

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, September 12, 2022 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom

Zoom Link: <https://northfieldschools-org.zoom.us/j/88290846213?pwd=cTlLSHByTjd2ejFZOig0b3RKZlY3QT09>
Passcode: 196317

AGENDA

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Data Summit Recap
 - b. High School Activities Department Continuous Improvement Plan
 - c. High School Continuous Improvement Plans
 - d. Instructional Services Update
 - e. Special Services Request
 - f. Policy Committee Recommendations
 - g. Northfield High School Facility Plan Voter Survey Update
 - h. Superintendent's State of the District
6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Personnel Items
7. Items for Individual Action
8. Items for Information
 - a. Capital Projects Levy Referendum Website and Public Meetings
9. Future Meetings
 - a. Monday, September 26, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, October 10, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Monday, October 24, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
10. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, September 12, 2022 ~ 6:00 p.m. ~ Regular Board Meeting

Northfield District Office Boardroom

Zoom Link: <https://northfieldschools-org.zoom.us/j/88290846213?pwd=cTlSHByTjd2eiFZQjQ0b3RKZlY3QT09>

Passcode: 196317

TO: Members of the Board of Education

FROM: Matthew Hillmann, Ed.D., Superintendent

RE: Explanation of Agenda Items for Monday, September 12, 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. Data Summit Recap. PreK-12 Systems and Instructional Coach Carrie Duba and student leaders Alejandra Casper Sanchez, Isaac Leer, Maddie Bussmann, and Connor Percy will provide a recap of the youth data summit held in May 2022.
 - b. High School Activities Department Continuous Improvement Plan. Activities Director Bubba Sullivan will present to the board the continuous school improvement plan for the activities department. The presentation will include a progress report on the goals set for the 2021-2022 school year as well as new goals set for the 2022-2023 school year.
 - c. High School Continuous Improvement Plans. High School Principal Shane Baier will present to the board the continuous school improvement plan for the High School. The presentations will include progress reports on the goals set for the 2021-2022 school year as well as new goals set for the 2022-2023 school year.
 - d. Instructional Services Update. Director of Instructional Services Hope Langston will provide an update on the Instructional Services Department and the work being done to support the areas of district operations, staff instructional coaching, and professional development from PreK to twelfth grades.
 - e. Special Services Request. Cheryl Hall, Director of Special Services, is requesting the school board consider approval of the following change in funding special education staff using a cost neutral approach. At this time we have 5 unfilled EA positions at the high school and would like to use the funding of up to 3 EA positions in exchange for a 1.0 FTE licensed special education resource teacher for the high school. The shortage of educational assistants has impacted the ability to meet all of the services and accommodations required on student individual education program plans (IEP). The high school caseloads, especially in the category of Emotional Behavior Disorders (EBD), has increased due to the number of students transitioning from the middle school and new enrollments. The current special education caseload for our setting II/III is at 18 with 1.5 FTE. K-12 students who receive direct special education instruction and services more than 60% and up to 99% of the instructional day, the maximum caseload limits in MN Rule for EBD is 10 students with one educational assistant, or 12 students with two educational assistants.

The additional resource teacher would allow the reassignment of caseloads across the resource sections and allow 0.5 FTE of our current EBD teacher to shift and support the setting II/III program to bring our

caseloads into compliance. The additional 1.0 FTE will allow the necessary flexibility to meet the instruction and accommodations for students.

- f. Policy Committee Recommendations. Superintendent Hillmann will present the policy committee's recommendations on policies 104, 610.1, 612 and 619. This will be an item for individual action at the next board meeting.
- g. Northfield High School Facility Plan Voter Survey Update. Dr. Hillmann and Director Mertesdorf will provide an update on the planned voter survey with Morris-Leatherman.
- h. Superintendent's State of the District. Superintendent Hillmann will present an overview of the programs and activities completed during the 2021-2022 school year, as well as look ahead to the opportunities and challenges the district faces in 2022-2023. Dr. Hillmann will also share the presentation at the Chamber of Commerce luncheon on Sept. 21.

6. Consent Agenda

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

- a. Minutes
 - Minutes of the Regular School Board meeting held on August 8, 2022
- b. Gift Agreements
 - \$1,500.00 from Cardinal CG Company for Cardinal CG scholarships
 - \$3,463.60 from Northfield Raider Touchdown Club for NMS football jerseys
- c. Personnel Items
 - i. Appointments
 - 1. Kelsie Arch, Special Ed EA PCA for 4 hours/day at the NCEC, beginning 8/29/2022; EA step 3 - \$17.05/hr. + \$1,875 PCA Stipend
 - 2. Jair Ascencio Puga, Assistant Boys Soccer Coach for 2.5 hours/day at the High School, beginning 9/1/2022; \$4,570
 - 3. Giovanni Green, Program Assistant with Community Ed Recreation, beginning 9/12/2022-5/31/2023; \$11.50/hr.
 - 4. Lexi Halvorson, Head Girls Lacrosse Coach for 2.5 hours/day at the High School, beginning 4/3/2023; \$6,093 + step 10
 - 5. Daniel Hanegraaf, 1.0 FTE Custodian Engineer at Greenvale Park, beginning 9/15/2022; Engineer with license, step 5 - \$26.71/hr.
 - 6. Matthew Hestorff, Program Assistant with Community Ed Recreation, beginning 9/12/2022-5/31/2023; \$10.50/hr.
 - 7. Sophia Nevin, Special Ed EA PCA for 18.5 hours/week at the NCEC, beginning 8/29/2022; EA step 1 - \$16.33/hr. + \$1,875 PCA Stipend
 - 8. Angela Perez, Event Worker at the High School, beginning 9/1/2022.
 - 9. Elga Reyes de Broughton, Special Ed EA PCA for 7 hours/day at Spring Creek, beginning 9/6/2022; EA step 4 - \$17.70/hr. + \$2,500 PCA Stipend
 - 10. Lorenzo Riley Combs, Program Assistant with Community Ed Recreation, beginning 9/12/2022-5/31/2023; \$11.50/hr.
 - 11. Phillip Switzer, Child Nutrition Student Associate for up to 1 hour/day at the ALC, beginning 9/6/2022; \$10.33/hr.
 - 12. Deonta Thomas, Program Assistant with Community Ed Recreation, beginning 9/12/2022-5/31/2023; \$11.50/hr.
 - 13. Martavia Thrower, Program Assistant with Community Ed Recreation, beginning 9/12/2022-5/31/2023; \$10.75/hr.
 - 14. Ellie Warren, 1.0 Security Monitor at the High School, beginning 8/29/2022-6/12/2023; \$17.70/hr.
 - ii. Increase/Decrease/Change in Assignment
 - 1. Charlie Alvarez, 1.0 FTE Grade 3 Companeros Teacher at Greenvale Park, change to .96 FTE Grade 3 Companeros Teacher at Greenvale Park, effective 8/25/2022-6/9/2023.

2. Kelsie Arch, Special Ed EA PCA for 3.5 hours/day Mon.-Thurs. at the NCEC, add .59 FTE School Psychometrist for the District, effective 8/31/2022-6/9/2023.
3. Lucy Archibald, .5 FTE Building Nurse at Bridgewater, change to 1.0 FTE Building Nurse at Bridgewater, effective 8/23/2022.
4. Anna Bae, KidVentures Site Assistant for up to 40 hours/week at Bridgewater, change to KidVentures Site Assistant Substitute at the Elementary Schools, effective 8/29/2022.
5. Theresa Bauman, .50 FTE Reading Corps Internal Coach with the District, add .1 FTE Math Corps Internal Coach at Spring Creek, effective 8/25/2022-6/9/2023.
6. Josie Beacom, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant at Greenvale Park for a total of 23.5 hours/week, effective 9/5/2022.
7. Trish Beacom, EarlyVentures Teacher for up to 40 hours/week at the NCEC, change to EarlyVentures Teacher for 40 hours/week at the NCEC, effective 8/29/2022.
8. Adriana Bermudez, Special Ed EA for 3.3 hours/day at the NCEC, change to General Ed EA for 7.25 hours/day with Hand in Hand preschool, add General Ed EA for 2 hours/week for ECFE at the NCEC, effective 9/6/2022
9. Ashly Blatti, Teacher at Bridgewater, add Math Lead at Bridgewater, effective 8/25/2022. \$750 stipend.
10. Russel Boyington, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant at Bridgewater for a total of 23.5 hours/week, effective 9/5/2022.
11. Mary Boyum, Special Ed EA PCA at Spring Creek, add Special Ed EA PCA Bus EA for approximately 1.83 hours/day with the District, effective 9/6/2022-6/9/2023.
12. Elizabeth Brewer, Special Ed EA PCA at the Middle School, add Special Ed EA PCA Bus EA for approximately 1 hour/day with the District, effective 9/6/2022-6/9/2023.
13. Pam Charlton, Teacher at Bridgewater, add Literacy Lead at Bridgewater, effective 8/25/2022; \$750 stipend
14. Margaret Christiansen, CNA at the Middle School, add Special Ed EA PCA Bus EA for approximately 3.75 hours/day with the District, effective 9/6/2022-6/9/2023.
15. Anita Corwin, EarlyVentures Site Assistant for up to 40 hours/week at the NCEC, change to EarlyVentures Site Assistant for 37.5 hours/week at the NCEC, effective 8/29/2022.
16. Jules Doliscar, Occupational Therapist at the NCEC, add .7 Heads Girls Wrestling Coach at the High School, effective 11/21/2022. \$4,620, step 8
17. Claire Edwards, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant at Bridgewater for a total of 24.75 hours/week, effective 9/5/2022.
18. Susan Eidenschink, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus EA for approximately 1.83 hour/day with the District, effective 9/6/2022-6/9/2023.
19. Robert Garcia, Teacher at Greenvale Park, add Math Lead at Greenvale Park, effective 8/25/2022; \$750 stipend
20. Aimee Gerdesmeier, KidVentures Site Leader for up to 40 hours/week at Spring Creek, change to KidVentures Site Leader for 35 hours/week at Spring Creek, effective 9/5/2022.
21. Sara Gerdesmeier, EarlyVentures Site Assistant for 22.5 hours/week at the NCEC, change to EarlyVentures Site Assistant for 36.25 hours/week at the NCEC, effective 8/29/2022.
22. Mackie Glassing, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant Substitute at the Elementary Schools, effective 9/5/2022.
23. Mariah Grisim, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to EarlyVentures Teacher for 25 hours/week at the NCEC and KidVentures Site Assistant for 15 hours/week at Bridgewater for a total of 40 hours/week, effective 8/25/2022.
24. Graciela Guerrero, Special Ed EA PCA for 3.60 hours/day at the NCEC, change to Special Ed EA PCA for 6.30 hours/day at the NCEC, effective 8/30/2022.
25. Rich Guggisberg, Teacher at Spring Creek, add Event Work at the High School, effective 8/30/2022.
26. Paige Haley, Teacher at Bridgewater, add Event Worker at the High School, effective 8/30/2022.
27. Inger Hanson, EL Teacher at the ALC, change to EL Teacher at the ALC and Greenvale Park, effective 8/25/2022.
28. Grace Higgins, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant Substitute at the Elementary Schools, effective 8/29/2022.
29. Jill Keeley, EarlyVentures Teacher for up to 40 hours/week at the NCEC, change to EarlyVentures Teacher for 40 hours/week at the NCEC, effective 8/29/2022.
30. Marcy Korynta, 1.0 FTE School Psychologist at the Middle School, add an overload section of MTSS in lieu of prep at the Middle School, effective 9/6/2022-6/9/2023.
31. Shelly Kruger, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus EA for approximately 1.50 hours/day with the District, effective 9/6/2022-6/9/2023.
32. Briana Lanham, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant for 28.5 hours/week at Spring Creek, effective 9/5/2022.

33. Alissa Lien, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant Substitute at the Elementary Schools, effective 9/5/2022.
34. Averie Line, Special Ed EA PCA for 2 hours/day at the NCEC, change to Special Ed EA PCA for 3.50 hours/day at the NCEC, effective 8/30/2022.
35. Catherine Lovrien, WILL Program Teacher for 2021-22 school year only at the Middle School, change to WILL Program Teacher-ongoing at the Middle School, effective 8/25/2022.
36. Becky Malecha, Teacher at Spring Creek, add Math Lead at Spring Creek, effective 8/25/2022; \$750 stipend
37. Joanna McLees, Special Ed EA PCA for 6.30 hours/day at the NCEC, change to Special Ed EA PCA for 7.20 hours/day at the NCEC, effective 8/30/2022.
38. Tonya Merritt (Skluzacek), KidVentures Site Leader for up to 40 hours/week at Spring Creek, change to KidVentures Site Leader for 35 hours/week at Bridgewater, effective 9/5/2022.
39. Becky Meyer, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus EA for approximately 1.33 hours/day with the District, effective 9/6/2022-6/9/2023.
40. Nancy Meyers, Child Nutrition Associate at the Middle School, add Special Ed EA PCA Bus EA for approximately 4 hours/day with the District, effective 9/6/2022-6/9/2023.
41. Peggy Mills, KidVentures Site Assistant on call as needed at Spring Creek, change to KidVentures Site Assistant for 23.5 hours/week at Spring Creek, effective 8/25/2022.
42. Beth Momberg, Special Ed EA PCA for 6.30 hours/day at the NCEC, change to Special Ed EA PCA for 6.80 hours/day at the NCEC, effective 8/30/2022.
43. Ruth Morgan-Malecha, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus EA for approximately 1 hour/day with the District, effective 9/6/2022-6/9/2023.
44. Lacey Neuman Bissonnette, KidVentures Site Leader on call as needed at Greenvale Park, change to KidVentures Site Leader for 35 hours/week at Greenvale Park, effective 8/25/2022.
45. Debra Pack, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus EA for approximately 1 hour/day with the District, effective 9/6/2022-6/9/2023.
46. Nicole Rasmussen, Special Ed EA PCA at Bridgewater, add Special Ed EA PCA Bus EA for approximately 1 hour/day with the District, effective 9/6/2022-6/9/2023.
47. Brent Rauk, Teacher at the Middle School, add Event Worker at the High School, effective 8/30/2022.
48. Andrea Redder, Special Ed EA PCA at the NCEC, add Special Ed EA PCA Bus EA for approximately 1.5 hours/day with the District, effective 9/6/2022-6/9/2023.
49. Andrea Redder, Special Ed EA for 15 hours/week at the NCEC, change to Special Ed EA for 17.5 hours/week, add Hand in Hand extended daycare EA - wrap around care for 5 hours/week at the NCEC, effective 9/6/2022.
50. Kelli Rehbein, EarlyVentures Teacher for up to 40 hours/week at the NCEC, change to EarlyVentures Teacher for 40 hours/week at the NCEC, effective 8/29/2022.
51. Elga Reyes de Broughton, Special Ed EA PCA at Spring Creek, add Special Ed EA PCA Bus EA for approximately 1.25 hours/day with the District, effective 9/6/2022-6/9/2023.
52. Alexis Sanborn, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus EA for approximately .83 hours/day with the District, effective 9/6/2022-6/9/2023.
53. Leah Sand, Teacher at the High School, add Event Work at the High School, effective 8/30/2022.
54. Leah Sand, Teacher at the High School, add Assistant Girls Basketball Coach at the High School, effective 11/15/2022; \$5,078 + Step 7.
55. Mackenzie Schewe, KidVentures Site Assistant for up to 40 hours/week at Spring Creek, change to KidVentures Site Assistant Substitute and EarlyVentures Assistant Teacher Substitute at the Elementary Schools, effective 9/5/2022.
56. Bobbi Schmidtke, EarlyVentures Site Leader for up to 40 hours/week at the NCEC, change to EarlyVentures Site Leader for 40 hours/week at the NCEC, effective 8/29/2022.
57. Tammy Schwagerl, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus EA for approximately .50 hours/day with the District, effective 9/6/2022-6/9/2023.
58. Amanda Sieger, Teacher at Spring Creek, add Literacy Lead at Spring Creek, effective 8/25/2022; \$750 stipend.
59. Jenny Streefland, School Counselor at the Middle School, add MSYC Teacher for up to 6 hours/week Mon.-Thurs. at the Middle School, effective 10/3/2022-5/25/23.
60. Diane Torbenson, Teacher at Greenvale Park, add Literacy Lead at Greenvale Park, effective 8/25/2022. \$750 stipend.
61. Karrie VanZuilen, Special Ed EA PCA for 3.60 hours/day at the NCEC, change to Special Ed EA PCA for 2.40 hours/day at the NCEC, effective 8/30/2022.
62. Michele Warden, Spec Ed EA and General Ed EA at Bridgewater, change to General Ed EA, Media and Copying/Laminating at Bridgewater, effective 8/29/2022.
63. Lisa Williams, KidVentures Site Assistant on call as needed at Greenvale Park, change to KidVentures Site Assistant for 8.5 hours/week at Greenvale Park, effective 9/5/2022.

64. Liz Winter, EarlyVentures Teacher for 10 hours/week at the NCEC, change to EarlyVentures Teacher for 40 hours/week at the NCEC, effective 8/29/2022.
- iii. Leave of Absence
 1. Julene Johnson, General EA Media at Bridgewater, Leave of Absence for the 2022-2023 school year.
 2. Rachel Kettwick, ALC Teacher, Family/Medical Leave of Absence beginning on or about 2/11/2023 through the end of 2022-2023 school year.
- iv. Retirements/Resignations/Terminations
 1. Kathy Innes, Special Ed EA at the High School, resignation effective 8/25/2022.
 2. Ian Klotz, Assistant Boys Varsity Lacrosse Coach at the High School, resignation effective 8/24/2022.
 3. Nica Patterson, St. Dominic Nurse, resignation effective 9/2/2022.
 4. Michelle Oaxaca, Special Ed EA at the High School, resignation effective 8/23/2022.

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

7. Items for Individual Action

8. Items for Information

- a. Capital Projects Levy Referendum Website and Public Meetings. The district has launched its capital projects levy informational campaign website at: <https://northfieldschools.org/cpl>. Public meetings have been scheduled for Sept. 22 and Oct. 6. Both meetings will be held in the district office gymnasium from 6:00 pm—7:15 pm. Attendees should enter the district office at Door No. 5 off the parking lot.

9. Future Meetings

- a. Monday, September 26, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, October 10, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, October 24, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment



yea122
DATA SUMMIT



Overview of the YEA22 Student Data Summit

What:

- Integration Activity for the Acceleration and Integration Funding
- Twenty students from each member district
- Entirely student led

When:

- May 17th
- 8:30 am - 2:30 pm

Where:

- Hosted by NPS
- St John's Hall, St. John's Church Nfld

Who:

- Faribault + WEM + TCU + Northfield
- Tenth and Eleventh grade students
- District advisors and administrators

Why:

- We have a lot of data about students
- Students are not asked to give feedback on this data
- Ask their interpretation and collect their insights



Student Led:

- Alejandra Casper Sanchez
- Isaac Leer
- Maddie Bussmann
- Connor Percy



Data

Districts' Overall Demographics

Data Packets Including:

- Students Earning Fs
- Attendance
- Credit Acquisition



Facts (data) Flow (agenda) Fun (icebreakers)!!

Agenda

9-9:15 am	Arrival Check-in
9:15-9:45 am	Emcee Open/Spectrum
9:45-10:00 am	Districts' Overall Demographic Data Overview

Small Group

10:00-10:15 am	Intro/Beach Ball Icebreaker
10:15-11:10 am	Data Dive

11:10-11:25 am	Stand-out Thoughts Share-out
11:25 am-12:15 pm	Lunch and Activity

District Groups

12:15-1:15 pm	Problem Identification and Action Plan Creation <ul style="list-style-type: none">• Break into two groups for the first 40 minutes• Last 20 minutes come back together as one group share your Action plans and decide which one you will present to the larger group
1:15-1:30 pm	Problems and Possible Action Plans Share-out
1:30-1:40 pm	Rock Paper Scissors Tournament
1:40-1:45 pm	Emcee Closing/Thank You

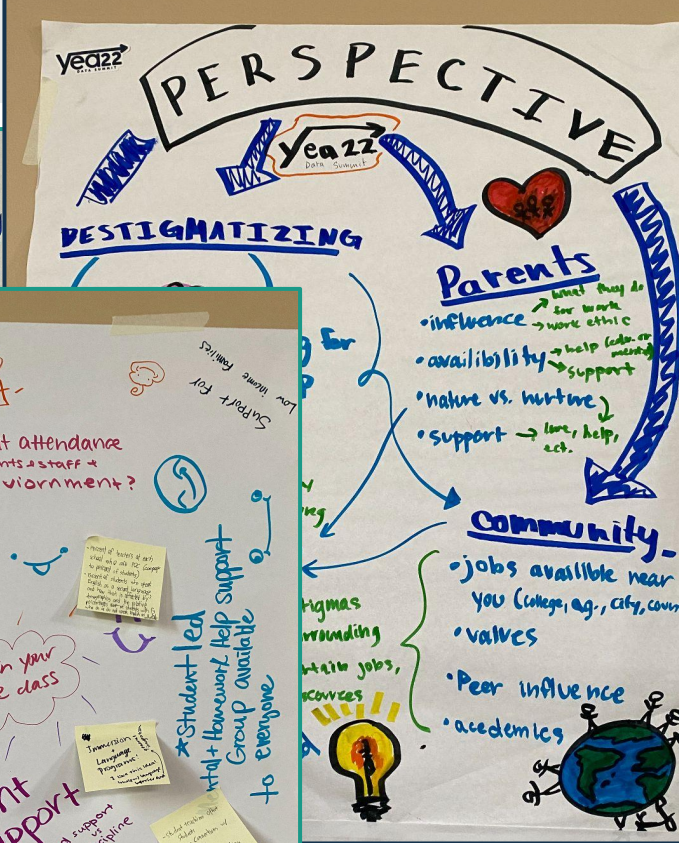
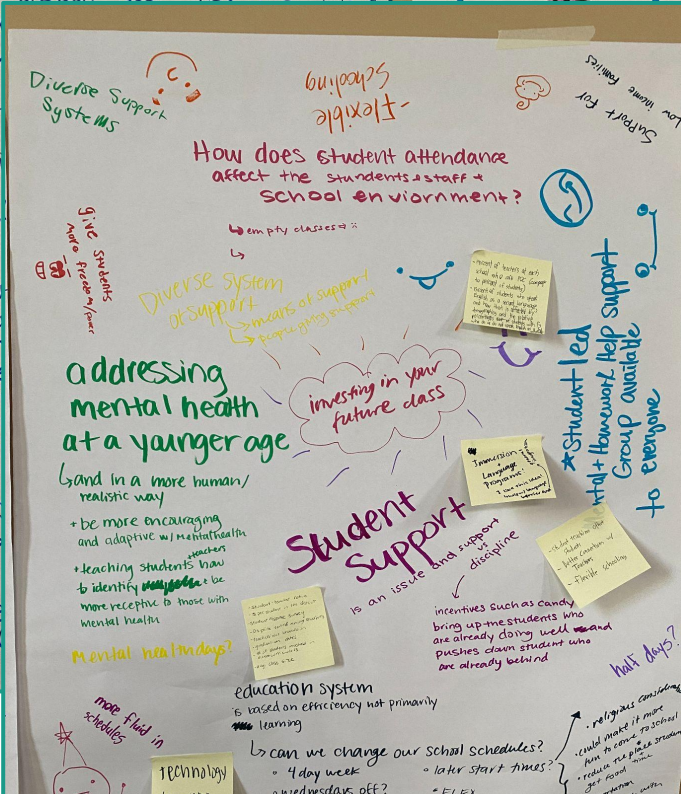
Process

Insights

- Problems, **yea22**
- Poor communication within the administration + students
 - Teachers do the bare minimum (due dates for grades)
 - Family structure + Life at Home
 - Teachers don't care about you they are there for the \$ + to make +
 - **NO** motivation by the pandemic.

SOLUTIONS!

- Have a catchup day w/ just a day for missing the assignments to finish
- Teachers need to mix + should update grades
- They could be more u
- Need to be more flex
- are keeping up they sh
- Teachers need to de
- Students so they can (if home life is not good)
- Can't fix home life?
- Will take a couple year the pandemic but it s in a certain amount
- Make school have fun e more fun + interesting



Soc + ec Students are at a Disadvantage compared to others

- Soc + ec go down as schools go down, increasing absents + missing credits
- Personal connections decrease as schools get more bigger.
- White people have advantages.

less connection with other people in the population is by

in some instances, white people have opportunities that POC do not

CE: yea22 GRADES: A+

With re (😊) selors Student support

- After School / Summer School Credit recovery
- attendance (😊)
- more interactive teaching style
- projects
- doing work in school

Staff consistency

Online program for Students with Jobs

GROUP

work in school

So you can learn together!

translators!

yea22

Proposal(s)

- breaking down stereotypes
in ~~class~~ ^{classrooms}

- role model programs
(middle school / freshman →
senior / junior) student to student

- better classroom sizes
and environment (smaller / individual)

- Addressing and dismantling stereotypes
- Role model programs (middle school/all high school levels)
- Better classroom environment

SOLUTIONS

- Include opinions of students
in statistics (SOC/EC).

- Look at foundation of Students
(teachers)

- make school a safe environment.

In school program

Include opinions of students in statistics
Look at foundation of students (readiness)
Make school a safe environment



After looking at our district data, our group has identified the following three obstacles or problem areas:

1. Communication between School and families
 2. Role Models for Student
 3. Connection with Students and Support programs
- Choose one main obstacle from above to move forward.

Our group believes that the cause of this main obstacle is:

1. language barriers, busy / non involved parents, non informed parents

2. no parents for role models, no diverse teachers, other

Student role models

3. People don't know what they are / feel discouraged to reach out

Our group suggests that our district can reduce or eliminate this obstacle by:

1. tech? transitions, brief overview of activities, etc to sign up

2. teachers, "big buddy", 9th → 6th Helpers for tutoring / mentor / encouragement

3. link / bridging and throughout the year.

financial aid 4 programs

4. training for students teachers

5. catch up days

Northfield's Proposal

Purpose

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

2021-22 Key Reflections

Key Reflections	Supporting Data & Representative Student Stories
Stewardship Goal: Fully implement online ticketing for all events by August 2022	Online ticketing was an option for all athletic events that we charge admission for in 2021-22. (Still offering cash and paper ticket options)
Learner Outcome Goal: Student participation was strong	1636 registrations, 990 unique registrants in NHS Activities
Student participants achieved at a high level.	Girls Cross Country: Big 9 Champions Wrestling: Big 9 & Section Champions Boys Hockey: Big 9 Champions Girls Hockey: Big 9 & Section Champions Boys Swimming: Section True Team Champions (3rd at State) Boys Golf: Big 9 Champions Girls Golf: Big 9 Champions Boys Lacrosse: Big 9 Champions Nate Stevens: State Golf Champion (2nd time) Mock Trial: Regional Champions Knowledge Bowl: Conference and Section Champions (4th at State) State Tournament Participants 2021-22
Student participants achieved at a high level in the classroom.	Gold Recognition: Girls Tennis, Girls Swim/Dive, Girls Basketball Gymnastics, Boys Track, Girls Track Silver Recognition: Football, Girls Nordic, Boys Nordic, Boys Swim/Dive Boys Alpine, Girls Alpine
Family Engagement Goal: Offer a 3/2/1 Survey and summary report to parents for every activity.	47 parents and 37 athletes filled out survey in the fall

2022-23 School Improvement Plan Goals, Strategies, and Evaluation

The following goals are written with the intent to measure progress quarterly during the 2022-23 school year. All goals are written to equitably serve every student. Buildings are required to have a goal(s) for the People, Learner Outcomes, and Equity strategic commitments every year. Buildings are not required to have goals in Communication, Stewardship, and Partnerships every year.

People	
SMART Goal(s)	Quarterly Progress
<p>Family Engagement Goal:</p> <p>80% of respondents will rate their child's overall experience in the program a 4 or better on a 5 point scale on an end of season survey. (no baseline data)</p> <p>(Supports strategic plan benchmark #9: All parents report satisfaction with their children's educational experience)</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Learner Outcomes	
SMART Goal(s)	Quarterly Progress
<p>80% of participants will agree or strongly agree that “My participation in the sport/activity has helped me feel connected to my school and/or community.” (No baseline data)</p> <p>(Supports strategic plan benchmark #2: All students are connected to the community and #4: All students exhibit physical, social, and emotional well being.)</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Equity	
SMART Goal(s)	Quarterly Progress
<p>Anti-Racism Goal:</p> <p>Bleacher Captains goals: Spectator supervisors will report positive student spectator behavior at 100% of NHS home events..</p> <p>Connects to NHS goal: Staff will address 100% of racist behaviors/comments within one school day, and we will work together to stand up and support others.</p>	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Summary

NHS Activities is an integral part of the educational experience for many of our students and families. It is a key connector between the school and the community. I am proud of the multitude of sports, fine arts, activities, and clubs that we offer. As you know, we have some major needs in facilities and in upgrading the ones we do have. I know our coaches will continue to strive to provide first class programs for our students that will reflect well on the school and community.

NHS Activities

2022-23 School Improvement Plan Report
September 12, 2022

VISION

We prepare **every** student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

Strategic Plan: Commitments



People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.



Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.



Equity

We ensure that every child has a fair opportunity to reach their full potential.



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

We responsibly manage our personnel, finances, property, time and environmental impact.



Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

Northfield High School Activities



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

The purpose of the NHS activities department is to provide first class programs that provide our students with an opportunity to grow, compete, and learn life lessons that reflect the school and community values.

2021-22 Goals Review

- **Family Engagement:** Provide 3/2/1 surveys and summary report to coaches and parents for every activity.
- **Stewardship Goal:** Fully implement online ticketing for all events by August 2022
- **Stewardship Goal:** Fully implement online payment for officials and event workers by September 2021
- **Anti-Racism Goal:** The activities department will actively work to support the high school's school improvement plan anti-racism goal.

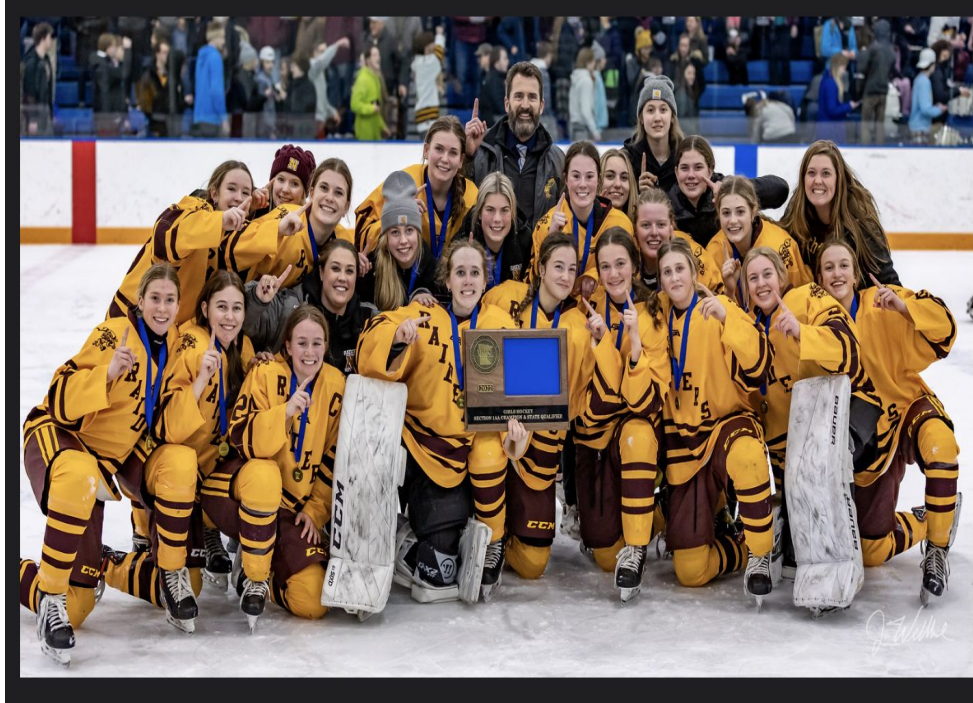


2021-22 Key Reflections, Data & Representative Student Stories



- Student participation was strong
- 1,636 registrations for NHS activities
- 990 unique registrants

2021-22 Key Reflections, Data & Representative Student Stories



Student Participants Achieved at High Levels

Girls Cross Country: Big 9 Champions
Wrestling: Big 9 & Section Champions
Boys Hockey: Big 9 Champions
Girls Hockey: Big 9 & Section Champions
Boys Swimming: Section True Team Champions
(3rd at State)

Boys Golf: Big 9 Champions
Girls Golf: Big 9 Champions
Boys Lacrosse: Big 9 Champions
Nate Stevens: State Golf Champion (2nd time)
Mock Trial: Regional Champions
Knowledge Bowl: Conference and Section
Champions (4th at State)

[State Tournament Participants 2021-22](#)

2021-22 Key Reflections, Data & Representative Student Stories



Student participants achieved at a high level in the classroom

Gold Recognition:

Girls Tennis, Girls Swim/Dive, Girls Basketball, Gymnastics, Boys Track, Girls Track

Silver Recognition:

Football, Girls Nordic, Boys Nordic, Boys Swim/Dive, Boys Alpine, Girls Alpine

2022-23 School Improvement Plan Goals

Family Engagement: 80% of respondents will rate their child's overall experience in the program a 4 or better on a 5 point scale on an end of season survey.. (No Baseline data)

Learner Outcomes: 80% of participants will agree or strongly agree that “My participation in the sport/activity has helped me feel connected to my school and/or community.”
(No baseline data)

Anti-Racism Goal: Bleacher Captains goals: Spectator supervisors will report positive student spectator behavior at 100% of NHS home events.

2022-23 Strategies and Assessments

Action steps

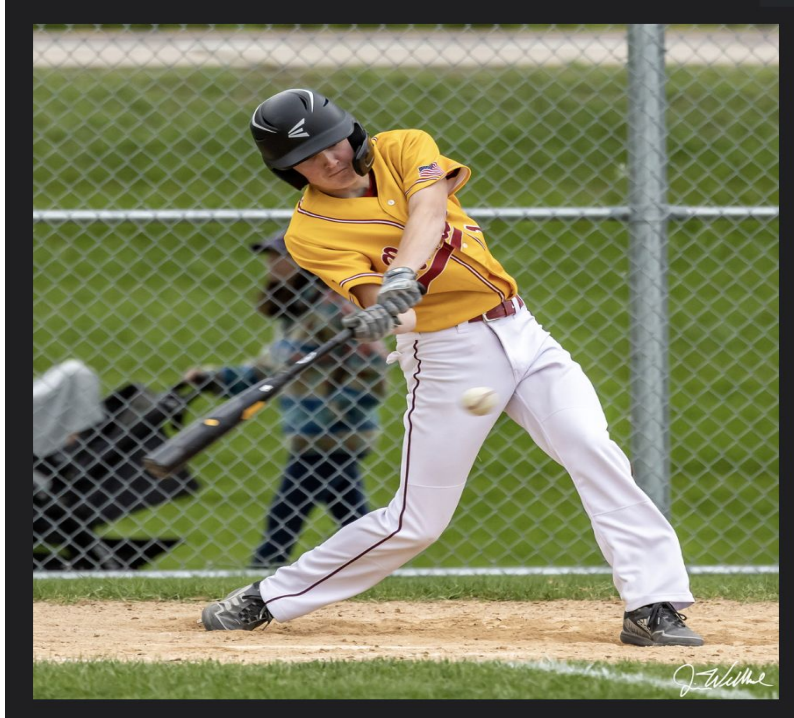
Goal 1: Goal will be shared with all coaches prior to their season. Parent engagement/season ending surveys will be “sent out” through email and available online at end of each season.

Goal 2: Coaches will be encouraged, through intentional team building exercises and relationship building, to develop student connectedness. Student surveys will be “sent out” through email or linked at end of season meeting for each sport.

Goal 3: Bleacher Captains: Train bleacher captains on acceptable behaviors and “What ifs”?

Spectator Supervisors will complete post game surveys.

Thank You and Questions



Purpose

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

2021-22 Key Reflections

Key Reflections	Supporting Data & Representative Student Stories
Goal: 95% of all students will agree or strongly agree that teachers at my school care about students.	In the spring of 2022, 88 percent of all students agreed with this statement and 89 percent of students of color agreed with this statement.
70% of students will report that “Most teachers care about and are interested in me as a person.” (Baseline from 2021 student survey was 59% agree or strongly agree)	In the spring of 2022, 85 percent of all students agreed with this statement and 83 percent of students of color agreed with this statement.

2022-23 School Improvement Plan Goals, Strategies, and Evaluation

The following goals are written with the intent to measure progress quarterly during the 2022-23 school year. All goals are written to equitably serve every student. Buildings are required to have a goal(s) for the People, Learner Outcomes, and Equity strategic commitments every year. Buildings are not required to have goals in Communication, Stewardship, and Partnerships every year.

People	
SMART Goal(s)	Quarterly Progress
Employee Engagement Goal: The score for the question “My principal/supervisor consults me on the decisions that affect my job” will increase from 3.21 to 4.0 from spring 2022 to spring 2023.	<ul style="list-style-type: none"> Q1: Q2: Q3: Q4:

Learner Outcomes	
SMART Goal(s)	Quarterly Progress
Academic Goal: In alignment with the Achievement and Integration Plan: 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)	<ul style="list-style-type: none"> Q1: Q2: Q3: Q4:
95% of all students (disaggregated by student group) will report that “Most teachers care about and are interested in me as a person.” (Baseline is 85% for all students and 83% for students of color)	<ul style="list-style-type: none"> Q1: Q2: Q3:

<u>SEL survey questions to add to understand level of student engagement:</u> <ol style="list-style-type: none"> 1. Most teachers care about and are interested in me as a person. 2. I have at least one class I look forward to each day. 3. I have at least one activity/club I look forward to participating in. 4. I have at least one adult at school I look forward to seeing each day. 	<ul style="list-style-type: none"> • Q4:
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Equity	
SMART Goal(s)	Quarterly Progress
Anti-Racism and Inclusivity Goal: <ul style="list-style-type: none"> • Staff and students will address 100% of negative behaviors/comments within one school day, and we will work together to stand up and support others. 	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:
Goal: Office discipline referrals will have no more than 5% discrepancy from the demographic representation of each student group enrolled at Northfield High School. Data will be disaggregated by race and specialized programming.	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Communication	
SMART Goal(s)	Quarterly Progress
Family Engagement Goal: This year, 100% of parents/guardians will receive individualized feedback messages from each of their child's teachers via (email, talking points, schoology, etc...) prior to the end of the 4th quarter. Two (2) personalized feedback messages for year long classes One (1) personalized feedback message for semester classes	<ul style="list-style-type: none"> • Q1: • Q2: • Q3: • Q4:

Summary

Student engagement indicators:

1. Attendance.
2. SEL survey results (+4 questions).
3. On track for graduation.
4. Focus group feedback.
5. Achievement data.
6. What is the value of attending class?

NHS will be identified as a school eligible for additional support from the Regional Centers for Excellence per the MDE data release. The reason is that it is a "linked" school to the ALC and the ALC's four-year graduation rate is below 67%.

"Linked" means that 30% of the ALC students come from NHS.

- Our School improvement goal is to increase the number of students on track for graduation. Additionally our MTSS Leadership Team redesign includes a focus on core instruction, and tier II and III system of support to help all students achieve at high levels.

Northfield High School

2022-23 School Improvement Plan Report
September 12, 2022

VISION

We prepare **every** student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

Strategic Plan: Commitments



People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.



Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.



Equity

We ensure that every child has a fair opportunity to reach their full potential.



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

We responsibly manage our personnel, finances, property, time and environmental impact.



Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

Northfield High School



Participatory Leadership and Focused Staff Development

NHS is committed to the development of a participatory leadership model based on respect and engagement. It constructively focuses on energy in every human to human encounter creating a more advanced, more democratic and more effective model of leadership. Leaders seek to harness diversity, build community, and create shared responsibility for action. It is our goal to deepen individual and collective learning, yielding real development and growth.

2021-22 Goals Review

- **Equity Outcomes**

Educational access (3 Year Goal) Enrollment of minoritized students in advanced level courses will be representative of the demographic of students at NHS.

- Quarterly referral totals for students of color will be representative of the demographic of students at NHS.

- **Student Satisfaction Survey**

1. “Most teachers care about and are interested in me as a person.”
2. “Teachers at my school care about students.”



2021-22 Key Reflections, Data & Representative Student Stories

Goal: Enrollment of minoritized students in advanced level courses will be representative of the demographic of students at NHS.

- Continued work needs to be done in this area. In 2022-23 we will be focused on developing strong PLC Teams with an emphasis on core instruction and systems of support to help students develop a growth mindset and their academic potential.

Goal: Quarterly referral totals for students of color will be representative of the demographic of students at NHS.

- Our Hispanic students are overrepresented in our Office Discipline Referral data. A renewed emphasis on building relationships and developing restorative strategies in support of healthy relationships.



2021-22 Key Reflections, Data & Representative Student Stories



Goal: 95% of all students will agree or strongly agree that teachers at my school care about students.

- In the spring of 2022, **88 percent of all students** agreed with this statement

Goal: 70% of students will report that “Most teachers care about and are interested in me as a person.” (Baseline from 2021 student survey was 59% agree or strongly agree)

- In the spring of 2022, **85% of all students** agreed with this statement

2022-23 School Improvement Plan Goals

- **Academic Goal:** In alignment with the Achievement and Integration Plan: 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)
- **Anti-Racism and Inclusivity Goal:** Staff & students will address 100% of negative behaviors & comments within one school day, and we will work together to stand up and support others.
- **Equity Goal:** Office Discipline Referrals will have no more than 5% discrepancy from the demographic representation of each student group enrolled at Northfield High School. Data will be disaggregated by race and specialized programming.
- **Family Engagement Goal:** This year, 100% of parents/guardians will receive individualized feedback messages from each of their child's teachers via (email, talking points, schoology, etc...) prior to the end of the 4th quarter.
- **Employee Engagement Goal:** The score for the question "My principal/supervisor consults me on the decisions that affect my job" will increase from 3.21 to 4.0, spring 2022 to spring 2023.

2022-23 Strategies and Assessments

Achievement

Professional Learning Communities engaged in the identification of essential learning, best practice instruction and the development of common assessments.

SEL

Updated Student Screening Process plus four questions to help us understand and develop strategies for engagement.
MTSS process and response to student need for additional time and support.

Family Engagement

New Format for Family Engagement

Individualized feedback messages from each of their child's teachers prior to the end of the 4th quarter.

- 2 personalized feedback messages for year long classes.
- 1 personalized feedback message for semester classes.
- Use of technology tools to communicate.
- Newsletter communication from teachers and admin.

Anti-Racism

Self-Reflection

Restorative Practices

Essential Conversations

Employee Engagement

Professional Learning Community Model

Unselfish Acts of Leadership

Participatory Leadership Paradigm

Thank You and Questions



Northfield Public Schools - Instructional Services Update
Narrative Presentation to the School Board
September 12, 2022

Slide Number	Notes
1	<p>We are pleased to be here tonight to provide an update from the Instructional Services team. Please note that the Minnesota Comprehensive Assessment (MCA) and related World's Best Workforce (WBWF) data will be presented in November as part of the annual WBWF public meeting.</p> <p>Tonight we will provide an update on the summer work teams and other areas of focus for the department for the 2022-2023 school year.</p>
2	<p>A review of our department mission:</p> <p>The mission of the Department of Instructional Services is to strive for excellence in teaching and learning with a commitment to maximizing student outcomes within a system of continuous improvement.</p> <p>The department works to ensure high quality, holistic educational experiences for every child. We collaborate with schools and departments to provide and support evidence-based and inclusive learning and teaching practices, data-informed professional learning communities and robust teacher professional development.</p>
3	<p>An overview of the targeted work areas of our department.</p>
4	<p>Over 70 members of our staff joined our spring and summer work teams. Teachers applied for membership and worked hard to meet the team goals and deliverables, with the overarching goal of taking a comprehensive look at how we support learning in the 22-23 school year.</p> <p>Each team recommended action steps that were reviewed and approved by the administrative team.</p>
5	<p>Our key priorities for the 2022-2023 school year:</p> <ul style="list-style-type: none"> ● We continue to refine our Content and Instructional Review Cycle for all staff in this second year of implementation. We believe this structured process will better support learner outcomes by ensuring that every content area undergoes a periodic review of the most current research relating to their subject matter and that we are using relevant, vertically aligned and consistent curricular resources to promote teaching with best practices so that all students thrive. ● We were one of 12 districts selected from 50 applicants to receive a two year MTSS MDE grant which supports the development of a district MTSS system. Carrie Duba is leading this process and foundational work was completed this summer to begin the work. ● The PLC process has been reworked to embed weekly training support and a schedule of

	<p>administrative and coaching visits which include each of the 72 PLC teams in the district.</p> <ul style="list-style-type: none">• We have worked with building principals to establish a schedule of professional development so that we can personalized the offerings in each building.
6	Your questions?

Instructional Services Update - September 12, 2022



The mission of the Department of Instructional Services is to strive for excellence in teaching and learning with a commitment to maximizing student outcomes within a system of continuous improvement.

The department works to ensure high quality, holistic educational experiences for every child. We collaborate with schools and departments to provide and support evidence-based and inclusive learning and teaching practices, data-informed professional learning communities and robust teacher professional development.

District Operations

Assessment Support

Curricular Materials
and Media Centers

PreK - 12 Standards
Alignment

EL Programming

District Reporting

Coaching

PLC Support and
Monitoring

Data Use and
Analysis

Content Alignment

Systems
Development

District/Building
Committee Work

Professional Development

District

Building

Curriculum Training

Technology
Integration

Continuous
Improvement Model

Summer Work Teams

- Core Performance Expectations
- Workshop Week
- Family Engagement
- PLC Process
- K-5 Math Team
- K-5 Literacy Team
- SEL Team K-12
- MTSS Process



Priorities for 2022-2023

Northfield Schools
Content and
Instructional
Review Cycle

District MTSS Process

PLC Process and
Targeted Professional
Development



Questions?



SPECIAL SERVICES

201 Orchard Street South
Northfield, MN 55057
PH 507.645.3410 • Fax 507.645.3404
www.northfieldschools.org

TO: School Board Members
Dr. Hillmann, Superintendent

FROM: Cheryl Hall

DATE: September 12, 2022

RE: Request to hire a licensed Special Education Teacher in place of multiple educational assistant positions

I am requesting the school board to consider approval of the following change in funding special education staff using a cost neutral approach:

At this time we have 5 unfilled EA positions at the high school and would like to use the funding of up to 3 EA positions in exchange for a 1.0 FTE licensed special education resource teacher for the High School. The shortage of educational assistants has impacted the ability to meet all of the services and accommodations required on student individual education program plans (IEP). The High School caseloads, especially in the category of Emotional Behavior Disorders (EBD), has increased due to the number of students transitioning from the middle school and new enrollments. The current special education caseload for our setting II/III is at 18 with 1.5 FTE. K-12 students who receive direct special education instruction and services more than 60% and up to 99% of the instructional day, the maximum caseload limits in MN Rule for EBD is 10 students with one educational assistant, or 12 students with two educational assistants.

The additional resource teacher would allow the reassignment of caseloads across the resource sections and allow 0.5 FTE of our current EBD teacher to shift and support the setting II/III program to bring our caseloads into compliance. The additional 1.0 FTE will allow the necessary flexibility to meet the instruction and accommodations for students.

The total projected difference in cost of salary and benefits:

Position:	Hours/FTE	Salary and Benefits	Special Ed Reimbursement of Salary ~ 55%	Net Cost
3 E.A.	6.75 hrs/ day	\$ 82,926.99	\$ 39,609.07	\$ 43,317.00
Special Ed Licensed (Average cost)	1.0 FTE	\$ 85,021.20	\$ 40,242.40	\$ 32,925.60

**Policy 104 ~~NORTHFIELD SCHOOL DISTRICT MISSION VISION~~
STATEMENT STRATEGIC COMMITMENTS, AND DISTRICT BENCHMARKS**

I. PURPOSE

The purpose of this policy is to establish a clear vision for which the Northfield School District exists, the commitments intended to fulfill that vision, and the benchmarks that can assist in measuring progress toward it.

II. GENERAL STATEMENT OF POLICY

The school board believes that a vision statement should be adopted. The vision statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. THE VISION STATEMENT OF INDEPENDENT SCHOOL DISTRICT NO. 659.

We prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

IV. THE ~~BELIEFS~~ STRATEGIC COMMITMENTS OF INDEPENDENT SCHOOL DISTRICT NO. 659.

People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.

Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.

Equity

We ensure that every child has a fair opportunity to reach their full potential.

Communication

We communicate effectively and transparently with all stakeholders.

Stewardship

We responsibly manage our personnel, finances, property, time, and environmental impact.

Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

HH. **V. THE STRATEGIES OF INDEPENDENT SCHOOL DISTRICT NO. 659: BENCHMARKS**

The Northfield School District aspires to meet the benchmarks below.

- All children are ready for kindergarten.
- All students are connected to the community.
- All students are at grade level in reading and mathematics by the end of third and sixth grades.
- All students exhibit physical, social, and emotional well-being.
- All students have a connection with a caring adult beyond their parents as they transition to middle school.
- All students have interests, goals, and a vision for the future by the end of eighth grade.
- All students graduate from high school with a plan to reach their full potential.
- All employees report satisfaction in the workplace.
- All parents report satisfaction with their children's educational experience.
- The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.
- Community education provides relevant and accessible learning opportunities for all residents.

Quality Education

~~We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.~~

Stewardship

~~We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.~~

Climate

~~We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.~~

Communications/Partnerships

~~We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.~~

Curricular Outcomes

~~We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.~~

Diversity

~~We will implement plans and practices that foster full participation by all learners and that address issues that include but are not limited to race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.~~

VI. REVIEW

The school board will review the district's mission vision and strategic commitments annually and conduct a formal strategic planning process at least every two five years, especially when members of the board change. The school board will conduct a comprehensive review of the mission vision, including the beliefs and values strategic commitments of the community, every five to seven years.

Policy 104 Northfield School District Mission Vision, Strategic Commitments, and District Benchmarks.

Adopted: 12.13.2004; UPDATED:

School Board
INDEPENDENT SCHOOL DISTRICT NO. 659
Northfield, Minnesota

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

Cross References:

Policy 610.1 SCHOOL ASSEMBLY PROGRAMS

I. PURPOSE

The purpose of this policy is to define and provide guidelines for Northfield School District school assembly programs.

II. GENERAL STATEMENT OF POLICY

For the purposes of this policy, school assembly programs are defined as a large group presentation activity during the school day provided by an organization or individual external to the district to all classrooms at a grade level or a mix of students comprising at least 20% of the student body.

Assembly programs must have educational, cultural and/or entertainment value consistent with the district's ~~values and objectives~~ [vision, strategic commitments, and benchmarks](#) of the school district and or community values as determined by the school board. ~~For the purposes of this policy, an assembly is defined as a large group presentation activity during the school day provided by an organization or individual external to the district to all classrooms at a grade level or a mix of students comprising at least 20% of the student body.~~

III. APPROVAL

School assembly programs must be approved by ~~the school board~~, the superintendent or ~~their~~ of Schools or designee prior to signing a contract and committing school district resources to the activity.

Policy 610.1 School Assembly Programs

Adopted: 01.14.2008; Updated: INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

**Policy 612 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT
POLICIES FOR TITLE I PROGRAMS, ~~Parental Involvement~~**

[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the Northfield School District. The involvement of parents by the district shall be directed toward both public and private school children whose parents are district residents or whose children attend school within the boundaries of the district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the district is to fully comply with Title 20 United States Code Section 6318, which requires the district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

**III. DEVELOPMENT OF DISTRICT LEVEL POLICY ~~Parental Involvement~~
Policy at the District Level**

The district will develop jointly with, agree upon with, and distribute to parents of children participating in Title I a written parent and family engagement involvement policy that will be incorporated into the district's ~~plan developed under Section 1112 of Title I plan~~, and establish the ~~district's~~ expectations for parent and family involvement and describe how the district will do the following:

- A. Involve parents and family members in the joint development of the Title I plan (~~grant application~~) and the process of school review and improvement.
- B. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- C. Build the schools' and parents' capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among

the school, parents and the community to improve student academic achievement.

- D. Coordinate and integrate parental involvement strategies for Title I with parental involvement strategies under other programs (such as Head Start, Even Start, the Parents as Teachers Program, Reading First program, Early Reading First program, home instruction program for preschool youngsters and state-run preschool programs).
- E. Conduct, with the involvement of parents, an annual evaluation of the content and the effectiveness of the parental involvement policy in improving the academic quality of the schools served by Title I, including the following:
 - 1. Identifying barriers to greater participation by parents in activities authorized by Title I, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - 2. Use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
- F. Involve parents in the activities of the schools served through Title I.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

- ~~B. A district-level parental involvement policy that applies to all parents may be amended to meet these requirements.~~
- ~~C. The district may establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.~~

H. Parental Involvement Policy at the Target School Level

Each Title I target school shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy agreeing with requirements of the district parental involvement policy. (If the target school has a parental involvement policy that applies to all parents, this policy may be amended to meet the requirements.) Parents shall be notified about the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
- ~~B. If the Title I plan is not satisfactory to the parents of participating children, any parent comments shall be submitted by the district with the plan to the state.~~
- ~~C. Each target school shall take the following actions:~~

1. Convene an annual parent meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, to explain the requirements and to inform parents of their right to be involved.
2. Offer a flexible number of alternative meetings and funds (provided through Title I) for transportation, child care or home visits as such services relate to parental involvement.
3. Involve parents in an organized, ongoing and timely way in the planning, review and implementation of school-based Title I programs.
4. Provide parents of participating children with ~~the following~~:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the curriculum in use at the school, forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. Jointly develop the school-parent compact (as described in federal law) that outlines how parents, the entire school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall do the following:
 - a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the state's student academic achievement standards.
 - b. Describe the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
 - c. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement.
 2. Frequent reports to parents on their children's progress.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
 4. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

6. Provide parents with an understanding of such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of the law, and how to monitor a child's progress and work with educators to improve the achievement of their children.
7. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and technology, as appropriate, to foster parental involvement.
8. Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
9. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the home instruction programs for preschool youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities such as parent resource centers that encourage and support parents to more fully participate in the education of their children.
10. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
11. Conduct other activities, such as parent resource centers and providing opportunities to learn about child development and child rearing issues (such as Community Education activities).
12. To the extent practicable, ensure information sent home is in the language used in the home.
13. Ensure parents with limited English proficiency or disabilities have access to parent involvement activities.
14. May involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
15. May provide necessary literacy training from Title I funds if all other reasonably available sources of funding for such training have been exhausted.
16. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
17. May train parents to enhance the involvement of other parents.

18. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
19. May adopt and implement model approaches to improving parental involvement.
20. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Ø. B. To enhance communications between the school and parents or guardians of Title I students, schools shall take the following actions:

1. Promptly notify parents or guardians of the selection of a student for Title I services and the rationale for the selection.
2. Explain to parents or guardians the specific instructional objectives for their child.
3. Report to parents or guardians on their child's progress.
4. Provide materials and suggestions to help parents and guardians promote the education of their children at home.

Policy 612 Development of Parent and Family engagement Policies for Title I Programs

Adopted: 09.13.2004; Updated: INSERT DATE HERE

Board of Education
INDEPENDENT SCHOOL DISTRICT NO. 659
Northfield, Minnesota

Legal References: ~~Section 1118, Title I of Public Law 107-110, 2001~~
20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References: None

~~Policy 616 - School District System Accountability~~

~~Policy 650 - Community Involvement in Education Program Development: Site Councils~~

Policy 619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for Northfield School District staff development that advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The district shall develop and implement staff policies and processes for continuous improvement of curriculum, instruction and assessment.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The District Staff Development Committee (the "Committee") shall address and prioritize the needs of all staff to ensure effective implementation of the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements.
- B. Staff development plans shall contribute toward continuous improvement of student achievement for all students, including English Learners and those with special needs by addressing the following goals:
 - 1. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods.
 - 2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings.
 - 3. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan.
 - 4. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution.
 - 5. Effectively deliver digital and blended learning and curriculum and engage students with technology.
 - 6. Support stable and productive professional communities that emphasize coaching, professional learning communities, classroom action research, and other job-embedded models.

7. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statute 120B.125.
8. Ensure specialized preparation, differentiated instructional strategies, and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement.
9. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Educational Assistants (commonly known as paraprofessionals). The district will provide initial training for each educational assistant who assists a licensed teacher in providing student instruction. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days an educational assistant begins supervising or working with students.

Additionally, with regard to educational assistants providing support to special education students, the district will ensure that annual training opportunities are required to enable the educational assistants to further develop the knowledge and skills that are specific to the students with whom the educational assistant works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers/Administrators. ~~1. The school—~~district will provide high-quality professional development activities as required by state and federal laws.
- ~~2. An administrator will be identified and assigned to serve as a Highly Objective Uniform State Standard of Evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status as defined by state and federal statute.~~

Policy 619 Staff Development for Standards

Adopted: 01.28.2008; Updated: 04.2011, 12.2013, 02.2015; INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)

Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma)~~
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
~~Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and
Employment; Personal Learning Plans)~~
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
~~Policy 603 (Curriculum Development, Implementation and Delivery)~~
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Vision: We prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

Strategic Commitments

- **People:** We prioritize the engagement, satisfaction, and support of every student, staff member, and family.
- **Learner Outcomes:** We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.
- **Equity:** We ensure that every child has a fair opportunity to reach their full potential.
- **Communication:** We communicate effectively and transparently with all stakeholders.
- **Stewardship:** We responsibly manage our personnel, finances, property, time, and environmental impact.
- **Partnerships:** We seek community partnerships that accelerate student achievement of district benchmarks.

Benchmarks

1. All children are ready for Kindergarten.
2. All students are connected to the community.
3. All students are at grade level in reading and mathematics by the end of 3rd and 6th grades.
4. All students exhibit physical, social, and emotional well-being.
5. All students have a connection with a caring adult beyond their parents as they transition to middle school.
6. All students have interests, goals, and a vision for the future by the end of 8th grade.
7. All students graduate from high school with a plan to reach their full potential.
8. All employees report satisfaction in the workplace.
9. All parents report satisfaction with their children’s educational experience.
10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.
11. Community education provides relevant and accessible learning opportunities for all residents.

Celebrations, challenges, and opportunities

People	<ul style="list-style-type: none">● Staffing levels: The district has been fortunate to fill all of its licensed openings, thanks to the state’s tiered licensing system. The district continues to struggle to fill available openings for educational assistants and school-aged care staff.● Engagement and satisfaction: The district reactivated its employee engagement and parent satisfaction surveys. Summaries of those surveys are included in this packet.● Cheryl Hall — MASE Director of the Year: Director of Special Services Cheryl Hall was honored as the Minnesota Administrators of Special Education Director of the Year. This is the most prestigious award the organization awards to active members.● Work teams: The district, using employee feedback, has created a “work team” strategy to solve complex problems or plan complex systems within the district. Staff apply to participate on a specific work team and are paid for their time. An expected deliverable is produced and advocated for by the work team members.● Core performance expectations: One of the work teams focused on core performance expectations (a copy is linked here and included in the packet.) These core performance expectations identify seven attributes that all employees should focus on in their work. The core performance expectations provide examples of “high performers” and “low performers.”● Loss: Our community has experienced tremendous loss. This includes the loss of milestone events lost or disrupted by the pandemic. It also includes losing friends, family members, and students within our community. We mourn the deaths of Melanie Valencia and Josiah Schirmer. We also continue to mourn the disappearance of Elle Ragin. We continue to support those who have experienced loss during the pandemic.● Resetting expectations: The disruptions created by the pandemic broke many traditions and norms. Resetting these expectations for staff, students, and families is the theme for this school year.
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	<ul style="list-style-type: none"> • The toll of public service: Public service has never been more vital nor has it been more challenging in our lifetimes. We have witnessed how much the community relies on public schools and how much they value our services. The pressure people have been under fueled hurtful actions by some due to the loss of some of the “regular things” that people could count on in the past. We continue to model forgiveness and will help the community move forward together.
Learner Outcomes	<ul style="list-style-type: none"> • MCA Performance: While the district performed in the top 10% in mathematics and the top 15% in reading statewide on the Minnesota Comprehensive Assessments (MCA) and outperformed every district in the Big Nine conference, our proficiency levels have not yet returned to pre-pandemic levels. • AP test results: 286 students took 520 exams and 81% of those tests earned college credit. • LETRS - over 50 staff have registered for the Language Essentials for Teacher of Reading and Spelling (LETRS) training and approximately \$25,000 in stipends have been paid for units completed outside of contract time. • Regular events were mostly regular: The district operated an in-person schedule for the entire school year. Events like athletics, the fall play, concerts, and Rock n’ Roll Revival returned. • Resetting expectations: as with the people strategic commitment, resetting learner expectations are essential. Resetting expectations for things like attendance, classroom engagement, and work completion will be focus areas.
Equity	<ul style="list-style-type: none"> • Student surveys: The district began measuring students' attitudes about their learning environment through a series of pulse surveys at the middle and high schools in 2021-22. Students of color rated the statement “Teachers at my school care about students” nearly the same as white students — with a range of 88-90% of both students of color and white students agreeing or strongly agreeing with that statement. Students of color and white students also rated the statement “Most teachers at my school care about and are interested in me as a person” similarly, with 83-86% agreeing or strongly agreeing with the statement. • Grow Your Own grant: The district secured a “grow your own” grant intended to support helping people of color in our school district attain their teaching license. The first five “teaching fellows” were awarded this summer. • Embedding equity work in PLCs: Equity work is Professional learning community work and professional learning community work is equity work. Tools like the equity magnifier and equitable classroom practices observation checklist will be integrated into PLC work. • NREEC: The district continues to support the work of the Northfield Racial and Ethnic Equity Coalition. This coalition brings together organizations from across the community to seek a community where everyone is welcome and valued. • Misrepresentation of what “equity” means: Across the country, politicizing the word “equity” has created misunderstandings. In Northfield, we define equity as ensuring that <u>every</u> child has a fair opportunity to reach their full potential. Put another way; we endeavor to ensure that <u>every</u> child has a genuine opportunity to pursue their version of the American Dream. • Achievement gaps: Like most of Minnesota, the district still has substantial academic achievement gaps when comparing the academic performance of students of color to white students. • Individual behaviors: The district will continue to use its anti-racism framework to promote inclusive behavior while also promptly addressing inappropriate actions rooted in racism, homophobia, xenophobia, and based on a student’s disability.
Communication	<ul style="list-style-type: none"> • Employee engagement survey: Eighty-eight percent (88%) of the respondents agreed or strongly agreed with the statement, “The superintendent uses a variety of methods to promote effective communication throughout the district.” • Parent satisfaction survey: There is room to grow in this area, specifically for parents feeling like they receive feedback about their child. Parents provided an average rating (on a five-point scale) of 3.52 for the statement “I regularly receive feedback from school staff on how well my child is learning.” • Family engagement: The above data has prompted a rethinking of how we connect with

	<p>parents. Buildings are working on different approaches to family engagement that are intended to create a more ongoing conversation instead of one-time conferences.</p> <ul style="list-style-type: none"> ● KYMN Segments: KYMN radio has been generous in providing time for school district administrators and staff to share information about the district on their airwaves. These segments are recorded and posted on their website. The district posts a link to these segments on our website and/or our social media channels.
Stewardship	<ul style="list-style-type: none"> ● Budget prioritization: Over 70 stakeholders participated in the district's budget prioritization process between February and May. The result was a community-informed budget reduction of \$4.5 million over two years. The process was proactive in stabilizing the district's projected financial shortfalls due to declining enrollment and chronic state underfunding. We used over \$1 million of federal COVID-19 relief funds to minimize the impact to students and programs. ● Declining enrollment: The district continues to experience declining enrollment. Nearly 70% of the district's revenue is tied to the number of students we serve, creating an additional funding issue. ● Middle school roof: The middle school roof was replaced this summer. Regular maintenance like this ensures proper care for our facilities, extending their life and minimizing costly repairs. ● High school office remodeling: The district invested in remodeling the high school office, including a substantial improvement to the nurse's office. ● Bridgewater science room, new classroom, and painting: district maintenance teams renovated two smaller classrooms into one regular-sized classroom to provide additional space at Bridgewater. They also installed new carpet and other updates in the school's science classroom and painted hallways. ● Special education cross-subsidy: Despite the significant effort from the legislative action committee, the Minnesota Legislature failed to provide relief for the special education cross-subsidy. In Northfield, this is around \$5 million spent from the general fund on required (and morally imperative) services for students with disabilities that are not reimbursed by the state or federal governments. ● State funding: The basic formula continues to fall behind inflation, creating an ongoing issue for schools. ● Capital projects levy: The district is asking voters to renew the existing capital projects levy, last passed in 2011, and to expand it. You can learn more at https://northfieldschools.org/cpl. ● NHS facility decisions: The district continues to work on the next steps for updating the Northfield High School facility. A voter survey is next in the steps toward identifying a solution that will be brought to the voters.
Partnerships	<ul style="list-style-type: none"> ● Legislative action committee: The district coordinated a legislative action committee with 17 stakeholders who advocated for school funding issues during the 2022 legislative session. ● Community school expansion: The district, using federal COVID-19 relief funding, is expanding the successful community school model from Greenvale Park to Spring Creek and Bridgewater Elementary Schools. This expansion is a great example of numerous community partnerships. ● Volunteers back: We are thrilled to welcome volunteers back with minimal COVID-19 mitigation requirements. ● HCI: The district continues to be blessed with the Northfield Healthy Community Initiative partnership. Examples include collaboration for the Grow Your Own program and community school expansion. ● KYMN/Northfieldlive.com: We have partnered with KYMN radio and Northfieldlive.com to provide video streaming to numerous school activities. This partnership provides vital access to families both in and outside of the district to view their students' participation in athletics and other school events. ● Being strategic about our partnerships: The district has numerous opportunities to partner with organizations. We will continue to be strategic in working with organizations that can assist in accelerating the achievement of our strategic plan.

State of the District

Matt Hillmann, Ed.D.
Superintendent

VISION

We prepare **every** student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

Strategic Plan: Commitments



People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.



Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.



Equity

We ensure that every child has a fair opportunity to reach their full potential.



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

We responsibly manage our personnel, finances, property, time and environmental impact.



Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

Benchmarks

1

All children are ready for **kindergarten**.

2

All students are connected to the **community**.

3

All students are at grade level in **reading and mathematics** by the end of third and sixth grades.

7

All students **graduate** from high school with a plan to reach their full potential.

8

All **employees** report satisfaction in the workplace.

9

All **parents** report satisfaction with their children's educational experience.

4

All students exhibit physical, social and emotional **well-being**.

5

All students have a **connection** with a caring adult beyond their parents as they transition to middle school.

6

All students have interests, goals and a **vision** for the future by the end of eighth grade.

10

The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure **financial stability**.

11

Community education provides relevant and accessible learning opportunities for all residents.

Note: The first seven benchmarks are aligned with the language identified by Northfield Promise, a collective impact consortium of 20 community organizations committed to helping Northfield's youth thrive "from cradle to career."

Strategic Commitment: People

- Staffing levels
- Engagement and satisfaction
- Cheryl Hall: MASE Director of the Year
- Core performance expectations
- Work teams
- Loss
- Resetting expectations
- The toll of public service



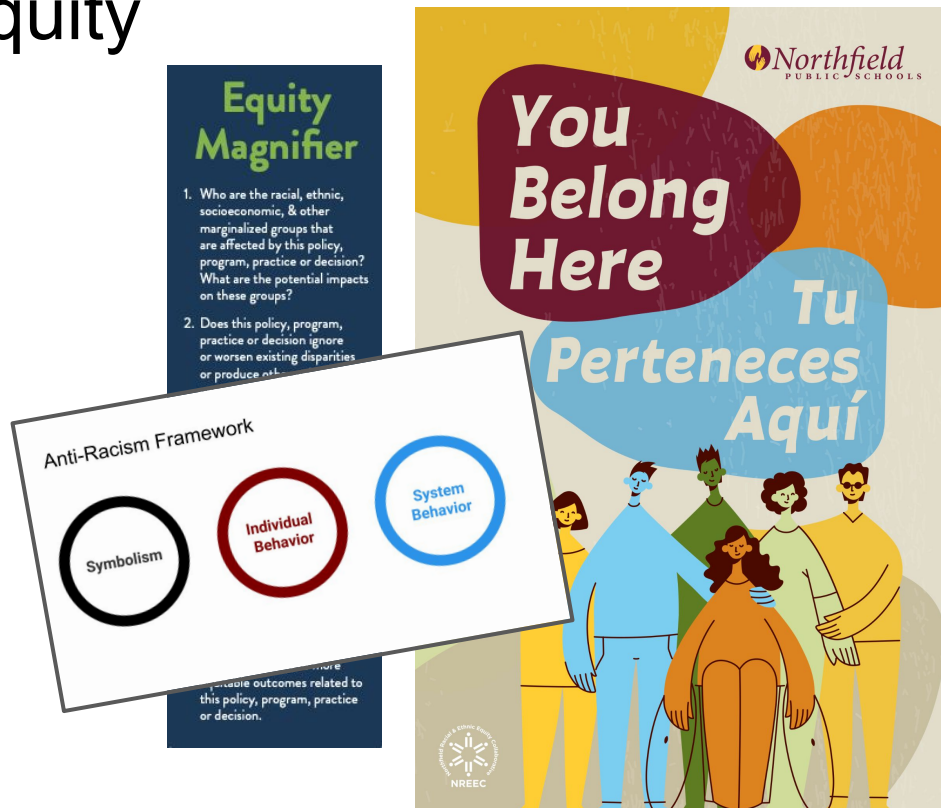
Strategic Commitment: Learner Outcomes

- MCA Performance: Top 10% in mathematics, top 15% in reading statewide, performed better than all Big Nine districts, but need improvement in proficiency rates
- AP test results: 286 students took 520 exams and 81% of those tests earned credit
- LETRS - over 50 staff registered for the training (\$25,000 in stipends have been paid for units completed outside of contract time.)
- Regular events were mostly regular
- Resetting expectations



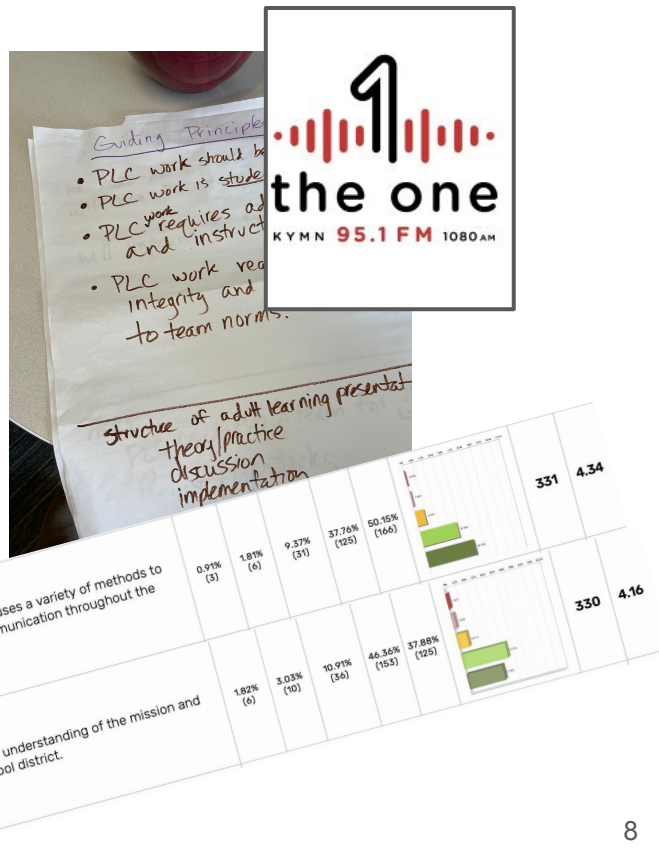
Strategic Commitment: Equity

- Student surveys
- Grow Your Own grant
- Embedding equity work in PLC work
- NREEC
- Misrepresentation of what “equity” means
- Achievement gaps
- Individual behaviors



Strategic Commitment: Communication

- Employee engagement survey
- Parent satisfaction survey
- Work team approach
- KYMN segments
- Family engagement rollout



- Northfield**
PUBLIC SCHOOLS

I want to prioritize continued support for mental health by district personnel

because The impact of the pandemic on students' mental health is profound, as students' behavior, mood, and ability to learn and concentrate have been affected.

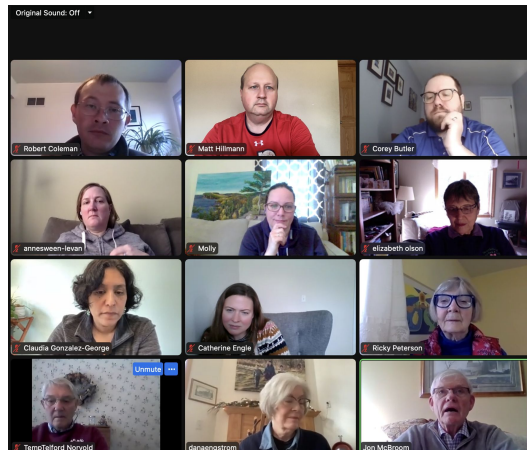
This will help the district achieve the following strategic commitments and/or benchmarks:

Strategic Commitments	Benchmarks
<input checked="" type="checkbox"/> People <input checked="" type="checkbox"/> Customer Outcomes <input checked="" type="checkbox"/> Quality <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Stewardship <input checked="" type="checkbox"/> Partnerships	<input checked="" type="checkbox"/> All students graduate from high school with a plan to successfully attend college <input checked="" type="checkbox"/> All employees report satisfaction in the workplace <input checked="" type="checkbox"/> All parents report satisfaction with their children's educational experience <input checked="" type="checkbox"/> The survey measures 100% of the critical dimensions to the organization had taken to improve organizational results <input checked="" type="checkbox"/> Community education programs report and maintain meeting capacity for 40+ sessions



Strategic Commitment: Partnerships

- Legislative Action Committee
- Community school expansion
- Grow Your Own
- Volunteers back!
- HCI
- KYMN/Northfieldlive.com
- Being strategic about our partnerships





RESET

Thank You!



Employee Engagement Survey

Spring 2022 Results Report

Northfield Public Schools



Summary of Results for Scaled Survey Data

Northfield Public Schools is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to know that their child is receiving a great education. To build on this commitment, the leadership of the school district gathers data on essential goals and measures: employee engagement, parent satisfaction, student engagement, quality of district support services, and student achievement. The district's journey of excellence using these measurable goals aligned to the Evidence-Based LeadershipSM framework began in 2018 and focuses on the use of data to identify gaps, take action, and follow through to ensure continuous improvement in the district.

The Employee Engagement Survey was administered to all employees to assess three areas: 1) Perceptions about immediate supervisors supporting a best place to work environment; 2) Perceptions of executive leadership supporting a best place to work environment; and 3) Perceptions about communication practices. Collecting these data allow leaders to recognize the good work that many in the organization accomplish every day, and to identify gaps in performance that should be addressed.

This report provides an overview of the findings for the current survey administration for the organization.

- ▼ A total of **331** employees provided feedback during the current survey administration.
- ▼ The organization's overall mean was **3.91**, using a scale of 1 to 5. About **36%** of all response choices were in the "Strongly Agree" category or "Top Box."

The overall mean and top box percentage by survey administration is highlighted in Table 1.

Table 1. Overall Mean by Survey Administration

	Fall 2018	Fall 2019	Spring 2022
<i>Participation</i>	484	420	331
Overall Mean ¹	4.06	4.04	3.91
Top Box Percentage	35.8%	35.7%	36.01%

¹ Items 1-14 only

"Top Box Percentage" is the percentage of employees who select the "Strongly Agree" option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to those who are just satisfied (i.e., "Agree") when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand employee engagement and loyalty.

On the following page, Table 2 provides the Supervisor category item means, total responses (count), and top box percentage. The Supervisor category allows each employee to reflect on the work environment shaped by his/her supervisor. Supervisors include all levels of leaders across the organization.

Table 2. Principal / Supervisor Items: Total Responses, Item Mean, Top Box Percentage

	Mean	Count	Top Box
1. My principal/supervisor provides me good processes and resources to do my job.	3.94	329	34.35%
2. My principal/supervisor provides feedback on my strengths as an employee.	3.66	331	30.51%
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	3.74	329	33.74%
4. My principal/supervisor recognizes good performance.	3.81	329	35.87%
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.09	328	50.00%
6. My principal/supervisor makes the best use of available funds.	3.93	328	32.32%
7. My principal/supervisor consults me on the decisions that affect my job.	3.58	331	28.70%
8. My principal/supervisor sets clear expectations for judging my performance.	3.74	328	28.35%
9. My principal/supervisor provides the support needed to accomplish my work objectives.	3.87	330	34.85%
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.63	329	27.36%

Table 3 provides the Superintendent / District category item means, total responses (count), and top box percentage.

Table 3. Superintendent / District Items: Total Responses, Item Mean, Top Box Percentage

	Mean	Count	Top Box
11. The superintendent manages district finances effectively.	4.03	327	30.58%
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.34	331	50.15%
13. The superintendent makes decisions that are in the best interest of the school district.	4.15	331	40.79%
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.25	331	46.53%

Table 4 provides the Communication category item means, total responses (count), and top box percentage.

Table 4. Communication: Total Responses, Item Mean, Top Box Percentage

	Mean	Count	Top Box
C1. My school district supports honest two-way communication between supervisors and employees.	3.68	330	22.73%
C2. My school district supports an environment where employees regularly share and exchange ideas.	3.66	330	20.30%
C3. Open and honest communication is an important part of the culture in my school district.	3.61	329	24.01%
C4. I have a clear understanding of the mission and goals of my school district.	4.15	330	37.88%

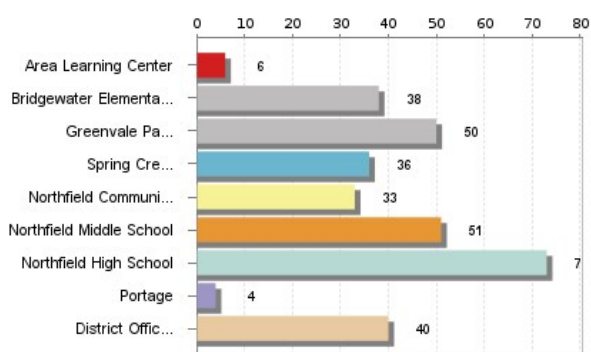
The next pages of the report present the automated, online view of the survey responses for each item.

The first table shows the participation by school/department location. Each table that follows shows the following for each survey item:

- Percent (and Frequency) Distribution of Response Choices
 - Top Box is represented in the “Strongly Agree” column.
- A Bar Graph Representation of the Percent Frequency Distribution.
 - The percent distribution is useful to “norm” the responses across items as each item may not have the same number of total responses. The bar graph makes cross-item comparison easier to view.
- Total Number of Responses or Response Total
- Mean or Average Score

As you review the means in the automated, online report, you may notice some minimal fluctuations in the means (e.g., +/- 0.01 or more given the number of eligible employee responses per item which, if lower, could make the mean more sensitive). This may also be true as you view the online reports for different departments as compared with the department means presented in future tables and the Appendix 4 in this report. Any differences are due to rounding.

Northfield Public Schools - Employee Engagement Survey Report



Participation by School/Department.

	Response total
Area Learning Center	6
Bridgewater Elementary School	38
Greenvale Park Elementary School	50
Spring Creek Elementary School	36
Northfield Community Education Center	33
Northfield Middle School	51
Northfield High School	73
Portage	4
District Offices (Includes: Assessment Services, Buildings and Grounds, Child Nutrition, Finance, Human Resources, Special Education, Superintendent's Office, Teaching and Learning, Technology Services)	40

Statistics based on **331** respondents;

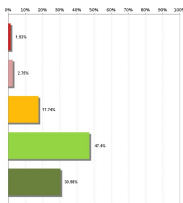
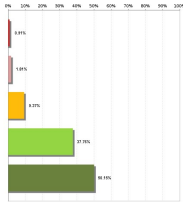
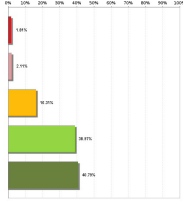
Principal/Supervisor Items.

	Strongly Disagree Score=1	Disagree Score=2	Neutral / Mixed Feelings Score=3	Agree Score=4	Strongly Agree Score=5		Response total	Average score
1. My principal/supervisor provides me good processes and resources to do my job.	3.95% (13)	6.08% (20)	16.72% (55)	38.91% (128)	34.35% (113)		329	3.94
2. My principal/supervisor provides feedback on my strengths as an employee.	7.25% (24)	14.5% (48)	13.9% (46)	33.84% (112)	30.51% (101)		331	3.66

	Strongly Disagree Score=1	Disagree Score=2	Neutral / Mixed Feelings Score=3	Agree Score=4	Strongly Agree Score=5		Response total	Average score
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	6.69% (22)	11.25% (37)	17.02% (56)	31.31% (103)	33.74% (111)		329	3.74
4. My principal/supervisor recognizes good performance.	5.47% (18)	11.25% (37)	15.5% (51)	31.92% (105)	35.87% (118)		329	3.82
5. My principal/supervisor demonstrates a genuine concern for my welfare.	3.96% (13)	7.62% (25)	13.42% (44)	25% (82)	50% (164)		328	4.10
6. My principal/supervisor makes the best use of available funds.	1.22% (4)	6.1% (20)	23.78% (78)	36.59% (120)	32.32% (106)		328	3.93
7. My principal/supervisor consults me on the decisions that affect my job.	8.46% (28)	11.18% (37)	22.66% (75)	29% (96)	28.7% (95)		331	3.58
8. My principal/supervisor sets clear expectations for judging my performance.	4.88% (16)	9.15% (30)	21.04% (69)	36.59% (120)	28.35% (93)		328	3.74
9. My principal/supervisor provides the support needed to accomplish my work objectives.	5.46% (18)	8.79% (29)	14.24% (47)	36.67% (121)	34.85% (115)		330	3.87
10. My principal/supervisor provides feedback concerning areas for improving my performance.	5.47% (18)	13.37% (44)	20.97% (69)	32.83% (108)	27.36% (90)		329	3.63
Average rating								3.80

Statistics based on **331** respondents;

Superintendent/District Items.

	Strongly Disagree Score=1	Disagree Score=2	Neutral / Mixed Feelings Score=3	Agree Score=4	Strongly Agree Score=5		Response total	Average score
11. The superintendent manages district finances effectively.	1.53% (5)	2.75% (9)	17.74% (58)	47.4% (155)	30.58% (100)		327	4.03
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	0.91% (3)	1.81% (6)	9.37% (31)	37.76% (125)	50.15% (166)		331	4.34
13. The superintendent makes decisions that are in the best interest of the school district.	1.81% (6)	2.12% (7)	16.31% (54)	38.97% (129)	40.79% (135)		331	4.15
14. If given a choice, I would recommend that a parent select this district for his or her child.	1.21% (4)	2.42% (8)	12.99% (43)	36.86% (122)	46.53% (154)		331	4.25
Average rating								4.19

Statistics based on **331** respondents;

Communication Items.

	Strongly Disagree Score=1	Disagree Score=2	Neutral / Mixed Feelings Score=3	Agree Score=4	Strongly Agree Score=5		Response total	Average score
C1. My school district supports honest two-way communication between supervisors and employees.	5.76% (19)	7.88% (26)	21.52% (71)	42.12% (139)	22.73% (75)		330	3.68
C2. My school district supports an environment where employees regularly share and exchange ideas.	4.55% (15)	6.36% (21)	28.18% (93)	40.61% (134)	20.3% (67)		330	3.66
C3. Open and honest communication is an important part of the culture in my school district.	5.78% (19)	9.73% (32)	26.14% (86)	34.35% (113)	24.01% (79)		329	3.61
C4. I have a clear understanding of the mission and goals of my school district.	1.82% (6)	3.03% (10)	10.91% (36)	46.36% (153)	37.88% (125)		330	4.16
Average rating								3.78

Statistics based on **331** respondents;

Parent Satisfaction Survey

Spring 2022 Results Report

Northfield Public Schools



Summary of Results for Scaled Survey Data

Northfield Public Schools is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to send their children to receive a great education. To build on this commitment, the leadership of the school district gathers and analyzes data on essential goals and measures. The leadership of the district maintains a focus on data to identify gaps, take action, and follow through to ensure continuous improvement.

The Parent Satisfaction Survey was administered to all parents/caregivers with a child in the school district to assess the level of satisfaction parents have with their child's school. Collecting feedback from parents/caregivers allows leaders to recognize the good work that many school leaders, teachers, and staff accomplish every day, and to identify opportunities for improvement.

This report provides an overview of the findings for the current survey administration.

- ▼ A total of **941** parents/caregivers provided feedback during the current survey administration.
- ▼ The district's overall mean was **4.06**, using a scale of 1 to 5. About **41%** of all response choices were in the "Strongly Agree" category or "Top Box."

Participation, overall mean and top box percentage by survey administration are highlighted in Table 1.

Table 1. Participation and Overall Mean by Survey Administration

	2019	2020	2022
<i>Participation</i>	<i>1,152</i>	<i>1,099</i>	<i>941</i>
Overall Mean	4.09	4.18	4.06
Top Box Percentage	37.93%	42.26%	41.46%

"Top Box Percentage" is the percentage of parents/caregivers who select the "Strongly Agree" option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to those who are just satisfied (i.e., "Agree") when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.

On the following pages:

- ▼ Table 2 provides the item means, number of responses per item (count), and top box percentage for the current survey administration;
- ▼ Tables 3 and 4 show the five items with highest and lowest means, respectively, for the current administration;
- ▼ Tables 5 and 6 display participation and overall mean by school and by survey administration; and
- ▼ Appendices include historical trend data for the district (Appendix 1) and schools (Appendix 4). Appendix 2 is a separate Comments Report and Appendix 3 provides benchmark percentile data.

Table 2. Benchmark Items 1-17: Item Mean, Total Responses, Top Box Percentage

	Mean	Count	Top Box
1. My child's learning is a high priority at this school.	4.19	935	41.07%
2. School rules/discipline plans are enforced consistently at this school.	3.88	931	29.75%
3. I regularly receive feedback from school staff on how well my child is learning.	3.52	934	22.27%
4. My family is treated with respect at this school.	4.31	934	50.21%
5. My child has every opportunity to be successful at this school.	4.10	936	40.38%
6. My child has the necessary classroom supplies and equipment for effective learning.	4.35	934	48.39%
7. I would recommend this school to other parents.	4.20	935	47.38%
8. This school provides a safe environment for my child to learn.	4.23	934	46.36%
9. My child is recognized for effort and good behavior at this school.	3.92	930	35.70%
10. The school is clean and well maintained.	4.31	933	49.52%
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	4.17	934	45.61%
12. I am proud to say I have a child at this school.	4.15	933	44.16%
13. I receive positive communication about my child from the school.	3.74	935	33.48%
14. The principal at this school is approachable and reachable.	4.00	927	41.32%
15. The principal at this school is an effective leader.	3.94	921	39.31%
16. The Superintendent is an effective leader.	4.08	932	45.17%
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	4.02	929	44.67%

The next pages of the report present the automated, online view of the survey responses for each item.

The first table shows the participation by school/department location. Each table that follows shows the following for each survey item:

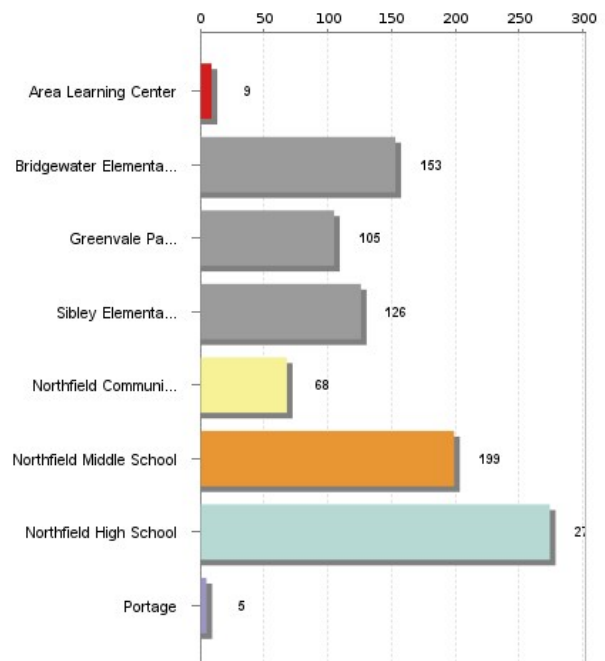
- Percent (and Frequency) Distribution of Response Choices
 - Top Box is represented in the “Strongly Agree” column.
- A Bar Graph Representation of the Percent Frequency Distribution.
 - The percent distribution is useful to “norm” the responses across items as each item may not have the same number of total responses. The bar graph makes cross-item comparison easier to view.
- Total Number of Responses or Response Total
- Mean or Average Score

As you review the means in the automated, online report, you may notice some minimal fluctuations in the means (e.g., +/- 0.01 or more given the number of eligible employee responses per item which, if lower, could make the mean more sensitive). This may also be true as you view the online reports for different departments as compared with the department means presented in future tables and the Appendix 4 in this report. Any differences are due to rounding.

Northfield Public Schools - Parent Satisfaction Survey Report

Participation by School attended by Child/Children.

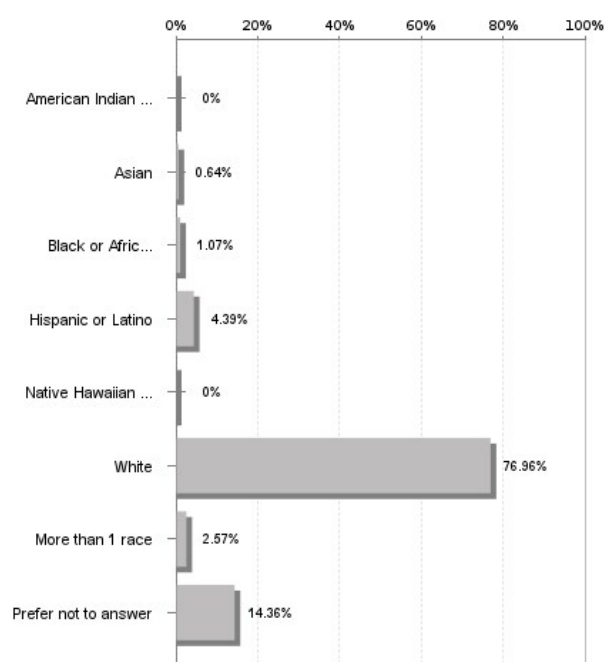
	Response total
Area Learning Center	9
Bridgewater Elementary School	153
Greenvale Park Elementary School	105
Sibley Elementary School	126
Northfield Community Education Center	68
Northfield Middle School	199
Northfield High School	274
Portage	5



Statistics based on **939** respondents;

Participation by Race/Ethnicity.

	Response percent	Response total
American Indian or Alaska Native	0%	0
Asian	0.64%	6
Black or African American	1.07%	10
Hispanic or Latino	4.39%	41
Native Hawaiian or Other Pacific Islander	0%	0
White	76.96%	718
More than 1 race	2.57%	24
Prefer not to answer	14.36%	134








Statistics based on **933** respondents;

Please choose the best response based on your experience.

	Strongly Disagree Score=1	Disagree Score=2	Neutral / Mixed Feelings Score=3	Agree Score=4	Strongly Agree Score=5		Response total	Average score
1. My child's learning is a high priority at this school.	2.25% (21)	2.57% (24)	10.7% (100)	43.42% (406)	41.07% (384)		935	4.19
2. School rules/discipline plans are enforced consistently at this school.	3.76% (35)	6.02% (56)	18.69% (174)	41.78% (389)	29.75% (277)		931	3.88
3. I regularly receive feedback from school staff on how well my child is learning.	5.68% (53)	15.95% (149)	21.52% (201)	34.58% (323)	22.27% (208)		934	3.52
4. My family is treated with respect at this school.	2.68% (25)	1.39% (13)	8.67% (81)	37.05% (346)	50.21% (469)		934	4.31
5. My child has every opportunity to be successful at this school.	2.67% (25)	4.49% (42)	13.89% (130)	38.57% (361)	40.39% (378)		936	4.10
6. My child has the necessary classroom supplies and equipment for effective learning.	1.29% (12)	1.5% (14)	6.32% (59)	42.51% (397)	48.39% (452)		934	4.35
7. I would recommend this school to other parents.	3.74% (35)	3% (28)	9.95% (93)	35.94% (336)	47.38% (443)		935	4.20
8. This school provides a safe environment for my child to learn.	2.78% (26)	3.32% (31)	8.14% (76)	39.4% (368)	46.36% (433)		934	4.23

	Strongly Disagree Score=1	Disagree Score=2	Neutral / Mixed Feelings Score=3	Agree Score=4	Strongly Agree Score=5		Response total	Average score
9. My child is recognized for effort and good behavior at this school.	3.55% (33)	7.53% (70)	17.74% (165)	35.48% (330)	35.7% (332)		930	3.92
10. The school is clean and well maintained.	1.93% (18)	2.14% (20)	8.36% (78)	38.05% (355)	49.52% (462)		933	4.31
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	3% (28)	3.75% (35)	11.67% (109)	35.97% (336)	45.61% (426)		934	4.18
12. I am proud to say I have a child at this school.	3.11% (29)	3.54% (33)	13.18% (123)	36.01% (336)	44.16% (412)		933	4.15
13. I receive positive communication about my child from the school.	5.13% (48)	11.98% (112)	20.11% (188)	29.31% (274)	33.48% (313)		935	3.74
14. The principal at this school is approachable and reachable.	5.18% (48)	3.99% (37)	17.91% (166)	31.61% (293)	41.32% (383)		927	4.00
15. The principal at this school is an effective leader.	5.76% (53)	5.43% (50)	17.37% (160)	32.14% (296)	39.31% (362)		921	3.94
16. The Superintendent is an effective leader.	5.69% (53)	3.65% (34)	12.77% (119)	32.73% (305)	45.17% (421)		932	4.08
17. The Superintendent makes decisions that are in the best interest of children and parents of the district.	7% (65)	4.63% (43)	12.49% (116)	31.22% (290)	44.67% (415)		929	4.02

	Strongly Disagree  Score=1	Disagree  Score=2	Neutral / Mixed Feelings  Score=3	Agree  Score=4	Strongly Agree  Score=5		Response total	Average score
Average rating								4.07

Statistics based on **939** respondents;

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN

AUGUST 2022



VISION

We prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

BENCHMARKS

1

All children are ready for **kindergarten**.

2

All students are connected to the **community**.

3

All students are at grade level in **reading and mathematics** by the end of third and sixth grades.

4

All students exhibit physical, social and emotional **well-being**.

5

All students have a **connection** with a caring adult beyond their parents as they transition to middle school.

6

All students have interests, goals and a **vision** for the future by the end of eighth grade.

7

All students **graduate** from high school with a plan to reach their full potential.

8

All **employees** report satisfaction in the workplace.

9

All **parents** report satisfaction with their children's educational experience.

10

The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure **financial stability**.

11

Community education provides relevant and accessible learning opportunities for all residents.

Note: The first seven benchmarks are aligned with the language identified by Northfield Promise, a collective impact consortium of 20 community organizations committed to helping Northfield's youth thrive "from cradle to career."

STRATEGIC COMMITMENTS



People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.



Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.



Equity

We ensure that every child has a fair opportunity to reach their full potential.



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

We responsibly manage our personnel, finances, property, time and environmental impact.



Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

NORTHFIELD SCHOOL DISTRICT STAFF CORE PERFORMANCE EXPECTATIONS



High Performer	<p>Always demonstrates an active commitment to the Northfield School District and professionalism.</p> <p><i>Examples:</i> Shows a commitment to the strategic plan; follows procedures; maintains good attendance, punctuality and timeliness; appropriately uses personal technology; dresses and speaks professionally; represents the district well in public; demonstrates good use of work time to avoid burnout.</p>	<p>Always demonstrates the belief that everyone can learn.</p> <p><i>Examples:</i> Communicates a belief in words and action that every person can grow and thrive; provides authentic positive feedback to students, families and colleagues; seeks multiple strategies to engage every learner and/or colleague.</p>	<p>Always uses equitable practices.</p> <p><i>Examples:</i> Demonstrates inclusive practices such as greeting people by name; responds appropriately to students based on their individualized needs; differentiates instruction and professional development; ensures students see themselves represented in the curriculum; seeks multiple perspectives.</p>	<p>Always demonstrates a commitment to continuous improvement.</p> <p><i>Examples:</i> Seeks and applies feedback; provides productive feedback to others; actively participates in school improvement plan, PLC and classroom goal attainment; desires to learn and implement best practices; aligns practice with district initiatives; seeks professional development to improve their practice.</p>	<p>Always demonstrates a positive attitude.</p> <p><i>Examples:</i> Welcomes and values others; does not diminish challenges but seeks solutions to them; speaks positively about others publicly and provides critical feedback privately.</p>
Solid Performer	<p>Regularly demonstrates an active commitment to the Northfield School District and professionalism.</p>	<p>Always demonstrates the belief that everyone can learn.</p> <p><i>Examples:</i> Communicates a belief in words and action that every person can grow and thrive; provides authentic positive feedback to students, families and colleagues; seeks multiple strategies to engage every learner and/or colleague.</p>	<p>Regularly uses equitable practices.</p>	<p>Regularly demonstrates a commitment to continuous improvement.</p>	<p>Regularly demonstrates a positive attitude.</p>
Low-Solid Performer	<p>Inconsistently demonstrates a commitment to the Northfield School District and professionalism.</p>	<p>Inconsistently demonstrates the belief that everyone can learn.</p>	<p>Inconsistently uses equitable practices.</p>	<p>Inconsistently demonstrates a commitment to continuous improvement.</p>	<p>Inconsistently demonstrates a positive attitude.</p>
Low Performer	<p>Rarely demonstrates a commitment to the Northfield School District and professionalism.</p> <p><i>Examples:</i> Acts as an independent contractor; does not engage in doing their part to achieve the district’s strategic plan; does not follow procedures; misuses leave time; is often late; regularly misses deadlines; does not comport themselves professionally in dress and speech; inefficiently uses work time that manifests to overworking and claims of professional “martyrdom.”</p>	<p>Rarely demonstrates the belief that everyone can learn.</p> <p><i>Examples:</i> Does not communicate through their actions that every person can grow and thrive; displays a fixed mindset about others’ potential; does not provide positive feedback to students, families and colleagues.</p>	<p>Rarely uses equitable practices.</p> <p><i>Examples:</i> Does not greet people by name; uses practices that exclude some people from opportunities; does not provide differentiated support for students; does not provide inclusive examples; does not seek to expand perspective.</p>	<p>Rarely demonstrates a commitment to continuous improvement.</p> <p><i>Examples:</i> Denies data; is not open to feedback; intentionally provides mean-spirited feedback; ignores school improvement plan, PLC and classroom goals; does not seek to grow or learn about recent advances in practice; ignores best practices; undermines district initiatives; does not seek to improve their own professional practice.</p>	<p>Rarely demonstrates a positive attitude.</p> <p><i>Examples:</i> Does not welcome or value others; engages in unproductive complaining; points out problems without offering solutions; is easily influenced by or spreads negativity; perpetuates gossip and/or workplace drama; uses “we/they.”</p>

Note: “Always” indicates the team member demonstrates the expectation at that level 98% of the time.

Every staff member is empowered to compliment colleagues who positively exemplify one or more of these expectations. Every staff member is also empowered to tactfully confront colleagues who are not demonstrating adherence to these expectations. You can use the “stub your toe” conversation template, progress to the “impact conversation” template and finally ask your supervisor to intervene.

NORTHFIELD SCHOOL DISTRICT STAFF CORE PERFORMANCE EXPECTATIONS

High Performer	<p>Always takes initiative.</p> <p><i>Examples:</i> Takes responsibility for their actions; seeks to anticipate and resolve problems; attempts to repair issues they have caused; uses the chain of responsibility in addressing issues; uses the Plan, Do, Study, Act approach when responding to challenges; works across departments and/or grade levels to collaborate; functions as an “owner” within the organization by demonstrating agency.</p>	<p>Always communicates effectively.</p> <p><i>Examples:</i> Proactively communicates; provides timely communication (e.g., gradebook updates); seeks clarity; prioritizes transparency and tact; uses the chain of responsibility by “carrying their own message”; responds in a timely manner; takes responsibility to be well-informed (e.g., reads district and building updates).</p>
Solid Performer	<p>Regularly takes initiative.</p>	<p>Regularly communicates effectively.</p>
Low-Solid Performer	<p>Inconsistently takes initiative.</p>	<p>Inconsistently communicates effectively.</p>
Low Performer	<p>Rarely takes initiative.</p> <p><i>Examples:</i> Does not take responsibility for their actions; does not use the chain of responsibility to address issues; makes excuses rather than trying different approaches to respond to challenges; does not work collaboratively.</p>	<p>Rarely communicates effectively.</p> <p><i>Examples:</i> Consistently tardy with communication, including responses; routinely lacks clarity; talks about colleagues rather than to them; does not take responsibility to be informed (e.g., does not read district and building updates).</p>

Note: “Always” indicates the team member demonstrates the expectation at that level 98% of the time.

Every staff member is empowered to compliment colleagues who positively exemplify one or more of these expectations. Every staff member is also empowered to tactfully confront colleagues who are not demonstrating adherence to these expectations. You can use the “stub your toe” conversation template, progress to the “impact conversation” template and finally ask your supervisor to intervene.

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

August 8, 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, Goerwitz, Gonzalez-George, Pritchard, Quinnell and Stratmoen. 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 Goerwitz, seconded by Quinnell, the board unanimously approved the agenda.

3. Public Comment

There was no public comment.

4. Announcements and Recognitions

- Our community experienced the heartbreaking death of Melanie Valencia, a 9th grade student last week as a result of injuries sustained in a bicycle/vehicle accident. Melanie was a vibrant young person who made a difference for so many others. She was a great friend and loved playing soccer. Dr. Hillmann asked all present and those watching the live stream to hold Melanie's family, the Northfield High School girls soccer team, and our entire student body in their hearts as they continue processing this tragedy.
- Forty-eight incoming seventh grade students had a successful trip to Eagle Bluff July 20-22. This trip dovetails with learning the students receive at Northfield Middle School.
- NHS fall sports begin August 15. Families are reminded to register their athlete this week and be sure they have a current physical on file. The fall sport parent meeting is Thursday, August 18 at 6:00 in the NHS Gym.

5. Items for Discussion and Reports

- a. Community Education Continuous Improvement Plan. Director of Community Education Erin Bailey presented the continuous school improvement plan for Community Education. The presentation included a progress report on the goals set for the 2021-2022 school year as well as new goals set for the 2022-2023 school year.
- b. Area Learning Center (ALC) and Portage Continuous Improvement Plans. Daryl Kehler, Director of the ALC and Portage Online, presented the continuous school improvement plans for the ALC and Portage Online. The presentations included progress reports on the goals set for the 2021-2022 school year as well as new goals set for the 2022-2023 school year.
- c. Northfield High School Facility Planning Update. Dr. Hillmann and Director Mertesdorf provided an update on the facility process, including updates on the voter survey with Morris-Leatherman and initial discussions with potential collaborators regarding athletic facilities. We are going to target MEA break as the time frame for completion of the voter survey and receive the survey data. A local business champion has come forward and is going to help coordinate a potential collaboration of public and private partners, as well as the City of Northfield, for investment in improved athletic facilities. The board must adopt a formal resolution on or before December 2, 2022 to include a bond question on the February 14, 2023 ballot.
- d. Policy Committee Recommendations. Dr. Hillmann presented recommended updates to policy 203, 414, 428 and 502. This will be an item for individual action at the next board meeting.

- e. Superintendent's Focus Areas. Superintendent Hillmann shared a draft of his proposed focus areas for 2022-2023. This will be an item for individual action at the next board meeting.
- f. Superintendent Operations & Strategic Plan Update. Dr. Hillmann provided an update about district operations and examples of work underway to achieve the district's vision, strategic commitments, and benchmarks. Superintendent Hillmann's update included a briefing about MDE's back-to-school conference, the booth the district hosted at the City's Crazy Daze celebration, and the selection of Becca Bang as the new assistant principal at Northfield High School.

6. Consent Agenda

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

- a. Minutes
 - Minutes of the Regular School Board meeting held on July 11, 2022
 - Minutes of the Special School Board meeting held on August 1, 2022
- b. Gift Agreements
 - \$1,000.00 from CFS Foundation for the backpack food program
 - \$1,000.00 from Land O'Lakes Foundation for the backpack food program
- c. Financial Reports
Financial Report - January 2022. Director of Finance Val Mertesdorf requested the board approve paid bills totaling \$1,171,702.00, payroll checks totaling \$3,888,129.49, bond payments totaling \$4,684,115.63, a wire transfer totaling \$350,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$700,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for January 2022. At the end of January 2022 total cash and investments amounted to \$20,470,268.93.
- d. Overnight Field Trips
 Activities Director Bubba Sullivan requested board approval for overnight field trips for high school boys and girls cross country, high school nordic ski team, and high school varsity volleyball for the 2022-23 school year.
- e. Personnel Items
 - i. Appointments
 1. Michael Allen, 6th Grade Football Coach for 2 hours/day at the Middle School, beginning 8/15/2022; Step 10, \$2,031.
 2. Ella Andrew, Targeted Services Summer PLUS Site Assistant for up to 6 hours/day Mon.-Thurs. at Greenvale Park, beginning 7/18/2022-8/11/2022; Step 1-\$14.50/hr.
 3. Rebecca Bang, 1.0 FTE Assistant Principal at the High School, beginning 7/15/2022; \$124,614 - Step 1 (subject to change on settlement of new principal agreement)
 4. Elaine Boda, Special Ed EA PCA for 6.75 hours/day at Greenvale Park, beginning 8/30/2022; Step 4-\$17.70/hr. plus \$2,500 PCA stipend.
 5. Rikki Drewitz, Special Ed EA PCA for 6.75 hours/day at the Middle School, beginning 8/30/2022; Step 1 - \$16.33/hr. + \$2,500 PCA stipend
 6. Cecelia Green, 1.0 FTE Long Term Substitute Family and Consumer Science Teacher at the High School, beginning 8/23/2022; Tier 1 - BA, Step 6 - \$57,664 - contingent upon obtaining a Tier 1 license in FACS.
 7. Michele Knutson, Gen Ed EA for 6.75 hours/day at the High School, beginning 8/30/2022.
 8. Gail Kohl, .2 FTE Long Term Substitute Fifth Grade Teacher at Bridgewater, beginning 8/29/2022-6/9/2022; MA, Step 10
 9. Terri Line, Gen Ed EA-Bridges to Kindergarten for 44 hours/total with Community Education, beginning 8/8/2022-8/19/2022; Step 1-\$16.33/hour.
 10. Jennifer Quinnell, Child Nutrition Associate I for 3 hours/day at the Middle School, beginning 8/22/2022; CNA I-\$20.05/hr.
 11. Brent Rauk, Summer Recreation Program Assistant with Community Education, beginning 7/14/2022-8/31/2022; \$14.50/hr.
 12. Ian Rhoades, 1.0 FTE English/Language Arts Teacher at the High School beginning 8/25/2022; MA, Step 10
 13. Andrew Richardson, 1.0 FTE Industrial Technology Teacher at the High School beginning 8/25/2022; MA40, Step 10

14. Karen Rodriguez Rojas, Office Specialist Class III - Secondary Attendance Liaison for 4 hours/day at the Middle/High School, beginning 9/6/2022-6/9/2023; Class III Step 1-\$21.22/hr.
 15. Rebekka Schrank, 1.0 FTE Fourth Grade Teacher at Spring Creek, beginning 8/22/2022; MA, Step 2
 11. Calvin Sneed, 7th Grade Football Coach at the Middle School, beginning 8/15/2022; \$2,539.
 12. Garret Swenson, Summer KidVentures Site Assistant for up to 40 hours/week at Spring Creek, beginning 7/18/2022-9/2/2022; Step 2-\$14.88/hr.
 13. William Todd, Special Ed EA PCA for 6.75 hours/day at the Middle School, beginning 8/30/2022. Step 1-\$16.33/hr. + \$2,500 PCA Stipend
 14. Nicole Torkelson, 1.0 FTE Special Ed Resource Room Teacher at the High School, beginning 8/25/2022; BA, Step 1
 15. Sarah Smith, Special Ed EA PCA for 6.75 hours/day at Greenvale Park, beginning 8/30/2022; Step 1-\$16.33/hr. + \$2,500 PCA Stipend.
 16. Joshua Stalsberg, 1.0 FTE Custodian at the Middle School, beginning 8/22/2022; Step 1-\$19.00/hr.
- ii. Increase/Decrease/Change in Assignment
1. Danielle Amundson, Teacher at Greenvale Park, add Gen Ed Teacher Mentor at Greenvale Park, effective 8/1/2022-6/9/2023; \$750 Stipend
 2. Janet Amundson, EA at the Middle School, add Special Ed EA Bridges to Kindergarten at Greenvale Park, effective 8/15/2022-8/19/2022.
 3. Joy Serie-Amunrud, Social Worker at Greenvale Park, add EBD BEST Project Participant for up to 40 hours at Greenvale Park, effective 7/11/2022-6/30/2023.
 4. Mark Auge, Teacher at the High School, add 6th grade Football Coach at the Middle School, effective 8/15/2022. \$2,031
 5. Paula Baragary, Teacher at Spring Creek, add Gen Ed Teacher Mentor at Spring Creek, effective 8/1/2022-6/9/2023; \$750 Stipend
 6. Michelle Bauer, PreK-12 Instructional Coach with the District, add 10 work days outside of teacher school year in each fiscal year, effective 7/1/2022.
 7. Kathy Beck, Spec Ed EA for 6.75 hours/day and Supervisory EA for .25 hours/day at Spring Creek, change to Special Ed EA for 6.50 hours/day and Supervisory EA for .25 hours/day at Spring Creek, effective 8/29/2022.
 8. Adriana Bermudez, EA at the NCEC, add Bridges to Kindergarten EA for a total of 24 hours, at Greenvale Park, effective 8/8/2022-8/19/2022.
 9. Allyson Bernstorff, EA Supervisory for 3 hours/day, Health Aide for 2 hours/day, and Admin Support for 2 hours/day at Spring Creek, change to EA Supervisory for 2 hours/day, Spec Ed EA for 3.38 hours/day, and Admin assistant Class II for 1.50 hours/day at Spring Creek, effective 8/29/2022.
 10. Anne Campbell, Special Ed Teacher at the High School, add EBD BEST Project Participant for up to 40 hours at the High School, effective 7/11/2022-6/30/2023.
 11. Kathleen Casson, .1 MS German/.9 HS German, change to 1.0 German Teacher at the High School, effective 8/25/2022.
 12. Margaret Christensen, CNA at the Middle School, add ESY Bus EA for up to 2 hours/day with the District, effective 7/11/2022-8/4/2022.
 13. Tyla Christiansen (Patrick), EA at Bridgewater, add EBD BEST Project Participant for up to 40 hours at Bridgewater, effective 7/11/2022-6/30/2023.
 14. Alisha Clarey, PreK-12 Instructional Coach with the District, add 10 work days outside of teacher school year in each fiscal year, effective 7/1/2022.
 15. Danielle Crase, Special Ed Teacher at the High School, add Junior Class Advisor at the High School, effective 8/25/2022; \$2,244 stipend
 16. Matthew Crase, Special Ed Teacher at the High School, add EBD BEST Project Participant for up to 40 hours at the High School, effective 7/11/2022-6/30/2023.
 17. Carrie Duba, PreK-12 Instructional Coach with the District, add 10 work days outside of teacher school year in each fiscal year, effective 7/1/2022.
 18. Kelle Edwards, EA at the High School, add Senior Class Advisor at the High School, effective 9/5/2022.
 19. Jan Ensrud, Teacher at the Middle School, add Gen Ed Teacher Mentor at the Middle School, effective 8/1/2022-6/9/2023; \$750 Stipend
 20. Tyler Faust, Special Ed Teacher at Bridgewater, add EBD BEST Project Participant for up to 40 hours at Bridgewater, effective 7/11/2022-6/30/2023.
 21. Jamie Forbord, Special Ed Teacher at the High School, add Special Ed Teacher Mentor at the High School, effective 8/22/2022-6/9/2023; \$750 Stipend
 22. Greg Fredrickson, Custodian at the High School, change to Substitute Custodian with the District, effective 7/21/2022.
 23. Joseph Greenwood, Custodian Engineer w/out license, change to Custodian Engineer with license, effective 6/22/2022.

24. DeEtte Harris, Kindergarten EA for 2 hours/day at Spring Creek, change to Kindergarten EA for 1.5 hours/day at Spring Creek, effective 8/29/2022-6/9/2023.
25. Julene Johnson, Media EA for 5.5 hours/day and Supervisory for 2 hours/day at Bridgewater, change to Long Term Substitute Media EA for 8 hours/day at the High School, effective 9/6/2022-6/9/2023.
26. Roanne Johnson, Special Ed Teacher at Bridgewater, add Special Ed Teacher Mentor at Bridgewater, effective 8/22/2022-6/9/2023; \$750 Stipend
27. Jill Kohel, .6 Social Studies/.4 English Teacher at the High School, add an English class overload in lieu of her supervision for the 2022-2023 school year at the High School, effective 8/25/2022-6/9/2023.
28. Annie Kruse, Early Childhood Coordinator at the NCEC, add Special Ed Teacher Mentor at the NCEC, effective 8/22/2022-6/9/2023. \$750 stipend
29. Ashley Larish, Long Term Substitute Media Center EA at the High School, change to Office Specialist Class III at the High School, effective 8/1/2022; Class III, Step 3-\$22.07/hr.
30. Kristy Malecha, EA at Greenvale Park, add ESY EA/Targeted Services PLUS for up to 7 hours/day at Greenvale Park, effective 7/18/2022-8/11/2022.
31. McKenzie Mikulski, Special Ed Teacher at Greenvale Park, add EBD BEST Project Participant for up to 40 hours at Greenvale Park, effective 7/11/2022-6/30/2023.
32. Marianne Moser, Administrative Support Assistant - Class IV at the NCEC, change to 1.0 FTE Enrichment Coordinator at the NCEC, effective 8/22/2022.
33. Ellen Mucha, .2 ADSIS Reading/.8 MTSS at the High School, change to 1.0 FTE MTSS Teacher at the High School, effective 8/31/2022.
34. Sophia Nevin, EA at the NCEC, add Special Ed EA Bridges to Kindergarten at Spring Creek/Greenvale Park, effective 8/15/2022-8/19/2022.
35. Sean O'Brien, Assistant Football Coach at the Middle School, change to Head Football Coach at the Middle School, effective 8/15/2022.
36. Danielle Olson, Social Worker at Bridgewater, add EBD BEST Project Participant for up to 40 hours at Bridgewater, effective 7/11/2022-6/30/2023.
37. April Ostermann, Grade 5 Teacher at Spring Creek, add Mentor Teacher - Companeros at Spring Creek, effective 8/1/2022-6/9/2023. \$750 stipend
38. Kelli Otting, Special Ed Teacher at Spring Creek, add Special Ed Teacher Mentor at Spring Creek, effective 8/22/2022-6/9/2023; \$750 Stipend
39. Alyssa Parsons, EA at the High School, add EBD BEST Project Participant for up to 40 hours at the High School, effective 7/11/2022-6/30/2023.
40. Natalie Ponciano Bartolo, EA at Bridgewater, add EBD BEST Project Participant for up to 40 hours at Bridgewater, effective 7/11/2022-6/30/2023.
41. Kari Prestemon, Social Worker at the High School, add EBD BEST Project Participant for up to 40 hours at the High School, effective 7/11/2022-6/30/2023.
42. Teri Quamme, EA at the Middle School, add EBD BEST Project Participant for up to 40 hours at the Middle School, effective 7/11/2022-6/30/2023.
43. Nicole Rasmussen, EA at Bridgewater, add EBD BEST Project Participant for up to 40 hours at Bridgewater, effective 7/11/2022-6/30/2023.
44. Andrea Redder, EA at the NCEC, add Bridges to Kindergarten EA for a total of 40.25 hours with the District, effective 8/8/2022-8/19/2022.
45. Sara Redetzke, EA at the Middle School, add EBD BEST Project Participant for up to 40 hours at the Middle School, effective 7/11/2022-6/30/2023.
46. Andrew Richardson, Teacher at the High School, add Summer PLUS/BLAST Sub for up to 6 hours/day as needed at Greenvale Park/High School, effective 7/25/2022-8/12/2022.
47. Lee Ritter, Night Custodian at the Middle School, change to Substitute Custodian with the District, effective 8/8/2022.
48. Sydney Rogers, Teacher at Bridgewater, add Bridges to Kindergarten Teacher for 40 hours at Bridgewater, effective 8/8/2022-8/19/2022.
49. Deborah Russell, 1st Grade Teacher at Greenvale Park, add Mentor Teacher - Companeros at Greenvale Park, effective 8/1/2022-6/9/2023. \$750 stipend
50. Leah Sand, 1.0 FTE Phy-Ed Teacher at the High School, change to .9 Phy-Ed Teacher/.1 Health Teacher at the High School, effective 8/25/2022-6/9/2023.
51. Michael Sherman, Special Ed Teacher at the Middle School, add EBD BEST Project Participant for up to 40 hours at the Middle School, effective 7/11/2022-6/30/2023.
52. Janet Smith, Teacher at the High School, add Gen Ed Teacher Mentor at the High School, effective 8/1/2022-6/9/2023; \$750 Stipend
53. Janet Smith, Assistant Cross Country Coach at the High School, change to Head Boys Cross Country Coach at the High School, effective 8/15/2022. Head 12% \$6,093

54. Scott Stanina, 1.0 FTE English Teacher at the High School, add an overload for ADSIS reading in lieu of supervision, at the High School, effective 8/31/2022-6/9/2023.
 55. Heather Stanton Ims, Social Worker at the Middle School, add EBD BEST Project Participant for up to 40 hours at the Middle School, effective 7/11/2022-6/30/2023.
 56. Jane Streitz, EA at Greenvale Park, add EBD BEST Project Participant for up to 40 hours at Greenvale Park, effective 7/11/2022-6/30/2023.
 57. Sarah Swan McDonald, Teacher at the High School, add Gen Ed Teacher Mentor at the High School, effective 8/1/2022-6/9/2023; \$750 Stipend
 58. Erik Swenson, Grade 4 Teacher at Bridgewater, add Mentor Teacher - Companeros at Bridgewater, effective 8/1/2022-6/9/2023. \$750 stipend
 59. Lori Taylor, .6 ADSIS/.4 Spanish at the High School, change to .4 ADSIS/.2 MTSS/.4 Spanish at the High School, effective 8/25/2022-6/9/2023.
 60. Emy Torres, EA at Greenvale Park, add EBD BEST Project Participant for up to 40 hours at Greenvale Park, effective 7/11/2022-6/30/2023.
 61. Lahna Tran, Teacher at Bridgewater, add Gen Ed Teacher Mentor at Bridgewater, effective 8/1/2022-6/9/2023; \$750 Stipend
 62. Cydney Ulvestad, EA at Greenvale Park, add EBD BEST Project Participant for up to 40 hours at Greenvale Park, effective 7/11/2022-6/30/2023.
 63. Lori Warner, Occupational Therapist, add EBD BEST Project Participant for up to 40 hours at Greenvale Park, effective 7/11/2022-6/30/2023.
 64. Megan Zwolenski, EA at Greenvale Park, change to Community School Coordinator at Spring Creek, effective 8/10/2022.
 65. Craig Cardinal, Part-Time Assistant Cross Country Coach at the High School, change to Assistant Cross Country Coach at the High School, effective 8/15/2022.
 66. Maria Richert, Assistant Cross Country Coach - 40% stipend at the High School, change to Assistant Cross Country Coach - 100% stipend at the High School, effective 8/15/2022.
 67. Elizabeth Valentine, EL Teacher at Spring Creek, change to EL Teacher at Greenvale Park, effective 8/8/2022.
 68. Beth Winter, EA Kindergarten-Lunch Supervision for 5.5 hours/day at Greenvale Park, add Special Ed EA PCA for 1 hour/day at Greenvale Park, effective 9/6/2022-6/9/2023.
- iii. Leave of Absence
1. Kim Slegers, Teacher at the High School, Leave of Absence beginning 8/25/2022-1/24/2023.
- iv. Retirements/Resignations/Terminations
1. Sohair Abboud, EA at the NCEC, resignation effective 7/20/2022.
 2. Kim Bauer, Parking Lot and Building Security Monitor at the High School, resignation effective 8/3/2022.
 3. Carley Benjamin, EA at Spring Creek, resignation effective 8/1/2022.
 4. Kayla Christmas, EA at Greenvale Park, resignation effective 7/21/2022.
 5. Greg Fredrickson, Custodian at the High School, resignation effective 7/21/2022. Will continue as a sub.
 6. JoAnn Gilbert, CNA I at the High School, resignation effective 7/22/2022.
 7. Kathleen Mellstrom, EA at the High School, retirement effective 8/1/2022.
 8. Jacalyn Moon, EA at the Middle School, retirement effective 6/9/2022.
 9. Ron Oeltjenbruns, Head Custodian at the Middle School, retirement effective 9/30/2022.
 10. Lee Ritter, Custodian at the Middle School, resignation effective 8/5/2022. Will continue as a sub.
 11. Jenni Roney, Enrichment and Project ABLE Coordinator with Community Education, resignation effective 8/12/2022.
 12. Bailey Shimota, EA at the Middle School, resignation effective 7/19/2022.
 13. Anne Vander Martin, EA at Spring Creek, resignation effective 8/19/2022.
 14. Kristin Wilson, CNA at the High School, resignation effective 7/20/2022.
 15. Tyler Balow, Assistant Cross Country Coach at the High School, resignation effective 8/4/2022.
 16. Jamie Jerdee, Football Coach at the High School, resignation effective 8/4/2022. Will continue as a golf coach.
 17. Robert Matthies, Custodian at the High School, retirement effective 10/3/2022.
 18. Landon Shroyer, Assistant Football Coach at the High School, resignation effective 8/2/2022.
 19. Deb Wagner, Volleyball Coach at the Middle School, resignation effective 8/8/2022.
- v. District Administration is Recommending the Approval of the Following
- District Administration submits the following employment agreements for approval.
1. Community Education & Other Coordinators for the period July 1, 2022 through June 30, 2024.
 2. Substitute rates of pay for the 2022-23 school year.

7. Items for Individual Action

- a. Policy Committee Recommendations. On a motion by Pritchard, seconded by Baraniak, the board unanimously approved the recommended updates to policies 527, 614, 711 and 712.
- b. Resolution Relating to the Election of School Board Members and Calling the School Board Election. On a motion by Butler, seconded by Baraniak, the board unanimously adopted by roll call vote, the resolution regarding the school board election to be held on Tuesday, November 8, 2022. This resolution is the board authorization necessary to formally establish this year's election process. The adoption of this resolution will meet the requirements necessary to comply with the election process. Ballots for school board election will be included in the general election ballots prepared by the county auditors. The official canvass of the election results will be scheduled as an agenda item for the Regular board meeting on Monday, November 14, 2022. Voting 'yes' was Baraniak, Butler, Goerwitz, Gonzalez-George, Pritchard, Quinnell and Stratmoen. No one voted 'no'.
- c. Capital Project Levy. On a motion by Pritchard, seconded by Butler, the board unanimously approved to direct administration to prepare official ballot language that will propose the renewal and expansion of the capital projects levy and authorizes the administration to submit the required Review and Comment document to the Minnesota Department of Education.

8. Items for Information

- a. Filing for School Board is August 2–16, 2022 in the District Office. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.
- b. Staff Breakfast and Program. We will welcome back staff for the 2022-23 school year on Monday, August 29, 7:00 a.m.–10:10 a.m. at Northfield Middle School. The board is invited to join us.

9. Future Meetings

- a. Monday, August 22, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, September 12, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, September 26, 2022, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

On a motion by Stratmoen, seconded by Goerwitz, the board adjourned at 8:37 p.m.

Noel Stratmoen
School Board Clerk

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 2nd day of September, 2012, by and between Cardinal CG Company, 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

\$1,500.00 for Cardinal CG Scholarships, check # 7880.

Cardinal CG Company
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 25 day of August 2022, by and between Northfield Raider Touchdown Club, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

Check # 3066, \$3,463.60 for NMS football jerseys.

Northfield Raider Touchdown Club
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)
Cardinal CG Company	\$1,500.00	Cardinal CG scholarships
Northfield Raider Touchdown Club	\$3,463.60	NMS football jerseys

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