

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, October 28, 2024 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom

[Zoom Link](#)

AGENDA

1. Call to Order
2. Agenda Approval/Table File
3. Public Comment
4. Announcements and Recognitions
5. Items for Discussion and Reports
 - a. Summary of Public Hearing Regarding the 2023-24 World's Best Workforce and Achievement & Integration Results
 - b. Spring Creek Elementary School Improvement Showcase
 - c. Fall 2024 Bond Referendum
6. Committee Reports
7. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Personnel Items
8. Items for Individual Action
 - a. Policy Committee Recommendations
9. Items for Information
10. Future Meetings
 - a. Tuesday, November 12, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, November 25, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Monday, December 9, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
11. Adjournment

NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM

Monday, October 28, 2024 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom
[Zoom Link](#)

TO: Members of the Board of Education
FROM: Matthew Hillmann, Ed.D., Superintendent
RE: Explanation of Agenda Items for Monday, October 28, 2024, 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. Summary of Public Hearing Regarding the 2023-24 World's Best Workforce Plan and Achievement & Integration Results. Director of Instructional Services Hope Langston will summarize the 2023-24 World's Best Workforce Plan and Achievement & Integration results, and any community feedback received at the public hearing that will precede the regular school board meeting.
 - b. Spring Creek Elementary School Improvement Showcase. Tania Will, Spring Creek Interim Principal, will provide the board with an overview of the middle school's successes and highlights in 2023-2024 and the focus areas for the 2024-2025 school year.
 - c. Fall 2024 Bond Referendum. Superintendent Hillmann will update the board on the bond referendum informational campaign and highlight upcoming events.
6. Committee Reports
 - Board member Butler will provide reports on the Community Education Advisory Committee and the Finance Committee.
 - Board member Miller will provide a report on the District Youth Council.
7. Consent Agenda
Recommendation: Motion to approve the following items listed under the Consent Agenda.
 - a. Minutes. Minutes of the regular school board meeting held on Oct. 14, 2024.
 - b. Gift Agreements. Gift agreements to be approved are attached.
 - c. Personnel Items
 - i. Appointments
 1. Karina Gonzales Baca, General Ed EA-Supervision for 2 hours/day at Bridgewater, beginning 10/24/2024. Step 4-4\$18.05/hr. - subject to change upon settlement of 2024-26 agreement.
 2. Ava Kallop, Lifeguard with Community Ed Recreation, beginning 10/22/2024-5/31/2025. Step 4-\$15.28/hr.
 - ii. Increase/Decrease/Change in Assignment
 1. Cassie Bardole, KidVentures Site Assistant on call as needed at Spring Creek, change to KidVentures Site Assistant for up to 11 hours/week at Bridgewater, effective 8/22/2024. Step 4-\$19.71/hr.
 2. Lilliana Quiroga, EA at the Middle School, add Community School Site Assistant for up to 12 hours/week at Bridgewater/Greenvale Park, effective 10/16/2024-5/15/2025. Step 2-\$18.43/hr.
 - iii. Leave of Absence
 1. Taylor Choudek, ECSE Teacher at the NCEC, .10 FTE Leave of Absence effective 11/1/2024 through the end of the 2024-2025 school year.
 - iv. Retirements/Resignations/Terminations
 1. Graciela Moran, EA at the NCEC, resignation effective 11/1/2024. Will continue as a substitute EA.

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

8. Items for Individual Action

- a. Policy Committee Recommendations. The school board is requested to approve the policy committee's recommended updates to policies 207, 509, 512, and 513 as presented.

Superintendent's Recommendation: Motion to approve the policy committee's recommended updates to policies 207, 509, 512, and 513.

9. Items for Information

10. Future Meetings

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11. Adjournment

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



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 Schools - 2023-2024 World's Best Workforce Report
Narrative Presentation to the School Board
October 28, 2024**

We are pleased to be here tonight to provide the results of the 2023-2024 World's Best Workforce (WBWF) Plan. All of our work is grounded in advancing the district's vision to prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

In addition, our report also includes an interim summary of the Northfield Achievement & Integration Plan. The purpose of the Minnesota Achievement and Integration (A&I) program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. Northfield qualifies for this program because we physically adjoin Faribault, an identified racially isolated district.

The Northfield Forward advisory committee reviewed the 2023-2024 WBWF results at the October 21, 2024 meeting and offered feedback both during the meeting and via electronic survey.

Our results were mixed this year, but we celebrate the wins at kindergarten and 8th grade. We believe our action steps will lead to incremental improvements in student

achievement over time and we are committed to adjusting our next steps as we analyze and respond to student data and staff input about instructional practices.

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change will take effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

CACR plans will address the four WBWF goals as well as **one additional goal**:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- **Prepare students to be lifelong learners.**

The third grade literacy goal is now included in the READ Act local literacy plan filed in June of each year.

At the November meeting, Northfield Forward members will identify the metrics for each of the 5 CACR goals. The 2024-2025 results will be presented to the school board in the fall of 2025.

Acronyms used in this presentation:

- **WBWF** - World's Best Workforce
- **MCA** - Minnesota Comprehensive Assessment
- **FRP** - Free and Reduced Lunch Population
- **NFRP** - Non Free and Reduced Lunch Population
- **MTSS** - Multi Tiered System of Supports
- **OLLA** - Online Language & Literacy Academy
- **SIPPS** - Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words
- **LETRS** - Language Essentials for Teachers of Reading and Spelling
- **NCEC** - Northfield Community Education Center
- **SOC** - Students of Color

- **SSIS** - Social Skills Improvement System Social Emotional Learning Survey
- **SEL** - Social Emotional Learning
- **CRB** - College Ready Benchmark
- **CR** - College Ready
- **AVID** - Advancement Via Individual Determination
- **ADSIS** - Alternative Delivery of Specialized Instructional Services
- **HITS** - High Impact Teaching Strategies
- **PLC** - Professional Learning Community
- **CACR** - Comprehensive Achievement and Civic Readiness Plan
- **READ Act** - Reading to Ensure Academic Development Act



**World's
Best
Workforce
Report
2023-2024**



District Mission

Our Vision

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

Our Strategic Plan

Reaching Out, Reaching Up:
THE 2027 STRATEGIC PLAN



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- 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.
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 plan 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 unrestricted fund balance to ensure financial stability.	11 Community education provides relevant and accessible learning opportunities for all residents.	<small>Note: The 11 action benchmarks are aligned with the Strategic Plan and the Northfield Public Schools' commitment to transparency. All community engagement opportunities are available to all residents. Goals listed here are made to support.</small>



All third graders can read at grade level.

WBWF GOAL TWO

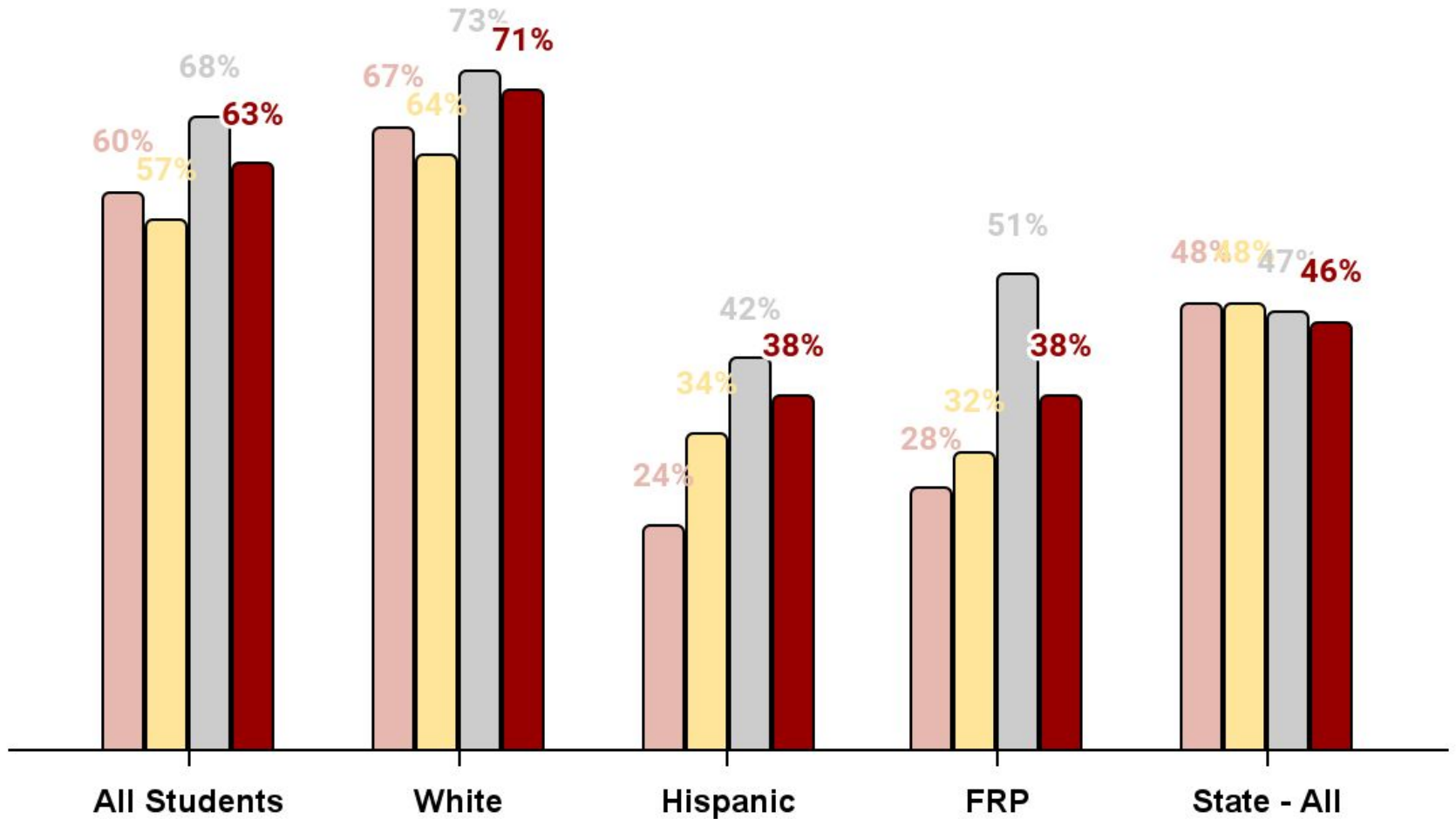
2023 – 24 Grade 3 Reading Goal

70% of third graders will meet or exceed grade level standards on the 2024 MCA.

63% of Grade 3 students met grade level proficiency on the 2024 MCA Reading Test.

Third Grade MCA Reading Trends

2021 2022 2023 2024



2024 WBWF in Context

63% of Northfield 3rd graders were proficient on the 2024 MCA Reading Test

State Context

Top Performance Stats

Actions with Impact

- ❖ District MTSS Process
- ❖ High Impact Instructional Practices
- ❖ Structured Literacy - with pacing checks
- ❖ OLLA Training
- ❖ SIPPS and Other Reading Interventions
- ❖ MN Reading Corps Support
- ❖ Trained volunteers

World's Best Workforce

Northfield Public Schools

School Board Presentation
October 28, 2024

All children are ready for school.

GOAL ONE

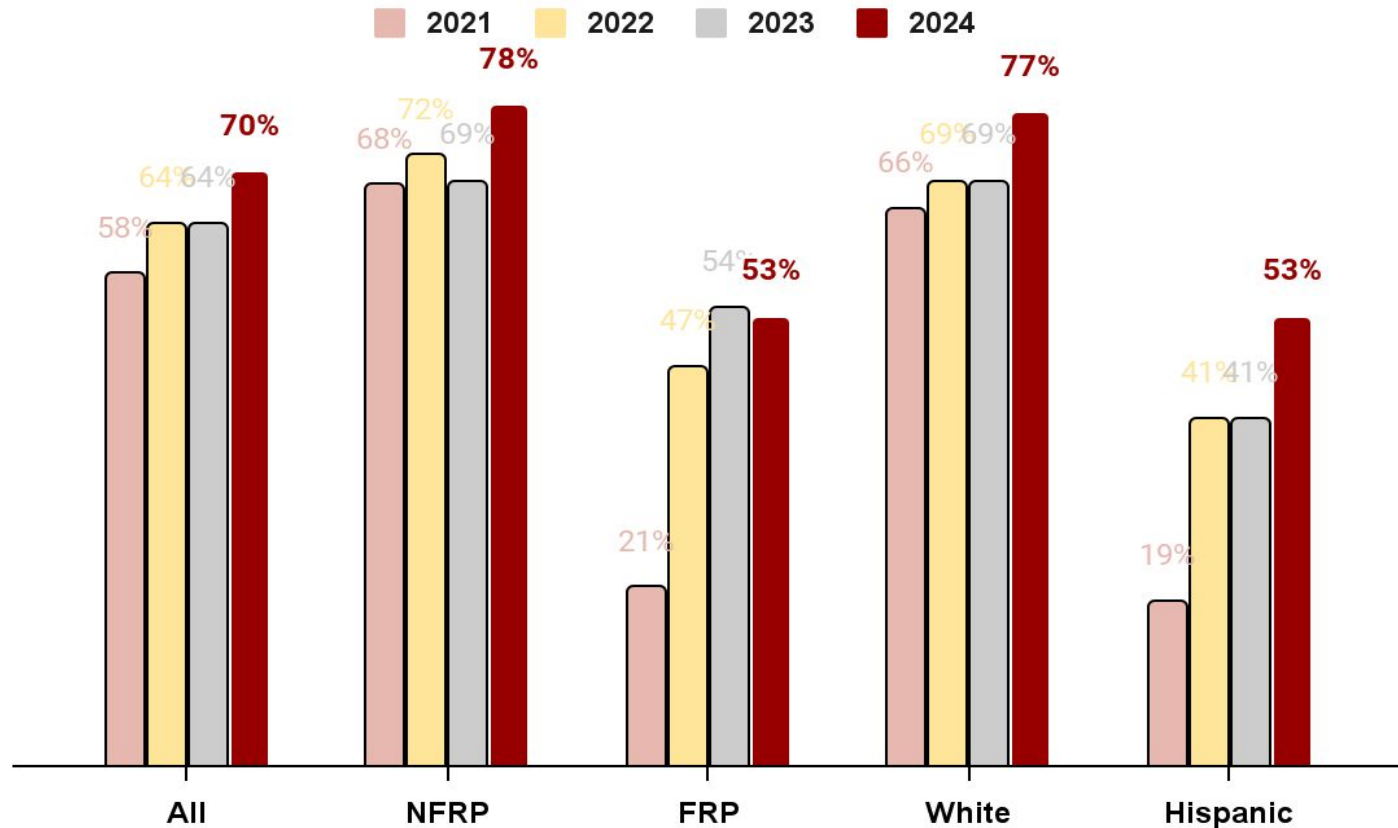
2023 – 2024 Readiness Goal

70% of incoming kindergarten students will meet the grade level benchmark on the Fall 2024 Fastbridge Test

70% of kindergarten students met the grade level benchmark on the Fall 2024 Fastbridge Assessment.

Fastbridge Early Reading (2024) and Star Early Literacy (2021-2023) Assessment Results

(% of kindergartners scoring at or above the fall grade level benchmark)



Actions with Impact - School Readiness

- ❖ Birth to Three Programming
- ❖ Preschool and Family Engagement Navigators
- ❖ PreK LETRS Training for NCEC staff
- ❖ PreK Heggerty curriculum for foundational skill development
- ❖ MN Reading Corps support at NCEC
- ❖ TalkingPoints to foster family connection
- ❖ Preschool data sharing



All racial and economic
achievement gaps between
students are closed.

GOAL TWO

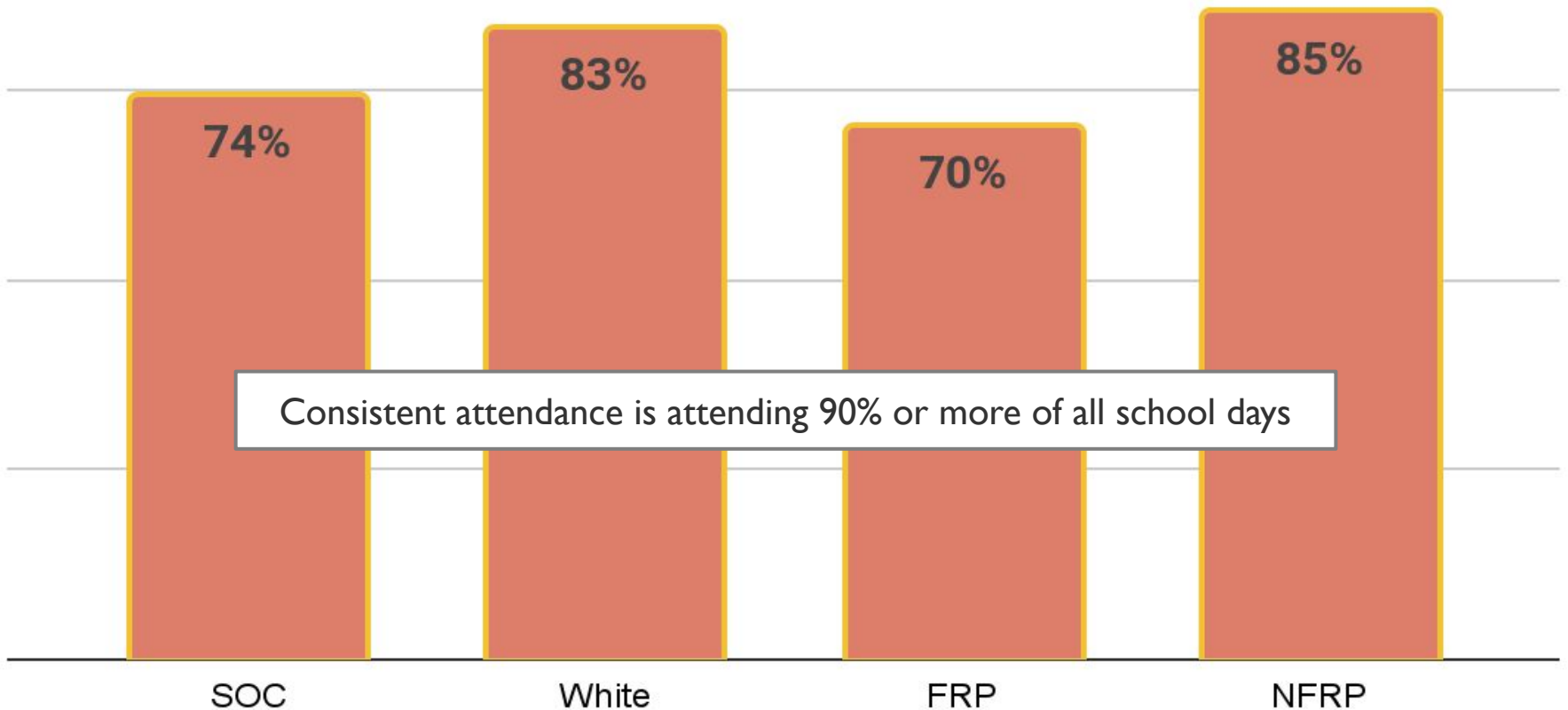
2023 – 2024 Achievement Gap Goal

The attendance rates of FRP and Students of Color groups will meet or exceed the rate of NFRP and White peers in 23-24.

Consistent attendance rates for Students of Color (74%) and FRP (70%) were below the rate of White (83%) and NFRP (85%) student demographic groups

2023 -2024 Local Attendance Data

Percent of each student group with consistent attendance.



Actions with Impact - Close Gaps

- ❖ Family Engagement Navigators
- ❖ Cultural Liaisons
 - Latino Support
 - Native American Support
 - Secondary Attendance and Family Support Liaison
- ❖ State Attendance Pilot
- ❖ District MTSS Process and Resulting Attendance Focus at Each Building
- ❖ SSIS SEL Survey
- ❖ TalkingPoints



All students are ready for
career and college.

GOAL THREE

2023 – 2024 Career and College Readiness Goals

Increase percentage of proficient 8th graders to 60% on the 2024 MCA Reading and Math tests



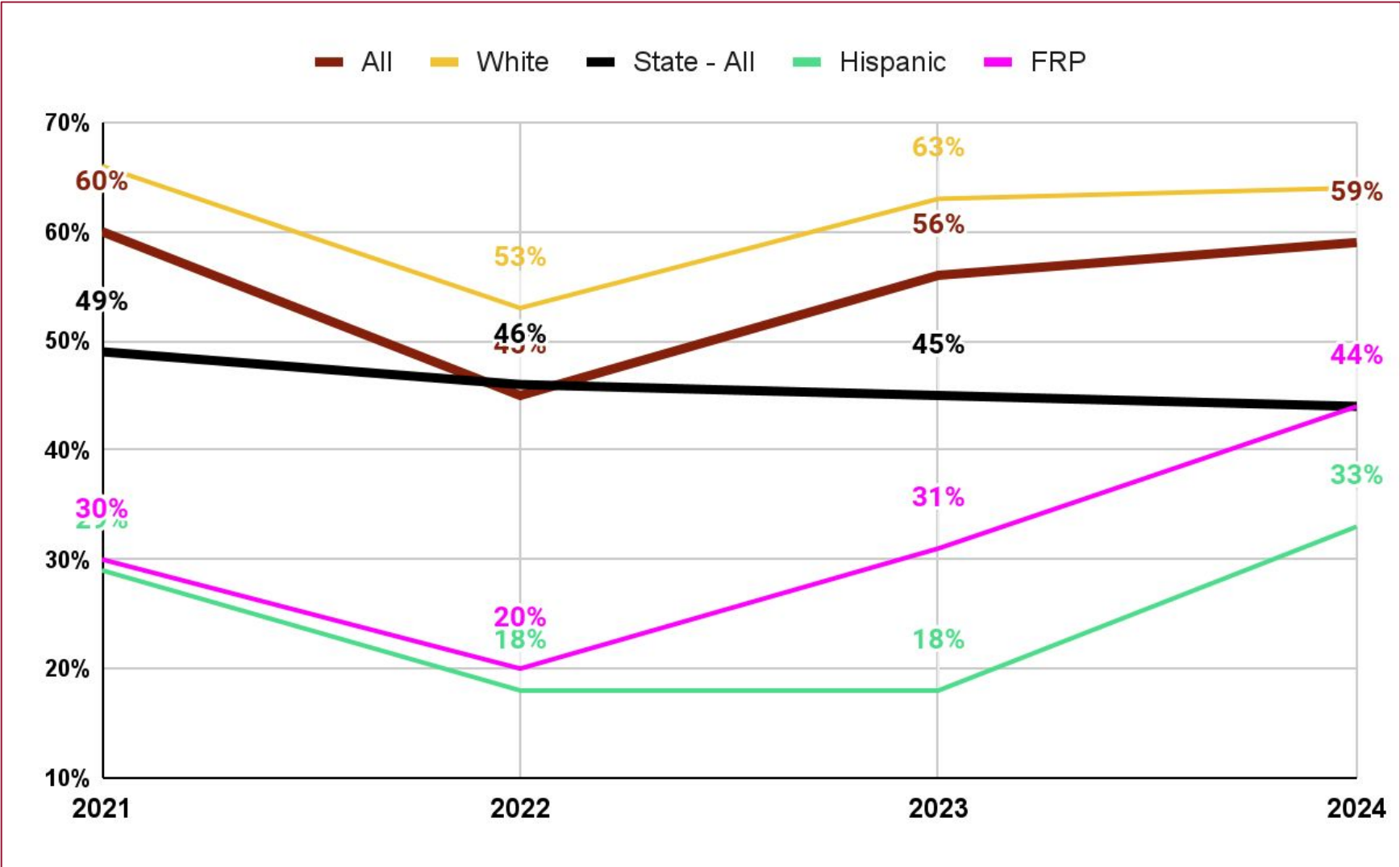
Increase the percentage of students meeting the ACT college ready benchmarks in all 4 subtests to 45% for the Class of 2024

2024 WBWF Results

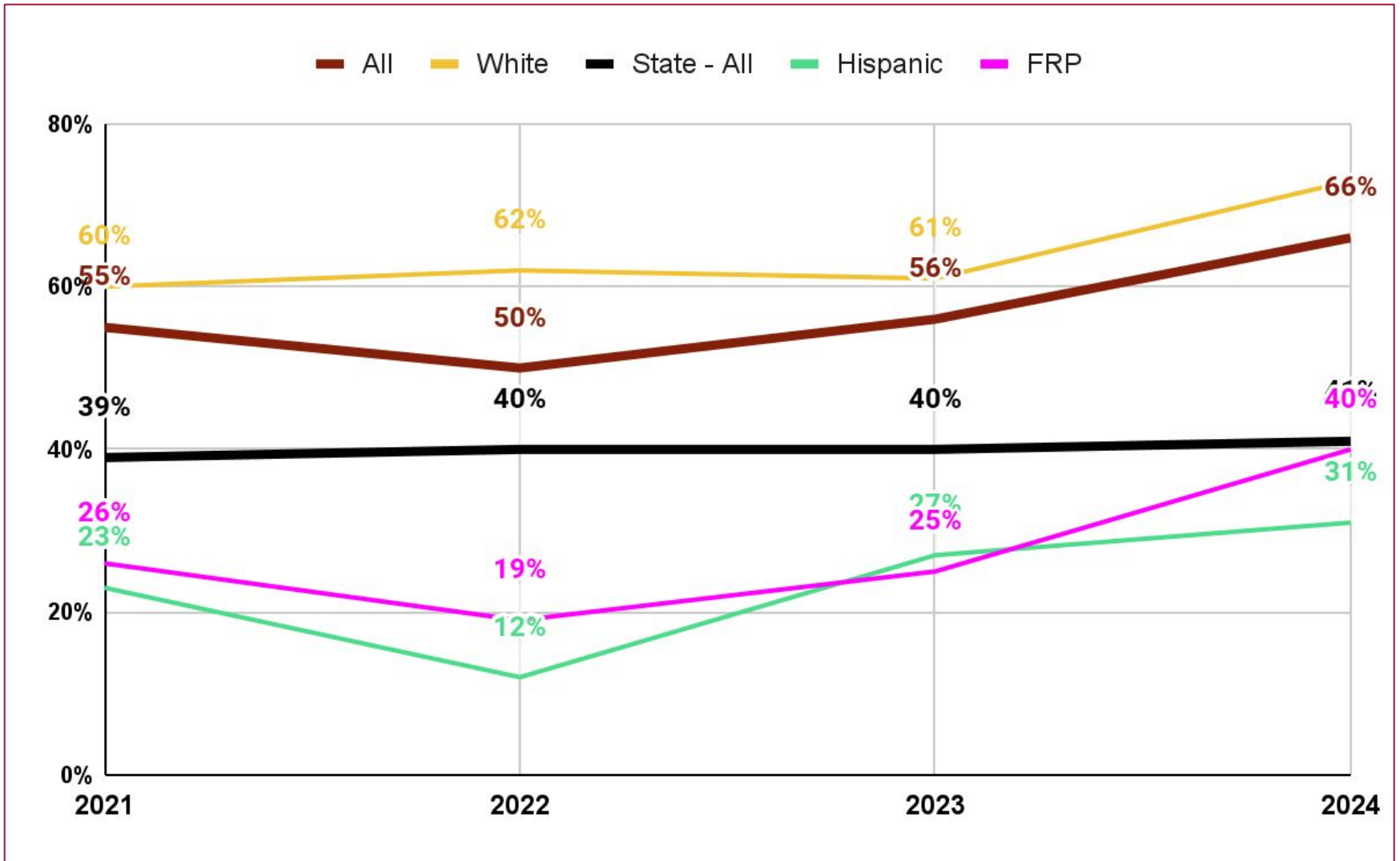
- ❖ 8th Grade MCA Reading Proficiency: **59%**
- ❖ 8th Grade MCA Math Proficiency: **66%**
- ❖ Percentage of the Class of 2024 who met the ACT CRB in all 4 subtests: **32%**

State Met All 4 CRB = **26%** | National Met All 4 CRB = **20%**

Eighth Grade MCA Reading Trends



Eighth Grade MCA Math Trends

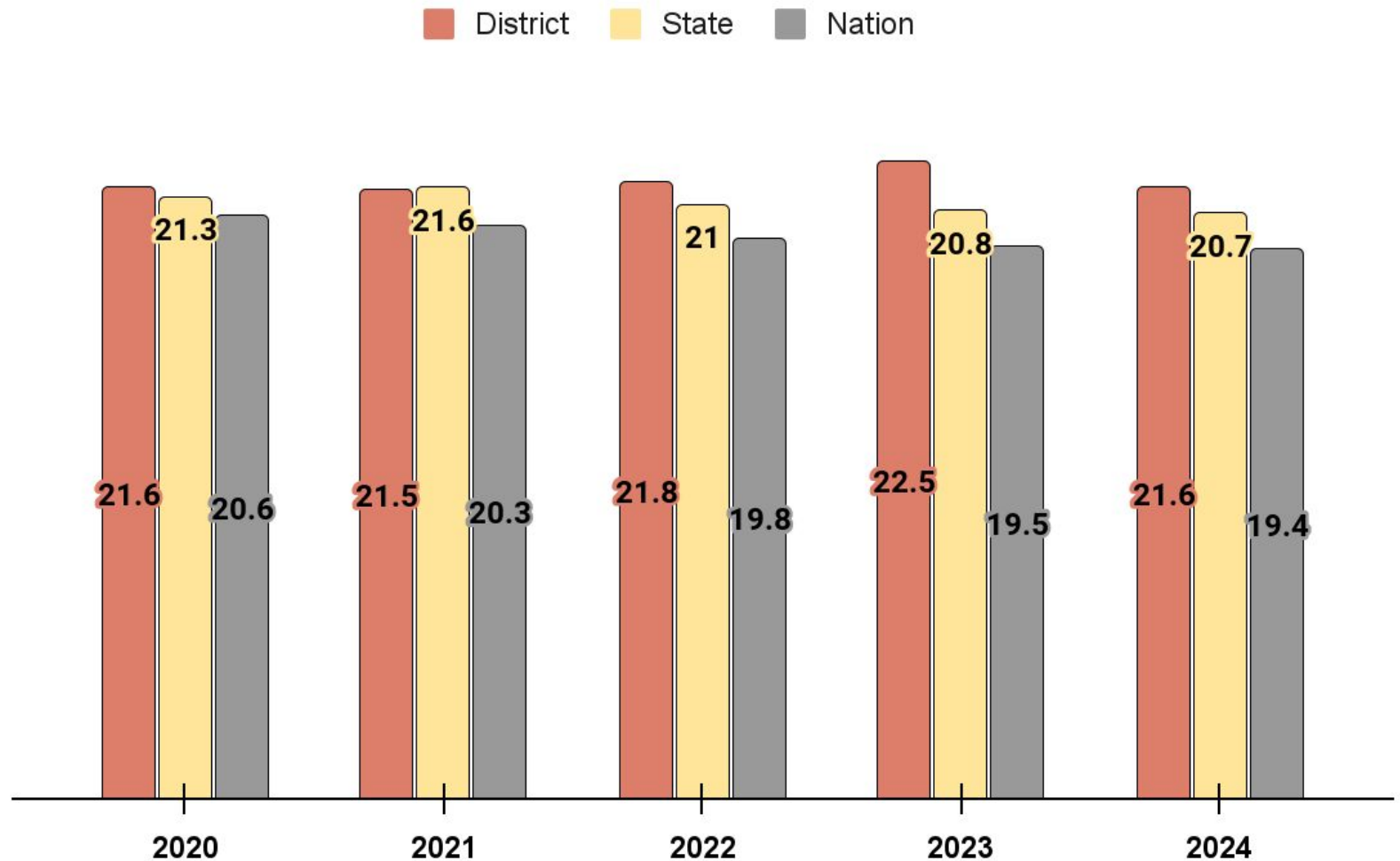


2024 WBWF in Context

59% of Northfield 8th graders were proficient on the 2024 MCA Reading and **66%** on the MCA Math tests.

State Context

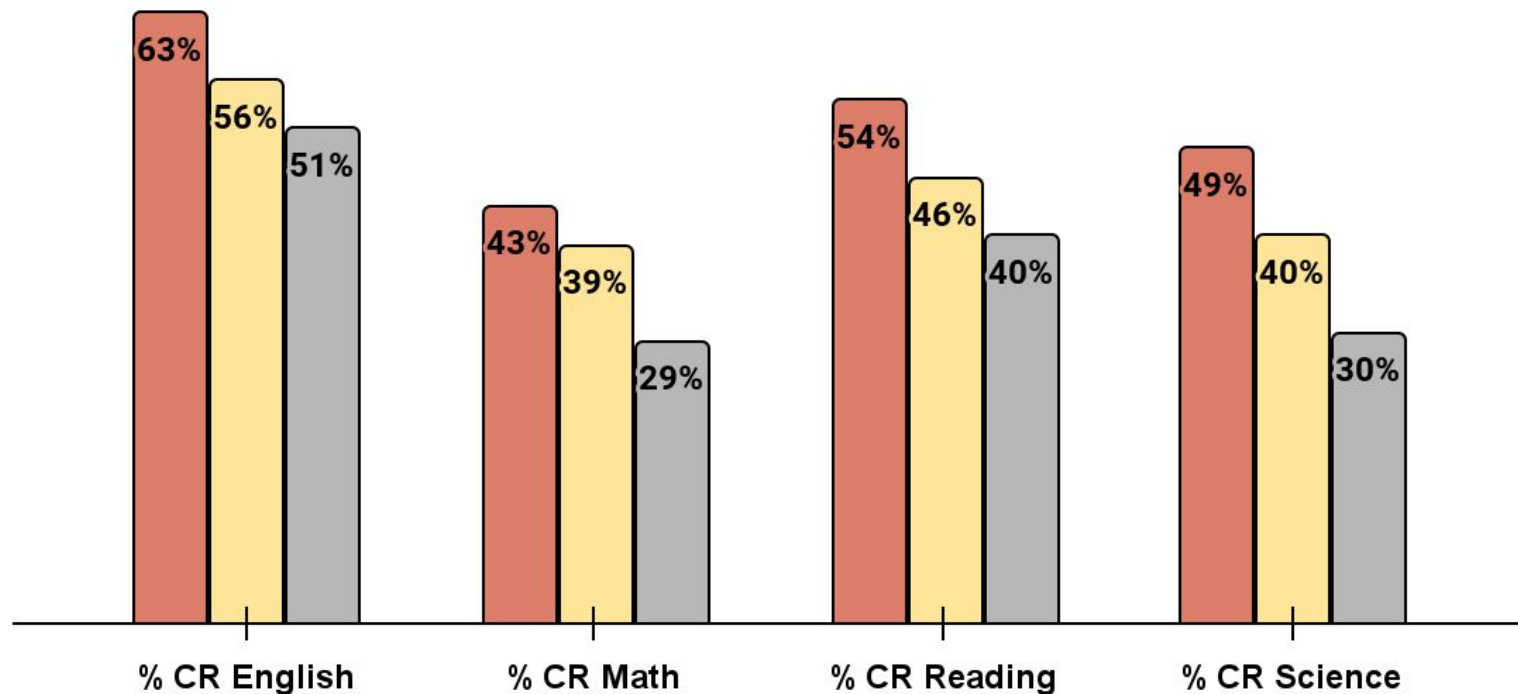
ACT Average Composite Score Trends



Class of 2024 ACT Results

% Meeting College Ready Benchmark

District State Nation



Actions with Impact

- ❖ AVID Elective at the the middle school
- ❖ Expanded use and monitoring of Edgenuity at NHS and the ALC
- ❖ ACT preparation as part of Raider time
- ❖ MTSS teams and structured response to student need



All students graduate from
high school.

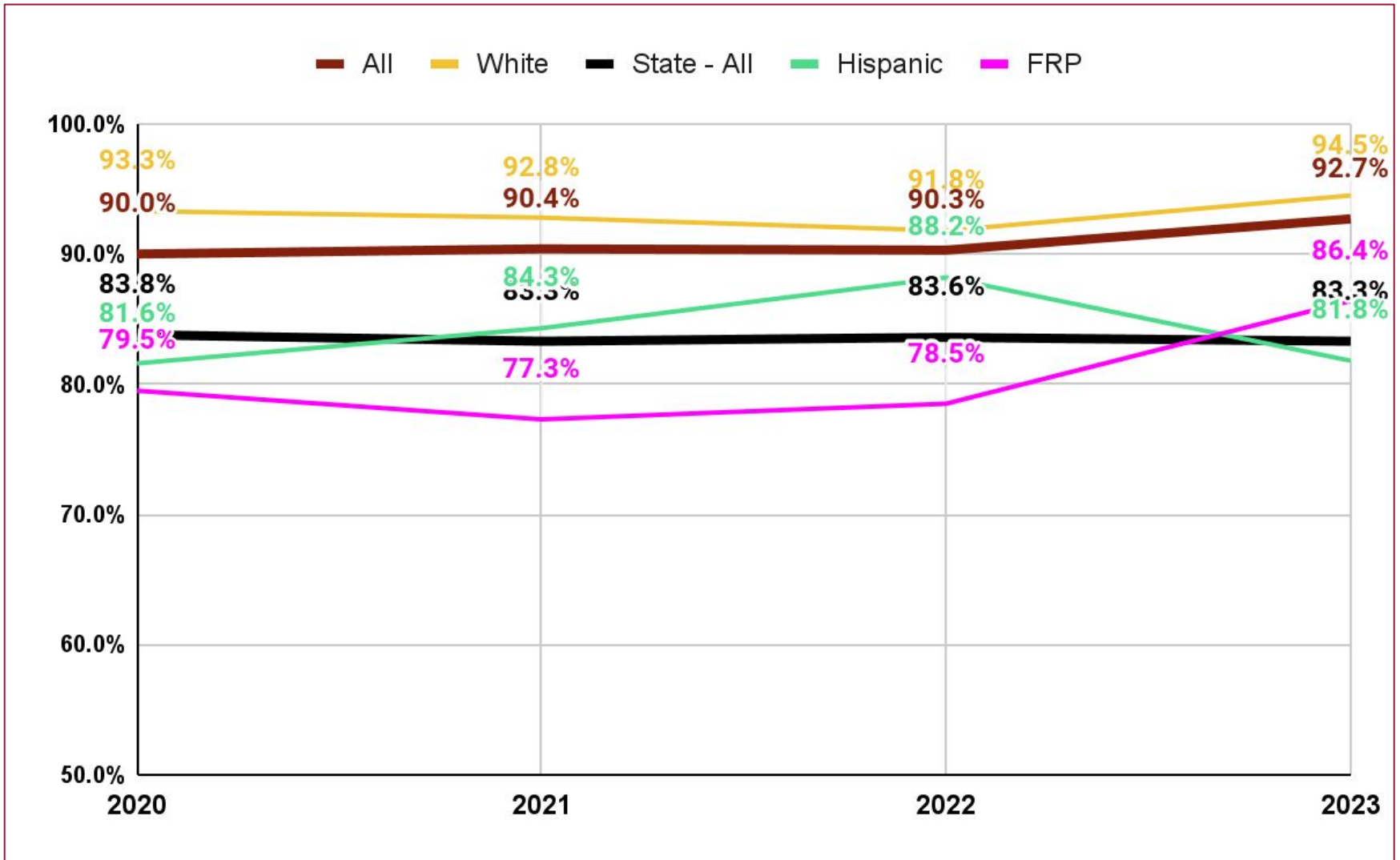
GOAL FOUR

Class of 2023 Graduation Goal

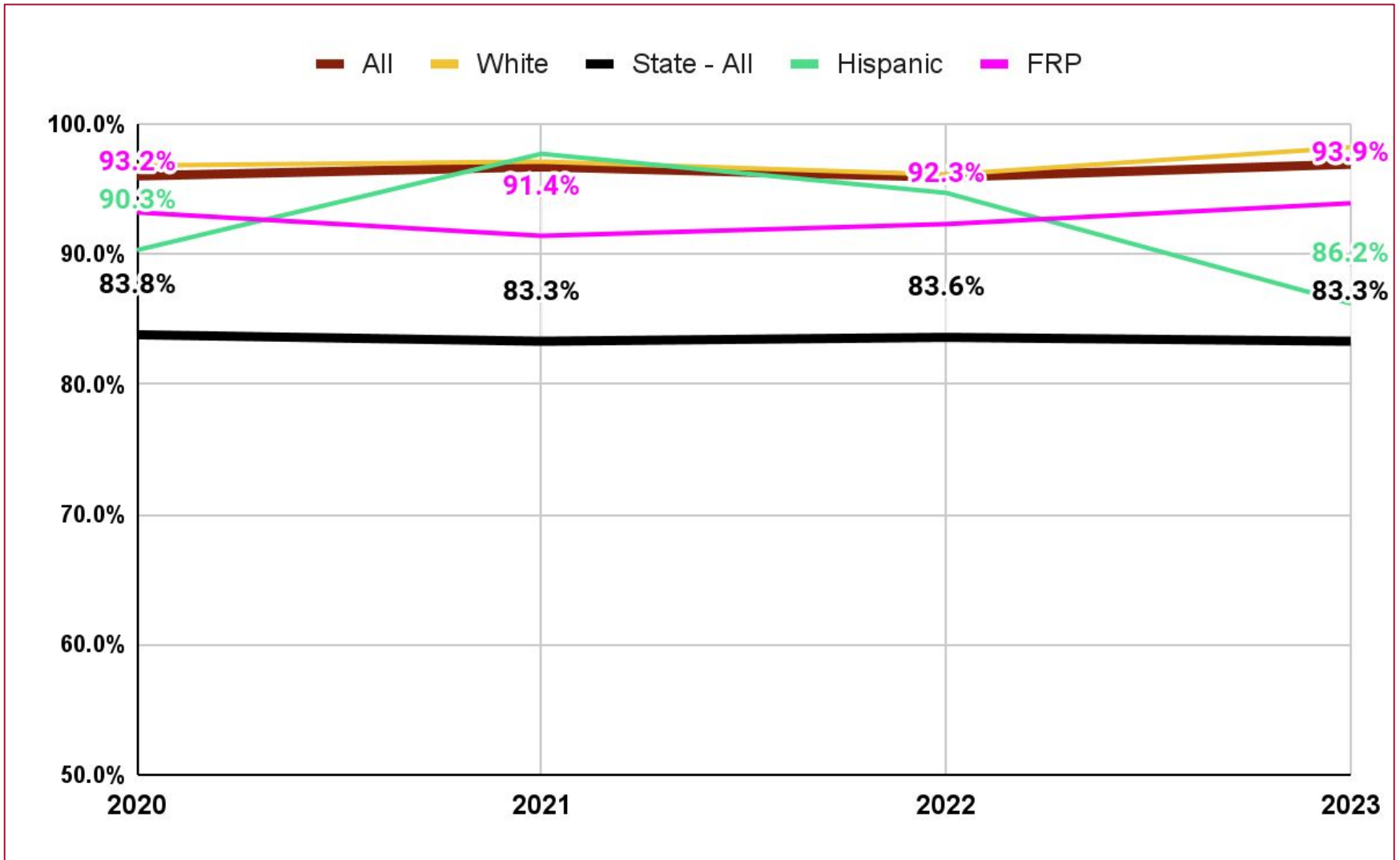
The Northfield School District will achieve a 4 year graduation rate of at least 95%.

The 2023 4-year graduation rate for the Northfield Public School District was 93% and 97% for Northfield High School

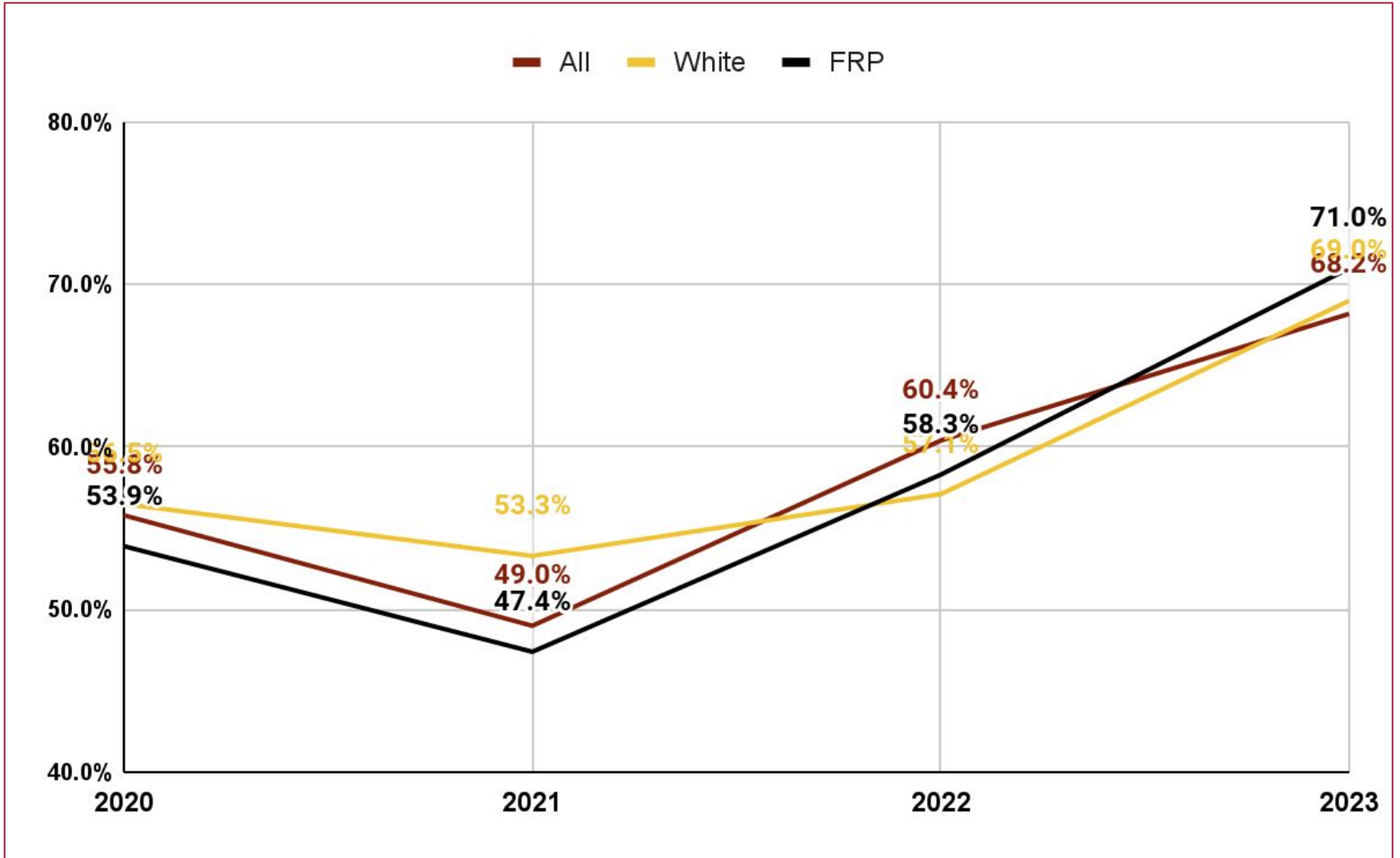
Northfield District 4 Year Graduation Rate Trends



Northfield High School 4 Year Graduation Rate Trends



Northfield ALC 4 Year Graduation Rate Trends



Actions with Impact

- ❖ AVID, ADSIS and NHS Success Center
- ❖ MTSS teams and data review process
- ❖ PLC and HITS
- ❖ Edgenuity for credit recovery
- ❖ Family engagement process

WBWF Goal	2023- 2024 Northfield Goal	Result
<p>All children are ready for school</p>	<p>70% of incoming kindergarten students will meet the grade level benchmark on the Fall Kindergarten benchmark test.</p>	<p>Met</p>
<p>All racial and economic achievement gaps between students are closed</p>	<p>The attendance rates of FRP and Students of Color groups will meet or exceed the rate of NFRP and White peers in 2023-2024.</p>	<p>Not Met</p>
<p>All students are ready for career and college</p>	<p>Increase percentage of proficient 8th graders to 60% on the 2024 MCA Reading and Math Tests.</p> <p>Increase the percentage of students meeting the ACT college ready benchmarks in all 4 subtests to 45% for the Class of 2024.</p>	<p>Met - Math</p> <p>Not Met - Reading</p> <p>Not Met</p>
<p>All students graduate from high school</p>	<p>The Northfield School District will achieve a 4 year graduation rate of 95%</p>	<p>Not Met</p>

2022 - 2025 Achievement and Integration Plan

Baseline and Goals

Goal 1: 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.

EOY 2024: 20% of FRP and 4% of NFRP 9-12th grade students were credit deficient.

Goal 2: The percentage of FRP students who are proficient on the 3rd grade Reading MCA will increase from a baseline of 28% in the spring of 2021 to 40% in 2025. **FY 2024 38% of FRP students were proficient on the 3rd grade Reading MCA.**

Goal 3: Reduce the percentage of FRP students receiving one or more Q2 Fs at Northfield Middle School from 31% in Q2 of FY 2022 to 9% by Q2 FY 2025. **Q2 FY 2024: 27% of FRP students at NMS received at least one F.**

Goal 4: Increase student awareness and understanding of district data with student peers from the Cannon River Collaborative so that 100% of attendees report learning something new about their districts and at least 90% of students report they generated potential solutions to reduce the achievement gaps. **At the spring 2024 data summit, 100% of Northfield attendees reported learning something new and 100% reported potential solutions.**



From **WBWF** to **CACR**

2024 Legislative Change



Looking Ahead - Comprehensive Achievement and Civic Readiness Plan

2024-2025 CACR Goals

- **All children are ready for school.**
- **All racial and economic achievement gaps between students are closed.**
- **All students are ready for career and college.**
- **All students graduate from high school.**
- **Prepare students to be lifelong learners.**



Questions?

Purpose

The purpose of the school improvement showcase is to share success stories, identify focus areas for the upcoming school year, align efforts, and inspire action toward achieving our strategic plan and vision to prepare **every** student for lifelong success!

School Improvement Showcase Highlights and Focus Areas

Highlights and Focus Areas	
Highlights	<u>Benchmark Alignment</u>
<p>Highlight No. 1 - Upward Trend in MCA Proficiency</p> <p>This is the second consecutive year of increase in MCA Reading and Math proficiency in Grades 3-5.</p> <p>Our FRP subgroup showed an increase from last year in each grade in both Reading and Math.</p>	<p><u>Benchmark this highlight aligns with:</u></p> <ul style="list-style-type: none"> ● 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 3rd and 6th grades. ● All students exhibit physical, social, and emotional well-being.
<p>Highlight No. 2 - Family Engagement and Satisfaction</p> <p>Teachers prioritized regular communication with families and utilized our Family Engagement Navigator and other resources to reach out, ensuring that all families were included. The Parent Satisfaction Survey showed an overall increase in satisfaction from 4.16 to 4.20.</p> <p>This year, 97% of families attended Family Engagement Conferences.</p>	<p><u>Benchmark this highlight aligns with:</u></p> <ul style="list-style-type: none"> ● All students are at grade level in reading and mathematics by the end of 3rd and 6th grades. ● All students exhibit physical, social, and emotional well-being. ● All parents report satisfaction with their children’s educational experience.
<p>Highlight No. 3 - Bridges Math Pilot and Adoption</p>	<p><u>Benchmark this highlight aligns with:</u></p>

<p>The summer work team and teachers involved in piloting the Bridges Math curriculum were instrumental in setting up a cohesive plan for successful implementation.</p> <p>Bridges Implementation Leads and Math Leads were put in place at the building level to provide local support.</p> <p>A District Math Coach was hired to provide leadership, support, and continuity of professional development.</p>	<ul style="list-style-type: none"> ● All students are at grade level in reading and mathematics by the end of 3rd and 6th grades. ● All students exhibit physical, social, and emotional well-being. ● All employees report satisfaction in the workplace.
<p>Focus Area No. 1 - Bridges Math Implementation</p> <p>Teachers are implementing the curriculum with fidelity following district guidance supported by coaching and mentorship.</p> <p>Students are participating in a variety of math activities that explore important mathematical concepts and encourage inquiry.</p> <p>Professional conversations emerge as teachers engage in the lessons and reflect with colleagues.</p>	<p><u>Benchmark this highlight aligns with:</u></p> <ul style="list-style-type: none"> ● All students are at grade level in reading and mathematics by the end of 3rd and 6th grades. ● All students exhibit physical, social, and emotional well-being. ● All employees report satisfaction in the workplace.
<p>Focus Area No. 2 - Professional Development of Teachers</p> <p>Teachers are developing essential skills and understanding around literacy by engaging in the Science of Reading training required by the READ Act.</p> <p>Professional development is provided throughout the year to support the implementation of the Bridges Math curriculum.</p>	<p><u>Benchmark this highlight aligns with:</u></p> <ul style="list-style-type: none"> ● All students are at grade level in reading and mathematics by the end of 3rd and 6th grades. ● All employees report satisfaction in the workplace.

**Focus Area No. 3 -
Multi-Tiered System of
Support (MTSS)**

We are working to systematically meet student needs in the areas of reading, math and social-emotional learning. The goal is to continue to strengthen Tier 1 instruction, while expanding staff knowledge and use of tiered intervention in order to increase every student's success. The District Leadership Team, School Leadership Team, and Problem Solving Team use data to make decisions and guide actions.

Benchmark this highlight aligns with:

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Summary

Spring Creek Elementary celebrates the efforts and progress of the 2023-24 school year. Academic proficiency and parent satisfaction both increased, and we aim to build on this progress by continuing to regularly communicate and reach out to families and participate in high levels of professional development. We are eager to engage in the learning, discussion and reflection that comes with implementing a new curriculum. With student learning and well-being always at the forefront of decision-making, we rely on our multi-tiered system of support that addresses reading, math and social-emotional learning. This team approach to supporting student needs, allows for efficient problem-solving using data to inform decisions. As we strengthen our Tier 1 instruction and provide interventions when needed, we are able to support the needs of every child.

Spring Creek Elementary

2024-25 School Improvement Showcase

October 28, 2024

Strategic Plan

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Reaching Out, Reaching Up: THE 2027 STRATEGIC PLAN

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



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District Benchmarks

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

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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".

School Improvement Showcase Purpose

- Share success stories
- Identify focus areas
- Align with the district's strategic plan
- Inspire action
- Align efforts

...to prepare **every** student for lifelong success!

2023-24 SIP Goal Results

The SIP goal targeted math fact and reading fluency, aiming for 80% proficiency.

READING:

- 78% of the students in Grades 1-5 met the Oral Reading Benchmark in STAR.
- 89% of the Kindergarteners met the STAR fluency benchmark.

MATH:

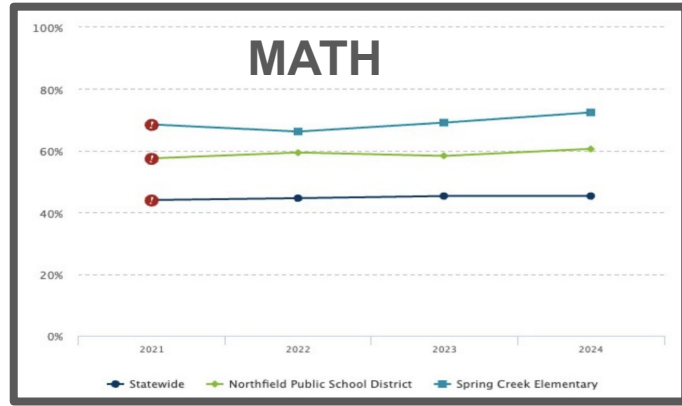
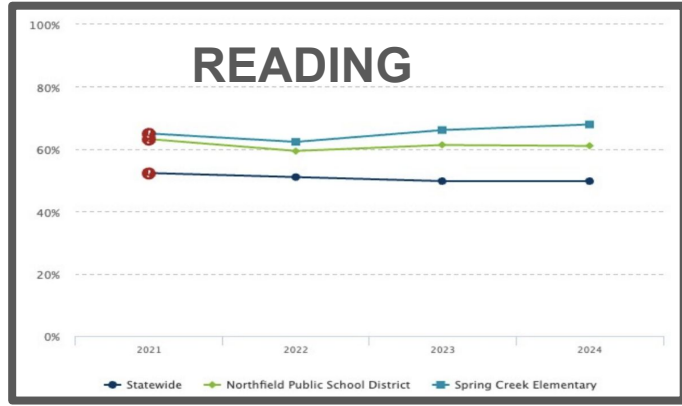
- 94% of our 3rd Grade students met the multiplication benchmarks.
- Strong performances occurred in Grades 4 and 5.



3
All students are at grade level in **reading and mathematics** by the end of third and sixth grades.

Highlight No. 1 Upward Trend in MCA Proficiency

- This is the second consecutive year of increase in MCA Reading and Math proficiency in Grades 3-5.
- Our FRP subgroup showed an increase from last year in each grade in both Reading and Math.



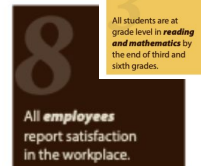
Highlight No. 2 **Family Engagement and Satisfaction**

9
All **parents** report satisfaction with their children's educational experience.

- Teachers prioritized regular communication with families and utilized our Family Engagement Navigator and other resources to reach out, ensuring that all families were included. The Parent Satisfaction Survey showed an overall increase in satisfaction from 4.16 to 4.2.
- This year, 97% of families attended Family Engagement Conferences.



Highlight No. 3 Bridges Math Pilot and Adoption



- The summer work team and teachers involved in piloting the Bridges Math curriculum were instrumental in setting up a cohesive plan for successful implementation.
- Bridges Implementation Leads and Math Leads were put in place at the building level to provide local support.
- A District Math Coach was hired to provide leadership, support, and continuity of professional development.

Focus Area No. 1 Bridges Math Implementation

3
All students are at grade level in **reading and mathematics** by the end of third and sixth grades.



- Teachers are implementing the curriculum with fidelity following district guidance supported by coaching and mentorship.
- Students are participating in a variety of math activities that explore important mathematical concepts and encourage inquiry.
- Professional conversations emerge as teachers engage in the lessons and reflect with colleagues.

Focus Area No. 2 Professional Development of Teachers

- Teachers are developing essential skills and understanding around literacy by engaging in the Science of Reading training required by the READ Act.
- Professional development is provided throughout the year to support the implementation of the Bridges Math curriculum.



8

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

All employees report satisfaction in the workplace.

Focus Area No. 3 Multi-Tiered System of Support

- We are working to systematically meet student needs in the areas of reading, math and social-emotional learning. The goal is to continue to strengthen Tier 1 instruction, while expanding staff knowledge and use of tiered intervention in order to increase every student's success. The District Leadership Team, School Leadership Team, and Problem Solving Team use data to make decisions and guide actions.



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

Thank You and Questions





Committee Report

Board of Education

Name: Corey Butler

Committee: Community Education Advisory Committee

Date Submitted: 10/23/2024 6:57:36

National Community Education Day is coming up Thursday, Nov. 14. There will be a celebration at the Northfield Community Education Center that day.

Caroline Bussmann, a former teacher in the district, has been hired as the new administrative support assistant at the NCEC.

Several diseased trees were removed from the NCEC grounds. New trees will be planted in the spring.

Mayor Youth's Council and other high school students on city boards and commissions toured the NCEC, including playing on the award-winning Grove play area.



Committee Report

Board of Education

Name: Corey Butler **Committee:** Finance

Date Submitted: 10/23/2024 7:03:20

The Finance Committee met Oct. 7. Val Mertesdorf, director of finances, shared reports about the preliminary levy, the Oct. 1 enrollment and the changes to the district committee structure for this school year.



Committee Report

Board of Education

Name: Ben Miller

Committee: DYC

Date Submitted: 10/21/2024 11:24:00

The District Youth Council has had a strong start to the year, hosting forums on the Reimagine High School referendum and a school board candidate forum on October 22nd. The DYC did a great job of pulling together an articulate and concise summary of the Reimagine referendum. For that forum, over 150 students attended one of two sessions to hear from the DYC and have their questions answered by Dr. Matt Hillman and board treasurer, Ben Miller. The DYC also presented a board meeting in September and discussed their upcoming goals for the coming school year.

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

October 14, 2024

District Office Boardroom

1. Call to Order
School Board Chair Claudia Gonzalez-George called the regular meeting of the Board of Education of Independent School District No. 659 to order at 6:00 p.m. Present: Butler, Goerwitz, Gonzalez-George, Hardy, Nelson and Quinnell. Absent: Miller. This meeting was open to the public, live-streamed and recorded, and access to the recording was posted to the school district website.
2. The Land Acknowledgement Statement was read by District Youth Council co-chair Allison Mathews.
3. Agenda Approval/Table File
On a motion by Quinnell, seconded by Goerwitz, the board unanimously approved the agenda.
4. Public Comment
There were no public comments.
5. Announcements and Recognitions
 - Chair Gonzalez-George shared examples of the actions the Northfield School District is engaged in to recognize our Indigenous families and students.
 - The Community School report was shared with board members. This report detailed the results of the tenth year of Community School programming and included data from Greenvale Park, Spring Creek, and Bridgewater Elementary schools.
 - Travis Pasch was recognized by The Minnesota Educational Facilities Management Professionals Association. Travis earned the 2024 Facilities Award of Excellence for the MASMS Southern Chapter Award. This award recognizes an outstanding facility worker who is not in a management position. The recipient is selected from nominations based on seven criteria: exemplary work ethic, stewardship of school property, creativity and initiative, promoting sustainability methods, mentoring others, and positively representing the community.
6. Items for Discussion and Reports
 - a. Instructional Services Report: MCA and Attendance Overview. Director of Instructional Services Hope Langston reported on the district's Minnesota Comprehensive Assessment (MCA) results and Instructional and Systems Coach Carrie Duba provided an overview of the district's three-year state-funded attendance pilot.
 - b. Special Services FTE Request. Director of Special Services Sara Pratt requested 1.0 FTE additional licensed special education resource teacher at Spring Creek Elementary. There is an increase in the number of students receiving services and an increased need for social/emotional/behavioral services. The total projected cost of salary and benefits is \$91,716 with approximately 70% of the salary reimbursed through special education revenue for a net cost of \$27,515. This calculation assumes an anticipated hire date of Nov. 1, 2024.

On a motion by Butler, seconded by Quinnell, the request for 1.0 FTE additional licensed special education resource teacher at Spring Creek Elementary was moved to an item for individual action.
 - c. Superintendent State of the District Overview. Superintendent Hillmann presented an overview of the district's strategic plan implementation, progress toward its benchmarks, and areas of focus.
 - d. Policy Committee Recommendations. Dr. Hillmann presented the policy committee's recommended updates to policies 207, 509, 512, and 513. This will be an item for individual action at the next board meeting.
 - e. Fall 2024 Bond Referendum. Superintendent Hillmann updated the board on the bond referendum informational campaign and highlighted upcoming events.

7. Consent Agenda

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

- a. Minutes. Minutes of the Regular School Board meeting held on Sept. 23, 2024.
- b. Gift Agreements. Gift agreements included in the board packet.
- c. Overnight Field Trip. Northfield High School Nordic Ski Team Coach Craig Cardinal requested board approval to take the high school nordic ski team to train at ABR ski trails in Michigan, Dec. 26-28, 2024.
- d. Financial Report. Director of Finance Mertesdorf requested the board approve paid bills totaling \$3,383,302.86, payroll checks totaling \$3,268,049.55, bond payments in the amount of \$787,504.38, a wire transfer totaling \$350,000 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$350,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for July 2024. At the end of July 2024 total cash and investments amounted to \$26,669,510.11.
- e. Personnel Items
 - i. Appointments
 1. Caroline Bussmann, 1.0 FTE Administrative Support Assistant Class IV at the NCEC, beginning 10/28/2024. Step 2-\$24.95/hr.
 2. Chelsey Headrick, Gen Ed EA Media for 5.5 hours/day at Greenvale Park, beginning 10/14/2024. Step 2-\$17.03/hr.
 3. Emyla Lewis, Community School Club Leader for up to 15 hours/week at Greenvale Park, beginning 9/26/2024-5/15/2025. \$25.53/hr.
 4. Osiris Perez, Community School Student Site Assistant for up to 15 hours/week at Greenvale Park, beginning 9/26/2024-5/15/2025. Step 1- \$15.66/hr.
 5. Emily Sanchez, Community School Site Assistant for up to 15 hours/week at Greenvale Park, beginning 9/26/2024-5/15/2025. Step 2- \$18.43/hr.
 6. Emily Sanchez, Community School Club Leader for up to 15 hours/week at Greenvale Park, beginning 9/26/2024-5/15/2025. \$25.53/hr.
 7. Lindsay Svien, General Ed EA-Kindergarten for 5 hours/week at Greenvale Park, beginning 10/7/2024. Step 4-\$18.05/hr. - subject to change upon settlement of 2024-26 EA contract.
 8. Vanessa Winter, Community School Student Site Assistant for up to 6 hours/week at Bridgewater, beginning 9/26/2024-5/15/2025. Step 2- \$16.07/hr.
 9. Stephanie Graff, Building Supervisor with Community Education, beginning 11/2/2024. \$19.32/hr.
 10. Anya Haas, EarlyVentures Float Teacher for 40 hrs/week at the NCEC, beginning approximately 10/17/2024 - 6/6/2025. Step 1-\$19.06/hr.
 - ii. Increase/Decrease/Change in Assignment
 1. Sheila Atkinson, EA at Bridgewater, add Community School Club Leader for up to 6 hours/week at Bridgewater, effective 9/26/2024-5/15/2025. \$25.53/hr.
 2. Paula Baragary, Teacher at Spring Creek, add Community School Teacher for up to 6 hours/week at Spring Creek, effective 9/26/2024-5/15/2025. \$40/hr.
 3. Pamela Bennewitz, EA and Community School Site Assistant, add Community School Club Leader for up to 15 hours/week at Greenvale Park, effective 10/1/2024-5/15/2025. \$25.53/hr.
 4. Mairin Born, Community School Teacher for up to 8 hours/week at Spring Creek, change start date to 9/26/2024-5/15/2025.
 5. Russel Boyington, Community School Club Leader for up to 10 hours/week at Greenvale Park, change start date to 9/26/2024-5/15/2025.
 6. Kristen Cade, Teacher at Bridgewater, add Community School Teacher for up to 6 hours/week at Bridgewater, effective 9/26/2024-5/15/2025. \$40/hr.
 7. Pam Charlton, Teacher at Greenvale Park, add Community School Teacher for up to 6 hours/week at Greenvale Park, effective 9/26/2024-5/15/2025. \$40/hr.
 8. Ashley Douglas, Community School Club Leader for up to 8 hours/week at Greenvale Park, change start date to 9/26/2024-5/15/2025.
 9. Ana Gallego, Community School Club Leader for up to 12 hours/week at Greenvale Park, change start date to 9/26/2024-5/15/2025.

10. Guadalupe Gallego, Community School Student Site Assistant for up to 12 hours/week at Greenvale Park, change start date to 9/26/2024-5/15/2025.
 11. Paige Haley, 1.0 FTE Head Varsity Girls Hockey Coach at the High School, change to .50 FTE Head Varsity Girls Hockey Coach and .50 FTE Assistant Girls Hockey Coach at the High School, effective 10/28/2024. \$6,653 stipend for both positions.
 12. Brenda Hand, Community School Teacher for up to 8 hours/week at Bridgewater, change start date to 9/26/2024-5/15/2025.
 13. Gretchen Heil, Community School Teacher for up to 6 hours/week at Spring Creek, change start date to 9/26/2024-5/15/2025.
 14. Ella Hillis, Community School Club Leader/Site Assistant for up to 15 hours/week at Greenvale Park, change start date to 9/26/2024-5/15/2025.
 15. Roanne Johnson, Teacher at Bridgewater, add Community School Teacher for up to 6 hours/week at Bridgewater, effective 9/26/2024-5/15/2025. \$40/hr.
 16. Melanie Klein, Teacher at Spring Creek, add Community School Teacher for up to 10 hours/week at Spring Creek, effective 9/26/2024-5/15/2025. \$40/hr.
 17. Kristi Kortuem, Teacher at the High School, add Master's Swim Club Coach with Community Ed Recreation, effective 10/7/2024-5/31/2025. \$90/hr.
 18. Jeff LaPanta, 1.0 FTE Assistant Girls Hockey Coach at the High School, change to .50 FTE Head Varsity Girls Hockey Coach and .50 FTE Assistant Girls Hockey Coach at the High School, effective 10/28/2024. \$6,653 stipend for both positions.
 19. Leslie Miller Gordinier, Teacher at Bridgewater, add Community School Teacher for up to 6 hours/week at Bridgewater, effective 9/26/2024-5/15/2025. \$40/hr.
 20. Diane Nagy, Teacher at Bridgewater, add Community School Teacher for up to 6 hours/week at Bridgewater, effective 9/26/2024-5/15/2025. \$40/hr.
 21. Jodie Rud, Teacher at Spring Creek, add Community School Teacher for up to 10 hours/week at Spring Creek, effective 9/26/2024-5/15/2025. \$40/hr.
 22. Rebekka Schrank, Teacher at Spring Creek, add Community School Teacher for up to 10 hours/week at Spring Creek, effective 9/26/2024-5/15/2025. \$40/hr.
 23. Lindsay Svien, Gen Ed EA at Greenvale Park, add Special Ed EA PCA-DCD for 10 hours/week at Greenvale Park, effective 10/7/2024.
 24. Lori Taylor-Libbey, .60 FTE MTSS/ADSIS and .10 FTE Spanish Teacher at the High School, add .20 FTE EL Teacher at St. Dominic, effective 10/7/2024-6/6/2025.
 25. Correction: Laura Vind, Special Ed EA for 28.75 hours/week and Gen Ed EA for 2.5 hours/week at the High School, change to Special Ed EA for 29.75 hours/week and Gen Ed EA for 2.5 hours/week at the High School, effective 9/13/2024-6/6/2025.
 26. Katrina Warner, EA at Bridgewater, add Community School Club Leader for up to 10 hours/week at Bridgewater, effective 9/26/2024-5/15/2025. \$25.53/hr.
 27. Madison Anderson, .40 FTE Art Teacher at the High School, add .60 FTE Art Teacher at the ALC, effective 11/1/2024.
 28. Sara Redetzke, Special Ed EA and Crossing Guard AM at the Middle School, change to Special Ed EA at the Middle School, effective 10/7/2024.
- iii. Leave of Absence
1. Rose Brison, Child Nutrition Associate at the High School, Leave of Absence beginning 12/4/2024-1/2/2025.
 2. Julie Erickson, Early Venture Teacher at the NCEC, FMLA leave beginning 9/30/2024 through 10/9/2024.
 3. Samantha Shimota, Nurse at the NCEC, FMLA Leave of Absence beginning 12/10/2024 - 3/4/2025.
 4. Updated: Michelle Sonnega, English/Language Arts teacher at the High School, 1.0 FTE unpaid leave of absence from 1/3/2025 through 1/31/2025.
 5. Adriana Bermudez Araujo, Special Education EA/PCA at the NCEC, FMLA leave of absence beginning on or about 11/30/2024 through the end of the 2024-25 school year.
 6. Updated: Michelle Sonnega, English/Language Arts teacher at the High School, 1.0 FTE unpaid leave of absence from 1/2/2025 through 1/31/2025.
- iv. Retirements/Resignations/Terminations
1. Deb Pack, Special Ed EA at the High School, retirement effective 1/17/2025.
 2. Stephanie Wilson, Early Ventures Teacher at the NCEC, resignation effective 9/18/2024.

8. Items for Individual Action

- a. Resolution of School Board Supporting FORM A Application to Minnesota State High School League Foundation. On a motion by Gonzalez-George, seconded by Butler, the board approved by roll call, the Resolution of the School Board Supporting a FORM A Application to the Minnesota State High School League Foundation. Voting “yes” was Butler, Goerwitz, Hardy, Nelson, Quinnell and Gonzalez-George. No one voted “no”.
- b. Resolution of School Board Supporting FORM B Application to Minnesota State High School League Foundation. On a motion by Quinnell, seconded by Goerwitz, the board approved by roll call, the Resolution of the School Board Supporting a FORM B Application to the Minnesota State High School League Foundation. Voting “yes” was Butler, Goerwitz, Hardy, Nelson, Quinnell and Gonzalez-George. No one voted “no”.
- c. Amended Land Purchase Agreement. On a motion by Hardy, seconded by Nelson, the board approved an amendment to the Gleason Road property purchase agreement which extends the dates of contingencies and closing to June 1, 2025.
- d. Special Services FTE Request. On a motion by Gonzalez-George, seconded by Hardy, the board approved the request for 1.0 FTE additional licensed special education resource teacher at Spring Creek Elementary as presented.

9. Items for Information

- a. Enrollment Report. Dr. Hillmann reviewed the October 2024 enrollment report.
- b. National School Lunch Week. National School Lunch Week will be celebrated Oct. 14-18, 2024. The National School Lunch Program (NSLP) serves nearly 30 million children every school day. President John F. Kennedy created National School Lunch Week (NSLW) in 1962 to promote the importance of a healthy school lunch in a child’s life and the impact it has inside and outside of the classroom. We appreciate and thank all child nutrition staff in our district.
- c. National School Bus Safety Week. National School Bus Safety Week is Oct. 21-25, 2024. School buses are the safest way for children to get to school. Their design is meant to be safer than any passenger vehicle in avoiding crashes and preventing injuries. Teaching children to follow safety rules on the bus is important, as is informing drivers about the laws regarding school buses. We appreciate and thank Benjamin Bus and their drivers for their continued support and partnership with Northfield Public Schools.
- d. Comprehensive Achievement and Civic Readiness Presentation and Public Hearing. Hope Langston, Director of Instructional Services, will summarize the 2024-2025 Comprehensive Achievement and Civic Readiness Plan at the public hearing scheduled at 5:15 p.m. on Monday, Oct. 28. This public hearing will precede the regular school board meeting scheduled on Monday, Oct. 28 at 6:00 p.m.

10. Future Meetings

- a. Monday, October 28, 2024, 5:15 p.m., Comprehensive Achievement and Civic Readiness Presentation and Public Hearing, Northfield DO Boardroom
- b. Monday, October 28, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Tuesday, November 12, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- d. Monday, November 25, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Adjournment

On a motion by Quinnell, seconded by Nelson, the board unanimously approved to adjourn the regular board meeting at 8:18 p.m.

Amy Goerwitz
School Board 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:

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: Amy Goerwitz, Clerk

Date of the bequest, donation, or gift:	Amount:	Who the bequest, donation, or gift is from:	What is the bequest, donation, or gift for?
10/8/24	\$120.00	Comerstone on the Vermillion	Additional Comerstone Registration Fees
10/8/24	\$68.00	Comerstone on the Vermillion	Summer Youth Horse Camp - Additional registration fee
10/11/2024	\$10.00	Emily Mohl	Spring Creek 3rd Grade Bowling Field Trip Donation [From Kit:Spring Creek 3rd Grade Bowling Field Trip]
10/12/2024	\$10.00	Tonya Sauer	Spring Creek 3rd Grade Bowling Field Trip Donation [From Kit:Spring Creek 3rd Grade Bowling Field Trip]
10/14/2024	\$10.00	Jonathan Gammon	Spring Creek 3rd Grade Bowling Field Trip Donation [From Kit:Spring Creek 3rd Grade Bowling Field Trip]
9/10/24	\$50.00	Cara Holland	Nurse's Clinic
9/10/24	\$200.00	Stacey Nguyen	NMS clinic/raider closet for kids in need
10/7/24	\$15.00	Lily Jacobson	Clinic
10/15/2024	\$500.00	Matthew Hillmann	Robotics Sponsorship Donation
10/15/24	\$500.00	Larry and Betty Danielson	School Support
10/15/24	\$2,446.00	Midori Krieger	To be used in our weight room for the Olympic Team or other lifting needs.
10/16/2024	\$10.00	Anna Edwards	Spring Creek 3rd Grade Bowling Field Trip Donation [From Kit:Spring Creek 3rd Grade Bowling Field Trip]
10/1/2024	\$500.00	Dawn Patterson	Chess Club Donation
10/16/24	\$250	LaCanne Electric	Senior Celebration Donation
10/16/24	\$500	NCC Builders	Robotics Donation
10/21/24	\$800	Healthy Community Initiative	TORCH Scholarship for parking
10/21/24	\$100	Oberto Properties, LLC	Robotics Sponsorship
10/23/2024	\$2,520.00	Bridgewater Booster Club	Music Therapy Donation - Medin Classroom at Bridgewater Elementary School
10/21/24	\$100	Oberto Properties, LLC	Robotics Sponsorship
10/24/24	975.88	Kimbra and Andy Dimick	Trees for the playground area.
10/24/24	15	Merchant's Bank	Supplies

Policy 207 PUBLIC HEARINGS

I. PURPOSE

The Northfield School District's Board of Education is committed to people, communications, and partnerships, and recognizes the importance of obtaining public input on matters properly before the board during a public hearing. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

~~For the board to efficiently receive public input on matters properly before the board, the board establishes the procedures set forth in this policy.~~ To effectively gather public feedback on relevant issues, the board has established the following policy.

III. PROCEDURES

A. *Public Hearings*

Public hearings are required by law concerning certain issues, including but not limited to, school closings, education district establishment, and agreements for secondary education. Additionally, other public hearings may be held by the board on district matters at the board's discretion.

B. *Notice of Public Hearings*

~~Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the board.~~ Public notice for a public hearing, as mandated by law, must be given as outlined in the enabling legislation. For other hearings held in conjunction with a regular meeting, the notice should follow the requirements for a regular meeting. Similarly, for hearings held with a special meeting, the notice should adhere to the requirements for a special meeting, or as otherwise decided by the board.

C. *Public Participation*

The board maintains ~~retains~~ the right to require that those in attendance at a public hearing indicate their desire to address the board and complete and file with the clerk of the board an appropriate request prior to the commencement of the hearing if the board uses this procedure. Those who wish to address the board must be: residents of the district, owners of businesses or property physically located in the district, parents/guardians, students, or an employee of the district. Any request to address the board after the commencement of the hearing will be granted only at the board's discretion.

1. ***Format of Request.*** The board chair will outline the procedure and process for addressing the board at the beginning of the public hearing. Each speaker will be required to share their first and last name, validate that they are a district stakeholder as outlined in Section IIIC, and, when applicable, the group they represent. ~~when applicable.~~ The board may require a brief statement of the subject to be covered or the issue to be addressed prior to allowing the speaker to address the board.
2. ***Time Limitation.*** The board retains the discretion to limit the time for each presentation.
3. ***Groups.*** The board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. If the board requires designation of a representative or spokesperson, no other person in the group will be recognized to address the board, except as the board otherwise determines.
4. ***Privilege to Speak.*** A board member should direct remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the board, or the proceedings may be directed to leave.
5. ***Personal Attacks.*** Personal attacks by anyone addressing the board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the board.
6. ***Limitations on Participation.*** Depending upon the number of persons in attendance seeking to be heard, the board reserves the right to establish other limitations and restrictions as necessary to provide an orderly, efficient, and fair opportunity to be heard.

Policy 207 Public Hearings

Adopted: 12.11.2023; Substantive Update: INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 123A.15 (Establishing Education Districts)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

Policy 509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

In alignment with the Northfield School District's strategic commitments to equity and stewardship, the district chooses ~~desires~~ to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. ~~The purpose of this policy~~ This policy sets forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The Northfield Board of Education authorizes the superintendent or their designee to approve applications for enrollment under the school district enrollment options program and enter into nonresident student attendance agreements with other school districts.

III. DEFINITION OF RESIDENCY

- A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
1. Space is available for the applicant under enrollment cap standards established by school board policy or other directives.
 2. In considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
 3. The applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.
- C. The parent of a nonresident student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting.

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

IV. BASIS FOR DECISIONS

A. *Standards that may be used for rejection of application*

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function.
2. Possessing or using an illegal drug at school or a school function.
3. Selling or soliciting the sale of a controlled substance while at school or a school function.
4. Committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. *Standards that may not be used for rejection of application*

The district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. Previous academic achievement of a student.
2. Athletic or extracurricular ability of a student.
3. Disabling conditions of a student.
4. A student's proficiency in the English language.
5. The student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. Previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. *Application*

The student and parent/guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood

Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) ~~or School Readiness Plus (SRP) Application if applicable~~) developed by MDE and available on its website.

The district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 ~~or Laws 2017, First Special Session chapter 5, article 8, section 9~~, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 ~~or Laws 2017, First Special Session chapter 5, article 8, section 9~~, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. ***Lotteries***

If a district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. The student's resident district does not operate a school building.
2. The municipality is located partially or fully within the boundaries of at least five school districts.
3. The nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality.
4. No other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the district lottery must be established by school board policy and posted on the district's website.

E. ***Exclusion***

1. ***Administrator's initial determination.*** If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion

or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. ***Superintendent's review.*** The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. ***Termination of Enrollment***

The district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the district will send to the student's parents a written notice of the district's belief that the student is not a resident of the district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school

district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Policy 509 ENROLLMENT OF NONRESIDENT STUDENTS

Adopted: 09.27.2004; Updated: 05.2013, 12.2013, 12.2014, 06.20.2022; Substantive Update: 07.10.2023, INSERT DATE HERE

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

Legal References: Minn Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn Stat. § 124D.03 (Enrollment Options Program)
Minn Stat. § 125D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Stat. Ch. 260A (Truancy)
Minn Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005
WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The district's vision is to prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. To align with that vision, the purpose of this policy is to protect students' rights to free speech in the production of ~~official school-sponsored media publications~~ and activities while ~~at the same time~~ balancing the district's role in supervising student publications and the operation of the Northfield School District.

II. GENERAL STATEMENT OF POLICY

- A. The district may exercise editorial control over the style and content of student expressions in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in an ~~official student school-sponsored media publication~~ or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after ~~the~~ review is requested.
 - 1. Students producing ~~official school publications~~ school-sponsored media and activities shall be under the supervision of a faculty adviser and the school principal. ~~Official publications~~ School-sponsored media and activities shall be subject to the guidelines set forth below.
 - 2. ~~Official school publications~~ School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. "Distribution" means the electronic or physical circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting, or displaying material in any manner, or placing materials in internal staff or student mailboxes.
- B. "Material and substantial disruption" of a normal school activity means:

Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

~~“Official school publications” means school newspapers, newsletters, literary magazines, yearbooks or material produced in classes as a part of the curriculum and other publications funded and / or sponsored or authorized by the school.~~

C. “Obscene to minors” means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the salacious interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct, excretory functions, or lewd exhibition; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. “Minor” means any person under the age of eighteen (18).

E. ~~“Material and substantial disruption” of a normal school activity is defined as any disruption which interferes with or impedes the implementation of a compulsory or voluntary school activity.~~

~~In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.~~

“School activities” means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic

contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

F. "School-sponsored media" means material that is:

1. Prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the district.
2. Distributed or generally made available to students in the school.
3. Prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. ~~"Libelous" or "slanderous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.~~

"Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B. Student expression in school-sponsored media, a yearbook, ~~an official school publication~~ or school-sponsored activity is prohibited when the material:

1. Is obscene to minors.
2. Is ~~libelous or slanderous~~ defamatory.

3. Is profane, harassing, threatening, or intimidating.
 4. Constitutes an unwarranted invasion of privacy.
 5. Violates federal or state law.
 6. Causes a material and substantial disruption of school activities.
 7. Is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031.
 8. Advertises or promotes any product or service not permitted for minors by law.
 9. ~~Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities.~~
 9. Expresses or advocates sexual, racial, or religious harassment or violence or prejudice.
 10. Is distributed or displayed in violation of time, place, and manner regulations.
- C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.
- D. ~~Expression in an official school publication or school-sponsored activity is subject to editorial control by the district over the style and content as long as the district's actions are reasonably related to legitimate pedagogical concerns.~~ Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists. These professional standards may include, but are not limited to, efforts to assure that:
1. Participants learn whatever lessons the activity is designed to teach.
 2. Readers or listeners are not exposed to material that may be inappropriate for their level of maturity.
 3. The views of the individual speaker are not erroneously attributed to the school.
 4. The school is not associated with any position other than neutrality on matters of political controversy.
 5. The sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order.
 6. The school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

IV. TIME, PLACE AND MANNER OF DISTRIBUTION

- A. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.
- B. No one shall coerce a student or staff member to accept any publication. The district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

[NOTE: This model policy is crafted to fulfill the obligation stated above.]

Policy 512 School-Sponsored Student Publications and Activities

Adopted: 10.08.2007; Reviewed: 01.27.2022; Substantive Update: INSERT DATE HERE

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

Legal References:

U. S. Const., amend. I
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F.2d 747 (8th Cir. 1987)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism: Student Expression)

Cross References:

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Policy 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

~~The purpose of this policy is to provide guidance to Northfield School District's professional staff, parents, caregivers, and students regarding student promotion, retention, and program design. This policy provides guidance on student promotion, retention, and program design for Northfield School District's staff, parents, caregivers, and students, aligning with the district's vision and commitment to learner outcomes and equity.~~

II. GENERAL STATEMENT OF POLICY

The Board of Education expects all students to achieve an acceptable level of academic proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. *Promotion*

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. *Retention*

Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. *Program Design*

1. The superintendent, with participation of the professional staff and parents/guardians, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness ~~the World's Best Workforce.~~
2. The district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. Multiple objective criteria.

- b. Assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the district will:
 - a. Assess a student's readiness and motivation for acceleration.
 - b. Match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for a student.
5. The district must [adopt procedures](#) consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to under-represented groups.

Policy 513 Student Promotion, Retention, and Program Design

Adopted: 10.22.2007; Updated: 05.23.2022; Substantive Update: 07.10.2023, INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)