, MINNESOTA
AND
SUPERINTENDENT OF SCHOOLS**

The School Board of Northfield School District 659, Northfield Minnesota (School District) enters into this contract with Matthew J. Hillmann (Superintendent), a legally qualified and licensed superintendent, who agrees to perform the duties of Superintendent of Schools of the School District.

The School District and the Superintendent agree as follows:

I. Applicable Statute:

This contract is entered into between the School District and the Superintendent in conformance with Minnesota Statutes 123b.143, Subd.1.

II. Licensure:

The Superintendent shall furnish throughout the life of this contract a valid and appropriate license to act as Superintendent in the State of Minnesota as provided by applicable state laws, rules and regulations.

III. Duration, Expiration, Termination and Mutual Consent:

A. Duration.

This contract is for a term of three years commencing July 1, 2022, and ending June 30, 2025. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Superintendent, or unless terminated as provided herein.

B. Subsequent Contract:

1. **Notice by Superintendent.** The notice provisions of this contract shall obligate the School Board only if no later than September 1 immediately prior to the expiration of this contract the Superintendent provides written notice to each member of the School Board calling to the attention of members of the School Board the notice requirements as contained in this section of the Superintendent's contract; provided that if the Superintendent provides this notice after September 1, the November 1 and December 31 deadlines in subparagraphs 2 and 5 shall be extended by the same number of days that the Superintendent's notice is delayed beyond September 1.
2. **Preliminary Notice – School Board.** In the event the School Board is contemplating not offering the Superintendent a subsequent contract, the School Board shall give preliminary written notice of such intent not to offer a subsequent contract no later than September 1 immediately preceding the date of expiration of this contract.

3. **Request for Meeting.** Within ten calendar (10) days after receipt of an intent not to renew as provided in Paragraph 2 hereof, the Superintendent may request, in writing, a meeting with the School Board to discuss its intentions, the reasons therefore, and ways in which any concerns of the School Board might be addressed by the parties.
 4. **Meeting Between the Parties.** Upon receipt of such request, the School Board shall within fifteen (15) calendar days hold a meeting with the Superintendent.
 5. **Final Action – School Board.** The School Board shall delay taking final action on a subsequent contract for at least seven (7) calendar days after the meeting between the parties. However, the School Board shall take final action on a subsequent contract no later than October 31 and shall notify the Superintendent of such action in writing.
 6. **Effect.** The timeline provided herein is intended to provide both the School Board and the Superintendent with an appropriate process to address the subsequent contract issue and is intended to bind both parties unless the parties mutually agree to extend the timeline in writing. The timeline provided herein may be extended by written agreement between the School Board Chair and the Superintendent. In such event, the School Board Chair shall confer with and notify School Board members, in writing, of such extension.
- C. **Expiration.** This contract shall expire at the end of the term specified in Paragraph A hereof. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Superintendent shall cease, unless a subsequent contract is entered into in accordance with Minnesota Statutes 123B.143, Subd. 1.
- D. **Termination During the Term.** The Superintendent's employment may be terminated during the term of this contract only for cause as defined in Minnesota Statutes 122A.40 Subds. 9 or 13. Except for purposes of describing grounds for discharge, the provisions of Minnesota Statutes 122A.40 shall not be applicable. If the School Board proposes to terminate the Superintendent during the contract term for cause as described in Minnesota Statutes 122A.40 Subds 9 or 13, it shall notify the Superintendent in writing of the proposed grounds for termination. The Superintendent shall be entitled to a hearing before an arbitrator provided the Superintendent makes such a request in writing within fifteen (15) calendar days after receipt of the written notice of proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS Rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided herein within a fifteen (15) calendar day period, it shall be deemed acquiescence by the Superintendent to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Superintendent shall have no further claim or recourse.

E. **Mutual Consent.** This contract may be terminated at any time by the parties by mutual consent.

IV. **Duties.** The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of the School Board; shall direct and assign teachers and other employees of the schools under the Superintendent's supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall from time to time suggest policies, regulations, rules and duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules and procedures established by the School Board and the Minnesota Department of Education. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees and provide administrative recommendations on each item of business considered by each of these groups.

V. **Duty Year and Leaves.**

A. **Basic Work Year.** The Superintendent's duty year shall be for the entire 12-month contract year as provided herein and the Superintendent shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines. The Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy. For purposes of computing a per diem salary, the Superintendent's annual salary shall be divided by 260.

B. **Vacation.** The Superintendent shall be entitled to twenty-five (25) days of paid vacation for each year. The Board encourages the Superintendent to use his vacation time. Each year's vacation shall be taken during the contract year or within twelve months following the end of the contract year. If the Superintendent is unable to use his accrued vacation days within the twelve months following the end of the contract year, up to five (5) days of unused vacation that would otherwise be lost will be reimbursed to the Superintendent as contribution towards a 403(b). If, during his last year of employment with the School District, the School Board wishes to have the Superintendent work to the end of the contract year, the School Board shall pay the Superintendent at the end of that year an amount equal to the salary for the number of accumulated vacation days. There will be no reimbursement for unused vacation days if the Superintendent is released from this contract.

C. **Holidays.** The Superintendent is entitled to the following ten (10) paid holidays: Independence Day, Labor Day, Thanksgiving Day, Friday after Thanksgiving Day, Christmas Day, New Year's Day, Presidents' Day (if designated as a school holiday), Memorial Day, Christmas Eve Day, and Good Friday (if designated as a school holiday). If the approved school calendar precludes the use of any of these days as holiday, an alternate day(s) shall be determined by the Superintendent subject to approval by the School Board.

D. **Sick Leave.** Any sick leave balance currently accumulated in the individual's Director of Administrative Services contract will be carried over to the new contract outlined herein. At the beginning of each subsequent year of employment, the Superintendent will be credited with thirteen (13) days of sick leave, accumulative to a maximum of 247 days. Sick leave for the Superintendent will be administered in accordance with the policy for such leaves affecting the administrative staff.

- E. Emergency Leave.** The Superintendent may be granted paid emergency leave at the discretion of the School Board. Unless the School Board directs otherwise, the Board Chairperson may grant the leave on behalf of the Board.
- F. Professional Leave.** The Board recognizes the importance of encouraging the Superintendent to attend or participate in educational conferences or meetings as a necessary part of professional growth. The Superintendent is encouraged, with the consent of the School Board, to attend appropriate professional meetings at the local, state and national level, the expenses of such attendance to be paid by the district. The Board expects the Superintendent to continue his professional development on an annual basis and expects him to participate in relevant learning experiences consistent with the budget adopted by the Board. The Superintendent shall file an itemized expense statement with the Finance Office of the District, to be processed as provided by law. The Superintendent shall from time to time advise and report to the Board on the meetings and conferences he will be attending or has attended.
- G. Disability.** If the Superintendent is unable to perform regular duties because of personal illness or disability and has exhausted all accumulated sick leave, the School District shall provide additional paid sick leave until the expiration of the waiting period for long-term disability insurance.
- H. Medical Leave.**
1. The Superintendent and School District agree to incorporate by reference and be bound by the provisions of Minnesota Statutes 122A.40, Subd. 12 relating to suspension and leave of absence for health reasons.
 2. If the Superintendent is unable to perform regular duties because of personal illness or disability and has exhausted all sick leave credit available or has become eligible for long-term disability compensation and has not been suspended or placed on leave of absence pursuant to Minnesota Statute 122A.40 Subd. 12, the Superintendent shall, upon request, be granted a medical leave of absence, without pay, up to one year in duration. The School Board may, in its discretion, extend such a leave upon written request. A request for medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written statement from a physician outlining the condition of health and estimated time at which the Superintendent is expected to be able to resume normal responsibilities. The Superintendent when on medical leave of absence is eligible to continue to participate in group insurance programs as permitted under the insurance policy provisions, but the Superintendent shall pay the entire premium for such programs as the Superintendent wishes to retain commencing with the beginning of the leave. If the medical leave of at least one full year is granted pursuant to this section, the Superintendent voluntarily waives any right to a leave of absence to which the Superintendent might otherwise be entitled pursuant to Minnesota Statute 122A.40, Subd. 12.
- I. Judicial Leave.** If the Superintendent is called to serve on jury duty, or subpoenaed to appear as a witness (not a defendant) in a criminal court case, Northfield Public Schools will make up the difference between the Superintendent's basic salary and the fees (but not reimbursed expenses) received by the employee. The

Superintendent shall submit to the Finance Office an itemized certification of fees and expenses for judicial duty.

VI. Insurance.

- A. Health and Hospitalization Insurance.** The School Board shall provide the Superintendent and his dependents with coverage through the District health and hospitalization insurance plan. The School Board will contribute the amount received by teachers in the District's Master Agreement with the Northfield Education Association for single or family health and hospitalization insurance.
- B. Retirement Insurance Provision.** If the Superintendent retires upon attaining age fifty-five (55) or thereafter, he may elect to be covered under the group health and hospitalization and dental plans provided by the School District as provided by law. The Superintendent may continue participation in the district's group term life insurance plan according to provisions of section D at the Superintendent's own expense until the Superintendent is eligible for Medicare. The District shall contribute toward the premium for health and hospitalization and dental coverage under the same conditions as if employed but not more than 80% of the health and hospitalization insurance premium, for nine (9) years from the date of retirement. Coverage will be available to a retired Superintendent who has group medical insurance available to him/her from another employer; however, such other employer's coverage shall be considered primary.

Once a retired employee becomes eligible for Medicare the retired employee's coverage will convert to a Medicare supplement policy. Such policy (when combined with Medicare) will at a minimum be equivalent coverage to the group health and hospitalization plan offered to active employees and retired employees who are not eligible for Medicare.

In the event a retired employee and his or her dependent(s) become eligible for Medicare at different times, the individual insured will be converted to the Medicare supplement policy upon becoming eligible. At such time as there is only one other insured remaining on the family group health plan, he/she will be converted to a single policy under the group health plan until they become eligible for Medicare. If dependent children are covered under the group health plan they will be eligible to continue coverage until such time that the last parent covered on the group health plan becomes eligible for Medicare.

Once the retired employee or their dependent(s) obtain Medicare eligibility, the District shall contribute up to \$400.00 toward the monthly premium of the Medicare supplement plan for the remainder of the contribution period as defined above.

When the retiree becomes eligible for Medicare, the retiree must be in compliance with M.S. 471.611

- C. Dental Insurance.** The employer shall provide the superintendent and his dependents with coverage through the District dental insurance plan. The School Board will contribute the amount received by teachers in the District's Master Agreement with the Northfield Education Association for single or family dental insurance.
- D. Life Insurance.** The School Board shall provide and pay the cost of a group term life insurance plan providing \$225,000.00 as the amount of coverage for the Superintendent, payable to the Superintendent's designated beneficiary. The Superintendent may purchase additional group term life insurance in increments of \$25,000 up to a maximum of \$100,000 at the group rate upon evidence of insurability and acceptance by the carrier.

The cost of such additional coverage shall be paid fully by the Superintendent through payroll deduction.

- E. Long-Term Disability Insurance.** The Board shall pay the full premium for long-term disability insurance for the Superintendent. Benefits shall be payable after 60 consecutive days of total disability at 66 2/3% of the basic monthly earnings. Benefit payments shall continue in accordance with federal regulations.

Up to thirty (30) accumulated sick leave days may be used on a pro-rata basis while receiving disability income; however, the total income generated from using sick leave with disability benefits may not exceed the Superintendent's basic annual earnings.

The School District shall continue its contribution for health and hospitalization insurance for up to six months (180 consecutive days) after the last day worked for absence due to total disability. Thereafter, the Superintendent may continue in the district's group insurance plans at his expense while receiving long-term disability insurance benefits.

- F. Claims Against the School District.** The parties agree that the eligibility of any person for insurance benefits shall be governed by the terms of the insurance policies purchased by the School Board pursuant to this section. It is further understood that the School Board's obligation is to purchase the insurance policies and pay such amounts as agreed to herein and no claims shall be made against the School Board as a result of a denial of insurance benefits under said policies by an insurance carrier.

VII. Other Benefits.

- A. Tax Sheltered Contributions.** The Superintendent shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District shall contribute up to \$12,800 annually to the Superintendent's tax sheltered annuity, as allowed under Minnesota Statute and eligibility with 403(b) contribution limits as matched by the Superintendent.
- B. Automobile.** The School District shall provide the Superintendent with a monthly taxable allowance of \$500 for business use of the Superintendent's private automobile, pursuant to Minnesota Statutes 471.665, Subd. 3.
- C. Conferences and Meetings.** The School District shall pay all legally valid expenses and fees for the Superintendent's attendance at professional conferences and meetings with other educational agencies when attendance thereof is required, directed, or permitted by the School Board Chair. The Superintendent shall periodically report to the School Board relative to meetings and conferences attended. The Superintendent shall file itemized expense statements to be processed and approved as provided by law.

VIII. Salary.

- A. Salary.** The Superintendent shall be paid an annual salary determined by the School Board. The 2022-23 salary will be \$181,220. The annual salary in subsequent years will be set by the School Board based upon its evaluation of the Superintendent's performance in subsequent contract years. The Superintendent shall devote, with due diligence, full time efforts to the affairs and activities of the School District. The annual salary may be modified, but shall not be reduced, during the term of this contract.

- B. Other Compensation.** The School District shall continue to pay \$2,889.00 to the Superintendent as a payment in lieu of insurance contributions which was the result of a reduction in benefits through previous contract negotiations. This amount is ineligible for TRA contributions.

IX. Other Provisions.

- A. Outside Activities.** While the Superintendent shall devote full time and due diligence to the affairs and activities of the School District, the Superintendent may serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if such activities do not impede the Superintendent's ability to perform the duties of the Superintendent. The superintendent shall not engage in other employment, consultant service or other activity for which a salary, fee, or honorarium is paid without the prior approval of the School Board.
- B. Indemnification and Provision of Counsel.** In the event that an action is brought or a claim is made against the Superintendent arising out of or in connection with the Superintendent's employment, and the Superintendent is acting within the scope of employment or official duties, the School District shall defend and indemnify to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District herein shall be subject to the limitations as provided in Minnesota Statutes, Chapter 466.
- C. Dues.** The Superintendent is encouraged to belong to and participate in appropriate professional educational and civic organizations where such membership will serve the best interests of the School District. Accordingly, the School District will pay such membership dues for organizations as are required, directed or permitted, by the School Board Chair. The Superintendent shall present appropriate statements for approval as provided by law.
- D. Severance Plan.** When the Superintendent has completed six (6) years of full time continuous service under this employment agreement, or combined with other administrative positions within the district as identified in the Principals Association Master Agreement and/or Non-Union Administrators-Director or Non-Union Administrator -Cabinet employment agreements, the Superintendent shall be eligible for payment upon separation of employment based on the following.
- a. Payment shall be equivalent to his basic daily rate of pay times a number of days determined by multiplying eight (8) days times the number of years' employment with the Northfield School District at the time of separation of employment.
 - b. The maximum number of paid days shall be 130 days, and shall not exceed the number of sick leave days accumulated by the Superintendent at the time of separation of employment.
 - c. If the Superintendent dies after separation from the School District, but before disbursement of the severance pay has been made, the payment will be made to the Superintendent's named beneficiary.
 - d. Severance pay shall not be granted in the event of discharge by the School District pursuant to Section III, paragraph D herein.
- E. Severability.** If any provision of this contract is held to be invalid by operation of law the remainder of the contract shall not be affected thereby and shall remain in full force and effect.

- F. Vandalism Reimbursement.** The School District shall reimburse the Superintendent for vehicular vandalism, which occurs on school property or in the course of the Superintendent performing his required duties, in an amount up to \$500.00 in a given year toward the unreimbursed insurance deductible amount on the vehicle.

This contract shall be effective only upon signatures of the Superintendent and of the officers of the School Board after authorization for such signatures by the officers is given by the School Board in appropriate action in its minutes.

IN WITNESS WHEREOF, I have subscribed
my signature this 23rd day of August, 2021.

Matthew J. Hillmann, Superintendent

IN WITNESS WHEREOF, I have subscribed
my signature this 23rd day of August, 2021.

Julie Pritchard, Chair

Noel Stratmoen, Clerk

NORTHFIELD PUBLIC SCHOOLS FACE COVERING PROCEDURES FOR 2021-22

These procedures are intended to guide the implementation of the required use of face masks in school buildings and on school district transportation for people two years of age and older as directed by the school board resolution adopted on Aug. 9, 2021.

Interscholastic athletics are addressed by guidance from the Minnesota State High School League (MSHSL) and the district's MSHSL activity addendum.

DEFINITIONS

Disability: The term “disability” means a mental or physical impairment that substantially or materially limits a major life activity.

Face Covering: The term “face covering” means any paper or disposable mask, cloth face mask, medical-grade mask, medical grade respirator, scarf, bandanna, neck gaiter, or religious face covering that covers the nose and mouth completely in accordance with CDC guidance. Masks with valves, mesh, openings, holes, vents, or visible gaps in the material do not qualify as face coverings.

Face Shield: The term “face shield” means a clear plastic barrier that covers the face, extends below the chin, and wraps around the sides of the face to the ears. A face shield may not have an exposed gap between the forehead and the shield's headpiece.

Medical Authority: For purposes of these procedures, the term “medical authority” means a medical doctor, clinical psychologist, physician assistant, or nurse practitioner who has seen or treated the student or employee in question.

Medical Condition: For purposes of these procedures, the term “medical condition” means a disease, illness, injury, or physiologic, mental, or psychological disorder. A biological or psychological state that is within the range of normal human variation is not a medical condition.

Parent: For purpose of these procedures, the term “parent” means the legal parent, legal guardian, or conservator of a child who is under the age of eighteen. A student who is eighteen years of age or older is considered to be a “parent” for purposes of these procedures, unless a court has found that the student is incompetent and has appointed a conservator or legal guardian for the student.

Visitor: or purposes of these procedures, the term “visitor” means any person other than a student or employee of the district. The term visitor includes, but is not limited to, parents, community members, volunteers, vendors, and contractors.

EXEMPTIONS

Circumstances When a Face Covering Should Not Be Used

Children under the age of two. A face covering should not be placed on a child under the age of two.

Incapacitated persons. A face covering should not be placed on any person who is unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.

Persons Who Are Exempt from Wearing a Face Covering

Medical condition, mental health condition, or disability. A person is not required to wear a face covering if the person cannot wear a face covering or cannot wear a face covering safely due to a medical condition, mental health condition, or disability. This includes a person who has a medical condition that compromises the person's ability to breathe.

WHEN FACE COVERINGS MAY BE TEMPORARILY REMOVED

Child Care

Temporary removal permitted when a face covering or a face shield is impracticable. Workers and children who are not specifically exempted from these procedures who are required to wear a face covering or shield may remove the covering or shield temporarily to engage in certain activities that make wearing a covering or shield impracticable. These activities include:

1. Eating or drinking;
2. Communicating with an individual who is deaf or hard of hearing;
3. Communicating with an individual who has a disability, medical condition, or mental health condition that makes communication with that individual difficult while wearing a face covering;
4. Participating in activities where the face covering would get wet; and
5. Receiving a service, such as a nursing or medical service, which would be difficult or impossible to perform with a face covering;
6. Children engaged in rest time or sleeping.

Pre-Kindergarten Through Grade 12

Staff working alone. Staff may temporarily remove face coverings when working alone (such that social distancing is maintained), including when alone in an office, classroom, school vehicle, cubicle with walls or barriers (including plexiglass) that are at least face level, or other enclosed work area.

Temporary removal permitted when a face covering or a face shield is impracticable. Any person who is in a school building or office may temporarily remove a face covering or face shield in the following situations, provided that social distancing of at least six feet (or more, if specified below) is maintained, to the extent possible:

1. When eating or drinking;
2. When playing musical instruments that make wearing a face covering difficult or impracticable, provided that six feet of social distancing is maintained, to the extent possible;

3. When asked to remove the covering for identification purposes, such as when a person enters a school building during the school day and a staff member asks the person to remove the face covering briefly for the purposes of verifying the person's identity;
4. When communicating with an individual who is deaf or hard of hearing or who has a disability, medical condition, or mental health condition that makes communication with a face covering difficult;
5. When participating in activities, such as swimming or showering, that would cause the face covering to become wet; and
6. When receiving a service – including nursing, medical, or personal care services – that cannot be performed or would be difficult to perform when the individual receiving the service is wearing a face covering.

WHEN FACE SHIELDS ARE PERMITTED AS AN ALTERNATIVE TO FACE COVERINGS

Students: A student who does not qualify for a specific exemption may use a face shield as an alternative to a face covering if:

1. The student is unable to tolerate a face covering due to a developmental, behavioral, or medical condition; or
2. A face covering would interfere with religious attire that is worn as part of a sincerely held religious belief.

Employees: An employee who does not qualify for a specific exemption may use a face shield as an alternative to a face covering with approval from an administrator if:

1. The employee is a teacher and a face covering would impede the educational process.
2. The employee is a staff member who is providing direct student support services and a face covering would interfere with the services that are being provided;
3. The employee has a disability or medical condition that prevents the employee from wearing a face covering
4. A face covering would interfere with religious attire that is worn as part of a sincerely held religious belief; or
5. A face covering would create a job hazard for the employee or others, if approved by an administrator based on local, state, or federal laws, requirements, or workplace safety and health standards and guidelines

Visitors: A visitor may use a face shield as an alternative to a face covering if:

1. The visitor states that he or she cannot wear a face covering due to a medical condition, mental health condition, or disability; or
2. A face covering would interfere with religious attire that is worn by the visitor as part of a sincerely held religious belief.

PROCEDURES FOR DETERMINING WHETHER AN EXEMPTION APPLIES OR WHETHER AN INDIVIDUAL MAY WEAR A FACE SHIELD INSTEAD OF A FACE COVERING

Students: If a parent states that a student who is otherwise required to wear a face covering under these procedures is exempt from wearing a face covering because the student cannot wear a face covering or cannot safely wear a face covering due to a medical condition, mental health condition, or disability, or if the parent states that a student is unable to tolerate a face covering because of a developmental, behavioral, or medical condition, the District will require the parent to submit documentation from a medical authority that the student has such a condition or disability and needs to be exempted from wearing a face covering. The documentation from the medical authority must also state whether the student can wear a face shield.

Exception: The District will not require a parent to submit documentation from a medical authority if the District already has reliable information showing that the student cannot wear a face covering or cannot safely wear a face covering due to a medical condition, mental health condition, or disability, or if the District already has reliable information showing that the student is unable to tolerate a face covering because of a developmental, behavioral, or medical condition.

Religious reasons: The District will not require documentation if a parent states that a face covering would interfere with religious attire that is worn by the student as part of a sincerely held religious belief. However, the District may consider whether the student wore the same or similar religious attire before the COVID-19 pandemic began. The District and the parent may also explore other options that balance the student's sincerely held religious beliefs with safety needs.

Determination. In determining whether a student is exempt from wearing a face covering, the District will consider the parent's request, any documentation the District receives from a medical authority, and all reliable information in the student's educational records. The District may also consider and give weight to the knowledge of certified staff members who have taught or worked with the student.

If the District determines that the student is exempt from wearing a face covering or is unable to tolerate a face covering because of a developmental, behavioral, or medical condition, the District will determine whether the student can wear a face shield.

If the District determines that the student who is otherwise required to wear a face covering under these procedures is unable to wear a face covering or a face shield because of a medical condition, mental health condition, or disability, the District will consider other options for reducing the potential spread of COVID-19. Such options may include, but are not limited to, using plexiglass barriers around the student's desk, maintaining more than six feet of physical distance from the student, and providing PPE for staff members who work with the student.

If the student has an IEP or Section 504 Plan, the IEP team or Section 504 team is responsible for determining the appropriate placement for the student and any accommodations or supports that may be necessary based on the student's disability. In determining the appropriate placement for the student, the IEP team or Section 504 team should consider the student's individual educational needs and all relevant

information, including, but not limited to, whether the student's presence at school, without a face covering or face shield, would create a direct threat of harm to the student or others.

Employees: If an employee who is otherwise required to wear a face covering under these procedures claims to be exempt from wearing a face covering, the District will require the employee to submit documentation from a medical authority stating that the employee cannot wear a face covering or cannot safely wear a face covering due to a medical condition, mental health condition, or disability.

Exception: The District will not require an employee to submit documentation from a medical authority if the District already has reliable information showing that the employee cannot wear a face covering or cannot safely wear a face covering due to a medical condition, mental health condition, or disability.

Religious reasons: The District will not require documentation if an employee states that a face covering would interfere with religious attire that is worn by the employee as part of a sincerely held religious belief. However, the District may consider whether the employee wore the same or similar religious attire before the COVID-19 pandemic began. The District and the employee may also explore other options that balance the employee's sincerely held religious beliefs with safety needs.

Determination. In determining whether an employee is exempt from wearing a face covering because of a medical condition, mental health condition, or disability, the District will consider the employee's request, any documentation the District receives from a medical authority, and all reliable information the District maintains about the employee.

1. If the District determines that the employee has or may have a disability, the District will engage in an interactive process with the employee.
2. If the District determines that the employee is unable to wear a face covering or a face shield because of a medical condition, mental health condition, or disability, the District will consider other options for reducing the potential spread of COVID-19. Such options may include, but are not limited to, using plexiglass barriers around the employee's work area and maintaining more than six feet of physical distance from others.
3. The District is not required to create a remote work assignment, to create a light duty position, or to excuse an employee from performing the essential functions of the job.

Visitors: If a visitor is not wearing a face covering while in a building that is owned, leased, or operated by the District, a staff member will inform the visitor of the face covering requirement and, if available, offer a face covering and request that the visitor put it on. If the visitor refuses and claims that he or she is entitled to an exemption from the face covering requirement, the staff member will contact an administrator to determine whether the visitor should be permitted in the building or should be required to leave. Visiting a building that is owned, leased, or operated by the District is a privilege, not a right. Based on the risk of harm that a visitor without a face covering or face shield creates when students and staff members are present for educational purposes, including the risk of a widespread outbreak that could close a school, building administrators and other school officials may require a visitor to leave the premises if the visitor refuses to wear a face covering or face shield. If the visitor refuses to leave, the school official, or a designee, should contact law enforcement.

School Board Meetings: Face coverings are generally required at school board meetings, regardless of where the meetings are held. If a person asserts that he or she cannot wear a face covering or cannot safely wear a face covering due to a medical condition, mental health condition, or disability, the District will seek to accommodate the person by allowing the person to wear a face shield. If the person refuses to wear a face shield, the District may seek to accommodate the person by allowing the person to watch the meeting from a remote location. Individuals are encouraged to contact the superintendent's office at least twenty-four hours in advance of a school board meeting if they want the District to establish a separate remote location for the person to view the meeting.

COMPLIANCE

Access to Face Coverings: To the extent practicable, the District will maintain an extra supply of face coverings for students and employees who forget to bring them.

Compliance with dress code: All face coverings must comply with the District's dress code requirements for clothing. Face coverings may not promote or contain images of items that are illegal for minors or items that minors are prohibited from possessing on school property. Additionally, face coverings must not contain images or messages that are: (1) vulgar; (2) obscene; (3) threatening; (4) incite violence; or (5) reasonably likely to create a material and substantial disruption at school. The District's dress code policy may not be interpreted to prohibit the wearing of any face covering or shield required under these procedures. To the extent that any conflict exists between the two policies, these procedures controls.

No bullying or harassment: No student, employee, or visitor may wear a face covering that violates any District procedure, including, but not limited to, the District's procedure prohibiting bullying and the District's policies prohibiting harassment and other forms of discrimination based on protected class status. Additionally, no student, employee, or visitor may bully, unlawfully harass, or unlawfully discriminate against any student or employee because the student or employee is wearing a face covering or a face shield, or is exempt from wearing a face covering or a face shield.

Discipline of Students: These procedures support the reasonable school board regulation of universal masking. Any student not specifically exempted from these procedures who willfully violates this regulation is subject to discipline. The District will administer such discipline in accordance with the Student Citizenship Handbook and the Minnesota Pupil Fair Dismissal Act.

Discipline of Employees: These procedures support the reasonable school board regulation of universal masking. Any staff member not specifically exempted from these procedures who willfully violates this regulation will be considered insubordinate and is subject to discipline.

Legal References:

CRC January 29, 2021 Order: Requirement for Persons to Wear Masks While on Conveyances and at Transportation Hubs

Cross References:

Policy 504 (Student Dress and Appearance)

Other References

MDE Best Practice Recommendations for COVID-19 Prevention in Schools for the 2021-22 School Year

CDC Interim Public Health Recommendations for Fully Vaccinated People

CDC Your Guide to Masks

MDH Recommendations for Wearing Masks

MDH Masking Recommendations for Child Care: COVID-19

Northfield Public Schools COVID-19 Safety Measures Addendum 2021-22

Minnesota State High School League-Governed Activities

Last updated 08.19.2021

Note: These guidelines are subject to change without advance notice. This addendum to the district's COVID-19 safety measures only applies to Minnesota State High School League activities.

Why do we have special guidelines for MSHSL activities? MSHSL activities are optional but also impact the school day. Because these activities are interscholastic, an effort to provide a similar set of expectations across schools is desirable. The district's universal masking safety measure during the school day is intended to prioritize in-person learning and to protect against school day transmission.

The district [will use and interpret the MSHSL guidelines](#) as a basis for its COVID-19 safety plans.

Masking: the district has adopted a universal indoor masking requirement. It will be applied to Minnesota State High School League activities in this way:

- Outdoor activities: no masking required
- Indoor activities
 - Students will wear a face mask indoors unless they are actively engaged in an athletic drill, scrimmage, performance, or competition. Students may choose to wear a face mask during an athletic drill, scrimmage, performance, or competition.
 - Coaches, staff, and officials will wear a face mask at all times indoors
 - Spectators are strongly recommended to wear face masks.

Quarantine: It is probable that a student could be quarantined after an indoor exposure to a positive COVID-19 case if they are considered a close contact (within six feet for 15 or more minutes) unless:

- The close contact was vaccinated OR
- Both parties were wearing a face mask at the time of exposure

Testing: Unvaccinated students are strongly encouraged to take a COVID-19 test once per week. Testing will be available through the activities office.

The district will work with the Minnesota Department of Health's sports division to determine if an athletic team's season needs to pause due to a COVID-19 outbreak.



Northfield Elementary Portage Online

Student Handbook 2021-2022

Northfield Portage Online School (K-5)
201 Orchard Street South
Northfield, MN 55057
507.645-1201 (Main Office)
612-695-2139 (Attendance line, call or text)

Director: Daryl Kehler dkeehler@northfieldschools.org

www.northfieldschools.org

Northfield Public Schools: Our Vision

We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

Northfield Public Schools: Our Mission

We deliver educational excellence that empowers all learners to engage in our dynamic world.

Beliefs

- **Public Education**
We believe that public education is the foundation of our democratic republic.
- **Learning**
We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a lifelong, multi-faceted process that involves more than academics.
- **Decision-Making**
We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.
- **Shared Responsibility**
We believe that education is the collective responsibility of our students, families, schools and communities.
- **Learning Environment**
We believe that everyone in our schools has the right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.
- **Diversity**
We believe that all learners have a right to equitable access to educational opportunities.

Strategies

- **Quality Education**
We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- **Climate**
We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- **Curricular Outcomes**
We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- **Stewardship**
We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- **Communication/Partnerships**
We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- **Diversity**
We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

<u>Ongoing Priorities</u>	<u>Near-Term Priorities</u>
<ul style="list-style-type: none">● Prioritize recruiting and retaining diverse staff.● Robust core subject instruction.	<ul style="list-style-type: none">● Building and fostering relationships - commitment to social/emotional health for all.● Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.● Spaces that are modern, innovative, creative and flexible.● Equitable opportunities and support for all career and college paths.

WELCOME TO NORTHFIELD PUBLIC SCHOOLS

This handbook has been designed to be helpful in answering questions about Northfield Portage Elementary policies and procedures. This handbook is not an all-inclusive list of rules but rather an outline of expectations and procedures that assist in the operation of the school.

We welcome and encourage you to communicate with us at school. We look forward to working together with students and parents/guardians to give the students an opportunity to be successful in their education.

Our best wishes are for a productive, positive school year.

MISSION STATEMENT

The Portage program will prepare every student for lifelong success through customized access to an education designed to meet the unique interests and abilities of every enrolled student resulting in measurable student engagement and academic growth.

2021-2022 NORTHFIELD ELEMENTARY PORTAGE STAFF/ADMINISTRATION

Visit the [Northfield Staff Directory](http://northfieldschools.org) at northfieldschools.org to contact staff.

Northfield Public Schools 2021-2022 School Calendar

Approved by the School Board
March 9, 2020
Revised June 14, 2021

July 2021							July							January 2022							January																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Su	M	Tu	W	Th	F	Sa																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							

School Cancellation Procedures:

On the third and subsequent full day closures, the e-Learning day procedures will be implemented. The latest district e-Learning day guidelines can be found online at: <https://northfieldschools.org/parents/school-closures/>

	Holidays, No School		Holidays
	No School		Kickoff Family Conferences
	No School, Teacher Preparation or Staff Development Days		

Student Days:

Term 1: 40 days
Term 2: 47 days
Term 3: 39 days
Term 4: 47 days
TOTAL: 173 days

Summary:

173 student contact days
11 non-student contact days
3 contract days off calendar (3 conferences)
TOTAL: 187 contract days
87 days - first semester; 86 days - second semester

**NORTHFIELD PUBLIC SCHOOLS
2021-2022 Calendar**

Approved by the school board on March 9, 2020
Revised by the school board on June 14, 2021

New Teacher Inservice

Aug. 24 New SpEd & New/Returning from Leave Elementary Teachers
Aug. 25 - 26 All New Teacher Inservice

Teachers Back-to-School Workshop Week

Aug. 30 - Sept. 2 Staff Development Days
Sept. 3 Teacher Preparation Day

Sept. 6 **No School.** Labor Day
Sept. 7 - 8 Family Conferences
Sept. 9 First Day of School. Beginning of 1st Quarter

Oct. 21 - 22 **No School.** Fall Break (MEA)
Oct. 25 School Resumes

Nov. 5 End of 1st Quarter (40 days)
Nov. 8 **No School.** Teacher Preparation Day
Nov. 9 School Resumes. Beginning of 2nd Quarter
Nov. 24 - 26 **No School.** Thanksgiving Break

Dec. 23 - Dec. 31 **No School.** Winter Break

Jan. 3 School Resumes
Jan. 17 **No School.** Dr. Martin Luther King Jr. Birthday
Jan. 27 End of 2nd Quarter (47 days); End of First Semester (87 days)
Jan. 28 **No School.** Teacher Preparation Day
Jan. 31 School Resumes. Beginning of 3rd Quarter and Second Semester

Feb. 21 **No School.** Presidents Day. Staff Development Day

March 7 - 11 **No School.** Spring Break

April 1 End of 3rd Quarter (39 days)
April 4 **No School.** Teacher Preparation Day
April 5 School Resumes. Beginning of 4th Quarter

May 30 **No School.** Memorial Day

June 5 Graduation
June 9 **Last Day of School.** 2-hour early dismissal
 End of 4th Quarter (47 days); End of Semester (86 days)

School Cancellation Procedures for 2021-2022

- If two (2) days are canceled, no make-up days for students or teachers.
- On the third and subsequent full day closures, the e-Learning Day procedures will be implemented. Students receive e-Learning day instructions for learning at home on these days from their school and teacher(s). The latest [district e-Learning day guidelines](#) can be found online.

Daily Elementary School Schedule

Elementary students will participate in both synchronous and asynchronous lessons each day with their Portage teacher. Students will be marked in attendance when they participate in daily Zoom meetings with their teachers and/or submit their daily assignments. Alternate arrangements that deviate from this attendance expectation will be reviewed on a case by case basis.

Teachers will follow the Northfield Public School District curriculum guidelines for core subject areas, including Literacy, Math, Social Studies, Science, Health, Social Emotional Learning, Physical Education, Art and Music.

Teachers design lessons to provide two to four hours (depending on grade level) per day of student engagement. Students who are not able to engage in synchronous Zoom meetings according to the class schedule will be managed on a case-by-case basis. Elementary Portage students begin each day with a synchronous morning meeting, followed by off screen activities, small group or individual instruction and/or additional class meetings. The program is committed to a balance of on-and off-screen time. Use of hands-on materials and active learning lessons ensure that students are up, moving, and off of their screens throughout the day. Additionally, when students are using the screen, the focus is on active uses of the device (creation, collaboration, etc.) versus the passive use (e.g. viewing a video).

Parents, teachers and students use Seesaw as the platform for receiving and submitting daily activities and assignments.

Elementary Portage teachers are required to meet with their students each day via Zoom. A daily schedule is posted in Seesaw with the required lessons and activities clearly identified. Families needing second language support are provided the daily schedule in their home language. Teachers incorporate the following best practices to build strong student teacher relationships:

- Synchronous meetings
- In-person meetings (sledding, park visits)
- Monthly Portage pickups (see supplies section)
- In-person field trips or virtual field trips
- Open discussion, play, lunch bunch groups
- Morning meetings
- Individual meetings with students
- Student/Teacher Zoom chats
- Family and home life is part of the virtual environment (both teacher and student)
- Check and connect in person or via google form with follow up
- Any needed behavior modifications are developed in partnership with the family and are introduced and practiced in an individual meeting between the teacher and student

Teacher Communication Window:

7:30 a.m. - 3:30 p.m. Monday through Friday

Links to Staff Directory

northfieldschools.org/directory

ATTENDANCE INFORMATION

Parents or Guardians of a student who will not be in school should call/text every day of absence to the Attendance Office Assistant: **612-695-2139**

If an absence is anticipated, call the attendance line prior to the absence. It is believed that elementary students benefit from continuity in their educational program.

Excused absences or tardies require parental communication with the school on or before the day of absence or tardiness. If such communication takes place, the following shall be considered an excused absence.

- A. Ill – flu, cold/cough, headache, strep throat, etc.
- B. Family emergency/special events – accident, funeral, wedding, educational family trip
- C. Childhood diseases
- D. Doctor/dental appointments that cannot be made outside of school hours
- E. Taking child home at the request of the school

Unexcused absences or tardies:

- A. No parental communication with school
 - B. Sleeping in
 - C. Suspension from school
1. A letter of concern will be sent to the parents of any student who has three unexcused absences or six tardies, or excused absences that are negatively affecting the students' classroom achievement. Four (4) unexcused tardies will be considered one (1) unexcused absence.
 2. A letter will be sent to parents requesting a meeting with the principal, nurse, social worker, and teacher to discuss their student's attendance when the student has five unexcused absences or ten tardies or excused absences that are negatively affecting the student's classroom achievement.
 3. Since unexcused absences, tardies or excused absences can negatively affect the student's classroom achievement, should they continue after a meeting with staff and parents/guardians, a follow up by the District Truancy Coordinator will take place. If appropriate, an educational neglect report will be filed with the County Social Services.

Please try to schedule dentist, orthodontist, and doctor appointments outside of school hours. Although the instruction will take place virtually, planning appointments during days when school is not in session will help ensure minimal loss of instructional time for your student.

GENERAL STUDENT INFORMATION SCHOOL POLICIES, PROCEDURES, SERVICES AND PROGRAMS

ACCEPTABLE USE POLICY FOR THE NETWORK/INTERNET/E-MAIL SYSTEM

Student use of technology and the Internet is governed by [district policy 524-2](#).

ACCESS TO STUDENT RECORDS

The law allows the parent or guardian to inspect student school records. Any information believed to be inaccurate, incomplete, or unnecessary may be challenged. In most instances information in a student's cumulative record has been originally submitted by the classroom teachers or discussed at parent/teacher conferences. Requests to see student records should be directed to the building director.

Information concerning students and their family is confidential. Professional staff who work with the student are allowed access and must sign a review sheet in the cumulative folder.

AFTER SCHOOL ACTIVITIES

Transportation is not provided for non-school activities such as music, dance lessons, scouts, church activities, etc.

ASSESSMENT

Teaching involves constant evaluations of students so that learning activities may be appropriate to their needs, interests, and abilities. Evaluation provides the basis of determining student readiness for certain learning experiences and the growth resulting from previous learning experiences. The two procedures most frequently used in evaluation are behavioral observations and testing.

The district's elementary teachers constantly carry on the process of checking learning through direct observation. Many insights are gained by observing each student's vocabulary, ability to express thoughts and ideas, interests, ability to think quantitatively, physical development, motor skills, values, social skills, and emotional qualities. These characteristics are essential to planning successful learning experiences.

The Minnesota Comprehensive Assessment tests are also given in grades 3, 4 and 5. (Please see the Appendix for the parent/guardian guide to statewide testing.) You may contact Director of Instructional Services, Hope Langston, at hlangston@northfieldschools.org with any questions.

BAND

Membership in band is available to students in the fifth grade when they are physically mature enough to play the instruments and space is available in the home school program. A high percentage of the students take advantage of this activity. Individual and group instrumental instruction, as well as band practice, is provided each week. The student would attend in person classes in their neighborhood school.

BIRTHDAY INVITATIONS

Building a strong sense of community is an important part of a successful school year. Teachers work hard at building inclusive classrooms. The practice of students passing out birthday party invitations to some (or certain) classmates while excluding others negatively impacts our efforts at building strong inclusive classrooms.

BULLYING PROHIBITION

Bullying is defined as behavior that is:

- Intimidating, threatening, abusive or hurtful conduct

- Objectively offensive
- Involves an imbalance of power and is repeated, or materially and substantially interferes with a student's education or ability to participate in school activities

Any act of bullying or cyberbullying is strictly prohibited as defined in School District Policy 514. Students and/or families should report instances of bullying as outlined above to the building principal. While not required, [the use of this form](#) is encouraged to assist in a prompt investigation.

CHOIR

The elementary choirs welcome participation by any student in fourth and fifth grade if space is available in the home school program. No auditions are necessary to join. The choir program promotes advancement of vocal techniques and performance skills. Group cooperation and the opportunity for solo performances are added features of the program. Each elementary school has its own 4th and 5th grade choir. The two groups perform in the schools and community throughout the school year. The student would attend in person classes in their neighborhood school.

CITIZENSHIP

Schools, like families, need a few basic rules to ensure that each student's rights are respected. Please refer to the **Student Citizenship Handbook**.

COMMUNICATION BETWEEN SCHOOL AND HOME

School staff have a commitment to good communication between school and home. If a child is having difficulty at school, parents are encouraged to contact the classroom teacher. The social worker and director are also available to help resolve a problem that your child might encounter at school. You may contact any of these people by emailing or placing a phone call to the school office.

COMMUNITY EDUCATION

Community Education is a division of the Northfield Public Schools dedicated to lifelong learning, citizen involvement and the maximum use of school and community resources and facilities. Programs and services include early childhood family education, early childhood screening, Hand in Hand Preschool, early childhood initiative coalition, the Ventures programs for children, youth development and youth service, the Connected Kids Mentoring Project, volunteers in schools, recreation, adult basic education, adult enrichment, parent education programs, Project ABLE for adults with disabilities and community relations. For more information visit us at the school district website www.northfieldschools.org.

504 PLAN

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities by school districts receiving federal financial assistance. Section 504 protects students from discrimination based upon their disability. A person is handicapped under the definition of 504 if he/she: 1.) Has a physical or mental impairment which substantially limits one or more of such a person's major life activities; 2.) Has a record of such an impairment; or 3.) Is regarded as having such an impairment. "Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

When a condition significantly limits a major life activity, an accommodation plan must be developed for that student. These services are determined by a team of educators with the parents and sometimes the student. For more information on the Northfield District Section 504 Plan, contact Dr. Cheryl Hall, 504 Coordinator at 645-3410.

DRESS POLICY FOR STUDENTS

Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the students' health and safety, is sexually suggestive by words, pictures or appearance; exhibits profanity, or interferes with the educational environment of the school or the classroom, or causes undue distraction in the classroom. Clothing with lewd or vulgar expressions, with expressions which are sexually or racially offensive, or which advertises products that are illegal for minors or prohibited on school property will not be allowed during school hours and/or at school events, this includes virtual settings and background images.

Any students who feel offended by an individual's dress may report that concern to a staff member or to school administration. Students who dress inappropriately will be subject to student discipline procedures.

FIELD TRIPS

Occasionally a student's teacher will extend classroom instruction and concepts through a field trip experience. Most, if not all, the field trips are optional. The teacher will provide rationale for the trip and request that permission slips be signed by the parent/guardian. No student is allowed to participate without written parental permission.

HARASSMENT-FREE LEARNING ENVIRONMENT (HUMAN RIGHTS/TITLE IX)

The Northfield School District takes Human Rights complaints (including Title IX complaints) seriously. Students are responsible for maintaining an environment free from harassment, intimidation and abuse. Students are also responsible to report incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware. School Board Policy 413 and its associated procedures and School Board Policy 522 govern the process for addressing these complaints.

Such reports should be made to:

Molly Viesselman

Director of Human Resources, Human Rights Officer/Title IX Coordinator, Northfield Public Schools
1400 Division Street S., Northfield, MN 55057

Phone: 507.663.0600

Email: mviesselman@northfieldschools.org

While not required, [individuals can make complaints using this form](#).

HOLIDAYS

Traditional holidays, such as Halloween, Thanksgiving, winter holidays around the world, and Valentine's Day, may be observed in the classrooms and used as learning experiences. Any questions you may have regarding this policy should be referred to the program director.

LOW COST HEALTH INSURANCE FOR FAMILIES

Thousands of Minnesota families are eligible for low cost health insurance under Minnesota Care. Enacted by the Legislature the plan is open to families who meet certain income guidelines. To be eligible for Minnesota Care, an individual must meet the following criteria.

- Have gross income that does not exceed 275 percent of the federal poverty guidelines (FPG) for families and children (\$58,308 for a household of four), and 200 percent of FPG for adults without children (\$20,808 for a household of one and \$28,008 for a household of two). Parents with annual gross incomes over \$50,000 are ineligible, whether or not they otherwise meet the 275 percent of FPG standard; this income cap does not apply to pregnant women and minor parents.

- Have assets that do not exceed \$10,000 for a household of one and \$20,000 for a household of two or more, after certain exclusions. This asset standard does not apply to pregnant women and children.
- Not have access to employer-subsidized health care coverage, and not have had access to this coverage through the current employer for 18 months prior to application or renewal. This requirement does not apply to children with incomes that do not exceed 150 percent of FPG and certain other children.
- Have no health care coverage at the time of application and for four months prior to application or renewal. Children with incomes that do not exceed 150 percent of FPG and certain other children considered to be “underinsured” are exempt from this requirement.
- Be a resident of Minnesota. Pregnant women, families, and children must meet the residency requirements of the Medical Assistance (MA) program; adults without children must satisfy a 180-day residency requirement.
- Since September 1, 2006, certain General Assistance Medical Care applicants and recipients have been enrolled in Minnesota Care as adults without children and are exempt from premiums and certain eligibility criteria until six-month renewal.

Enrollment cost for the plan is based on a sliding scale according to income. It covers doctor services, clinic services, routine dental care, prescriptions, immunization, outpatient lab and x-ray services, vision care and glasses; home care services and certain outpatient mental health services. Hospital in-patient services are not covered.

More information and/or applications are available through the school social worker or call toll-free: 1-800-657-3672, and ask for Minnesota Care.

MEALS

Portage students attending on-site classes may purchase meals when in school during meal times. Contact Daryl Kehler, Portage Director, for additional information. ~~Our free meal program has been extended through the end of the school year 2021-22, as provided by the United States Department of Agriculture. All students enrolled in the school district for on-site learning can receive free breakfast and lunch every day.~~

~~Milk is included in the price of a breakfast and lunch meal. Students who take milk only at meals will be charged \$0.50 per carton.~~

~~Even though all students will be receiving free meals during this time, it is **very important** that you complete the meal benefit application if your family has been approved in the past or if you feel your family may qualify for these benefits. Our schools receive funding to support students based on the number of families that qualify for free or reduced meals. You may also receive reduced rates for fee based activities.~~

ORCHESTRA

The elementary orchestra is open to all fourth and fifth graders if space is available in the home school program. Students will be playing violin, viola, cello, or string bass. The orchestra rehearses twice each week throughout the school year, and performs at various times and locations during the year. Orchestra members receive one lesson each week. The student would attend in person classes in their neighborhood school.

PARENT INVOLVEMENT/PTO

There are a number of ways for parents to become involved with their child's virtual school. Being a parent volunteer is probably the most active way to become involved. Please complete [the online form](#) if you are interested in volunteering with Portage.

All parents are members of our Parent/Teacher Organization (PTO). Meetings will be held during the year to discuss areas of interest. An agenda will be published and all parents are welcome to attend. The goal of the PTO is to support schools through parent involvement.

PTO Purposes:

- Advisory capacity to school administrative staff.
- Forum for discussion of school policies/procedures.
- Vehicle for communication of school program/curriculum to parents.
- Promotion of all parent or student programs/activities.
- Identifying and communicating needs to the community.
- Not a forum for discussion of personnel issues.

REPORTING TO PARENTS

Report Cards are sent home after each semester. The main purpose of these report cards is to give parents information on whether or not their child is progressing appropriately. Parents are invited to attend individual student conferences two times during the year.

SCHOOL RULES

The Elementary Portage Online strives to provide an environment that abides by the following expectations.

- Treat others kindly
- Follow the directions of the adult in charge
- Welcome new people and ideas

Classroom rules are also established and communicated to students and families.

SPECIAL SERVICES

Special supportive services are provided to teachers, parents, and students whenever needed to help a child educationally. Supportive services are provided by the school nurse, and the special education department, which consists of speech therapists, an occupational/ physical therapist, a psychologist, resource teachers for the learning disabled and mentally impaired, a social worker, a behavior specialist, and a consultant for hearing or visually impaired.

If at any time parents or school personnel feel that a student is having problems that are interfering or may in the future interfere with the student's progress in school, the school will assess the problems to determine how to best meet the student's needs. Parents may initiate an assessment by contacting the program director or classroom teacher. When school personnel wish to initiate an assessment, parents will be informed that a referral is being made.

STUDENT ACTIVITIES/CELEBRATIONS

Elementary Portage Online may have some activities and celebrations in person throughout the school year. These activities are optional, but provide some socialization opportunities that are important to the development of elementary students.

STUDENT SUPPORT TEAM

Mission

To receive referrals from any person who has identified a student as at-risk for academic, social, emotional, or behavioral problems. To initiate comprehensive and coordinated services for such students. To serve as a resource for families of those students and for the staff who work with them. To address appropriate program and policy issues, especially those related to students' non-academic concerns (e.g. attendance, limited access, mandatory reporting).

Responsibilities:

- To be an access point for concerned persons to refer at-risk students.
- To assure that, within the team, the exchange of ideas and concerns will occur on an open, yet confidential, basis.
- To determine appropriate resources for referred students and to develop an action plan to meet their needs.
- To implement the action plan, provide feedback to the person who initiated the referral, and monitor follow-up.
- To refer appropriate students to the Special Education Referral Review Team and provide the referral form to the regular education teacher.
- To identify and address program and policy issues which affect the student group served by the team.

SUPPLIES

The school furnishes all necessary texts and workbooks for students as required by law. Students will be provided with an ipad, stylus, and keyboard; however they may use their own device if preferred.

TECHNOLOGY USE

Student use of technology and the Internet is governed by [district policy 524-2](#) regarding use of technology and telecommunications systems.

TITLE I

Title I is part of the federal Improving America's School Act that supports state and local reform of teaching and learning carried out under Every Student Succeeds Act (ESSA). The emphasis is on high academic standards with aligned curriculum, assessment, and professional development. This program is an important part of Minnesota's Basic Skills and Graduation Standards reform movement.

VISITOR POLICY

We welcome visitors in our virtual environment, however please obtain prior approval from the class teacher and/or administration before having a visitor join your Zoom or other virtual activity.

VOLUNTEERS

Parents and community members are always encouraged to apply as an employee or volunteer at their student's school and/or with the Northfield Public Schools. Volunteers provide a valuable service to students and staff. Minnesota Statute requires a school hiring authority to request a criminal history background check

on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid. Parents and community members who volunteer on a regular basis must complete a background check each school year before serving students affiliated with Northfield Public Schools.

WELLNESS

The district's [child nutrition webpage](#) hosts wellness policy information and resources for parents.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academic standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening, and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

Posted May 2019



Northfield Secondary Portage Online

Student Handbook 2021-2022

1400 Division Street South
Northfield, MN 55057
Main Office: 507.645.1201
Attendance Line: 612-695-2139
Fax: 507.645.1250

Principal: Daryl Kehler

www.northfieldschools.org

Northfield Public Schools: Our Vision

We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

Northfield Public Schools: Our Mission

We deliver educational excellence that empowers all learners to engage in our dynamic world.

Beliefs

- **Public Education**
We believe that public education is the foundation of our democratic republic.
- **Learning**
We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a lifelong, multi-faceted process that involves more than academics.
- **Decision-Making**
We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.
- **Shared Responsibility**
We believe that education is the collective responsibility of our students, families, schools and communities.
- **Learning Environment**
We believe that everyone in our schools has the right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.
- **Diversity**
We believe that all learners have a right to equitable access to educational opportunities.

Strategies

- **Quality Education**
We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- **Climate**
We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- **Curricular Outcomes**
We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- **Stewardship**
We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- **Communication/Partnerships**
We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- **Diversity**
We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

<u>Ongoing Priorities</u>	<u>Near-Term Priorities</u>
<ul style="list-style-type: none">● Prioritize recruiting and retaining diverse staff.● Robust core subject instruction.	<ul style="list-style-type: none">● Building and fostering relationships - commitment to social/emotional health for all.● Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.● Spaces that are modern, innovative, creative and flexible.● Equitable opportunities and support for all career and college paths.

WELCOME TO NORTHFIELD SECONDARY PORTAGE

This handbook has been designed to be helpful in answering questions about the Northfield Secondary Portage program, policies, and procedures. This handbook is not an all-inclusive list of rules but rather an outline of expectations and procedures that assist in the operation of the school.

We welcome and encourage you to communicate with us at school. We look forward to working together with students and parents/guardians to give the students an opportunity to be successful in their education.

Our best wishes are for a productive positive school year.

MISSION STATEMENT

The Portage program will prepare every student for lifelong success through customized access to an education designed to meet the unique interests and abilities of every enrolled student resulting in measurable student engagement and academic growth.

2021-2022 NORTHFIELD SECONDARY PORTAGE STAFF/ADMINISTRATION

Visit the [Northfield Staff Directory](https://northfieldschools.org) at northfieldschools.org to contact staff.

Northfield Public Schools 2021-2022 School Calendar

Approved by the School Board
March 9, 2020
Revised June 14, 2021

July 2021	July	January 2022	January
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
4 5 6 7 8 9 10	4 Independence Day	2 3 4 5 6 7 8	1 New Year's Day
11 12 13 14 15 16 17	5 Independence Day Holiday	9 10 11 12 13 14 15	3 School Resumes
18 19 20 21 22 23 24		16 17 18 19 20 21 22	17 No School, Dr Martin Luther King Jr Day
25 26 27 28 29 30 31		23 24 25 26 27 28 29	27 End of Second Quarter
		30 31	28 No School, Teacher Preparation Day
			31 School Resumes; Beginning of Third Qtr
August 2021	August	February 2022	February
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
1 2 3 4 5 6 7		6 7 8 9 10 11 12	
8 9 10 11 12 13 14		13 14 15 16 17 18 19	
15 16 17 18 19 20 21	24 New SpEd/Elem Inservice	20 21 22 23 24 25 26	21 No School; Staff Development Day
22 23 24 25 26 27 28	25-26 New teacher Inservice	27 28	Presidents Day
29 30 31	30-31 Staff Development Days		
September 2021	September	March 2022	March
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
5 6 7 8 9 10 11	1-2 Staff Development Days	6 7 8 9 10 11 12	
12 13 14 15 16 17 18	3 Teacher Preparation Day	13 14 15 16 17 18 19	7-11 No School; Spring Break
19 20 21 22 23 24 25	6 Labor Day	20 21 22 23 24 25 26	
26 27 28 29 30	7-8 Family Conferences	27 28 29 30 31	
	9 First Day of School/ Beginning of First Quarter		
October 2021	October	April 2022	April
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
3 4 5 6 7 8 9		3 4 5 6 7 8 9	1 End of Third Quarter
10 11 12 13 14 15 16		10 11 12 13 14 15 16	4 No School; Teacher Preparation Day
17 18 19 20 21 22 23		17 18 19 20 21 22 23	5 School Resumes; Beginning of Fourth Quarter
24 25 26 27 28 29 30	21-22 No School; Fall Break (MEA)	24 25 26 27 28 29 30	
31			
November 2021	November	May 2022	May
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
7 8 9 10 11 12 13	5 End of First Quarter	1 2 3 4 5 6 7	
14 15 16 17 18 19 20	8 No School; Teacher Preparation Day	8 9 10 11 12 13 14	
21 22 23 24 25 26 27	9 School Resumes	15 16 17 18 19 20 21	
28 29 30	24-26 No School; Thanksgiving Break	22 23 24 25 26 27 28	
		29 30 31	30 No School; Memorial Day
December 2021	December	June 2022	June
Su M Tu W Th F Sa		Su M Tu W Th F Sa	
5 6 7 8 9 10 11		5 6 7 8 9 10 11	5 Graduation
12 13 14 15 16 17 18		12 13 14 15 16 17 18	9 Last Day of School (2-hr early dismissal)
19 20 21 22 23 24 25	Dec 23-Dec 31 No School; Winter Break	19 20 21 22 23 24 25	
26 27 28 29 30 31	Dec 31 New Year's Day Holiday	26 27 28 29 30	

School Cancellation Procedures:

On the third and subsequent full day closures, the e-Learning day procedures will be implemented. The latest district e-Learning day guidelines can be found online at: <https://northfieldschools.org/parents/school-closures/>

	Holidays, No School		Holidays
	No School		Kickoff Family Conferences
	No School, Teacher Preparation or Staff Development Days		

Student Days:

Term 1: 40 days
Term 2: 47 days
Term 3: 39 days
Term 4: 47 days
TOTAL: 173 days

Summary:

173 student contact days
11 non-student contact days
3 contract days off calendar (3 conferences)
TOTAL: 187 contract days
87 days - first semester; 86 days - second semester

NORTHFIELD PUBLIC SCHOOLS 2021-2022 Calendar

Approved by the school board on March 9, 2020

Revised by the school board on June 14, 2021

New Teacher Inservice

Aug. 24 New SpEd & New/Returning from Leave Elementary Teachers
Aug. 25 - 26 All New Teacher Inservice

Teachers Back-to-School Workshop Week

Aug. 30 - Sept. 2 Staff Development Days
Sept. 3 Teacher Preparation Day

Sept. 6 **No School.** Labor Day
Sept. 7 - 8 Family Conferences
Sept. 9 First Day of School. Beginning of 1st Quarter

Oct. 21 - 22 **No School.** Fall Break (MEA)
Oct. 25 School Resumes

Nov. 5 End of 1st Quarter (40 days)
Nov. 8 **No School.** Teacher Preparation Day
Nov. 9 School Resumes. Beginning of 2nd Quarter
Nov. 24 - 26 **No School.** Thanksgiving Break

Dec. 23 - Dec. 31 **No School.** Winter Break

Jan. 3 School Resumes
Jan. 17 **No School.** Dr. Martin Luther King Jr. Birthday
Jan. 27 End of 2nd Quarter (47 days); End of First Semester (87 days)
Jan. 28 **No School.** Teacher Preparation Day
Jan. 31 School Resumes. Beginning of 3rd Quarter and Second Semester

Feb. 21 **No School.** Presidents Day. Staff Development Day

March 7 - 11 **No School.** Spring Break

April 1 End of 3rd Quarter (39 days)
April 4 **No School.** Teacher Preparation Day
April 5 School Resumes. Beginning of 4th Quarter

May 30 **No School.** Memorial Day

June 5 Graduation
June 9 **Last Day of School.** 2-hour early dismissal
 End of 4th Quarter (47 days); End of Semester (86 days)

School Cancellation Procedures for 2021-2022

- If two (2) days are canceled, no make-up days for students or teachers.
- On the third and subsequent full day closures, the e-Learning Day procedures will be implemented. Students receive e-Learning day instructions for learning at home on these days from their school and teacher(s). The latest [district e-Learning day guidelines](#) can be found online.

2021-2022 SECONDARY DAILY SCHEDULE

Learning Coaches and Content Tutors are available to schedule synchronous meetings anytime a student is in need of support. If a student remains on track, there are no required meetings and they are considered Level 1. If they start to fall behind, then the student is elevated to Level 2 and referred to the MTSS team. Then, the table below will apply depending on the level of support needed. The level of required synchronous meetings increases as a student demonstrates the need for increasing support to be successful in the Portage program. Content Tutor instruction is aligned to the specific needs of the class and/or individual students as identified in the courseware platform dashboard.

Student MTSS Tier	Monday	Tuesday	Wednesday	Thursday	Friday
Tier I - Making good progress	Learning Coach Synchronous Meeting for student success skills - required	Optional Content Tutor instruction	Optional Content Tutor instruction	Required Content Tutor instruction	Optional Content Tutor instruction
Tier II - Experiencing challenge in one or more courses	Learning Coach synchronous meeting for student success skills - required	Optional Content Tutor instruction	Required Content Tutor instruction	Optional Content Tutor instruction	Required Content Tutor instruction
Tier III - Experiencing multiple challenges in one or more courses	Learning Coach synchronous meeting for student success skills - required	Required Content Tutor instruction	Required Content Tutor instruction	Required Content Tutor instruction	Required Content Tutor instruction

Secondary SPED Student Schedule

The special education case manager works collaboratively with the family and general education teacher to develop a personalized program and schedule to meet the needs of each Portage student with direct and/or indirect IEP service minutes. Depending on the individual IEP goals, a student may receive synchronous one-on-one teaching from the special education teacher, via small group instruction, or from an educational assistant with supervision from the special education teacher.

IMPORTANT SCHOOL NUMBERS

24-HOUR ATTENDANCE LINE	612-695-2139
Main Office to contact principal or teachers	507-645-1201
Counselor for grades, transcripts	507-645-1201
High School Activities Office	507-663-0632

ATTENDANCE AND ENGAGEMENT INFORMATION

Attendance at school is a shared responsibility between the individual student, and his/her parents/guardians and the school. State law stipulates that it is the parent's/guardian's responsibility to ensure that their son/daughter attends school. The expectation is for parents/guardians to provide an honest reason for absence and the school determines whether a student's absence is excused or unexcused.

Attendance for Portage students consists of making regular and continuous progress in their coursework, following the pacing prescribed in the learning platform or communicating with staff. Students are expected to regularly engage with their learning coach which includes responding to emails within 24 hours, participating in check-in meetings as designated by the learning coach and updating the district if there is any change in contact information.

For a student to remain in good standing for attendance, they need to attend 5 of the 7 days each week. The days are flexible, however staff will be available Monday through Friday during the regularly scheduled school hours so please keep this in mind if assistance is needed. **Attendance counts as communication with a staff member or logging into Edgenuity.** The Portage Administrative Assistant will communicate the attendance with families a minimum of once per week if attendance criteria is not being met.

Absence Procedure

If a student must be absent for the day, the student's parent/guardian must call or text the Attendance Line at 612-695-2139 the day of the absence or earlier. The attendance line is available 24 hours a day for your convenience, however the office will respond within the school day hours. Absences must be excused within 24 hours or the absence may remain unexcused.

If the school and parent/guardian do not connect on the day of the absence, written communication from a parent/guardian will be accepted the next morning. Parents/guardians are encouraged to apply for an online access number to view their student's attendance record. See District website for more information on Family Access (northfieldschools.org).

Excessive Absences

Attendance for online learning programs is different from the traditional setting in that a student is expected to engage in the learning process which counts as attendance instead of being physically in a building. Below are the Participation Guidelines expected of students. If a student becomes disengaged from the learning, they will be referred to the Multi-tiered System of Supports (MTSS) team and their schedule will become more prescriptive to ensure proper support is provided for the student to be successful and making progress.

Participation Guidelines for Secondary Portage Students

- Check messages and emails daily - be active receivers of communication
- Five days per week log in to learning platform via the student portal

- Commit to the course requirements for meetings and expectations when enrolling in a Portage course
- Students who are not meeting participation guidelines will be referred to the MTSS team for additional support
- Frequency of family/student communication is determined by the need of individual students
 - Level 1 - students on track: as needed
 - Level 2 - students not on track: minimum weekly check in. These students may also use tutors and require daily communication. **Refer to the MTSS tier table.**

ATHLETIC AND ACADEMIC ACTIVITIES

All students are encouraged to participate in the athletic/academic programs and are eligible to participate while enrolled in the Northfield District. Please note that MN High School League eligibility requirements do apply. Please access the Activities Office Website [here](#) for more information.

Attendance Policy - Student Activities

In order to practice, rehearse, compete or perform in any NHS co-curricular activity, the student must be in attendance that day. All coaches/advisors are to explain this rule to the participants at the beginning of their season. Coaches/Advisors are expected to enforce this policy. If absences are not cleared by a parent/guardian, the absence will be considered unexcused.

Academic Eligibility Policy Adopted June, 2019

The purpose of this academic eligibility policy is to monitor, motivate and assist the students who participate in co-curricular activity programs, in order for the student to be academically successful. While the school's co-curricular programs are a vital part of the total education of our students, our primary mission is academics. Please reference the [Co-Curricular Handbook](#) for academic eligibility details.

ACADEMIC INFORMATION

COURSE STRUCTURE

Courses through Edgenuity are typically one semester (.5 credit) in length, although students can take year long or quarter length classes if needed. Each semester class is designed to take 90 hours to complete, this means students are expected to spend 3-4 hours per week per course actively engaged to stay on pace. Students' pace is individualized, but Portage staff will refer to the student's pacing frequently. This means the pace of a typical High School student, which amounts to completing the graduation requirements in four years. Once a student completes a course, they will be given the grade that is entered on the student's transcript and is used to determine cumulative grade point average and class rank.

MINIMUM CLASS LOAD

The Portage caseload is structured similarly to the traditional high school schedule. To be considered a full time student, a student will be scheduled for a minimum of 5 courses in Edgenuity per semester with the expectation to have them complete by the end of each semester. Students may determine how they want to focus on the courses, for example they could work on 2-3 courses at a time or they could work on all at the same time.

PACING

The online format offers an individualized pace, however it is important to stay on the usual pace so the student doesn't get behind in credits. In order to do this, the Portage Online program has quarterly progress reports instead of a traditional report card. This will include the credits needed each year, as well as where the student is currently in terms of credit progression. Because the courses can be completed earlier or later (depending on the student's pace), this method will avoid Fs or incompletes for traditional grading terms.

Normal High School pace	Credit per year	Credit at the end of each year	Portage pace
9th grade	6	6	3 semester courses completed each quarter
10th grade	6	12	3 semester courses completed each quarter
11th grade	6	18	3 semester courses completed each quarter
12th grade	<u>5</u>	<u>23</u>	3 semester courses completed each quarter
Total	23		

Middle School Students may participate in the following classes at the Northfield Middle School.

- Amistades (for students formally enrolled in elementary Companeros)
- Band, Choir, Orchestra

The following classes may be available if space allows...

- CTE (Career Technical Education)
- FACS
- Middle School Art

High School students may attend the Northfield High School to attend up to two courses. The courses that are available to attend at the High School include:

- AP Courses
- Band, Choir, Orchestra
- Woods, Welding, Autos, CAD, Mechatronics
- Art department

GRADUATION REQUIREMENTS

Students earn a Northfield High School diploma and therefore must earn **23 credits** as follows:

- English – 4.0 credits
- Social Studies – 3.5 credits
- Math – 3.0 credits
- Science – 3.0 credits
- Physical Education – 1.0 credit
- Arts – 1.0 credit
- Health – 0.5 credit

- Electives – 7.0 credits

GRADE POINTS

A	=	4.000	B-	=	2.667	D+	=	1.333
A-	=	3.667	C+	=	2.333	D	=	1.000
B+	=	3.333	C	=	2.000	D-	=	.667
B	=	3.000	C-	=	1.667	F	=	0

MID-YEAR GRADUATES

Students who can meet the necessary state and local requirements are eligible to graduate after the first semester of their senior year. Students desiring to graduate early must receive permission from the principal when registering for their senior year. Students are not eligible to participate in any school activities once they graduate. However, mid-year graduates may participate in the end-of-the-year commencement program.

PASS-FAIL

Under special circumstances, a course may be taken under a pass-fail grading system where the final semester grade is reported as a "pass" or "fail" rather than a standard letter grade. Course credit is earned with a passing grade, and there is no impact on G.P.A. A pass-fail grading system must be arranged through an agreement between student, teacher, school counselor and principal.

PORTAGE COURSE OFFERINGS

The following courses are offered through Portage Online using the Edgenuity platform.

English 6, 7, 8, 9, 10, 11, 12

Math 6 & 7, Algebra 8, Geometry, Algebra II, PreCalculus, Statistics

Science 6, 7, 8, Chemistry/Physics, Biology, Chemistry, Physics

Social Studies 6, 7, 8, US History, Civics, World History, Human Geography, Economics

Spanish 1, 2, 3; French 1, 2, 3; German 1, 2, 3

Intro to Art, Art History

Physical Education and Health

POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders are eligible to enroll in PSEO on a more limited basis. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, she/he may continue to participate in PSEO on a term by term basis. For current information about the PSEO program, [visit the Minnesota Department of Education's Postsecondary Enrollment Options \(PSEO\) webpage](#). Contact Portage Director Daryl Kehler for PSEO enrollment and/or options for combining Portage courses with PSEO.

REPORT CARDS

Due to the individualized nature of Portage, the program will use progress reports every quarter instead of report cards. This will show families and students the typical pace and where the student is at in relation to

that.

SCHEDULE CHANGES

Students must communicate with the school counselor or principal to initiate any change in their class schedule. **Please Note: A Portage student is only allowed to return to in-person at the High School or Middle School at the semester break.** If a student qualifies for the grades 9-12 ALC and would like to enter at the start of one of their grading periods that is also allowed.

SPECIAL EDUCATION PROGRAMS

Special Education programs are an educational service provided to students who are having difficulty achieving in the regular school program and who meet state eligibility requirements that are verified through an assessment made by qualified personnel. The difficulties a student may encounter could be academic or emotional/behavioral. The student or parent/guardian may contact a guidance counselor, administrator, or teacher for information about referrals. At that point, the child study procedure will begin and parents/guardians will be informed of the procedure and their rights, which are contained in State and Federal laws.

GENERAL STUDENT INFORMATION SCHOOL POLICIES, PROCEDURES, SERVICES AND PROGRAMS

ACADEMIC HONESTY

All students are expected to:

- Engage with honesty and integrity in their academic life.
- Attend Portage ready to learn and in their learning demonstrate the ability to discern right from wrong.
- Know which academic behaviors are acceptable and which are dishonest.
- Produce work that is their own or give credit when the work is not their own.

All parents/guardians are expected to:

- Adopt the spirit as well as the letter of this academic honesty policy.
- Review the policy with their child and encourage their child to practice ethical behavior.
- Refrain from completing assignments for their child.

All teachers are expected to:

- Review the Student Citizenship Handbook's Scholastic Dishonesty section with students as often during the school year as appropriate.
- Teach the skills necessary to prevent a violation of academic integrity.
- Enforce the policy in all instances of academic dishonesty following the procedures below.

All administrators are expected to:

- Support the spirit of academic honesty with students, parents, and staff members in conferences and in classrooms.
- Follow the student disciplinary process as outlined in the Student Citizenship Handbook. Incidents of academic dishonesty will be cumulative for four years. The procedures whereby a student will be held accountable for infractions of scholastic dishonesty are as follows:

Incident 1:

1. The teacher will address the student with evidence when the infraction occurs and notify parents.
2. The student can receive a zero on the assignment, but may arrange a time to communicate with the teacher and set up an opportunity to re-do the assignment with supervision if possible.

Additional Incidents:

1. All of the disciplinary action of the first offense will occur.
2. The student will receive an automatic zero on the assignment or test and no make-up work will be offered to compensate for lost points.
3. The teacher will notify the program Director, who will conference with the student and notify parents.

ACADEMIC ELIGIBILITY STANDARDS

To review academic eligibility for student activities, refer to the [Co-Curricular Handbook](#).

ACCESSIBILITY

The online platform Edgenuity has several accessibility features which staff can share with families upon request.

BULLYING PROHIBITION

Bullying is defined as behavior that is:

- Intimidating, threatening, abusive or hurtful conduct
- Objectively offensive
- Involves an imbalance of power and is repeated, or materially and substantially interferes with a student's education or ability to participate in school activities

Any act of bullying or cyberbullying is strictly prohibited as defined in School District Policy 514. Students and/or families should report instances of bullying as outlined above to the building principal or assistant principal. While not required, [the use of this form](#) is encouraged to assist in a prompt investigation.

CHEMICAL HEALTH

Students are responsible for cooperating with school authorities to keep our schools free of drugs, tobacco, nicotine, any electronic nicotine delivery system, liquid nicotine and non-nicotine vaping products, and alcohol. A Chemical Health Counselor is available to students. Call the main office for more information.

CHILD NUTRITION DEPARTMENT

See Appendix A

CLOSING OF SCHOOL (Applies to students attending a school building)

In the event of bad weather, school closing announcements will be made over KYMN AM-1080 and WCCO AM-830 radio stations, and via Skylert and Schoology.

DISCIPLINE GUIDELINES

See district “[Student Citizenship Handbook](#)”

e-LEARNING DAYS (Applies to students attending a school building)

Northfield Public Schools uses e-Learning days (formerly called flexible learning days) to mitigate the loss of instructional time when the weather forces school closures. Students receive e-Learning day instructions for learning at home on these days from their school and teacher(s). The latest district e-Learning day guidelines can be found online at: <https://northfieldschools.org/parents/school-closings/>.

EIGHTEEN-YEAR OLDS

Students who are 18 years of age or older must follow all school district policies and all school regulations, including the regulations that are outlined in the student handbook. Additionally, when a student turns 18 years of age, the following rules will apply:

1. All rights to make educational decisions will transfer to the student, including the right to make decisions about special education, unless a conservator or legal guardian has been appointed for the student.
2. Subject to all applicable laws, the school district may continue to provide educational data to the parent(s) of an adult student, provided that the parent(s) continue to claim the adult student as a dependent for tax purposes. If an adult student is claimed as a dependent but the student does not want the district to share educational data with his or her parents, the student may submit a written request for the district to end all communications with the parent(s). The district will evaluate such requests on a case-by-case basis to determine the appropriate course of action.

3. If the district grants an adult student's written request to stop sharing educational data with the student's parent(s), and the student later changes his or her mind, the student will be required to submit a signed form authorizing the district to resume sharing educational data on the student with the parents.

FAMILY ACCESS/GRADES ONLINE

Parents/Guardians are encouraged to apply for a family access number. This will allow parents to view attendance, food service accounts, schedules and grades. Go to northfieldschools.org to apply.

Parents and students have access to student grades via Student Access and Family Access. Scores as they appear on Student Access and Family Access should be considered unofficial. In the unlikely event of discrepancies between the teacher electronic gradebook and Student/Family Access, the teacher gradebook shall be the official record of all grades.

FREEDOM OF EXPRESSION

Freedom of expression is necessary to promote creativity and teach tolerance of others' ideas. Verbal, written or symbolic speech, which causes disruption, will not be tolerated.

The administration will make judgments based on the following criteria:

1. It must not be obscene.
2. It may not make personal attacks on students or school employees.
3. It may not advocate or cause disruption of the school day.
4. It may not invade others' privacy or be libelous.
5. It may not denigrate any religion, creed, race, gender, or sexual preference.

The above criteria also apply to school-sponsored forums and will be used to judge whether verbal or symbolic speech may be punished.

GRADUATION/COMMENCEMENT

Students who have or will have successfully completed graduation requirements by the last day of the school year may participate in the Portage Online commencement program and receive a Northfield High School diploma. Students who have never attended the Northfield High School, are not eligible to walk with the High School graduation ceremony. Students need to meet the additional requirements in order to walk with the Northfield High School. 1) The student has attended at least one year at the Northfield High School. **OR** 2) The student has attended any part of their senior year at the Northfield High School.

Students who are one-half credit short of either the required courses or of the total credits required may participate in commencement but will not receive a diploma until all graduation requirements are completed. Any student who is more than 1/2 credit short of either requirement is not allowed to participate in commencement.

Seniors are expected to fulfill all obligations prior to graduation. These obligations include, but are not limited to: returned textbooks, iPads and chargers, class fees, textbook fines, and negative food service account balances. Seniors with outstanding obligations will be notified of their outstanding obligations and expected to fulfill those obligations.

HARASSMENT-FREE LEARNING ENVIRONMENT (HUMAN RIGHTS/TITLE IX)

The Northfield School District takes Human Rights complaints (including Title IX complaints) seriously. Students are responsible for maintaining an environment free from harassment, intimidation and abuse.

Students are also responsible to report incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware. School Board Policy 413 and its associated procedures and School Board Policy 522 govern the process for addressing these complaints.

Such reports should be made to:

Molly Viesselman

Director of Human Resources, Human Rights Officer/Title IX Coordinator, Northfield Public Schools
201 Orchard Street South, Northfield, MN 55057

Phone: 507.663.0600

Email: mviesselman@northfieldschools.org

While not required, individuals can [make complaints using this form](#).

LAW ENFORCEMENT AGENCIES

The Director may involve the Northfield Police Department, a school resource officer, or other appropriate law enforcement agency when a public law has been violated at school. The police may be alerted to cyberbullying or harassment. Prosecution by criminal complaint does not preclude disciplinary action by the school district. In addition, the student's parent/guardian may be held liable as permitted by statute.

LOCKER ROOMS (Applies to students attending a school building)

For those students that attend part of the day at the High School; students **MUST** have a pass from a teacher/school personnel to enter school locker rooms during the school day.

LUNCH (Applies to students attending a school building)

Portage students attending on-site classes may purchase meals when in school during meal times. Our free meal program has been extended through the end of the school year 2021-22, as provided by the United States Department of Agriculture. All students enrolled in the school district for on-site learning can receive free breakfast and lunch every day.

Milk is included in the price of a breakfast and lunch meal. Students who take milk only at meals will be charged \$0.50 per carton.

Even though all students will be receiving free meals during this time, it is ***very important*** that you complete the meal benefit application if your family has been approved in the past or if you feel your family may qualify for these benefits. Our schools receive funding to support students based on the number of families that qualify for free or reduced meals. You may also receive reduced rates for fee based activities.

PARENT/GUARDIAN GUIDE AND REFUSAL FOR STUDENT PARTICIPATION IN STATEWIDE TESTING

See Appendix B

PARKING LOT/VEHICLE POLICY (Applies to students attending a school building)

All motorized vehicles parked at Northfield High School by faculty, staff and students, must display a valid permit. The cost of a parking permit is \$150.00 per year (or \$75.00 for second semester). Additional permits (including lost permits) will be \$5.00. All parking permits must be registered with the office and may not be transferred to any other vehicle other than the vehicle described on the vehicle registration form. No sale/transfer of parking permits is permitted from student to student or sibling to sibling. Parking permits are full price per individual student. No family discount will be given. Any unauthorized parking offense will result in the following:

Permitted Vehicles

- 1st Offense: Written Parking Violation Warning
- 2nd Offense: Administrative Referral
- 3rd Offense: Loss of Parking Permit and/or towed at owner's expense

Non-Permitted Vehicles

- 1st Offense: Written Parking Violation Warning
- 2nd Offense: Administrative Referral
- 3rd Offense: Vehicle towed at owner's expense

Vehicles must only park in valid student parking spaces. Any vehicle parked illegally may be subject to towing without previous warning at the owner's expense. Unauthorized parking includes: Music Reserved, Visitor, Handicapped Parking, District Visitor, Technology, Reserved and Staff Parking. All non-valid parking spaces, no parking zones, blocking a driveway, failure to park in the lot(s) designated by your permit number (permits 1-159 H-wing lot, permits 160-600 remaining lots), or not displaying a valid permit may result in towing at owner's expense. Students may be restricted from parking or driving on school property if they are driving carelessly, violate parking regulations, leave campus or take underclassmen off of campus during school hours. All vehicles on school property are subject to search. Bicycles and mopeds are to be parked in the rack provided.

PERSONAL SEARCHES (Applies to students attending a school building)

A school official, or a law enforcement officer acting at the request of a school official, may search a student's person and belongings on school property if the school official has a reasonable suspicion that the search will produce evidence showing the student has violated or is violating the law or a school rule. For example, a school official may search a student's backpack or purse if the school official has reasonable grounds to believe the backpack or purse contains an item that is illegal or is prohibited by a school rule.

Please remember that if a student is using a school issued device, the Northfield staff may search the device at any time.

PROM

The prom is a special event specifically designed for juniors and seniors. Only juniors and seniors, graduates of NHS under 21, and juniors and seniors from other schools with approved guest applications are allowed to attend. NO EXCEPTIONS. Freshmen and sophomores will not be allowed to attend the prom under any circumstances.

SCHOOL DISTRICT POLICIES

The most successful school creates mutual trust and respect among students, parents, teachers and administrators. A complete list of school district policies are on file in the Office of the Superintendent and

online at <https://northfieldschools.org/about/school-board/policies/>.

SPORTSMANSHIP STATEMENT

Northfield school district students are expected to demonstrate socially accepted behavior. Student participants in co-curricular activities represent the school in a very public manner, and thus student conduct is under close scrutiny. Because of their visibility and status as a role model for younger students, proper conduct and abiding by school rules, Minnesota State High School League rules and local and state laws is expected of all students involved in activities.

Students representing Northfield Public Schools are expected to conduct themselves in a manner that will not cause the school parents, our community, and team/group nor coaches/advisors embarrassment. This applies whenever the student is part of any activity; before or after a contest/performance or practice, in transit to and from activities, or at any function associated with the activity. Parents, who are role models for their children, are also expected to display positive sportsmanship at all contests. The Big 9 Conference has established a sportsmanship credo, which ALL individuals are expected to follow.

Any acts of student misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. Students will be disciplined for misbehavior at both home and away events. The MSHSL Code of Responsibility allows school authorities to discipline students for violation of League rules.

STUDENT DRESS POLICY

Although most activities will be done virtually, if students participate in a Zoom meeting or attend a school building for class or an activity, the following applies. Students are responsible to dress in such a manner that is not disruptive nor likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups, including gangs. Clothing that displays references to weapons, alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.

VISITOR POLICY

We welcome visitors in our virtual environment, however please obtain prior approval from the class teacher and/or administration before having a visitor join your Zoom or other virtual activity.

VOLUNTEER / EMPLOYEE CRIMINAL HISTORY BACKGROUND CHECK POLICY

Parents and community members are always encouraged to apply as an employee or volunteer at their student's school and / or with the Northfield Public Schools. Volunteers provide a valuable service to students and staff. Minnesota Statute requires a school hiring authority to request a criminal history background check on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid. Parents and community members who volunteer on a regular basis must complete a background check before serving students affiliated with Northfield Public Schools. This is subject to change dependent on the public health situation.

WEBSITE

Northfield Portage Online Website can be accessed at <https://northfieldschools.org/schools/portage-online/>

WELLNESS

The district's [child nutrition webpage](#) hosts wellness policy information and resources for parents.

USE OF TECHNOLOGY AND TELECOMMUNICATIONS SYSTEMS BY STUDENTS

Student use of technology and the Internet is governed by [district policy 524-2](#) regarding use of technology and telecommunications systems. See the Student iPad Loan Agreement for additional details about iPad implementation. **iPad Loan Agreement:** [English](#) | [Español](#)

Appendix A - For Students on Campus During Lunch

Child Nutrition Department

[Child Nutrition information is available on the school website.](#) All students have their own individual meal accounts with a 4-digit PIN (Personal Identification Number) to record meal and individual food purchases. Students will use their same 4-digit PIN as last year. New students will be assigned a PIN at open house or on the first day of school. Ending meal account balances carry over from year to year. Students may purchase meals and food items by submitting a payment to their meal account or by making a payment at the time of service. Parents/guardians are responsible to monitor their student's meal account balances. If a student does not have money in their lunch account a meal will be provided, however, the student will be charged for this meal and the parents/guardians will be held responsible to pay for this meal purchased. Students who have a negative lunch balance will not be allowed to purchase à la carte items. The school district recognizes that it has an obligation to notify the parents/guardians of their student's meal account balances. The Child Nutrition Department will make every reasonable effort to notify or remind families of the need for a meal account payment by using Skylert for both low balance and negative balance calls and emails depending on selected notification preferences. Parents/Guardians should update their contact information in Family Access annually. For information on our negative meal account balance process read this [procedure document](#).

Payments

Families may pay for meals by using cash, check or the Revtrak online payment system.

Cash and check payments may be made daily and sent to any school the student attends. All schools have payment envelopes and collection boxes placed in the child nutrition area for receipt of payments and 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.

- Cash payments will be accepted in a sealed envelope with the student and parent's/guardian'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, 201 Orchard Street South, Northfield, MN 55057.
- Checks should be made out to Northfield Public Schools and must include the student's first and last name and personal identification number (PIN). Payments may also be mailed to Northfield Public Schools, Child Nutrition Office, 201 Orchard Street South, Northfield, MN 55057.

Revtrak payments using a credit or debit card can be made online through Family Access, the district's web-based parent portal, or directly through the RevTrak portal.

Steps for making online payments through Family Access are as follows:

- Log into [Family Access](https://bit.ly/2PW7BUh) (<https://bit.ly/2PW7BUh>) to continue. If you do not have or do not know your Family Access login and password [click here](#).
- Once you have logged in to Family Access, you need to click on the Food Service tab to the left of the screen. This will bring up your child/children. From here you click the "Make a Payment" button next to the child's name. This will link you to Revtrak where you can make a payment.

Steps for making online payments at Revtrak directly are as follows:

- Go to [RevTrak](#)
- Click Meal Payments and follow the prompts to complete payment.

Account Balance Statements

Statements are available upon request. To request a statement, parents/guardians or staff may contact the kitchen at each school or Stephanie DeAdder, Child Nutrition Admin Assistant, by email: sdeadder@northfieldschools.org. We encourage the use of Skyward Family Access to view meal account balances, view payments and purchases, or to print statements. Families will receive bi-weekly automated phone or email messages, depending on selected Skylert Food Service notification preferences, for low and negative account balances.

Refunds

Balances remaining on accounts at the end of the school year will be automatically carried forward to the following school year. Balances follow students to their next building assignment. Positive senior meal balances will be transferred to a younger siblings account or Angel funds account if no other siblings attend Northfield schools and a refund is not requested. Refund requests must be submitted in writing by completing the [refund request form](#). A check will be issued in the amount of the refund. No cash refunds will be made. Before submitting a refund request make sure that you have auto replenish turned off. These are the [instructions](#) on how to turn off auto-replenish payments in RevTrak.

Menus

The Northfield Public Schools participate annually in the National School Breakfast and School Lunch Programs. These programs make available a nutritious breakfast and lunch meal daily for a reasonable cost. Families who are eligible for free or reduced priced meals receive meals at no charge which includes the alternative meal choices. One half-pint of milk is included with every meal. Individual milk purchases do not fall under the free and reduced meal benefits. Students who bring lunch from home or want an additional milk may purchase it for \$.50 per carton. If students bring food or beverages from home, we encourage all families to select nutritious choices. Elementary schools offer cold sandwiches and salads as alternative daily lunch choices. Secondary schools offer hot and cold sandwiches, salads and a second hot entrée lunch choice daily. Most of the cafeterias operate on a continuous serve basis during the entire meal period. Menus are planned using the USDA Menu Planning guidelines. Menus will be posted on the district website at northfieldschools.org. Fall menus will be posted on the district website a month prior to the start of school, and monthly throughout the year.

Offer vs. Serve

The “offer vs. serve” federal regulation requires that students be offered (rather than served) 5 required food components comprising the full lunch meal. Students may choose 3, 4, or 5 lunch food items based on their preferences instead of having to take some of each food. Students are required to take a full serving of a fruit or vegetable at lunch as one of the meal components. Students will be offered 4 required food components at breakfast and must choose at least 3 of the food items. Federal regulations require meals to be priced as a complete unit and students must pay the full price even if they did not choose the complete meal. Students are encouraged to take all of the food items offered, because it provides a balanced meal for the best price.

Food Allergies and Special Dietary Needs

The Child Nutrition Department may honor dietary restrictions due to allergies or intolerances with the proper documentation from a medical authority on file. A suitable alternative will be provided when possible. For students with a lactose intolerance, a lactose reduced milk product will be provided at no extra charge, with a complete meal, on the written request of the parent/guardian or physician. Forms for allergies and any special dietary needs are available on the Child Nutrition Department webpage or from a building nurse.

Please contact a building nurse, the District School Nurse or the Child Nutrition Director if you have any questions.

Free and Reduced Meals

Free or reduced meals are available for children who qualify. **An educational benefits form must be completed each school year** and submitted to the Child Nutrition Office for review and approval.

Applications for free or reduced meals are mailed out to each household in August. The applications are also available online, at each Principal's Office and in each school kitchen. Families can now complete the educational benefits application online through Skyward Family Access. If you wish to complete your application online, you must first log in to Family Access. After logging in, click the Food Service button located on the left side of the screen and select a child's name. Click the applications tab and follow the prompts to complete the application. The District Child Nutrition Office will process applications as soon as possible, however, it may take 7-10 days for an application to be reviewed and a response sent to the parents/guardians. A letter indicating your benefits will be e-mailed and saved on Skyward Family Access under the Food Service tab. Please save this letter in case you need to show proof of benefits for other programs. **Benefits from the previous school year will be carried over until October 18, 2021.**

Applications may be completed at any time throughout the year; however, any family that has not reapplied by October 18, 2021 will be changed to full priced meals. Families receiving MFIP, Food Stamps or FDPIR and enrolled in Northfield Public Schools by June 15 for the following year will be directly certified by the State of Minnesota to receive free meals and may not need to complete an application. Payment will be required for any meals purchased prior to the approval of the application.

Meal Prices

Meal prices are shown in the following charts. The monthly cost is based on 20 days per month. Extra milk may be purchased for \$0.50 per half pint at any of the school sites. Prices are subject to change, per school board approval and state and federal regulations.

Elementary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.75	\$2.70	\$4.45	\$35.00	\$54.00	\$89.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free

Secondary Student Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$1.75	\$2.85	\$4.60	\$35.00	\$57.00	\$92.00
Reduced	Free	Free	Free	Free	Free	Free
Free	Free	Free	Free	Free	Free	Free

Staff / Adult / Visitor / Second Meal Prices						
Single Day				Monthly		
	Breakfast	Lunch	Both	Breakfast	Lunch	Both
Full Price	\$2.25	\$4.25	\$6.75	\$45.00	\$85.00	\$130.00

Staff Meals, Adult Meals, Visitor Meals and Second Meals

Parents/Guardians and other family members may eat with students during their meal time. All visitors are required to sign in at the school office. Staff meals, adult meals, visitor meals and second student meals are priced higher because the Child Nutrition Department does not receive any federal or state reimbursement for those meals, as we do for a student's first meal. The cost for a non-student meal is \$2.25 for breakfast and \$4.25 for lunch. Exact change is appreciated.

À la Carte

À la carte food items are available for purchase at the Middle School, High School and for staff at the elementary schools. Elementary students may only purchase extra milk for \$0.50 per half pint. There will be no charging of a la carte items if an account has a negative balance. A la carte purchases must have sufficient funds in the account for the total purchase amount. Prices of a la carte items are posted in the school kitchens. Food items and prices may vary throughout the year.

Questions/Comments

Spring Creek 645-3490	Bridgewater 664-3324	Greenvale/NCEC 645-3509
Middle School 663-0668	District Office 663-0618	High School/ALC 663-0604

Comments regarding your student's lunches may be directed to the Child Nutrition Department at the school your child attends. Please place your calls before 10:30 a.m. or after 12:30 p.m.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academic standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening, and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

Posted May 2019

TO: Julie Pritchard, Chairperson
Northfield School District Board of Education

FROM: Superintendent Matthew J. Hillmann, Ed.D.

DATE: August 9, 2021

RE: Draft Superintendent's Goals 2021-22

As part of the updated Superintendent's Evaluation process, please consider the following proposed goals for the 2021-22 school year.

1. The Superintendent will facilitate an inclusive process that will result in the presentation of an updated strategic plan to the board by November 30, 2021.
2. The Superintendent will create an inclusive process to develop a five-year funding priority plan presented to the board by March 14, 2022. The plan will balance the short-term needs of the district with its long-term financial viability.
3. The Superintendent will continue building capacity to support the district's anti-racism framework to address our achievement gap. This framework will address intentional connections with families of color, symbolism, systemic behavior, and individual behavior as it relates to anti-racism and an effort to reduce academic and social/emotional disparities within the district.
4. The Superintendent will present an updated content and instructional review cycle to the board by December 13, 2021.

These goals do not encompass all of the work the Superintendent will do during the school year. Progress toward realizing the strategic plan's vision and priorities will continue as well as pursuing the goals outlined in the district's World's Best Workforce Plan.

Client

Northfield Public Schools
201 Orchard St. S.
Northfield, MN 55057

Kim Briske
kbriske@northfieldschools.org
507-664-3399

Tech to School

1530 Montague Expressway
San Jose, California 95131

Contact

Jason Melero
j.melero@techtoschool.com
512-773-3944

Buyback Quote

Quote Number: MTS98720
Quote Date: 08/03/2021
Valid Until: 09/13/2021
Shipped By: 10/04/2021

Qty.	Model	Description	Condition Grade			
			A	B	C	D
330	MLUQ2LL/A	MacBook Pro (13-inch, 2016, 2xTB3 Ports)	\$550	\$475	\$400	\$300
40	MJVE2LL/A	MacBook Air (13-inch, Early 2015)	\$275	\$250	\$200	\$125

High Offer: \$192,500

Minimum Guarantee: \$140,000

High Offer based on all units being Grade A with included accessories. Final payment of or in excess of Minimum Guarantee based on audited results.

Seller Initials: _____

Grading Criteria

Grade Portables

- A** Functionally like new. Display has no scratches or white spots. No scratches on case.
- B** Minor scratches on case. Minor dents. Cracked hinge stress points. Minor scratches on display.
- C** Major scratches, dents, or cracks, on case or around ports. White spots or moderate scratches on display.
- D** Missing keys, defective ports, heavily scratched or cracked display, failed display clutch, or not fully functional.

Grade Tablets

- A** Functionally like new. Display has no scratches or white spots. No scratches on back case.
- B** Minor scratches on display. Minor dents. Minor scratches on back case.
- C** Major scratches, dents, or cracks, on case or case corners. White spots or moderate scratches on display.
- D** Not fully functional. (e.g. Defective buttons or ports, cracked or improperly seated digitizer.)

Grade All-in-One

- A** Functionally like new. Display has no scratches or white spots. No scratches on back case.
- B** Minor scratches on back case. Minor scratches on display.
- C** Major scratches or case dents. No functionality issues. Moderate scratches to glass, no cracks.
- D** Not fully functional. (e.g. Damaged or missing stand, cracked display, damaged or defective ports.)

Grade Desktops

- A** Functionally like new. No scratches on case.
- B** Minor scratches on case.
- C** Major scratches or case dents.
- D** Not fully functional. (e.g. Damaged or defective ports.)

Grade All Models

- F** Inoperable. Does not carry any value, but can be recycled at no additional cost.

Deductions

Deductions assessed for missing, damaged/unsafe, defective, or non-genuine accessories:

	Apple Devices	Non-Apple Devices
Portables	Power Adapter - \$24	Power Adapter - \$10
Tablets	USB Cable - \$2.50, Power Adapter - \$2.50	USB Cable - \$2.50, Power Adapter - \$2.50
All-in-One	Keyboard - \$25, Mouse - \$15, Power Cable - \$5	Keyboard - \$10, Mouse - \$5, Power Cable - \$5
Desktops	Power Cable - \$5	Power Cable - \$5
All Models	Engraving - \$2	Engraving - \$2

Seller Initials: _____

Terms and Conditions**Equipment Condition**

The buyback quote amount is determined by equipment condition (Grade A-D,) equipment quantity and configuration matching quoted models, included accessories (power adapters, keyboards, etc.,) and timeframe of shipment. The quote amount may be modified if any of the above do not match the quote. Deductions will be made for permanent asset tags or markings, firmware passwords, and management services not deactivated. All devices must be removed from iCloud, Apple School Manager, and/or Chromebook management prior to shipping. Locked devices are graded F regardless of condition and have no value. Tech to School does not have the ability to deactivate management accounts and reserves the right to request unlock facilitation from the seller post-sale.

Packing and Shipping

Tech to School will provide an on-site engagement with personnel to prepare items for shipment, provide all shipping materials, and facilitate freight shipment.

Data Destruction

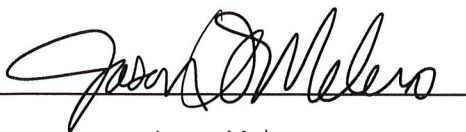
All data is removed from equipment received by Tech to School. Proof of data destruction available upon request.

Proceeds

Proceeds will be the greater of final audited results or the Minimum Guarantee less deductions. Payment via check will be sent within 30 days of equipment receipt by Tech to School.

Title and Finality

The sale is final, and title to equipment transfers to Tech to School upon equipment pickup. Tech to School may immediately resell equipment following pickup. If parties later disagree on equipment grade pricing adjustments after audit, such disagreements shall be resolved through arbitration to be conducted before JAMS. In no event will equipment be returned following pickup.

Purchaser**Authorized Seller**

Jason Melero

Signature**Printed Name**

08/03/2021

Date

By signing this document, the buyback offer is approved and both parties agree to the above terms and conditions. After signing, please fax entire document to 877-719-6480 or email to j.melero@techtoschool.com.