

**INDEPENDENT SCHOOL DISTRICT NO. 659**  
**REGULAR SCHOOL BOARD MEETING**

Monday, March 28, 2022 ~ Regular Board Meeting  
Northfield District Office Boardroom

Zoom Link: <https://northfieldschools-org.zoom.us/j/88673377099?pwd=dEVKRklnbFMzc3BUbmU1c3BDUIB3OT09>  
Passcode: 749750

**AGENDA**

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
4. Announcements and Recognitions
5. Items for Discussion and Reports
  - a. American Indian Parent Advisory Committee
  - b. Superintendent Operations and COVID-19 Update
  - c. Budget Prioritization Update
  - d. Legislative Update
6. Committee Reports
7. Consent Agenda
  - a. Minutes
  - b. Gift Agreements
  - c. Personnel Items
8. Items for Individual Action
  - a. Resolution in Support of the Congressional IDEA Full Funding Act
  - b. 2022-2025 Achievement and Integration Plan
  - c. Resolution Establishing Combined Polling Places
9. Items for Information
  - a. Enrollment Report
  - b. School Board Work Sessions
10. Future Meetings
  - a. Tuesday, April 5 or Wednesday, April 6, 5:00 p.m., Work Session, DO Boardroom
  - b. Monday, April 11, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
  - c. Monday, April 25, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
  - d. Monday, May 9, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
11. Adjournment

**NORTHFIELD PUBLIC SCHOOLS**  
**MEMORANDUM**

Monday, March 28, 2022 ~ Regular Board Meeting  
Northfield District Office Boardroom

Zoom Link: <https://northfieldschools-org.zoom.us/j/88673377099?pwd=dEVKRklnZFMzc3BUBmU1c3BDUIB3QT09>  
Passcode: 749750

TO: Members of the Board of Education  
FROM: Matthew Hillmann, Ed.D., Superintendent  
RE: Explanation of Agenda Items for Monday, March 28, 2022, 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 and must comply with the district's public comment guidelines.
4. Announcements and Recognitions
5. Items for Discussion and Reports
  - a. American Indian Parent Advisory Committee. Superintendent Hillmann will provide an update on the American Indian Parent Advisory Committee meeting held on Monday, March 21, 2022. The committee affirmed a vote of concurrence for this school year.
  - b. Superintendent Operations and COVID-19 Update. Dr. Hillmann will provide an update about district operations, share the latest COVID-19 data, provide information about the latest racial equity training for teachers, and an update on the Northfield High School facility task force..
  - c. Budget Prioritization Update. Dr. Hillmann and Director Mertesdorf will provide an update on the budget prioritization process. The purpose of the budget prioritization process is to adjust Northfield Public Schools expenditures to align with reduced revenue resulting from a projected decline in enrollment of 400 students over the next ten years. Three teams are making recommendations for a budget plan that includes an expenditure reduction of \$4.5 million over two years. Over 60 people participated in these teams. The board will receive a budget plan report that includes proposed reductions at the April 11, 2022 board meeting.
  - d. Legislative Update. Superintendent Hillmann will provide a legislative update, focusing on a concerted effort to have the Legislature provide enough funds to eliminate the special education cross subsidy. The latest legislative recaps from MSBA, SEE, and MASA will be included in the table file because these updates are usually sent after the board packet is published.
6. Committee Reports
7. 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 February 28, 2022
    - Minutes of the Regular School Board meeting held on March 14, 2022
  - b. Gift Agreements
    - \$3,000.00 from Dakota Electric Association for Dakota Electric Fund Scholarship
    - \$5,000.00 from Apple Autos Scholarship Fund of the Minneapolis Foundation for two scholarships

- \$14,287.51 from Lucille Duesterhoeft Scholarship Fund of the Saint Paul and Minnesota Foundation for scholarships
- \$5,012.95 from Saint Paul & Minnesota Foundation for TORCH Scholarship
- \$5,000.00 from College City Beverage, Inc. for Tom Blaisdell Scholarship
- \$4,094.40 from Thomas Blaisdell Scholarship Fund of the Saint Paul & Minnesota Foundation for Tom Blaisdell and Skip Boyum Scholarships
- \$5,726.37 from Wayne R. Stickle and Jennifer A. Tuma Memorial Scholarship Fund of the Saint Paul and Minnesota Foundation for scholarships
- \$1,000.00 from Jana Hirsch for NMS student council cancer fundraiser

c. Personnel Items

i. Appointments

1. Correction: Daniel Foley, 1.0 FTE Long Term Substitute Second Grade Companeros Teacher at Spring Creek, beginning 3/15/2022-6/9/2022; MA20, Step 10
2. Rebecca Hollister, .4 Assistant Girls Lacrosse Coach for 2 hours/day for 3 days/week at the High School, beginning 4/4/2022; Level 3 Assistant-\$1,593 .4 FTE
3. Sam Richardson, Recreation Building Supervisor with Community Ed, beginning 4/9/2022-5/31/2022; \$17.41/hr.
4. Alicia Sheehy, Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, beginning 7/5/2022-8/11/2022; MA30, Step 6
5. Landon Shroyer, Recreation Building Supervisor with Community Education, beginning 4/2/2022-5/31/2022; \$17.41/hr.

ii. Increase/Decrease/Change in Assignment

1. Adriana Bermudez, ECFE EA for 15.5 hours/week at the NCEC, change to ECFE EA for 15 hours/week at the NCEC, effective 3/28/2022.
2. Scott Broughton, Teacher at the High School, add Assistant Track Coach for 2 hours/day at the Middle School, effective 4/1/2022. \$2,489-stipend
3. Natalie Deane, Teacher at Bridgewater, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
4. Mariah Grisim, Gen Ed EA for 4 hours/day for 5 days/week at Bridgewater, change to Gen Ed EA for 5.50 hours/day for 2 days/week at Bridgewater, effective 3/21/2022-6/9/2022.
5. Denise Halvorson, Teacher at the High School, add MSYC Teacher for up to 6 hours/week at the Middle School, effective 3/23/2022-5/5/2022; Year 2-\$27.11/hr.
6. Jenelle Mullin, CNA III at the High School, add Summer CNA for up to 5 hours/day Mon.-Thurs. at the High School, effective 7/6/2022-8/11/2022; \$19.28/hr.\*\*
7. Diane Nagy, Teacher at Bridgewater, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day as needed Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
8. Dawn O'Neill, Long Term Substitute Art Teacher at Greenvale Park, change start date from 4/4/2022-6/9/2022 to 4/18/2022-6/9/2022.
9. Andrea Redder, ECFE Sib Care EA for 8 hours/week at the NCEC, change to ECFE Sib Care EA for 10 hours/week at the NCEC, effective 3/28/2022.
10. Deb Russell, Teacher at Greenvale Park, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
11. Anita Sasse, Third Grade Teacher at Spring Creek, add a 1/5 overload to teach Spanish for 30 minutes/day for Second Grade at Spring Creek, effective 3/15/2022-6/9/2022.
12. Paula Seeberg, Long Term Substitute Teacher at Spring Creek, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022. Lane/step
13. Correction: Karleen Sherman, Teacher at Spring Creek, add Summer Targeted Services BLAST Teacher for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; Lane/step
14. Allison Sweeney, Teacher at Spring Creek, add Summer Targeted Services BLAST Teacher for up to 7 hours/day Mon.-Thurs. at the High School, effective 6/20/2022-8/16/2022; Lane/step
15. Erik Swenson, Teacher at Bridgewater, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
16. Gina Swenson, Teacher at Spring Creek, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
17. LauraAnn Talbot Peterson, Teacher at the Middle School, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step

18. Ellen Trotman, Teacher at the Middle School, add Assistant Track Coach for 2 hours/day at the Middle School, effective 4/1/2022. \$2,489-stipend
  19. Cydney Ulvestad, EA at Greenvale Park, add Summer Targeted Services PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
  20. Nancy Veverka, 1.0 FTE Assistant Principal at the High School, change to .9 FTE Assistant Principal at the High School, effective for the 2022-2023 school year.
  21. Megan Zwolenski, EA at Greenvale Park, add Summer Targeted Services PLUS Site Assistant for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*Step 2-\$14.48/hr.
  22. Community Education Summer 2022 Brochure Instructors- see attached.
- iii. Leave of Absence
1. Joanne Gilbert, CNA at the High School, Updated Leave of Absence, effective 2/16/2022-approximately 4/5/2022.
  2. Deborah Rasmussen, Guidance Counselor at the High School, Family/Medical Leave of Absence beginning 4/20/2022-6/1/2022.
  3. Kim Slegers, Teacher at the High School, Family/Medical Leave of Absence beginning 3/22/2022 and continue on an intermittent basis for up to 60 work days.
  4. Taylor Strelow, Community School Coordinator, Family/Medical Leave of Absence beginning 3/17/2022-3/25/2022.
- iv. Retirements/Resignations/Terminations
1. Kim Briske, Director of Technology, resignation effective 4/1/2022.
  2. Bea Chang, Early Ventures Site Assistant with Community Education, resignation effective 3/25/2022.
  3. Mark Johnson, Teacher at the Middle School, retirement effective 7/19/2022.
  4. Sydney Larson, Teacher at the High School, resignation effective 6/9/2022.
  5. Anna Rubin, Teacher at Bridgewater, resignation effective at the end of the 2021-2022 school year.

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

\*\*Wage is subject to change upon settlement of employment agreements effective July 1, 2022.

#### 8. Items for Individual Action

- a. Resolution in Support of the Congressional IDEA Full Funding Act. The Minnesota School Boards Association (MSBA) has suggested that schools take a resolution advocating that Congress fully fund the Individuals with Disabilities Education Act (IDEA). Full funding of the promised 40% of total special education costs from the federal government will reduce the burden on states to address the special education cross subsidy.

**Superintendent's Recommendation:** Motion to approve Resolution in Support of the Congressional IDEA Full Funding Act as presented.

- b. 2022-2025 Achievement and Integration Plan. The board is asked to approve the 2022-2025 Achievement and Integration Plan. The Achievement and Integration (A&I) program was established to increase racial and economic integration of students and to increase student academic achievement by reducing academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Achievement and Integration revenue is not administered as a grant. It is a 70 percent aid, 30 percent levy appropriation. A&I aid payments are made to districts through the state's education IDEAS aid system. Northfield School District qualifies because we adjoin a racially isolated district (Faribault). Our first three-year plan was submitted in 2019. Each year A&I districts are required to hold a public meeting to report progress to local communities and seek feedback on the plan in alignment with local strategic planning under the World's Best Workforce.

**Superintendent's Recommendation:** Motion to approve the 2022-2025 Achievement and Integration Plan as presented.

- c. 2022 Resolution Establishing Combined Polling Places 03.28.2022. The board is asked to approve the 2022 Resolution Establishing Combined Polling Places 03.28.2022. The Minnesota Supreme Court appointed a special redistricting panel to hear and decide challenges to the validity of state legislative and congressional districts based on the 2020 census, and the congressional and legislative redistricting plans have been filed with the Office of the Secretary of State. Although there are no changes to the resolution establishing

combined polling places this school board approved in November 2021, the latest information provided by the Secretary of State indicates that polling places “should” be reestablished after redistricting, updating the date of the resolution.

**Superintendent’s Recommendation:** Motion to approve the 2022 Resolution Establishing Combined Polling Places 03.28.2022 as presented.

9. Items for Information

- a. Enrollment Report. Dr. Hillmann will review the March 2022 enrollment report.
- b. School Board Work Sessions. There are several work sessions scheduled for the board. On either April 5 or April 6, 5:00 p.m. - 7:00 p.m., the board work session will focus on budget prioritization. Two work sessions will be scheduled regarding the high school master plan. The board will determine a date in early June to discuss recommendations. Recommendations will be finalized at a work session on June 13, 4:00 p.m. - 5:45 p.m. prior to the regular board meeting.

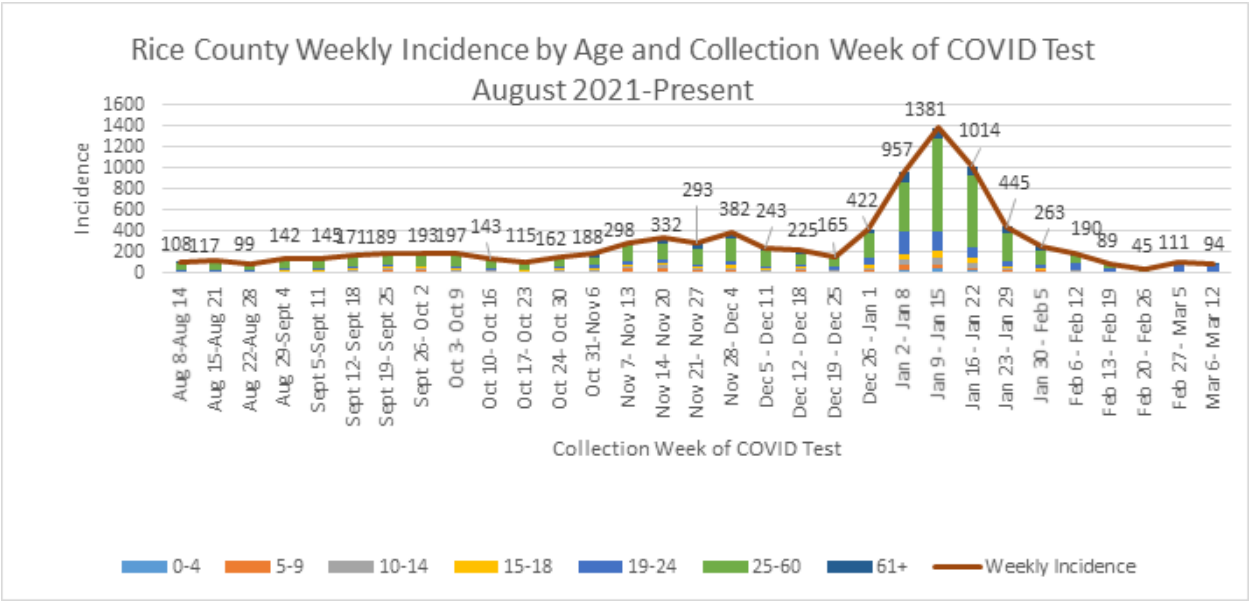
10. Future Meetings

- a. Tuesday, April 5 or Wednesday, April 6, 5:00 p.m., Work Session, DO Boardroom
- b. Monday, April 11, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, April 25, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- d. Monday, May 9, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Adjournment

**Executive Summary:** This report provides an overview of the district’s operations, bright spots, anti-racism work, and response to COVID-19.

The graph below represents the COVID-19 cases in Rice County per week. The chart is from the Rice County Public Health website.



The district implemented its updated COVID-19 protocols in K-12 schools on Feb. 21. Newly reported cases have continued to decrease. On March 7, the district aligned the COVID-19 protocols at the Northfield Community Education Center (NCEC) with the protocols with K-12 schools. Face masks are recommended but optional across the entire school district. The vaccination requirement for volunteers has also been removed as of March 14. As of March 24, the district had only eight new COVID-19 cases reported in the previous 14 days. People can view the latest district data through the district’s COVID-19 dashboard at:

<https://northfieldschools.org/covid-19/reported-covid-19-cases-dashboard/>

The influenza-like illness (ILI) rates have been excellent. During the week of March 14—18, all seven schools averaged less than 2.18% of their students absent due to ILI symptoms.

**Continued monthly racial equity training for teachers**

The district recently continued its monthly PLC work through our partnership with Equity Alliance MN. This month, trainers Jessica Murphy and Melissa Erickson discussed equitable classroom practices, focusing on ensuring the inclusion of students during class discussions, feedback, and cooperative learning.

This work continues to shift toward equitable instructional practices, focusing on strategies that reach every student.

## **Northfield High School task force**

A task force met to discuss the Northfield High School facility for the first time. Twenty-nine of the more than 40 invited stakeholders were in attendance. Sal Bagley of Wold Architects and Engineers led the session. The first meeting included:

- educating the task force on what they are expected to complete
- an overview of the recent demographic study, a discussion about theoretical building capacity (1,706 students)
- a review of the expected maintenance needed at the high school over the next 20 years
- a summary of the listening session feedback from students, staff, and community members

The task force was directed to consider recommendations for addressing the maintenance, efficiency, and educational adequacy issues through renovation and additions to the existing school. They were given financial targets of \$40, \$55, and \$70 million to work within. Three more task force sessions are scheduled this spring.

## **Employee engagement and parent satisfaction surveys underway**

The district has launched its annual employee engagement and parent satisfaction surveys. The surveys are scheduled to remain open until March 28 at 8 pm. These surveys are vital in the district's measurement of our strategic plan's employee and parent satisfaction benchmarks. They provide us a collective perspective of employees and parents, allowing us to gauge their satisfaction and giving us meaningful feedback that can help the district in its continuous improvement journey.

## **Bright spot: Rock n' Roll Revival**



Northfield High School will complete its run of Rock n' Roll Revival on March 26. The approximately 130 students in the cast, band, and crew performed before capacity audiences in the middle school auditorium for six shows. Once again, this all-student performance has drawn rave reviews from the community. Congratulations to all of the Rock n' Rollers on another wildly successful event!

# **NORTHFIELD PUBLIC SCHOOLS**

## **School Board Minutes**

February 28, 2022

District Office Boardroom

1. Call to Order

Board Chair Claudia Gonzalez-George called the Regular meeting of the Northfield Board of Education of Independent School District No. 659 to order at 6:00 p.m. Present: Baraniak, Butler, Gonzalez-George, Goerwitz, Pritchard, Stratmoen, and Quinnell. Absent: None. 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 Quinnell, seconded by Goerwitz, the board approved the agenda.

3. Public Comment

There was public comment.

4. Announcements and Recognitions

- Hand in Hand Preschool, Early Ventures Learning Center, and Early Childhood Family Education will hold an open house and summer and/or fall registration night on Thursday, March 3 at the Northfield Community Education Center. Families can tour the building, see classrooms, and meet staff.
- The Knowledge Bowl team is going to the state tournament in April.
- Boys swim and dive placed third at the state True Team meet earlier this month.
- Wrestling won the section championship and advanced to the state tournament. Lainey Houts and Ella Pagel have qualified for the first-ever girls state wrestling tournament. Congratulations!
- Maggie Malecha, was named the Minnesota Senior Goalie of the Year and the Class AA Herb Brooks Award recipient.
- All School Arts Show continues at the Northfield Arts Guild gallery.
- The Middle School and High School concert was this past weekend and it was fantastic.

5. Items for Discussion and Reports

- a. Northfield High School Master Plan Presentation. Sal Bagley, Partner at Wold Architects and Engineers, informed the board about the task force and process in place to study the needs at Northfield High School. This task force will be asked to assess and prioritize identified needs and make a recommendation to the school board as to how to best address them. The Northfield High School Master Plan recommendation will be based on building capacity, current and projected enrollment, educational needs of the district, alignment with the district's strategic plan, safety and security, community recreation, and financial stewardship.
- b. Arcadia Charter School Contract. Laura Stelter, Director of Arcadia Charter School, and Dr. Hillmann shared the process and the timeline for renewing Arcadia Charter School's contract for five years, beginning with the 2022-23 school year.
- c. Budget Prioritization Process. Dr. Hillmann and Director Mertesdorf provided an update on the budget prioritization process and the first team meetings held last week. The purpose of the budget prioritization process is to adjust Northfield Public Schools expenditures to align with reduced revenue resulting from a projected decline in enrollment of 400 students over the next ten years. Three teams will make recommendations for a budget plan that includes an expenditure reduction of \$4.5 million over two years. The board will receive a budget report at the March 28, 2022 board meeting.
- d. Superintendent Operations and COVID-19 Update. Dr. Hillmann provided an update about district operations and COVID-19 data. The transition from required to recommended masking in district buildings



has gone well. The CDC has relaxed their masking requirement on school buses effective today. We will review the CDC guidance and the protocols at the Northfield Community Education Center based on these revised recommendations. Students and staff are encouraged to take at-home COVID tests prior to returning to school after spring break. These tests are available at the district and building offices. Equity Alliance-MN led district teaching staff in a professional development day earlier this month, and the district has 48 staff members accepted for training in the Language Essentials for Teachers of Reading and Spelling (LETRS) program.

6. Committee Reports

There were no committee reports.

7. Consent Agenda

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

a. Minutes

- Minutes of the Regular School Board meeting held on February 14, 2022

b. Gift Agreements

- \$1,000.00 from Lois Stratmoen for Stratmoen Family Scholarship
- \$2,600.00 from Defeat of Jesse James Days Committee to the special education button program towards the purchase of new button making machines
- \$1,073.75 from Northfield Fine Arts Booster Club, Inc. to fund t-shirt apparel for Northfield Middle School music students for their performances

c. Personnel Items

i. Appointments

1. Isabelle Balvin, Program Assistant with Community Education Recreation, beginning 2/19/2022-5/31/2022; \$10.50/hr.
2. Christian Blanck, 1.0 FTE Art Teacher at the High School, beginning 8/25/2022; MA, Step 10
3. Ryann Eddy, Program Assistant with Community Education Recreation, beginning 2/19/2022-5/31/2022; \$10.75/hr.
4. Nick Fredrickson-Program Assistant with Community Education Recreation, beginning 2/19/2022-5/31/2022; \$10.33/hr.
5. Mary Franz, Assistant 9th Grade Softball Coach for 2 hours/day for 4 days/week with High School Activities, beginning 3/14/2022; \$3,584-.90 FTE
6. Nancy Johnson, RRR Backstage and Pre Production Coordinator with the High School, beginning 2/23/2022; \$1,000 Stipend
7. Melodie Lane, 1.0 FTE Long Term Substitute ECSE Teacher at the NCEC, beginning 4/1/2022-6/9/2022; MA10, Step 10
8. Brenda Lau Toilolo, Child Nutrition Associate I for 3 hours/day at the High School, beginning 2/24/2022; \$19.28/hr.
9. Correction: Gunner Mattson, Special Ed EA PCA for 6.75 hours/day at the High School, beginning 1/13/2022; Step 4-\$17.52/hr.
10. Ryan Redetzke, Event Worker with High School Activities, beginning 12/1/2021.
11. Jebryan Sawyer, Lifeguard with Community Education Recreation, beginning 2/19/2022-5/31/2022; \$10.33/hr.
12. Martavia Thrower, Program Assistant with Community Education Recreation, beginning 2/19/2022-5/31/2022; \$10.75/hr.
13. Heather Tousignant, Special Ed EA PCA for 6.75 hours/day and General Ed EA for .25 hours/day at Spring Creek, beginning 2/28/2022; Spec Ed Step 4-\$17.52/hr. and Gen Ed Step 4-\$16.92/hr.
14. Kristin Wilson, Child Nutrition Associate I for 3.75 hours/day at the High School, beginning 3/14/2022; \$19.28/hr.
15. Community Education-Winter 2022 Brochure Instructors. See attached.

ii. Increase/Decrease/Change in Assignment

1. Samantha Becker, EA Media Center at the Middle School, add 9th Grade Softball Coach at the High School, effective 3/14/2022; Stipend \$3,983

2. Tracy Closson, Grounds Coordinator with the District, add Event Worker at the High School, effective 2/17/2022.
3. Tania Legvold, RRR Production Assistant at the High School, change to RRR Costumer at the High School, effective 2/2/2022; Stipend \$1,700 (balance of the \$3,000 stipend)
4. Correction: Gunner Mattson, Special Ed EA at the High School, add Community School Site Assistant for up to 6 hours/week at Greenvale Park, effective 1/25/2022-6/3/2022; Step 4-\$15.48/hr.
5. Heather Olivier, Teacher at the Middle School, add Rock and Roll Revival-Strings at the High School, effective 2/23/2022.Stipend \$700
6. Correction: Janet Smith, Teacher at the High School, add an overload for semester 2, in lieu of prep at the High School, 1/5 calculation, effective 1/31/2022-6/9/2022.
7. Rebecca Stoufis, 1.0 FTE Special Ed Portage Teacher with the District, add an overload in lieu of prep period- 1/5 calculation for 84 days, effective 10/4/2021-2/15/2022.
8. Christina Suhsen, Spec Ed EA at the NCEC, add Spec Ed EA Bus for 4.42 hrs/Friday's with the District, effective 2/25/2022-6/9/2022.
9. Cydney Ulvestad, Special Ed EA PCA at Greenvale Park, add Community School Site Assistant for up to 5 hours/week Mon.-Thurs. at Greenvale Park, effective 2/22/2022-6/3/2022; Step 4-\$15.48/hr.

iii. Leave of Absence

1. JoAnn Gilbert, CNA at the High School, Leave of Absence, effective 2/16/2022-3/1/2022.
2. Beth McClune, Special Ed EA at the Middle School, Family/Medical Leave of Absence, effective 2/14/2022-2/25/2022.
3. Danielle Olson, School Social Worker at the NCEC, Leave of Absence, effective 4/5/2022-approx. 5/10/2022.

iv. Retirements/Resignations/Terminations

1. Greg Gianopoulos, EA at the High School, resignation effective 2/23/2022.
2. Gail Kohl, Teacher at Bridgewater, retirement effective at the end of the 2021-2022 school year.
3. Ryan Oden, EA at the Middle School, resignation effective 3/4/2022.
4. Karl Stromley, EA at the Middle School, resignation effective 3/4/2022.
5. Earl Weinmann, Teacher at the Middle School, retirement effective 6/20/2022.

8. Items for Individual Action

- a. 2022-2023 Operating Capital and Long-Term Facilities Maintenance Budgets. On a motion by Goerwitz, seconded by Baraniak, the board approved the 2022-2023 Operating Capital and Long-Term Facilities Maintenance Budgets as follows:

|                                  | <u>Revenues</u> | <u>Expenditures</u> |
|----------------------------------|-----------------|---------------------|
| Operating Capital                | \$1,928,213     | \$2,176,096         |
| Long-Term Facilities Maintenance | \$1,348,320     | \$1,602,175         |

- b. Long-Term Facilities Maintenance Ten Year Plan. On a motion by Butler, seconded by Baraniak, the board approved the Long-Term Facilities Maintenance Ten Year Revenue and Expenditure Plan and the Indoor Air Quality Management Plan.

9. Items for Information

- a. March 14, 2022 School Board Meeting Packet. Superintendent Hillmann reviewed the anticipated timeline for the March 14 school board meeting packet.

10. Future Meetings

- a. Monday, March 14, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, March 28, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, April 11, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Adjournment

On a motion by Stratmoen, seconded by Goerwitz, the board adjourned at 7:56 p.m.

Noel Stratmoen  
School Board Clerk

# **NORTHFIELD PUBLIC SCHOOLS**

## **School Board Minutes**

March 14, 2022

District Office Boardroom

1. Call to Order

Board Chair Claudia Gonzalez-George called the Regular meeting of the Northfield Board of Education of Independent School District No. 659 to order at 6:00 p.m. Present: Baraniak, Butler, Gonzalez-George, Goerwitz, Pritchard, Stratmoen, and Quinnell. Absent: None. 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 Quinnell, seconded by Goerwitz, the board approved the agenda.

3. Public Comment

There were no public comments.

4. Announcements and Recognitions

- The board welcomed the Global Studies students attending the meeting.
- The board congratulated Superintendent Dr. Hillmann on receiving the 2022 Minnesota Association of School Administrators Region 1 Administrator of Excellence Award.

5. Items for Discussion and Reports

- a. Facility Rental and Service Fees. Director of Community Education Erin Bailey submitted a recap and recommendation regarding the rental and service fees that cover maintenance, operations and staffing facilities. The board annually reviews the rental and service fees in compliance with Policy 902 Use of School District Facilities and Equipment Procedures. Due to the global health pandemic there have been a limited number of outside groups who have rented school district facilities in the past two years. Director Bailey recommended no increase to the current rental and service fees, and no changes to Policy 902.
- b. Proposed 2022-23 Debt Service Fund. Director of Finance Val Mertesdorf presented the 2022-2023 Debt Service Fund Budget. The board will be asked to adopt the budget at the May 9, 2022 board meeting.
- c. Proposed 2022-2023 Internal Service Fund Budget. Director Mertesdorf presented the proposed 2022-2023 Internal Service Fund Budget. The purpose of the Internal Service Fund is to record the financial transactions of the district's self-insured health and dental plan. The board will be asked to adopt the budget at the May 9, 2022 board meeting.
- d. Budget Prioritization Process. Dr. Hillmann and Director Mertesdorf provided an update on the budget prioritization process. The purpose of the budget prioritization process is to adjust Northfield Public Schools expenditures to align with reduced revenue resulting from a projected decline in enrollment of 400 students over the next ten years. Three teams will make recommendations for a budget plan that includes an expenditure reduction of \$4.5 million over two years. The board will receive a budget report at the March 28, 2022 board meeting.
- e. Superintendent Operations and COVID-19 Update. Dr. Hillmann provided an update about district operations and COVID-19 data. The COVID-19 vaccination requirement for volunteers has been removed as of March 14 and our influenza-like illness (ILI) rates have been excellent. Director of Special Services Cheryl Hall was named the 2022 Minnesota Administrators of Special Education Director of the Year. The Legislative Action Committee (LAC) has been expanded to include community members and we are educating committee members on the legislative process and school finance. Northfield Public Schools was

selected several months ago by the Minnesota Department of Education for a substantial “Grow Your Own” grant specifically to help increase the number of teachers of color in our district. The district has partnered with HCI to launch the Northfield Teaching Fellows application and process.

6. Consent Agenda

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

a. Minutes

Minutes of the Regular School Board meeting held on February 28, 2022.

b. Gift Agreements

There were no gift agreements.

c. Personnel Items

i. Appointments

1. Stephanie Ennis, Summer Targeted Services PLUS Teacher for up to 6 hours/day Mon.-Thurs. at Greenvale Park, beginning 7/5/2022-8/11/2022; MA, Step 2
2. Ana Gallego, Summer Targeted Services PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Greenvale Park, beginning 7/5/2022-8/11/2022; \*\*Step 3-\$14.85/hr.
3. Mary Hotz Zenk, Summer Targeted Services BLAST Teacher for up to 6 hours/day Mon.-Thurs. at the High School, beginning 7/5/2022-8/11/2022; BA, Step 5
4. Ian Klotz, Assistant Boys Lacrosse Coach for 2 hours/day at the High School, beginning 4/4/2022. \$3,983, Plus Step 5
5. Lauren Moravchik, Recreation Programming Summer Intern for up to 20 hours/week from 5/23/2022-6/12/2022 and 7/30/2022-8/15/2022, up to 40 hours/week from 6/13/2022-7/29/2022 with Community Education Recreation, beginning 5/23/2022-8/15/2022; \$14.38/hr.
6. Andrea Redder, Early Childhood EA Sib Care for 8 hours/day at the NCEC, beginning 3/28/2022; Gen Ed Step 4-\$16.92/hr.

ii. Increase/Decrease/Change in Assignment

1. Janet Amundson, EA at the Middle School, add Summer Targeted Services BLAST Site Assistant for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
2. Kristin Basinger, EA at the Middle School, add Summer Targeted Services PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
3. Rachael Basinger, EA at the Middle School, add Summer Targeted Services PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
4. Ashley Benhart, Teacher at Spring Creek, add Summer Targeted Services PLUS Teacher for up to 7 hours/day Mon.-Thurs. at Greenvale Park, effective 6/20/2022-8/16/2022; Lane/step
5. Danielle Collins, 4th Grade Teacher with an end date of 6/9/2022 at Greenvale Park, change to 4th Grade Teacher ongoing at Greenvale Park, effective 3/14/2022.
6. Tiffany Donkers, Early Ventures Teacher for 40 hours/week at the NCEC, change to Early Ventures Teacher for 36 hours/week at the NCEC, effective 3/14/2022.
7. Kelle Edwards, EA at the High School, add Summer Targeted Services PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
8. Ethan Freier, Band Director at the Middle School, add RRR Horn Arrangement Director at the High School, effective 3/1/2022; Stipend \$2,000
9. Janet Gannon, EA at the Middle School, add Summer Targeted Services BLAST Site Assistant for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
10. Michael Garlitz, Accelerate Northfield Coordinator with the District, add Summer Targeted Services PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
11. Michael Garlitz, Accelerate Northfield Coordinator with the District, add Summer Targeted Services PLUS Club Leader for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*\$23.01/hr.
12. Cece Green, CNA Manager II at the High School, add Summer Child Nutrition Lead for up to 6 hours/day Mon.-Thurs. at Greenvale Park, effective 6/10/2022-8/25/2022; \*\*\$23.16/hr.
13. Jackie Groth, EA at Bridgewater, add Summer Targeted Services PLUS Site Assistant for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.

14. Denise Halvorson, Teacher at the High School, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; lane/step
15. Kelly Hebzynski, Teacher at the Middle School, add Summer Targeted Services BLAST Teacher for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; Lane/step
16. Kristin Hummel, Teacher at Bridgewater, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
17. Julene Johnson, EA at Bridgewater, add Summer Targeted Services BLAST Site Assistant for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
18. Anna Kelly, Teacher at Greenvale Park, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
19. Darren Loftquist, Teacher at Bridgewater, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
20. Catherine Lovrien, Teacher at the Middle School, add Summer Targeted Services BLAST Teacher for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; Lane/step
21. Rebecca Meyer, EA at the High School, add Summer Targeted Services BLAST Site Assistant for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
22. Sean O'Brien, Teacher at the High School, add .5 Assistant Track Coach at the High School, effective 3/14/2022; Level 1, Step 2 - .50 FTE
23. Ann Schmidt, CNA II and CNA III at the High School, add Summer CNA for up to 4 hours/day Mon.-Thurs. at Greenvale Park, effective 7/11/2022-8/11/2022; \*\*\$19.28/hr.
24. Angie Schock, Teacher at the Middle School, add Summer Targeted Services BLAST Teacher for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; Lane/step
25. Karleen Sherman, Teacher at Spring Creek, add Summer Targeted Services BLAST Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
26. Michael Sherman, Teacher at the Middle School, add Summer Targeted Services BLAST Teacher for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; Lane/step
27. Amanda Sieger, Teacher at Spring Creek, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
28. Scott Stanina, Teacher at the High School, add Summer Targeted Services BLAST Teacher for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; Lane/step
29. Heather Stanton Ims, School Social Worker at the Middle School, add an overload in lieu of prep for 2 days/week (Tues. and Thurs.) effective 9/9/2021-6/9/2022 and an overload in lieu of prep for 1 day/week (Wednesday) effective 11/3/2021-6/9/2022.
30. Karl Stromley, Licensed Substitute Teacher with the District, add Summer Targeted Services BLAST Site Assistant for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.
31. Cynthia Thomas, Gen Ed EA at the High School, change to Special Ed EA PCA for 6.75 hours/day at the High School, effective 3/21/2022; Special Ed Step 4-\$17.52/hr.
32. Diane Torbenson, Teacher at Greenvale Park, add Summer Targeted Services PLUS Teacher for up to 6.5 hours/day Mon.-Thurs. at Greenvale Park, effective 7/5/2022-8/11/2022; Lane/step
33. Ellen Trotman, Teacher at the Middle School, add Summer Targeted Services BLAST Teacher Substitute for up to 6.5 hours/day Mon.-Thurs. at the High School, effective 7/5/2022-8/11/2022; Lane/step
34. Katrina Warner, EA at Bridgewater, add Summer Targeted Services PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Bridgewater 7/5/2022-8/11/2022; \*\*Step 4-\$15.48/hr.

iii. Leave of Absence

1. Joanne Gilbert, CNA at the High School, Updated Leave of Absence, effective 2/16/2022-3/15/2022.
2. Ada Leaphart, Teacher at Greenvale Park, Family/Medical Leave of Absence beginning on about 3/21/2022 through the end of the 2021-2022 school year.

iv. Retirements/Resignations/Terminations

1. Shari Bradley, Special Ed EA at the NCEC, resignation effective 3/25/2022.
2. Tracy Closson, Alpine Head Coach, resignation effective 3/14/2022.

7. Items for Individual Action

- a. Bid Approval for High School Office Remodel. On a motion by Baraniak, seconded by Goerwitz, the board approved the bid for the high school office remodel. The project received 22 bids covering the various work scope packages with many of them having two or more competitive bids. Of the ten (10) contracts recommended, two (2) companies are within a thirty-mile radius of the project. The total cost of construction, permits, and fees is \$1,086,641. This project will be funded using long term facilities maintenance revenue and is included in the ten year plan adopted by the board on Feb. 28, 2022. Furniture,

fixtures, and other equipment (not included in these bids) will be funded through the district's operating capital budget, also approved by the board on Feb. 28, 2022.

8. Items for Information

- a. Enrollment Report. The March 2022 enrollment report was not available and will be reviewed at the next board meeting.

9. Future Meetings

- a. Monday, March 28, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, April 11, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, April 25, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

On a motion by Stratmoen, seconded by Baraniak, the board adjourned at 7:42 p.m.

Noel Stratmoen  
School Board Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 3<sup>rd</sup> day of March, 2022, by and  
between Dakota Electric Association (DCTC Foundation),  
hereinafter the "Donor", and Independent School District No. 659,  
Northfield, Minnesota, pursuant to the District's policy for receiving gifts  
and donations, as follows:

### TERMS

\$3,000.00 for Dakota Electric Fund Scholarship, check #5164.

Dakota Electric Association (DCTC Foundation)  
Donor

By: Received in District office

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 7<sup>th</sup> day of March, 2022, by and between Apple Autos Scholarship Fund of the Minneapolis Foundation, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

### TERMS

\$5,000.00 for two scholarships, check # 538486.

Apple Autos Scholarship Fund of the Minneapolis Foundation  
Donor

By: Received in District office

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk



## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 7<sup>th</sup> day of March, 2022, by and between Lucille Duesterhoeft Scholarship Fund of the Saint Paul and Minnesota Foundation hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

### TERMS

\$14,287.51 for scholarships, check # 139599.

Lucille Duesterhoeft Scholarship Fund of the Saint Paul and Minnesota Foundation  
Donor

By: Received in District office

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 16<sup>th</sup> day of March, 2022 by and between Saint Paul  $\frac{1}{2}$  Minnesota Foundation, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

### TERMS

\$5,012.95 for TORCH scholarship, check #139925.

Saint Paul  $\frac{1}{2}$  Minnesota Foundation  
Donor

By:

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 18<sup>th</sup> day of March, 2022, by and between College City Beverage, Inc., hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

### TERMS

\$5,000.00 for Tom Blaisdell Scholarship, check #75489.

College City Beverage, Inc.  
Donor

By:

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 21<sup>st</sup> day of March, 2022, by and  
between Thomas Blaisdell Scholarship Fund of the Saint Paul, Minnesota Foundation,  
hereinafter the "Donor", and Independent School District No. 659,  
Northfield, Minnesota, pursuant to the District's policy for receiving gifts  
and donations, as follows:

### TERMS

\$4,094.40 for Tom Blaisdell and Skip Boyum Scholarships,  
check # 140425.

Thomas Blaisdell Scholarship Fund of the Saint Paul, Minnesota Foundation  
Donor

By:

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 21<sup>st</sup> day of March, 2022, by and between Wayne R. Stickley and Jennifer A. Tuma Memorial, <sup>Scholarship Fund of the Saint Paul and Minnesota Foundation</sup> hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

### TERMS

\$5,726.37 for scholarships, check #140426.

Wayne R. Stickley and Jennifer A. Tuma Memorial Scholarship  
Donor Fund of the Saint Paul and Minnesota Foundation

By:

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk

## NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 18<sup>th</sup> day of March, 2022, by and  
between Jana Hirsch,  
hereinafter the "Donor", and Independent School District No. 659,  
Northfield, Minnesota, pursuant to the District's policy for receiving gifts  
and donations, as follows:

### TERMS

\$1,000.00 for NMS Student Council cancer fundraiser.

Jana Hirsch  
Donor

By:

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

INDEPENDENT SCHOOL DISTRICT No. 659

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

Clerk

## RESOLUTION ACCEPTING DONATIONS

The following resolution was moved by \_\_\_\_\_ and seconded by \_\_\_\_\_:

**WHEREAS**, Minnesota Statutes 123B.02, Sub. 6 provides: “ The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

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

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

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

| Donor   | Item        | Designated Purpose (if any)   |
|---|-------------|---|
| Dakota Electric Association   | \$3,000.00  | Dakota Electric Fund Scholarship  |
| Apple Autos Scholarship Fund  | \$5,000.00  | Special education button program towards the purchase of new button making machines |
| Lucille Duesterhoeft Scholarship Fund of the Saint Paul and Minnesota Foundation                            | \$14,287.51 | Scholarships  |
| Saint Paul & Minnesota Foundation   | \$5,012.95  | TORCH Scholarship   |
| College City Beverage, Inc.   | \$5,000.00  | Tom Blaisdell Scholarship   |
| Thomas Blaisdell Scholarship Fund of the Saint Paul & Minnesota Foundation                                  | \$4,094.40  | Tom Blaisdell and Skip Boyum Scholarships   |
| Wayne R. STickley and Jennifer A. Tuma Memorial Scholarship Fund of the Saint Paul and Minnesota Foundation | \$5,726.37  | Scholarships  |
| Jana Hirsch   | \$1,000.00  | NMS student council cancer fundraiser   |

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Claudia Gonzalez-George, Chair

By: Noel Stratmoen, Clerk

| COMMUNITY EDUCATION              |                               |  |   |
|----------------------------------|-------------------------------|--|---|
| Summer 2022 Brochure Instructors |                               |  |   |
|                                  |                               |  |   |
|                                  | Alan Anderson                 |  | Kyle Scanlon                                |
|                                  | Raiders Fitness               |  | Northfield Arts Guild                       |
|                                  | American Red Cross            |  | Northfield Skating School Staff             |
|                                  | Doug Bengtson                 |  | Northfield USBC Association                 |
|                                  | Kevin Dahle                   |  | Praire Fire Theatre                         |
|                                  | Heidi Streiff                 |  | Project Able Staff                          |
|                                  | Craig Johnson                 |  | Spark & Stitch Institute                    |
|                                  | Community Education Staff     |  | Youth Enrichment League Staff               |
|                                  | Cornerstone on the Vermillion |  | Victor Albrecht                             |
|                                  | Jacqui Dorsey                 |  | Shahar Fearing                              |
|                                  | Carey Tinkelenberg            |  | Katherine Pickerign                         |
|                                  | Dave Gilmore                  |  | Linda Lemke                                 |
|                                  | Bob Schmaltz                  |  | KidCreate Studio                            |
|                                  | Darrell Sawyer                |  | Lori Hameister                              |
|                                  | Amanda Sieger                 |  | Go Solar! Kidz                              |
|                                  | Northfield Tennis Association |  | Tech Academy                                |
|                                  | John and Carly Born           |  | Challenger Sports                           |
|                                  | Susan Shirk                   |  | Paul Eddy                                   |
|                                  | River Bend Nature Center      |  | Minnesota Twins                             |
|                                  | Dakota County 4H              |  | Cannon River Sportsmen Club                 |
|                                  | Tim Torstenson                |  | Skyhawks                                    |
|                                  | Jasmin Kotek                  |  | Sports Unlimited                            |
|                                  | Steve Hatle                   |  | Northfield Raider Basketball Coaching Staff |
|                                  | Anne Haddad                   |  | Northfield Raider Football Coaching Staff   |
|                                  | Camp Peppin                   |  | Northfield Raider Cheer Team                |
|                                  | LaVergne Dickerson            |  | Sylvia Marccarelli                          |
|                                  |                               |  | Peter Gittins                               |



Member \_\_\_\_\_ introduced the following Resolution and moved it adoption:

**Resolution in Support of the Congressional IDEA Full Funding Act [H.R. 5984](#) and [S. 3213](#)**

WHEREAS, the Northfield Public School District recognizes the need for a strong investment in the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the Individuals with Disabilities Education Act was first enacted in 1975 to help ensure that all students with disabilities will have access to a free appropriate public education and IDEA's enactment more than 45 years ago, the current federal investment in IDEA is less than 14 percent; and

WHEREAS, with the enactment of IDEA, the United States Congress committed to fund up to 40 percent of the additional cost of special education, thereby promising to provide up to 40 percent of the national average per pupil expenditure, which is currently estimated at \$13,828 by the U.S. Department of Education; and

WHEREAS, our nation's school districts face an increased demand for greater resources to fulfill the needs of students under IDEA, including those for students affected by multiple disabilities whose individual education plans require more resources; and

WHEREAS, with each increase in the IDEA child count, the Northfield Board of Education and others throughout the country continue to adjust their budgets to accommodate this increased need and ensure that each child educated through IDEA receives the appropriate supports, with some school districts dedicating forty percent or more of their general education budgets to special education services; and,

WHEREAS, the Northfield Public School District has a \$5.2 million cross-subsidy for FY 20, which is a one part of the statewide cross-subsidy that was more than \$673 million in FY 20 and is expected to grow to \$806 million in FY 25.

BE IT RESOLVED, that the Northfield Board of Education supports the IDEA Full Funding Act that will help strengthen the federal investment in special education by authorizing a ten-year plan to fully fund the federal share of IDEA; and

BE IT RESOLVED, that the Northfield Board of Education urges Congress' strong bipartisan support for and passage of the IDEA Full Funding Act; and,

NOW, THEREFORE BE IT RESOLVED that the Northfield Board of Education remains committed to providing students with disabilities and their families the supports they need.

The motion for the adoption of the Resolution was duly seconded by \_\_\_\_\_ and upon a vote being taken thereon, the following voted in favor of the Resolution:

And the following voted against the Resolution:

Whereupon this Resolution was declared duly passed and adopted.

\_\_\_\_\_  
Noel Stratmoen, Clerk  
Board of Education  
Northfield Public Schools ISD No. 659

\_\_\_\_\_  
Date



## Achievement and Integration Plan Form

### July 1, 2022 to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

**District ISD# and Name:** 0659 - Northfield Public Schools

**Superintendent Phone Number:** 507-663-0629

**District Integration Status:** Adjoining

**Title of Person submitting Report:** Hope Langston

**Superintendent Name:** Matthew Hillmann

**Phone:** 507-645-3436

**Email:** hlangston@northfieldschools.org

**Superintendent Email:** mhillmann@northfieldschools.org

### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your [district has a racially identifiable school](#), please list each of those schools below. Add additional lines as needed.

1. NA

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

***Provide the name of your integration collaborative if you have one:***

Multidistrict Collaboration Council: Cannon River Collaborative

1. #2143 Waterville, Elysian, Morristown (RI Racially Isolated)
2. #2905 Tri-City United (RI - Racially Isolated)
3. #656 Faribault Public Schools (RI - Racially Isolated)

## School Board Approval

- ☒ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).
- ☒ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent (enter name) Matthew Hillmann

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

School Board Chair (enter name) Claudia Gonzalez George

School Board Chair Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

**American Indian Parent Advisory Committee** Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above ([Minn. R. 3535.0160, subp. 2](#), and [3535.0170, subp. 3](#)).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

**AIPAC Member Signature** (if applicable): \_\_\_\_\_ Date Signed: \_\_\_\_\_

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

**Northfield Achievement and Integration Leadership Group**

| Member         | Role  |
|----------------|---|
| Erin Bailey    | Director of Northfield Center for Early Childhood |
| Val Mertesdorf | Director of Finance                               |
| Hope Langston  | Director of Instructional Services                |
| Cheryl Hall    | Director of Special Services                      |
| Joel Leer      | High School Principal                             |
| Carrie Duba    | District MTSS Lead                                |
| Nancy Veverka  | High School Assistant Principal                   |
| Greg Gelinieau | Middle School Principal                           |
| Daryl Kehler   | Northfield ALC and Portage Director               |
| Mark Ensrud    | High School Counselor                             |
| Cindy Santa    | Family Engagement Navigator and District Parent   |
| Becky Ford     | Healthy Community Initiative                      |
| Zach Pruitt    | Healthy Community Initiative                      |

**Multidistrict Collaboration Council:** : The Multidistrict team has the intention of meeting multiple times throughout the year to coordinate efforts and evaluate our plan.

| District   | Council Member   | Position                                       |
|------------|------------------|--|
| Faribault  | Heidi Oanes      | Integration Coordinator/AVID District Director |
| Faribault  | Janet Lewis Muth | Mental Health Coordinator                      |
| Faribault  | Jamie Bente      | High School Principal                          |
| Northfield | Hope Langston    | Director of Instructional Services             |
| Northfield | Carrie Duba      | District MTSS Lead                             |
| Northfield | Nancy Veverka    | High School Assistant Principal                |

|                               |                  |                                 |
|-------------------------------|------------------|---------------------------------|
| Waterville/Elysian/Morristown | Jennifer Willson | High School Principal           |
| Tri City United               | Alan Fitterer    | High School Principal           |
| Tri City United               | David Ruehs      | High School Assistant Principal |

Community Collaboration Council for Racially Identifiable School(s): NA

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval ([Minn. Stat. § 124D.861, subd. 4](#)). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

## Achievement and Integration Goals - Achievement Disparity

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Enter Achievement Disparity SMART Goal #1A: The percentage of 9th through 12th grade FRP students who are credit deficient and not on track for graduation within 4 years will decline from 27% in 2022 to 13% or less in 2025. (Baseline FY 2022 Data: 27% of FRP and 13% of NFRP students are credit deficient)**

Choose a WBWF goal area: All students graduate from high school.

**Choose the type of Goal:**

  X   Achievement Disparity

       Integration

       Teacher Equity

**To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.**

## Strategies - Achievement Disparity Goal #1A

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

**Copy and paste the strategy section below for each additional strategy.**

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Goal 1A, Strategy 1 - Edgenuity Coursework teacher and educational assistant at NHS

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☒ Option 4: Increases graduation rates.

☐ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Research indicates that over the course of a lifetime, the average high school dropout earns approximately \$260,000 less compared to a high school graduate (Rouse, 2005). Students who do not complete high school have an economic impact of \$325 billion in lost wages, tax revenue, and productivity annually (Long-Coleman 2009). The COVID 19 pandemic created a disruption in learning that impacted the course completion rate of all students, but most significantly, our socioeconomically challenged students.

The Northfield High School MTSS team, with support from the district MTSS Lead, will identify students at risk of failing a course at their weekly meetings. As these students are identified, they are placed in the Credit Recovery Seminar class to receive targeted support from the teacher and/or an educational assistant. Edgenuity is an online credit recovery program used to target students with credit deficiencies who are deemed at risk for dropping out or not graduating on time. The online platform allows for fully customizable courses so that students can focus on the standards they need to master to attain credit in the course. The foundation of the Edgenuity program is based on the principles of Universal Design for Learning (UDL), which incorporate three methods of flexible and individualized learning. The first method of UDL emphasizes multiple representations of information using various formats and media. The second method allows for multiple means of student actions of understanding and interaction with the material. The third method of UDL is flexibility, which focuses on engaging and motivating students through multiple pathways (Rose & Meyer, 2002).

The recovery class size is kept small so that students can benefit from additional personalized instruction.

### Key Indicators of Progress (KIP) - Goal 1A, Strategy 1 - Edgenuity Coursework teacher and educational assistant at NHS

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | 2023 Target | 2024 Target | 2025 Target |
|--|-------------|-------------|-------------|
| The percentage of NHS Credit Recovery Seminar Edgenuity courses completed in one semester. <i>(Baseline data is 33% in semester 1 of the 2021-2022 school year.)</i>                         | 40%         | 50%         | 60%         |

**Enter location of services:** Northfield High School

**Strategy Name and # Enter:** Goal 1A, Strategy 2 - Northfield Area Learning Center Academic Advocate

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☒ Option 4: Increases graduation rates.

☐ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**According to the Department of Health and Human Services and the CDC research (2009), school connectedness is a particularly promising protective factor for students in our schools. Research has also demonstrated a strong relationship between school connectedness and educational outcomes, including school attendance, staying in school longer and higher grades and classroom test scores.**

**The ALC Academic Advocate works directly with at-risk ALC students and their families with the purpose of keeping students informed and on track for graduation and to communicate with families so parents/guardians are informed of attendance, achievement, and progress toward graduation.**

## **Key Indicators of Progress (KIP) - Goal 1A, Strategy 2 - Northfield Area Learning Center Academic Advocate**

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | <b>2023<br/>Target</b> | <b>2024<br/>Target</b> | <b>2025<br/>Target</b> |
|--|------------------------|------------------------|------------------------|
| Percentage of increased credit acquisition from entering baseline over the school year by the cohort of students working with the Academic Advocate  | 3%                     | 4%                     | 5%                     |

**Enter location of services:** Northfield Area Learning Center



**Strategy Name and # Enter: Goal 1A, Strategy 3 - Promise Fellow Tutors**

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☒ Option 4: Increases graduation rates.

☐ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**According to the Department of Health and Human Services and the CDC research (2009), school connectedness is a particularly promising protective factor for students in our schools. Research has also demonstrated a strong relationship between school connectedness and educational outcomes, including school attendance, staying in school longer and higher grades and classroom test scores. In the school setting, students feel supported and cared for when they see school staff dedicating their time, interest, attention, and emotional support to them. A strategy specifically cited to improve feelings of connectedness is: Implement tutoring programs to provide one-on-one assistance to students. Tutors can provide weekly academic help in reading and math, help students with decision-making, and work with students to develop specific academic and social goals.**

**The Promise Fellows work with students specifically identified by the MTSS team as needing additional support. They offer individualized tutoring and other supports to help students be successful in school.**

## Key Indicators of Progress (KIP) - Goal 1A, Strategy 3 - Promise Fellow Tutors

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | 2023 Target | 2024 Target | 2025 Target |
|--|-------------|-------------|-------------|
| The increase in the semester over semester GPA of students in the Promise Fellow designated cohort.  | 3%          | 5%          | 7%          |

**Enter location of services:** Northfield High School

**Enter Achievement Disparity SMART Goal #1B: The percentage of FRP students who are proficient on the 3rd grade Reading MCA will increase from a baseline of 28% in the spring of 2021 to 40% in 2025, an increase of 3% per year from 2022 to 2025.**

Choose a WBWF goal areas: All racial and economic achievement gaps between students are closed and all third-graders can read at grade level.

**Choose the type of Goal:**

  X   Achievement Disparity

       Integration

       Teacher Equity

## Strategies - Achievement Disparity Goal #1B

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

***Copy and paste the strategy section below for each additional strategy.***

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Goal 1B, Strategy 1 - MN Reading Corps Internal Coach

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

☐ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**Reading Corps began in 2003, serving just 250 children. Since then, the program has helped nearly 250,000 struggling readers, age 3 to grade 3, get ready for Kindergarten and on track for third grade reading. Reading Corps student data indicate that Reading Corps is helping close the achievement gap. Students of color, students eligible for free and reduced lunch and English language learners are achieving outcomes equal to or better than their peers. In fact, those with higher risk factors actually made stronger gains. Students being tutored in reading for 20 minutes a day, every day school is in session, equates to an extra half to full year of schooling. That's like a kindergartner taking 18 months of reading classes in the span of 9 months (Source Reading Corps)**

**Reading Corps coaching makes the difference. Expert literacy coaching and data-based decision making ensure that AmeriCorps members are successful, regardless of their educational background.**

**Reading Corps participants are three times less likely to be referred to special education than non-participants.**

K-3 Reading Corps students are selected by the school MTSS team and teachers based on MRC qualifying criteria. The internal reading coach supervises the reading tutors, conducts fidelity checks and meets with classroom teachers and interventionists to share best practices and align service efforts.

**Enter location of services:** Bridgewater, Greenvale and Spring Creek Elementary Schools

## Key Indicators of Progress - Goal 1B, Strategy 1 - MN Reading Corps Internal Coach

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | 2023 Target | 2024 Target | 2025 Target |
|--|-------------|-------------|-------------|
| The percentage of MRC students with above average growth on the Star Benchmark Assessment from Fall to Spring.   | 55%         | 60%         | 65%         |

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).***

## Strategy Name and # Enter: Goal 1B, Strategy 2 - All Day Preschool Section for Challenged Demographic Groups

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

\_\_\_ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

X   Option 2: Provides school enrollment choices.

       Option 3: Increases cultural fluency, competency, and interaction.

       Option 4: Increases graduation rates.

       Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**A strong base of research shows benefits for preschool participants as they transition into kindergarten. High-quality preschool can help children succeed in their first years of school and reduce the early achievement gap. A few studies have examined longer-term impacts of preschool, with some evidence of lasting long-term outcomes, including higher earnings, better health, better focus, and less criminal activity Source: [Childtrends.org](http://Childtrends.org)).**

**Northfield children from challenged demographic groups have limited options for full time childcare, especially if they need financial assistance to attend preschool. We are able to expand the number of scholarship seats offered at our district early childhood center by adding a section of all day preschool.**

***Enter location of services:*** Northfield Center for Early Childhood

## **Key Indicators of Progress - Goal 1B, Strategy 2 - All-Day Preschool Section for Students from Challenged Demographic Groups**

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

## Key Indicators of Progress (KIP) - All-Day Preschool Section for Students from Challenged Demographic Groups

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | 2023 Target | 2024 Target | 2025 Target |
|--|-------------|-------------|-------------|
| The percentage of students attending the full time preschool section who are kindergarten ready on the entering K benchmark assessment.  | 60%         | 65%         | 70%         |

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).***

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

**Strategy Name and # Enter:** Goal 1B, Strategy 3 - Family Engagement Navigator

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☒ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

☐ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**Family communication is an important component of school connectedness. According to Hattie's meta-analysis of research, parental involvement has a .51 effect size on student achievement. Students and families would benefit by feeling connected to the school, by having greater understanding of school procedures and**

policies, and having a person to whom they can feel connected and able to ask for clarification of school practices. The Family Navigator will work with the district MTSS lead and building MTSS team to identify students and families in need of support. A cohort of students will be identified and their attendance, contact time and achievement outcomes will be tracked.

*Enter location of services:* Bridgewater and Spring Creek Elementary Schools

### Key Indicators of Progress - Goal 1B, Strategy 3 - Family Engagement Navigator

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

#### Key Indicators of Progress (KIP) - Family Engagement Navigator

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | 2023 Target | 2024 Target | 2025 Target |
|--|-------------|-------------|-------------|
| The Family Engagement Navigator designated cohort group with improved school year attendance.  | 10%         | 15%         | 20%         |

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Achievement and Integration Goal - Teacher Equity and Effectiveness

**Enter Teacher Equity SMART Goal #2: Reduce the percentage of FRP students receiving one or more Q2 Fs at Northfield Middle School from 31% in Q2 of FY 2022 to 9%, the FY 2022 NFRP student percentage, by Q2 FY 2025.**

Choose a WBWF goal area: All students graduate from high school.

**Choose the type of Goal:**

☐ Achievement Disparity

☐ Integration

☒ Teacher Equity

***To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.***

## Strategies - Teacher Equity Goal #2

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

***Copy and paste the strategy section below for each additional strategy.***

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Goal 2, Strategy 1 - Advancement Via Individual Determination (AVID) Schoolwide Program

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.



\_\_\_ Option 3: Increases cultural fluency, competency, and interaction.

\_\_\_ Option 4: Increases graduation rates.

X Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**The COVID 19 pandemic disproportionately impacted FRP student academic achievement at our middle school. Research suggests that teacher engagement is central to helping students realize their full potential as well as to improving students' own engagement (Gallup, 2014). Given that communication between and among staff is one indicator of engagement, as referenced by a Gallup study of the nation's most successful and engaged schools (Hodges, 2015), it is worth noting that AVID's pre-post data showed a significant increase in the portion of teachers who met with their colleagues to discuss teaching strategies. Prior to the AVID SI training, more than one-fifth of teachers (22%) indicated that they never had such discussions. A year later, that figure dropped to 7%. Gallup's research also indicates that "K-12 teachers' average engagement level drops in their first few years on the job" (Gallup, 2014, p. 27). However, this is not the case with AVID-trained educators. Pre-post results showed that novice teachers with 0-5 years of experience as an educator exhibited a significant increase in the reported frequency of meeting with colleagues to discuss teaching strategies.**

**The AVID Schoolwide Model provides ongoing opportunities for teachers to engage in professional development with the building mentors and AVID staff so that they can implement culturally responsive instructional practices that will benefit our students from challenged demographic groups.**

### **Key Indicators of Progress (KIP) - Goal 2, Strategy 1 - Advancement Via Individual Determination (AVID) Schoolwide Program**

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | <b>2023<br/>Target</b> | <b>2024<br/>Target</b> | <b>2025<br/>Target</b> |
|--|------------------------|------------------------|------------------------|
| The percentage of teachers indicating they have implemented one or more AVID instructional strategies in their classroom.  | 70%                    | 80%                    | 90%                    |

**Strategy Name and # Enter: Goal 2, Strategy 2 - Advancement Via Individual Determination (AVID) Elective Course**

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

☒ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**In the AVID elective class, students learn how to organize their school work, study habits, how to critically think, and make engaging questions. In addition, students receive academic support from former AVID students and trained tutors. Furthermore, they participate in university-related activities that prepare for college readiness. Students are identified for the AVID course based on their educational record, teacher recommendation and parent permission. Families are provided with an introductory meeting at the school so that they can learn about the program. Criteria for enrollment in the AVID elective class includes the following:**

**There are several requirements that a candidate shall possess some of the following characteristics:**

- Be a student with academic potential
- Have intermediate level assessment results
- A grade point average of 2.0 to 3.5; a student earning Bs, Cs, and sometimes Ds
- Have a desire to go to college and willing to work hard
- Attend school with minimal absences
- Have little or no discipline problems
- Maybe the first in their families to attend college
- Low income or minority families

## Key Indicators of Progress (KIP) - Goal 2, Strategy 2 - Advancement Via Individual Determination (AVID) Elective Course

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | 2023 Target | 2024 Target | 2025 Target |
|--|-------------|-------------|-------------|
| The percentage of Ds and Fs earned by students in <b>any</b> middle school course.   | 0%          | 0%          | 0%          |
| The percentage of students enrolled in the AVID elective course with above average fall to spring reading growth (SGP) on the Star assessment.   | 60%         | 70%         | 80%         |

**Strategy Name and # Enter:** Goal 2, Strategy 3 - Professional development and support in culturally responsive instruction

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

☒ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**In order to fully and consistently implement the AVID schoolwide model, staff will attend the AVID professional development training in the summer and the Northfield Middle School AVID leadership team will continue the training with their own sessions over the course of the school year. Ongoing professional**

development will ensure that these research-based strategies are implemented so that all students benefit. One of the most important features of the program is how teachers inspire students to take control of their own learning. As a result, each year, the AVID organization trains educators to empower students in their own learning. Relationship building is an important part of the program and increasing the number of trained teachers over time will expand the positive impact of the program in our middle school.

Every Northfield Middle School student deserves a teacher who implements culturally responsive instructional practices effectively. In a culturally relevant learning environment, students develop and practice collaboration skills to build relational capacity and respect the diverse experiences of others. Culturally relevant learning environments allow students to develop high expectations for themselves and apply these expectations in their learning. Students are expected to demonstrate knowledge and achieve success so they feel more in control of their future. Culturally relevant learning environments empower and welcome student voice and develop self-advocacy and leadership. AVID provides the teacher training to create this culturally relevant learning environment in every classroom. These classrooms allow all students to succeed, regardless of demographic.

**Key Indicators of Progress (KIP) - Goal 2, Strategy 3 - Professional development and support in culturally responsive instruction**

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | 2023<br>Target | 2024<br>Target | 2025<br>Target |
|--|----------------|----------------|----------------|
| The number of staff trained in AVID practices  | 26             | 30             | 35             |
| The percentage of teachers indicating they have implemented one or more AVID instructional strategies in their classroom.  | 70%            | I 80%          | 90%            |

**Achievement and Integration Goal - Integration**

**Enter Integration SMART Goal #3:** Increase student awareness and understanding of district data with student peers from the Cannon River Collaborative (CRC) so that 100% of annual data summit attendees report learning something new about the CRC districts and at least 90% of students agree that they generated potential solutions to reduce the achievement gaps between student demographic groups.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☐ Teacher Equity

**To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.**

## Strategies - Integration Goal #3

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

**Copy and paste the strategy section below for each additional strategy.**

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and # Enter:** Goal 3, Strategy 1 - Inter District Integrated Student Data Summit

**Choose the Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☒ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

\_\_\_ Option 5: Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**After a highly successful 4 district Student Data Summit in December 2019, the pandemic interrupted the plan to continue this work. In May 2022, Northfield will host an Integrated Student Data Summit with the three other schools in the Cannon River Collaborative (Northfield, Faribault, Tri-City United, WEM). We will meet at Carleton College and provide lunch for the students. It is anticipated that 20 high school students representing the ethnic and FRP status diversity of each school district will attend for a total of about 80 students. The Northfield diversity sub-committee of our District Youth Council will participate in the planning of this day. They will help determine which data will be analyzed and questioned by the student group. They, along with an adult from our Leadership Team, will facilitate the data discussion and goals and strategies to move the needle on improvement. We will have a pre-summit survey followed by a post-summit survey to measure student understanding of the data.**

**The sub-committee will be involved in planning integration activities with the Cannon River Collaborative in the other two years of the plan. One of the activities will be to evaluate the first summit. Northfield is willing to host a data summit every year in order to build relationships between high school students.**

### **Key Indicators of Progress (KIP) - Goal 3, Strategy 1 - Inter District Integrated Student Data Summit**

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | <b>2023<br/>Target</b> | <b>2024<br/>Target</b> | <b>2025<br/>Target</b> |
|--|------------------------|------------------------|------------------------|
| Post data student survey indicating new learning and awareness.  | 100%                   | 100%                   | 100%                   |
| Post data student survey of students who have generated achievement gap solutions.   | 70%                    | 80%                    | 90%                    |

**Remember to copy and paste the goal section when adding additional goals.**

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). **The Northfield Achievement and Integration plan will create efficiencies and eliminate duplicative programs and services because the components in it are unique within our district and complement existing supports for students. The goals and strategies clearly align to our [district strategic plan](#) and benchmarks. The plan also aligns to our mission to prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. Our plan provides additional support for some of our most challenged populations with measurable outcomes that will indicate whether we are on track or need to adjust our plan.**

**2022 RESOLUTION ESTABLISHING COMBINED POLLING PLACES 03.28.2022  
FOR MULTIPLE PRECINCTS AND  
DESIGNATING HOURS DURING WHICH THE POLLING  
PLACES WILL REMAIN OPEN FOR VOTING  
FOR SCHOOL DISTRICT ELECTIONS NOT HELD  
ON THE DAY OF A STATEWIDE ELECTION**

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

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. Each combined polling place must be a polling place that has been designated by a county or municipality. The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

Combined Polling Place: Bethel Lutheran Church  
1321 North Avenue  
Northfield, Minnesota

This combined polling place serves all territory in Independent School District No. 659 located in Castle Rock Township; Eureka Township; Greenvale Township; Sciota Township; Waterford Township; the City of Northfield Ward 3, Precinct 1; Rice County, Minnesota; and the City of Northfield Ward 3, Precinct 2; Dakota County, Minnesota.

Combined Polling Place: St. John's Lutheran Church  
500 Third Street West  
Northfield, Minnesota

This combined polling place serves all territory in Independent School District No. 659 located in Webster Township Precinct 1 and Precinct 2; the City of Northfield, Ward 1, Precinct 1; the City of Northfield Ward 4, Precinct 1; and the City of Northfield Ward 4, Precinct 2; Rice County, Minnesota.

Combined Polling Place: Northfield Community Resource Center  
1651 Jefferson Parkway  
Northfield, Minnesota

This combined polling place serves all territory in Independent School District No. 659 located in Bridgewater Township; Forest Township; Erin Township; the City of Dundas; Cannon City Township; and the City of Northfield, Ward 2, Precinct 2; Rice County, Minnesota.



Combined Polling Place: United Methodist Church  
1401 South Maple Street  
Northfield, Minnesota

This combined polling place serves all territory in Independent School District No. 659 located in Northfield Township; Rice County, Minnesota; the City of Dennison; Rice County, Minnesota; the City of Dennison; Goodhue County, Minnesota; Warsaw Township; Goodhue County, Minnesota; the City of Northfield, Ward 1, Precinct 2; and the City of Northfield, Ward 2, Precinct 1; Rice County, Minnesota.

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

(If a combined polling place is changed, the change must be adopted at least ninety (90) days prior to the first election where it will be used unless that polling place has become unavailable for use.)

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Noel Stratmoen  
Board of Education, Clerk

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Date

|  |               |                |                |             |              | 2021/22      |             |              |             |           |          |                    |
|--|---------------|----------------|----------------|-------------|--------------|--------------|-------------|--------------|-------------|-----------|----------|--------------------|
| School and Grade Level   | September 9th | September 17th | September 24th | October 1st | November 1st | December 1st | January 3rd | February 1st | March 1st   | April 1st | May 2nd  | End of Year 6/9/22 |
| <b>NCEC</b>  |               |                |                |             |              |              |             |              |             |           |          |                    |
| Early Childhood  | 117           | 108            | 110            | 108         | 115          | 120          | 116         | 127          | 123         |           |          |                    |
| <b>Total</b>   | <b>117</b>    | <b>108</b>     | <b>110</b>     | <b>108</b>  | <b>115</b>   | <b>120</b>   | <b>116</b>  | <b>127</b>   | <b>123</b>  | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>Portage</b>   |               |                |                |             |              |              |             |              |             |           |          |                    |
| Grade K-2034   | 2             | 2              | 2              | 2           | 1            | 1            | 2           | 2            | 3           |           |          |                    |
| Grade 1-2033   | 3             | 3              | 3              | 3           | 3            | 3            | 3           | 3            | 3           |           |          |                    |
| Grade 2-2032   | 5             | 5              | 5              | 5           | 3            | 3            | 4           | 5            | 5           |           |          |                    |
| Grade 3-2031   | 9             | 9              | 9              | 8           | 8            | 8            | 8           | 9            | 8           |           |          |                    |
| Grade 4-2030   | 4             | 4              | 3              | 3           | 2            | 2            | 2           | 2            | 2           |           |          |                    |
| Grade 5-2029   | 9             | 9              | 9              | 9           | 7            | 7            | 8           | 7            | 7           |           |          |                    |
| Grade 6-2028   | 6             | 7              | 5              | 5           | 5            | 4            | 4           | 4            | 5           |           |          |                    |
| Grade 7-2726   | 11            | 10             | 11             | 11          | 12           | 13           | 13          | 16           | 17          |           |          |                    |
| Grade 8-2026   | 6             | 7              | 8              | 8           | 8            | 8            | 8           | 11           | 12          |           |          |                    |
| Grade 9-2025   | 3             | 4              | 3              | 4           | 4            | 8            | 8           | 8            | 8           |           |          |                    |
| Grade 10-2024  | 10            | 12             | 13             | 13          | 13           | 16           | 15          | 15           | 15          |           |          |                    |
| Grade 11-2023  | 12            | 11             | 11             | 12          | 12           | 14           | 14          | 22           | 25          |           |          |                    |
| Grade 12-2022  | 17            | 21             | 23             | 23          | 22           | 27           | 25          | 28           | 28          |           |          |                    |
| <b>Total</b>   | <b>97</b>     | <b>104</b>     | <b>105</b>     | <b>106</b>  | <b>100</b>   | <b>114</b>   | <b>114</b>  | <b>132</b>   | <b>138</b>  | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>Greenvale Park</b>  |               |                |                |             |              |              |             |              |             |           |          |                    |
| Grade K-2034   | 88            | 88             | 88             | 88          | 88           | 88           | 89          | 86           | 87          |           |          |                    |
| Grade 1-2033   | 76            | 76             | 77             | 78          | 78           | 78           | 78          | 79           | 79          |           |          |                    |
| Grade 2-2032   | 77            | 78             | 78             | 78          | 78           | 78           | 79          | 77           | 77          |           |          |                    |
| Grade 3-2031   | 71            | 71             | 71             | 71          | 72           | 72           | 71          | 71           | 74          |           |          |                    |
| Grade 4-2030   | 84            | 84             | 84             | 84          | 86           | 86           | 86          | 86           | 85          |           |          |                    |
| Grade 5-2029   | 64            | 64             | 64             | 64          | 66           | 66           | 66          | 65           | 64          |           |          |                    |
| <b>Total</b>   | <b>460</b>    | <b>461</b>     | <b>462</b>     | <b>463</b>  | <b>468</b>   | <b>468</b>   | <b>469</b>  | <b>464</b>   | <b>466</b>  | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>Spring Creek</b>  |               |                |                |             |              |              |             |              |             |           |          |                    |
| Grade K-2034   | 70            | 70             | 70             | 70          | 72           | 72           | 71          | 71           | 71          |           |          |                    |
| Grade 1-2033   | 62            | 63             | 63             | 63          | 64           | 64           | 64          | 63           | 62          |           |          |                    |
| Grade 2-2032   | 74            | 74             | 73             | 73          | 73           | 73           | 74          | 74           | 75          |           |          |                    |
| Grade 3-2031   | 87            | 86             | 86             | 86          | 86           | 87           | 89          | 89           | 90          |           |          |                    |
| Grade 4-2030   | 76            | 76             | 76             | 76          | 76           | 76           | 77          | 77           | 78          |           |          |                    |
| Grade 5-2029   | 82            | 81             | 81             | 81          | 82           | 82           | 82          | 82           | 81          |           |          |                    |
| <b>Total</b>   | <b>451</b>    | <b>450</b>     | <b>449</b>     | <b>449</b>  | <b>453</b>   | <b>454</b>   | <b>457</b>  | <b>456</b>   | <b>457</b>  | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>Bridgewater</b>   |               |                |                |             |              |              |             |              |             |           |          |                    |
| Grade K-2034   | 83            | 83             | 83             | 83          | 84           | 84           | 83          | 83           | 82          |           |          |                    |
| Grade 1-2033   | 89            | 89             | 89             | 89          | 89           | 90           | 88          | 88           | 88          |           |          |                    |
| Grade 2-2032   | 91            | 91             | 91             | 91          | 92           | 91           | 91          | 91           | 91          |           |          |                    |
| Grade 3-2031   | 100           | 100            | 99             | 99          | 98           | 98           | 98          | 98           | 98          |           |          |                    |
| Grade 4-2030   | 93            | 93             | 93             | 93          | 93           | 94           | 93          | 93           | 93          |           |          |                    |
| Grade 5-2029   | 93            | 94             | 94             | 94          | 95           | 95           | 95          | 94           | 94          |           |          |                    |
| <b>Total</b>   | <b>549</b>    | <b>550</b>     | <b>549</b>     | <b>549</b>  | <b>551</b>   | <b>552</b>   | <b>548</b>  | <b>547</b>   | <b>546</b>  | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>Middle School</b>   |               |                |                |             |              |              |             |              |             |           |          |                    |
| Grade 6-2028   | 304           | 303            | 303            | 304         | 304          | 307          | 308         | 308          | 307         |           |          |                    |
| Grade 7-2027   | 305           | 302            | 299            | 298         | 294          | 295          | 293         | 290          | 290         |           |          |                    |
| Grade 8-2026   | 299           | 294            | 294            | 295         | 297          | 299          | 299         | 299          | 297         |           |          |                    |
| <b>Total</b>   | <b>908</b>    | <b>899</b>     | <b>896</b>     | <b>897</b>  | <b>895</b>   | <b>901</b>   | <b>900</b>  | <b>897</b>   | <b>894</b>  | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>High School</b>   |               |                |                |             |              |              |             |              |             |           |          |                    |
| Grade 9-2025   | 344           | 344            | 342            | 342         | 343          | 337          | 335         | 334          | 334         |           |          |                    |
| Grade 10-2024  | 343           | 340            | 337            | 333         | 336          | 333          | 331         | 325          | 324         |           |          |                    |
| Grade 11-2023  | 291           | 289            | 291            | 286         | 282          | 278          | 275         | 264          | 262         |           |          |                    |
| Grade 12-2022  | 319           | 317            | 316            | 315         | 314          | 309          | 308         | 306          | 302         |           |          |                    |
| <b>Total</b>   | <b>1297</b>   | <b>1290</b>    | <b>1286</b>    | <b>1276</b> | <b>1275</b>  | <b>1257</b>  | <b>1249</b> | <b>1229</b>  | <b>1222</b> | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>ALC</b>   |               |                |                |             |              |              |             |              |             |           |          |                    |
| Grade 9-2025   | 1             | 1              | 1              | 1           | 1            | 1            | 2           | 3            | 4           |           |          |                    |
| Grade 10-2024  | 5             | 5              | 5              | 5           | 7            | 9            | 6           | 9            | 12          |           |          |                    |
| Grade 11-2023  | 10            | 10             | 11             | 11          | 26           | 29           | 20          | 21           | 25          |           |          |                    |
| Grade 12-2022  | 57            | 55             | 53             | 57          | 86           | 82           | 54          | 53           | 48          |           |          |                    |
| <b>Total</b>   | <b>73</b>     | <b>71</b>      | <b>70</b>      | <b>74</b>   | <b>120</b>   | <b>121</b>   | <b>82</b>   | <b>86</b>    | <b>89</b>   | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>Grand Total</b>   | <b>3952</b>   | <b>3933</b>    | <b>3927</b>    | <b>3922</b> | <b>3977</b>  | <b>3987</b>  | <b>3935</b> | <b>3938</b>  | <b>3935</b> | <b>0</b>  | <b>0</b> | <b>0</b>           |
| <b>Full Time only (excluding EC and Part-time/Independent Study ALC)</b> | <b>3835</b>   | <b>3824</b>    | <b>3816</b>    | <b>3810</b> | <b>3816</b>  | <b>3816</b>  | <b>3809</b> | <b>3792</b>  | <b>3790</b> |           |          |                    |

**Greenvale Park**

| Grade | Teacher      |            |
|-------|--------------|------------|
| K     | Flick        | 18         |
| K     | Hagberg      | 17         |
| K     | Kortbein     | 17         |
| K     | Shroyer      | 18         |
| K     | Ziemann      | 17         |
| 1     | Nivala       | 19         |
| 1     | Russell      | 20         |
| 1     | Schultz      | 21         |
| 1     | Zach         | 19         |
| 2     | Amundson     | 20         |
| 2     | Feldman      | 18         |
| 2     | Kelly        | 20         |
| 2     | Kohlbeck     | 19         |
| 3     | Alvarez, C.  | 20         |
| 3     | Dimick       | 19         |
| 3     | Timerson     | 18         |
| 3     | Youngblut    | 17         |
| 4     | Collins      | 21         |
| 4     | Garcia       | 25         |
| 4     | Hetzel       | 19         |
| 4     | McLaughlin   | 20         |
| 5     | Harding      | 18         |
| 5     | Sickler      | 23         |
| 5     | Tacheny      | 23         |
|       | <b>TOTAL</b> | <b>466</b> |

**Spring Creek**

| Grade | Teacher       |            |
|-------|---------------|------------|
| K     | Berkvam Peter | 17         |
| K     | Heil, G       | 18         |
| K     | Matson        | 18         |
| K     | Rud           | 18         |
| 1     | Born          | 20         |
| 1     | Craft         | 20         |
| 1     | Rodgers       | 22         |
| 2     | Benhart       | 19         |
| 2     | Soderlund     | 18         |
| 2     | Spitzack      | 19         |
| 2     | Swenson       | 19         |
| 3     | Guggisberg    | 16         |
| 3     | Healy         | 18         |
| 3     | Hruby         | 16         |
| 3     | Jandro        | 16         |
| 3     | Sasse         | 24         |
| 4     | Fox           | 21         |
| 4     | Hehr          | 20         |
| 4     | Kodada        | 20         |
| 4     | McManus       | 17         |
| 5     | Baragary      | 18         |
| 5     | Malecha       | 20         |
| 5     | Ostermann     | 21         |
| 5     | Stulken       | 22         |
|       | <b>TOTAL</b>  | <b>457</b> |

**Bridgewater**

| Grade | Teacher      |            |
|-------|--------------|------------|
| K     | Cade         | 19         |
| K     | Danielson    | 21         |
| K     | Peterson     | 20         |
| K     | Tran         | 22         |
| 1     | Charlton     | 21         |
| 1     | Haley        | 19         |
| 1     | Hall         | 23         |
| 1     | Lanza        | 25         |
| 2     | Ellerbusch   | 18         |
| 2     | LaVoy        | 18         |
| 2     | Lofquist     | 18         |
| 2     | Rubin        | 19         |
| 2     | Schwaab      | 18         |
| 3     | Larson       | 23         |
| 3     | Polzin       | 24         |
| 3     | Sickler      | 26         |
| 3     | Truman       | 25         |
| 4     | Robertson    | 23         |
| 4     | Ryan         | 23         |
| 4     | Schuster     | 23         |
| 4     | Swenson      | 24         |
| 5     | DeVries      | 18         |
| 5     | Duchene      | 25         |
| 5     | Holden       | 26         |
| 5     | Kohl         | 25         |
|       | <b>TOTAL</b> | <b>546</b> |

**Middle School**

|              | <b><u>Total</u></b> |
|--------------|---------------------|
| Grade 6-2028 | 307                 |
| Grade 7-2027 | 290                 |
| Grade 8-2026 | 297                 |
| <b>TOTAL</b> | <b>894</b>          |

**High School**

|               | <b><u>Total</u></b> |
|---------------|---------------------|
| Grade 9-2025  | 334                 |
| Grade 10-2024 | 324                 |
| Grade 11-2023 | 262                 |
| Grade 12-2022 | 302                 |
| <b>TOTAL</b>  | <b>1222</b>         |

**ALC**

|               | <b><u>F/T</u></b> | <b><u>**P/T</u></b> | <b><u>**I/S</u></b> | <b><u>Total</u></b> |
|---------------|-------------------|---------------------|---------------------|---------------------|
| Grade 9-2025  | 4                 | 0                   | 0                   | 4                   |
| Grade 10-2024 | 10                | 1                   | 1                   | 12                  |
| Grade 11-2023 | 22                | 0                   | 3                   | 25                  |
| Grade 12-2022 | 31                | 0                   | 17                  | 48                  |
| <b>TOTAL</b>  | <b>67</b>         | <b>1</b>            | <b>21</b>           | <b>89</b>           |

|  | <b><u>Regular</u></b> | <b><u>Portage</u></b> | <b><u>Total</u></b> |
|--|-----------------------|-----------------------|---------------------|
| Early Childhood**  | 123                   |                       | 123                 |
| Kindergarten-2034  | 240                   | 3                     | 243                 |
| Grade 1-2033   | 229                   | 3                     | 232                 |
| Grade 2-2032   | 243                   | 5                     | 248                 |
| Grade 3-2031   | 262                   | 8                     | 270                 |
| Grade 4-2030   | 256                   | 2                     | 258                 |
| Grade 5-2029   | 239                   | 7                     | 246                 |
| <b>Total K-5</b>   | <b>1592</b>           | <b>28</b>             | <b>1620</b>         |
| <b>Total Middle School</b>   | <b>894</b>            | <b>34</b>             | <b>928</b>          |
| <b>Total High School</b>   | <b>1222</b>           | <b>76</b>             | <b>1298</b>         |
| <b><u>GRAND TOTAL</u></b>  | <b>3708</b>           | <b>138</b>            | <b>3846</b>         |
| <b>ALC 9-12</b>  |                       |                       | <b>89</b>           |
| <b><u>GRAND TOTAL w/ALC and Portage</u></b>                                |                       |                       | <b>3935</b>         |
| <b>**Full Time only (excluding EC and Part-time/Independent Study ALC)</b> |                       |                       | <b>3790</b>         |

**Early Childhood\*\***

| Dorey        | 13         |
|--------------|------------|
| Gross        | 15         |
| Kremin       | 12         |
| Kruse        | 2          |
| Lattener     | 14         |
| Matthews     | 13         |
| O'Connor     | 7          |
| Roth         | 9          |
| Schlim       | 9          |
| Schnorr      | 11         |
| Waters       | 14         |
| Webster      | 4          |
| <b>TOTAL</b> | <b>123</b> |

**Portage**

| Grade        | Teacher |            |
|--------------|---------|------------|
| K            | Bulfer  | 3          |
| 1            | Bulfer  | 3          |
| 2            | Weber   | 5          |
| 3            | Weber   | 8          |
| 4            | Haar    | 2          |
| 5            | Haar    | 7          |
| 6            | Holz    | 5          |
| 7            | Holz    | 17         |
| 8            | Holz    | 12         |
| 9            | Holz    | 8          |
| 10           | Schultz | 15         |
| 11           | Schultz | 25         |
| 12           | Schultz | 28         |
| <b>TOTAL</b> |         | <b>138</b> |