

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, November 25, 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. Employee Engagement Overview
 - b. Construction Update #1
6. Committee Reports
7. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. School Resource Officer Agreement
 - d. Grant Application
 - e. Northfield Swim Club Agreement
 - f. Personnel Items
8. Items for Individual Action
 - a. Policy Committee Recommendations
9. Items for Information
10. Future Meetings
 - a. Monday, December 9, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, January 13, 2025, 6:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, Northfield DO Boardroom
 - c. Monday, January 27, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
11. Closed Session: Labor Negotiations Strategy (Minnesota Statute 13D.03)
12. Adjournment

NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM

Monday, November 25, 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, November 25, 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. Employee Engagement Overview. Superintendent Hillmann will present an overview of some of the tools that the district uses to provide staff members a voice in their workplace and to measure employee engagement.
 - b. Construction Update #1. Dr. Hillmann will provide the first update on the NHS construction project.
6. Committee Reports
7. Consent Agenda
Recommendation: Motion to approve the following items listed under the Consent Agenda.
 - a. Minutes.
Minutes of the regular school board meeting held on November 12, 2024.
 - b. Gift Agreements. Gift agreements to be approved are attached.
 - c. School Resource Officer Agreement. The school board is asked to approve the school resource officer agreement with the City of Northfield for the 2025-2027 calendar years.
 - d. Grant Application. Director of Instructional Services Hope Langston requests school board approval for a Ciresi Walburn Foundation Grant for \$100,000 from the Ciresi Walburn Foundation for the time period January 1, 2025 to December 31, 2025. This grant will provide funding to continue our partnership with TNTP to improve Tier I (Core Instruction) for all students.
 - e. Northfield Swim Club Agreement. The school board is asked to approve the enclosed agreement with the Northfield Swim Club. This agreement is for the time period Nov. 25, 2024 - Nov. 24, 2025. Updates to the agreement include who will be issued keys and an increase in custodial fees related to use of the premises outside the normal hours of building operation.
 - f. Personnel Items
 - i. Appointments
 1. William Hoff, 1.0 FTE Long Term Substitute English/Language Arts Teacher at the High School, beginning 1/2/2025-2/5/2025. BA, Step 6
 2. Nica Patterson, Long Term Substitute Building Nurse at the NCEC, beginning on or about 12/10/2024-3/4/2025. BSN/RN Step 4-\$41.50/hr.
 3. Jon Rieber Paulson, Ski Club Chaperone with Community Ed Recreation, beginning 1/6/2025-3/31/2025. \$500 Stipend
 4. Miles Poole, Instructor Assistant with Community Ed Recreation, beginning 12/8/2024-5/31/2025. Step 1-\$14.50/hr.

5. Ryland Updike, Instructor Lead with Community Ed Recreation, beginning 11/23/2024-5/31/2025. Step 2-\$15.80/hr.
- ii. Increase/Decrease/Change in Assignment
 1. Anna Edwards, Special Ed EA for 6.75 hours/day at Spring Creek, add Gen Ed Supervisory for .25 hours/day at Spring Creek, effective 11/18/2024.
 2. Melvin Miller, Building Supervisor with Community Education, add Site Supervisor with Community Ed Recreation, effective 11/17/2024-5/31/2025. Step 6-\$17.87/hr.
 3. Erica Trebelhorn, Teacher at Spring Creek, add Building Supervisor with Community Ed Recreation, effective 12/1/2024. \$19.32/hr.
 4. Ryland Updike, Instructor Lead with Community Ed Recreation, add Instructor Assistant with Community Ed Recreation, effective 11/23/2024-5/31/2025. Step 2-\$14.76/hr.
- iii. Leave of Absence
 1. Claire Gardner, Teacher at the Middle School, FMLA Leave of Absence beginning on or about 5/30/2025 for 8 work weeks.
 2. John Scheil, Teacher at Greenvale Park, Leave of Absence beginning 2/24/2025-3/21/2025.
- iv. Retirements/Resignations/Terminations
 1. Halea Picha, Soccer Coach at the High School, resignation effective 11/19/2024.
 2. Katie Schuman, EarlyVentures Teacher at the NCEC, resignation effective 12/25/2024.
- v. Community Education Recreation Wages Rate Tables
Administration is recommending approval of the Community Education Recreation Wages rate tables for the period September 1, 2024 through August 31, 2026.

*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 board is asked to approve the policy committee's recommended updates to policies 521, 524.2, 532, 535, 608, 614 and 708 as presented.

Superintendent's Recommendation: Motion to approve the policy committee's recommended updates to policies 521, 524.2, 532, 535, 608, 614 and 708.

9. Items for Information

10. Future Meetings

- a. Monday, December 9, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, January 13, 2025, 6:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, Northfield DO Boardroom
- c. Monday, January 27, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

11. Closed Session: Labor Negotiations Strategy (Minnesota Statute 13D.03)

- a. This meeting will be closed as permitted by Minnesota Statute 13D.03 to discuss labor negotiations.

12. 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.

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

This report focuses on the following strategic commitments:

- **People:** We prioritize the engagement, satisfaction, and support of every student, staff member, and family.
- **Communication:** We communicate effectively and transparently with all stakeholders.

Benchmark alignment: This report focuses on the “all employees report satisfaction in the workplace.”

Purpose: The district aims to retain its existing high-quality staff members and recruit excellent new employees to achieve our ambitious strategic plan.

Tools and Strategies: The following items are components of the district’s overall employee engagement strategy.

District Services survey: The DSS is a vital tool to gauge the effectiveness of its district-level departments. By gathering feedback from school leaders and office employees, the survey aims to measure how well departments are meeting the needs of their stakeholders. It focuses on key support characteristics like accessibility, accuracy, attitude, operations, and timeliness, comprehensively assessing overall service quality. The survey results enable departments to identify strengths and areas for improvement, ultimately guiding their efforts to enhance their support and services. This ongoing feedback loop contributes to the district's commitment to continuous improvement and its mission of providing excellent service to the school community.

The district has been conducting the DSS since 2018. The following table shows the DSS results year-over-year since 2018. According to Studer Education, “service excellence” is achieved with sustained overall means of 4.50 or higher. Each department conducts a survey rollout activity with their staff. They review the results, identify areas for improvement, and execute an action plan for improvement.

	Fall 2018	Fall 2019	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Participation	10	39 ¹	34	39	39	35
Accessibility	4.58	4.53	4.64	4.75	4.58	4.58
Accuracy	4.52	4.56	4.60	4.85	4.61	4.62
Attitude	4.64	4.71	4.79	4.87	4.71	4.71
Operations	4.42	4.49	4.58	4.80	4.59	4.57
Timeliness	4.37	4.44	4.58	4.85	4.52	4.54
Overall Mean	4.51	4.55	4.64	4.82	4.60	4.60

Leader rounding: Leader rounding, as defined by Studer Education, is a systematic approach where leaders schedule intentional conversations with employees to build relationships, gather feedback, and recognize achievements. The district completed its rounding window in November. **Leaders conducted 296 rounding sessions.**

This practice involves asking key questions such as:

- What’s going well?
- What suggestions do you have for improving our building/department/organization?
- Do you have the resources and support you need to do your job well?
- Who can I recognize on your behalf for their excellent work?


Leaders can proactively identify and address potential issues by holding space for these one-on-one interactions, enhancing employee connections, and fostering a positive organizational culture. The emphasis is on genuine connection, active listening, and timely follow-through on feedback to demonstrate commitment to employees and the district's strategic plan. District leaders gathered to share their "3-2-1 reports" on Nov. 4. A 3-2-1 report is a summary of the themes that emerged during rounding sessions:

- Three things that are going well.
- Two areas for improvement.
- One leader action that will address the areas for improvement.

Employee experience survey: Employee experience surveys help organizations understand employees' perceptions of their work environment, focusing on engagement, satisfaction, and culture. By analyzing the results, leaders can identify strengths and areas for improvement, developing targeted action plans. This proactive approach fosters continuous improvement, boosting employee satisfaction, retention, and overall organizational success. Again, each school conducts a survey rollout activity with its staff, similar to the DSS process.

Here are the questions included in the employee experience survey. The questions were modified in 2023.

- I feel supported with good processes and the appropriate resources to do my job.
- I receive feedback on my strengths as an employee.
- I feel supported in balancing my work responsibilities.
- I receive appropriate recognition when I do good work.
- I believe that leaders in my immediate work environment are genuinely concerned for my welfare.
- I feel that resources in my immediate work environment are allocated to maximize effectiveness.
- I have the opportunity to provide input on decisions that affect my job.
- I have a clear understanding of my expectations as an employee.
- I have the support needed from leadership in my immediate work environment to accomplish my work objectives.
- I receive feedback concerning areas for improving my performance.
- I feel that organization-level resources are allocated to maximize effectiveness across the organization.
- I believe organization-level information is communicated in a timely manner across the organization.
- I see progress being made to create a culture of success for employees across the organization and for those we serve.
- I would recommend that parents select my organization to serve their child.
- I feel that others in my organization connect with me in honest two-way communication.
- I work in an organization where employees regularly share and exchange ideas.
- I feel that organizational culture supports open and honest communication.
- I have a clear understanding of the mission and goals of my organization.
- I believe my work positively impacts those we serve.
- I feel a sense of pride when I tell people where I work.


Rounding Summary
3-2-1 Report

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

School/Department:	NCEC/Community Education Department		
Total Rounding Sessions:	33	Rounding Window:	Sept. 26 - Oct. 25, 2024


3•2•1 Rounding Summary

3	<p style="font-size: small; margin: 0;">things going well</p> <ul style="list-style-type: none"> Successful Class Enrollment and Team Dynamics: Classes are full, with new offerings being added, and team teaching is thriving. Teachers enjoy collaborating, particularly in co-teaching arrangements, which enhance the learning environment. Positive Student Adjustments and Engagement: Students are adjusting well to the routine. The curriculum, such as Heggerty, is effectively engaging the kids. Effective Communication and Resource Management: Scheduling for winter sports has improved, with a successful use of a Google sheet for organization.
2	<p style="font-size: small; margin: 0;">things for improvement</p> <ul style="list-style-type: none"> Increase Communication and Clarity: Develop clear channels for communication regarding curricular expectations, assessments, events, and resources. Enhance Training and Resources - Standardize the reading and math curriculum across the Hand in Hand Program, ensuring consistency in implementation and providing support for both general and special education teachers. Prioritize professional development, such as Safety Care training for new hires, and invest in quality materials and resources for classrooms.
1	<p style="font-size: small; margin: 0;">leader action</p> <ul style="list-style-type: none"> Develop a staff manual and standardize the orientation process for Hand in Hand teachers. The manual will address curriculum, assessments, conferences, etc. Also, inquire if early childhood/preschool can become part of the curriculum review cycle.

Table 1. Participation, Overall Mean and Top Box by Survey Administration

	Spring 2023	Fall 2023
<i>Participation</i>	356	349
<i>Overall Mean</i>	3.92	4.00
<i>Top Box Percentage</i>	30.68%	32.45%

Core Performance Expectations: The district's core performance expectations consist of seven key elements that are fundamental to the roles of all staff members. Created in collaboration with staff work teams, they outline what is expected of employees and include examples of high and low performance.

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>	 <p>Note: "Always" indicates the team member demonstrates the expectation at that level 98% of the time.</p> <p>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 "stab your toe" conversation template, progress to the "impact conversation" template and finally ask your supervisor to intervene.</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>	

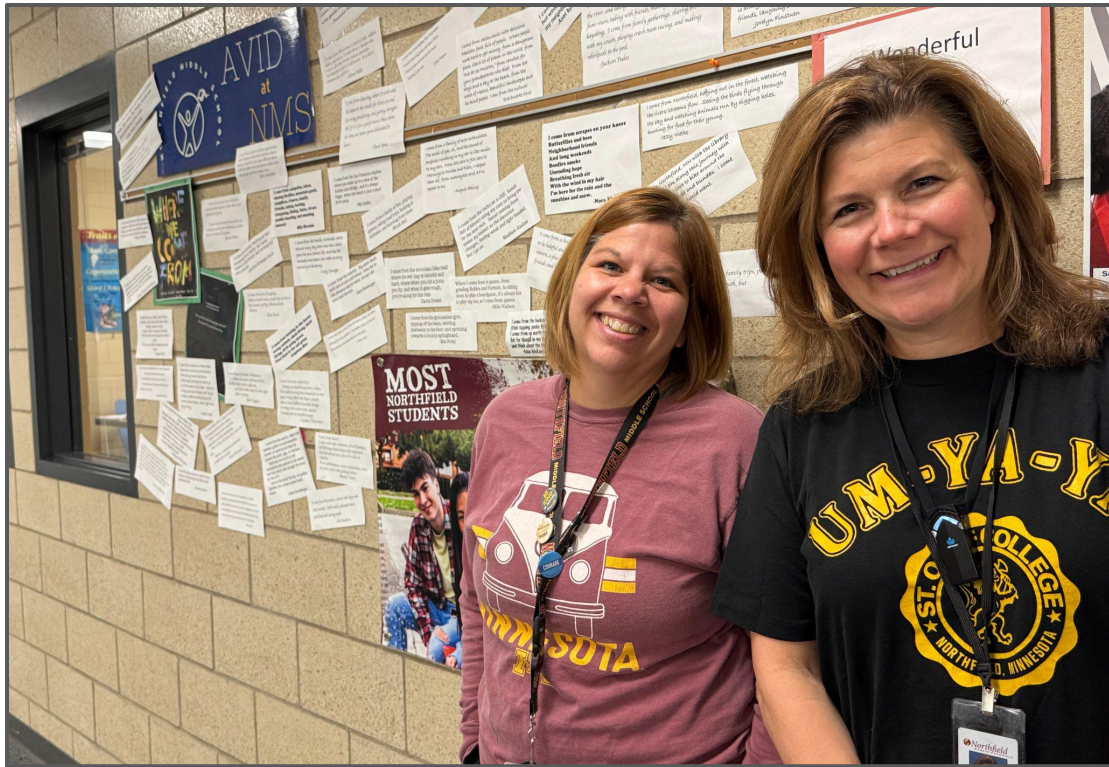


Work Teams: The district's work team strategy enhances employee involvement by leveraging their expertise to address complex challenges. Staff members can apply to join these work teams and receive compensation for their participation. In the 2024-25 school year, 81 staff members participated in ten different work teams. These teams focused on various topics, including Compañeros, district attendance, K-5 literacy, K-5 math, kindergarten, MTSS, PLCs, the student citizenship handbook, TDE/core performance expectations, and workshop week.

Each work team is tasked with solving a specific problem and is provided with the parameters for their work. The teams make recommendations to the administration, which uses that feedback to inform decision-making.

Summary: The district hires people to do good things for kids. These employees require support in the form of fair compensation and benefits. They also deserve access to the necessary tools to perform their jobs effectively and efficient systems and processes that enable them to concentrate on achieving the vision, commitments, and benchmarks outlined in our district's strategic plan.

Note: AI tools were used to develop some content in this report.



Employee Engagement

11.25.2024

VISION

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

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



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.

Purpose



District Services Survey

- Measures accessibility, accuracy, attitude, operations, and timeliness.
- Service excellence is considered a 4.5 rating or higher on the five point scale. Six year average rating is 4.62.
- Survey rollout activities, associated action steps.



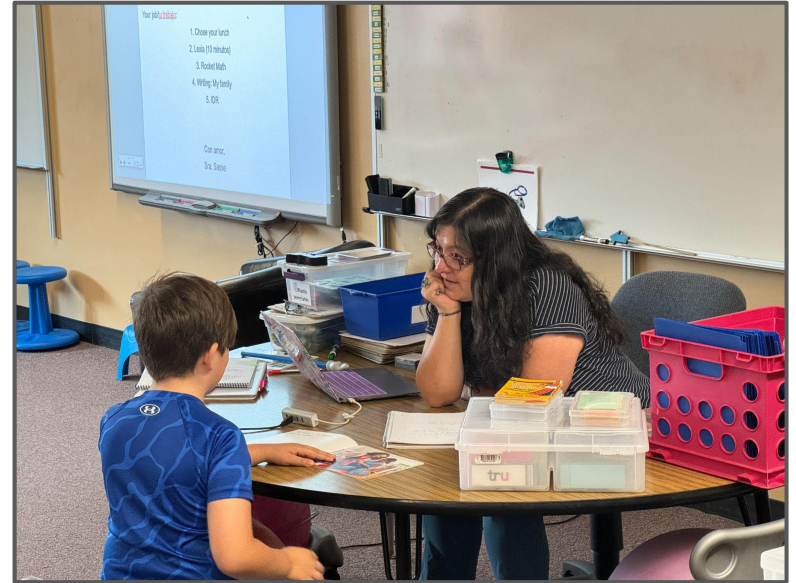
Leader Rounding

- Intentional employee conversations with **296** employees.
- Four main questions:
 - What's going well?
 - What suggestions do you have for improvement?
 - Do you have the resources and support you need to do your job well?
 - Who can I recognize on your behalf for their excellent work?
- 3-2-1 report follow-up.




Employee Experience Survey

- Understand employees' perceptions of their work environment, focusing on engagement, satisfaction, and culture.
- Results help leaders identify strengths and areas for improvement.
- Shoutout question.
- Results rollout and SIP goal.
- District mean at 4.00 in 2023-24 while improving 19 of 20 indicators.



Core Performance Expectations

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>	
	<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; misses 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.

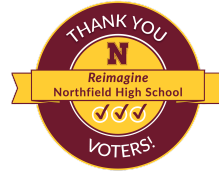
Every staff member is empowered to compliment colleagues who positively exemplify one or more of these expectations. Every staff member is also empowered to tactfully confront colleagues who are not demonstrating adherence to these expectations. You can use the "stuck your toe" conversation template,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

Work Teams



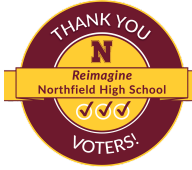
Questions?





Reimagine Northfield High School Bond Referendum Projects | Construction Update No. 1 | Nov. 25, 2024

1. Thank you, voters!
2. Thank you, Carleton College, for the generous \$2 million gift.
3. Thank you, Jean and Tim Vick, for the generous \$10,000 gift.
4. Planning structure and process, preliminary project schedule, and sample core planning group agenda.
5. Bond sale plans.

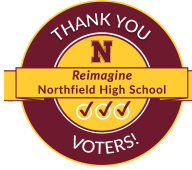


**Northfield High School
Planning Process – Participants and Responsibilities**

<u>Group Name:</u>	<u>Participants:</u>	<u>Goals / Responsibilities:</u>	<u>Timeline:</u>
School Board	<ul style="list-style-type: none"> School Board Members 		Ongoing
Project Oversight Committee (10 people)	<ul style="list-style-type: none"> Select board members Select administration Wold Knutson 	<ul style="list-style-type: none"> Set district standards Review the direction of the design Review and monitor the budget Recommendations to board 	Ongoing: x2/month meetings
High School Core Planning Group (25-45 people)	<ul style="list-style-type: none"> Select board members Select parents and community NHS administration Select staff Select students District administration Facilitator: Wold 	<ul style="list-style-type: none"> Design decisions Establish priorities Guide/direct design Recommendations to project oversight committee. 	3-4 months (8 meetings and tours)
Activities and Athletics Subcommittee (20-30 people)	<ul style="list-style-type: none"> Select board members Select parents and community Activities stakeholders Select students Community Education District and NHS administration Facilitator: Wold 	<ul style="list-style-type: none"> Design athletics/activities spaces Accommodate school day needs Recommendations to core planning group 	2-3 months (3-4 meetings, starting after core planning group.)
High School User Groups (4-5 people per space type)	<ul style="list-style-type: none"> NHS administration NHS stakeholders Relevant community stakeholders Facilitator: Wold 	<ul style="list-style-type: none"> Gather detailed input for specific spaces 	2-3 months 1-2 meetings, each space

**Northfield High School
Preliminary Project Schedule**

High School Design	December 2024 – February 2026
Schematic Design (Core Group)	December 2024 – March 2025
Design Development (User Group)	April 2025 – September 2025
Construction Documents	October 2025 – February 2026
Bidding	March 2026
High School Construction	Summer 2026 – Summer 2029 (phased)
Occupancy	Fall 2029 (portions may be occupiable before)



Northfield High School
DRAFT Core Planning Group Schedule / Sample Agendas

Core Planning Group Meeting #1 & Community Listening Session

Who: Core Group and Athletic Subcommittee members

Date: Tuesday, Dec. 17, 2024 between 5:30-8:00 PM

- CPG kickoff (30 min)
 - Introductions, Organization / Responsibilities
 - Project Scope / Timeline
- Community Activity:
 - Hopes & dreams for the project (75 min)
- Discuss building tours

Core Planning Group Meeting #2

Who: Core Group

Date: Wednesday, Jan. 8, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Tours download (likes/dislikes)
- Develop draft CPG criteria and commitments

Building Tours (All Day)

Who: Core Group and Athletic Subcommittee members

Date: Jan. 21 and 22, 2025

- Building tours (locations TBD)
- Ideas: Owatonna HS, Tartan HS, Rock Ridge HS, White Bear HS, St Peter? Sartell? Alexandria?

Core Planning Group Meeting #3

Who: Core Group

Date: Wednesday, Jan. 29, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Site discussion

Core Planning Group Meeting #4

Who: Core Group

Date: Wednesday, Feb. 19, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Activities / Athletics Subcommittee

Dates: Feb. 26, March 12, April 2, and April 16, 2025

Times: 1:00-3:00 PM

Core Planning Group Meeting #5

Who: Core Group

Date: Wednesday, Feb. 26, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Core Planning Group Meeting #6

Who: Core Group

Date: Wednesday, March 12, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Core Planning Group Meeting #7

Who: Core Group

Date: Wednesday, April 2, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Review draft CPG criteria and commitments
- Review draft bubble diagram
- Review draft site diagram

Core Planning Group Meeting #8

Who: Core Group

Date: Wednesday, April 16, 2025 between 4:00-6:00 PM

- Thoughts since last meeting?
- Finalize draft CPG criteria and commitments
- Finalize plan diagram
- Review draft schematic design submittal.

School Board Presentation: Schematic Design

Date: April 28, 2025

- Update board on the core planning group's work

User Group Meetings

Date: April 2025 – July 2025

- Meet with all space users and other stakeholders as appropriate

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

November 12, 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 and Quinnell. Absent: Miller and Nelson. This meeting was open to the public, live-streamed and recorded, and access to the recording was posted to the school district website.
2. Agenda Approval/Table File
On a motion by Quinnell, seconded by Goerwitz, the board unanimously approved the agenda.
3. Public Comment
There were no public comments.
4. Announcements and Recognitions
 - Kari Gorr, Minnesota Community Education Association Board Member for Region 5, presented the 2024 Most Supportive Administrator of the Year Award to Superintendent Dr. Matt Hillmann. This distinguished award recognizes administrators who champion community education programs and demonstrate exceptional support for community-driven educational initiatives.
 - Ms. Gorr presented a Minnesota Community Education Association Project Award for The Grove (the indoor place space at the NCEC). ECFE Teacher Libby Stanton, Hand in Hand Special Education Teacher Kyle Roth, and Director of Community Education Erin Bailey were present to accept the award. The MCEA Project Awards highlight the innovative and impactful initiatives undertaken by dedicated community educators. These projects serve as examples of excellence and inspire others to continue pushing the boundaries of what can be achieved through community education.
 - The Minnesota School Board Association has released its MSBA Honor Roll for the 2025 Leadership Conference scheduled in January 2025:
 - Congratulations to Claudia Gonzalez-George and Amy Goerwitz, who will receive Directors' Awards. This award is presented to members who have attained 100 or more points of attendance at MSBA training programs within the past four years of their term(s).
 - Congratulations to Amy Goerwitz, Ben Miller, and Jenny Nelson who will receive Leadership Development Certificates for completing the Phase I, Phase II, Phase III and Phase IV workshops.
 - MSBA will recognize Claudia Gonzalez-George with the Rising Star Award for her involvement with the school board, the district, and the community during her first term as a school board member.
 - The Sesquicentennial Minute: The superintendent highlighted an excerpt from Bruce Colwell's "City of Schools" book about the history of the school district.
5. Items for Discussion and Reports
 - a. School Resource Officer Agreement. Superintendent Hillmann presented the school resource officer contract with the City of Northfield for the 2025-2027 calendar years. This will be an item in the consent agenda at the next board meeting.
 - b. Policy Committee Recommendations. Dr. Hillmann presented the policy committee's recommended updates to policies 521, 524.2, 532, 535, 608, 614 and 708. This will be an item for individual action at the next board meeting.
 - c. Bond Referendum Wrap Up and Next Steps. Superintendent Hillmann shared an overview of the bond referendum election and the next steps associated with the projects. The district will establish a project oversight committee, followed by a core planning team, and later in the school year, user groups.

Board member Nelson arrived at 6:36 p.m.

6. Consent Agenda

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

a. Minutes

Minutes of the World's Best Workforce public hearing held on October 28, 2024

Minutes of the regular school board meeting held on October 28, 2024.

b. Gift Agreements. Gift agreements included in the board packet.

c. Personnel Items

i. Appointments

1. Joseph Oliver, Targeted Services Club Leader for up to 2 hours/day M-Th at the Middle School, beginning 11/11/2024-5/15/2025. \$25.53/hr.
2. Danielle Reynoso, Building Supervisor with Community Education Recreation, beginning 11/3/2024. \$19.32/hr.
3. Tony Rezac, .40 Head Wrestling Coach at the Middle School, beginning 11/15/2024. \$1,330.40 stipend.
4. Kyle Schmidt, Hand in Hand General Ed EA for 25 hours/week at the NCEC, beginning 11/7/2024. Step 4-\$18.05/hr. - subject to change upon settlement of 2024-26 agreement.
5. Kelly Spillman-Kramer, 1.0 FTE Executive Assistant to the Superintendent and School Board at the District Office, beginning 11/14/2024. \$86,511 Step 1 - prorated for days worked in 2024-2025.
6. Northfield Community Education Winter/Spring 2025 Brochure Instructors.
7. Odin Bowen, Instructor Assistant with Community Education Recreation, beginning 11/10/2024 - 5/31/2025. Step 1-\$14.50/hr.
8. Seth Buckmeier, Instructor Assistant with Community Education Recreation, beginning 11/17/2024 - 5/31/2025. Step 2-\$14.76/hr.
9. Jeffrey Eckhoff, 1.0 FTE Long Term Substitute Science Teacher at the High School, beginning 11/25/2024 - 1/22/2025. Sub rate
10. Anna Edwards, Special Ed EA PCA for 6.75 hours/day at Spring Creek, beginning 11/13/2024 - 6/6/2025. Step 4-\$18.05/hr. + prorated sped stipend, subject to change upon settlement of 24-26 agreement.
11. Jamie Stanley, Special Ed EA PCA for 7 hours/day at the High School, beginning 11/18/2024. Step 1-\$16.66/hr. + prorated sped stipend, subject to change upon settlement of 24-26 agreement.
12. Veronica Thomas, Long Term Substitute Special Ed EA PCA for 31.5 hours/week at the NCEC, beginning 11/14/2024 - 2/14/2025. Step 4-\$18.05/hr. + prorated sped stipend, subject to change upon settlement of 24-26 agreement.

ii. Increase/Decrease/Change in Assignment

1. Jennifer Bowens, Special Ed EA for 6.5 hours/day and Supervisory for .50 hours/day at the High School, change to 1.0 FTE Special Ed Teacher at Spring Creek, effective 12/1/2024-6/6/2024. MA+40, Step 7
2. Thomas Dickerson, Assistant Wrestling Coach at the Middle School, change to .50 Head Wrestling Coach and .50 Assistant Wrestling Coach at the Middle School, effective 11/15/2024. \$3,049 stipend.
3. Kelly Erickson, Building Custodian at Spring Creek, add Substitute Child Nutrition with the District, effective 10/31/2024.
4. Alexa Hotz Zenk, FACS Teacher at the High School, add MSYC Teacher for up to 2 hours/day M-TH at the Middle School, effective 10/28/2024-5/15/2025. \$40/hr.
5. Mackenzie Ludwig, Special Education Teacher at the NCEC, add Building Mentor at the NCEC, effective 9/6/2024-6/6/2025. \$1,000 stipend.
6. Betsy McLaughlin, Building Supervisor with Community Education Recreation, add Instructor Lead with Community Education Recreation, effective 11/6/2024-5/31/2025. Step 6-\$16.84/hr.
7. Jacob Odell, Work Based Learning Teacher at the High School, add a ½ overload in lieu of prep for 132 student days at the High School, effective 11/5/2024-6/6/2025.
8. Christine Peterson, Special Education Teacher at the High School, add a ½ overload in lieu of prep for 132 student days at the High School, effective 11/5/2024-6/6/2025.
9. Danielle Reynoso, Building Supervisor with Community Education Recreation, add Site Supervisor with Community Education Recreation, effective 11/6/2024-5/31/2025. Step 4-\$17.35/hr.
10. Tony Rezac, .40 Head Wrestling Coach at the Middle School, add .40 Assistant Wrestling Coach at the Middle School, effective 11/15/2024. \$1,108.80 Stipend.
11. Rebecca Stoufis, Special Education Teacher at the High School, add a ½ overload in lieu of prep for 132 student days at the High School, effective 11/5/2024-6/6/2025.
12. Zehou Zhao, Instructor Lead with Community Education Recreation, add Softball/Basketball Official with Community Education Recreation, effective 11/10/2024-5/31/2025. \$30/game.

13. Tracy Closson, District Grounds Coordinator, add .50 Ski Club Chaperone and Summit Ski Instructor with Community Education Recreation, effective 1/6/2025 - 5/31/2025. Ski Club .50 - \$250 stipend, Ski Instructor \$100/participant.
 14. McKenzie Foley, Teacher at Bridgewater, add Private Lessons with Community Ed Recreation, effective 11/1/2024 - 5/31/2025. Group up to 5 per group \$36/individual/hour. \$45/individual/hour.
 15. Lilliana Quiroga, Special Ed EA PCA at the Middle School, add Special Ed EA Extracurricular and Nonacademic Support as needed at the Middle School, effective 11/8/2024 - 6/6/2025.
 16. Lindsay Svien, Special Ed EA for 10 hours/week and Gen Ed EA for 5 hours/week at Greenvale Park, change to Special Ed EA for 7 hours/week and Gen Ed EA for 5 hours/week at Greenvale Park, effective 11/11/2024.
- iii. Leave of Absence
1. Sheryl Docken, Administrative Assistant at the High School, FMLA Leave of Absence beginning 12/5/2024-12/13/2024 full time and part time leave from 12/16/2024 through 12/19/2024.
- iv. Retirements/Resignations/Terminations
1. Richelle Audiss, Child Nutrition Associate at the Middle School, resignation effective 8/7/2024. Will continue as a substitute.
- d. Financial Report. Director of Finance Mertesdorf requests the board approve paid bills totaling \$2,551,737.80, payroll checks totaling \$3,485,799.17, a wire transfer totaling \$600,000 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$450,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for August 2024. At the end of August 2024 total cash and investments amounted to \$26,037,364.43.

7. Items for Individual Action

- a. Resolution Canvassing the Results of the November 5, 2024 School Board Election. On a motion by Gonzalez-George, seconded by Butler, the board unanimously approved by roll call the Resolution Canvassing Returns of Votes of the November 5, 2024 School District's General Election.

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

It is hereby found, determined and declared that the general election of the voters of the district held on November 5, 2024, was in all respects duly and legally called and held.

As specified in the attached Abstract and Return of Votes Cast, a total of (the school district election officer will input the total votes cast when received from the county) voters of the district voted at said election on the election of three school board members for four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the general election; as follows:

Corey Butler	8,589 of votes
Claudia Gonzalez-George	8,462 of votes
Maggie Epstein	8,106 of votes
Amy Goerwitz	7,529 of votes

Corey Butler, Claudia Gonzalez-George, Maggie Epstein, and Amy Goerwitz, having received the highest number of votes, are elected to four-year terms beginning the first Monday in January, 2025.

The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

Voting 'yes' by roll call was Butler, Goerwitz, Hardy, Nelson, Quinnell and Gonzalez-George. No one voted 'no'. Absent: Miller.

- b. Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Duties. On a motion by Goerwitz, seconded by Nelson, the board unanimously authorized by roll call, the Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Duties.

WHEREAS, the board has canvassed the general election for school board members held on November 12, 2024,

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

The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 659 to the following candidates: Corey Butler, Claudia Gonzalez-George, Maggie Epstein, and Amy Goerwitz who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

The certificate of election shall be in substantially the form attached hereto. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

Voting 'yes' by roll call was Butler, Goerwitz, Hardy, Nelson, Quinnell and Gonzalez-George. No one voted 'no'. Absent: Miller.

- c. Resolution Relating to Canvassing Returns of the November 5, 2024 Special Election. On a motion by Butler, seconded by Goerwitz, the board unanimously adopted the Resolution Relating to Canvassing Returns of the November 5, 2024 Special Election.

BE IT RESOLVED by the School Board of Independent School District No. 659 (Northfield Public Schools), Minnesota that the special election held in and for the School District on November 5, 2024, was in all respects duly and legally called and held, the returns thereof have been duly canvassed, and the votes cast at the special election for and against the questions submitted to the electors were as follows:

On the question of shall the board of Independent School District No. 659 (Northfield Public Schools), Minnesota be authorized to issue general obligation school building bonds in an amount to to exceed \$95,380,000 for acquisition and betterment of school sites and facilities including, but not limited to, replacing a portion of the high school building with new construction, renovations, improvements, and upgrades to the high school building, facilities, site, and systems, and purchasing equipment and furnishings be approved (question 1) of which 10,067 voted in favor, 6,855 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

On the question if School District Question 1 above is approved, shall the board of Independent School District No. 659 (Northfield Public Schools), Minnesota be authorized to issue general obligation school building bonds in an amount not to excess \$18,725,000 for acquisition and betterment of school sites and facilities including, but not limited to, the construction of an expanded gymnasium at the high school (question 2) of which 8,991 voted in favor, 7,767 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

On the question if School District Question 1 and School District Question 2 above are approved, shall the board of Independent School District No. 659 (Northfield Public Schools), Minnesota be authorized to issue general obligation school building bonds in an amount not to exceed \$6,975,000 for acquisition and betterment of school sites and facilities including, but not limited to, the construction and installation of a geothermal heating, ventilation, and air conditioning system at the high school (question 3) of which 9,445 voted in favor, 7,290 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

Pursuant to Minnesota Statutes, Section 205A.07, Subdivision 3a, the Clerk is hereby instructed to notify the Commissioner of Education of the results of the special election and to provide the certified vote totals for each ballot question in written form within 15 days after the results have been certified by the Board.

Upon vote being taken thereon, the following voted in favor thereof: Butler, Goerwitz, Hardy, Nelson, Quinnell and Gonzalez-George
and the following voted against the same: None
whereupon the resolution was declared duly passed and adopted and was signed by the Chairperson and attested by the Clerk.

8. Items for Information

- a. Enrollment Options and History Report. Student Information Systems Specialist Christine Neset and Director Mertesdorf provided the 2024-25 Enrollment Options and History Report. Director Mertesdorf reviewed this report with the board.
- b. Enrollment Report. Superintendent Hillmann reviewed the November 2024 enrollment report.
- c. American Education Week. American Education Week is November 18-22, 2024. American Education Week presents all Americans with an opportunity to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education. Northfield Public Schools recognizes and appreciates the team of people who work each day to prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society during this weeklong celebration of public education.

9. Future Meetings

- a. Monday, November 25, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, December 9, 2024, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. Monday, January 13, 2025, 6:00 p.m., Organizational Board Meeting followed by the Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

On a motion by Quinnell, seconded by Hardy, the board unanimously approved to adjourn the regular board meeting at 6:52 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?
11/12/24		N/A Kellen Lambeau	Students in need
11/13/24	\$1,758.00	Jersey Mike's	PBIS rewards and to cover NMS Field trip costs
11/14/24	\$500	ALDI	Snacks and supplies (paper products, etc) for our free snack shelf
11/14/2024	\$12,000.00	Nanette and Kevin Rodgers	Give to the Max Day \$2000.00 donations for each of the schools: ALC, BC, GVP, HS, MS, SC
10/21/24	\$550.00	Cannon Valley Moving LLC	Adult Basketball League
11/10/24	\$550.00	Brady Combs	Adult Basketball League
11/15/2024	\$10,000.00	Jean Inglis Vick	Northfield High School Reimagine Project
10/21/24	\$550	Cannon Valley Moving LLC	Adult Basketball League
11/10/24	\$550	Brady Combs	Adult Basketball League
11/1/24	\$250	Rebound Partners	Northfield Public Schools United Way Worksite Campaign
11/1/24	\$1,700	Content Bookstore	\$10 Content gift card for each Hand in Hand Preschool student
11/19/2024	\$5,000.00	VFW Post 4393	Clay Target Team Donation - NHS
11/19/2024	\$2,500.00	VFW Post 4393	Business Professionals of America - NHS
11/13/2024	\$20.00	Hilary Detert	GVP 2nd Grade - Children's Theatre How the Grinch Stole Christmas Scholarship
11/15/2024	\$20.00	Kelli Nowak	GVP 2nd Grade - Children's Theatre How the Grinch Stole Christmas Scholarship
11/17/2024	\$20.00	Christine Peterson	GVP 2nd Grade - Children's Theatre How the Grinch Stole Christmas Scholarship
11/14/2024	\$5.00	Briana Bulfer	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/14/2024	\$5.00	Christina Andrews	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/14/2024	\$5.00	Bobbi Horejsi	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/14/2024	\$5.00	Rebecca Schmitz	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/15/2024	\$15.00	Jennifer Jones	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/15/2024	\$10.00	Sarah Morgan	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/16/2024	\$5.00	Alison Flannery	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/17/2024	\$5.00	Katie Hallcock	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/17/2024	\$5.00	Sarah Bloom	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/17/2024	\$15.00	Melissa Zant	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/18/2024	\$15.00	Susana Hernandez	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/18/2024	\$5.00	Carrie Hamilton	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/19/2024	\$5.00	Abby Haefner	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/19/2024	\$15.00	Christine Peterson	GVP 4th Grade Ordway Little Mermaid Field Trip Additional Funds [From Kit:GVP 4th Grade Ordway Little Mermaid Field Trip]
11/12/2024	\$5.00	Michael Berger	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship
11/13/2024	\$5.00	Corey Butler	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship
11/14/2024	\$5.00	Travis Grant	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship
11/14/2024	\$5.00	Stephanie Ennis	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship
11/14/2024	\$10.00	Andria Sommers	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship
11/15/2024	\$5.00	Alicia Stencil	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship
11/16/2024	\$10.00	Kent Peterson	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship
11/18/2024	\$5.00	Kristen Twitchell	NMS 7th & 8th Grade Choir Children's Theatre How the Grinch Stole Christmas Scholarship

SCHOOL RESOURCE OFFICER AGREEMENT

This AGREEMENT, made this 25th day of November, 2024, by and between Independent School District No. 659 (“SCHOOL DISTRICT”) and the City of Northfield, a Minnesota municipal corporation (“CITY”), (collectively, the “PARTIES”).

WHEREAS, SCHOOL DISTRICT is in need of and desires to receive certain law enforcement services from CITY; and

WHEREAS, CITY, through its police department, is willing and able to provide certain law enforcement services to SCHOOL DISTRICT; and

WHEREAS, SCHOOL DISTRICT and CITY desire to maintain a cooperative and coordinated approach to building positive relationships with students, deterring criminal activity, and addressing criminal activity on school property and at district sponsored events and activities.

NOW, THEREFORE, in consideration of the mutual agreements and provisions herein set forth and pursuant to Minnesota Statutes, section 626.8482, SCHOOL DISTRICT and CITY agree as follows:

1. SCHOOL RESOURCE OFFICER. For the purpose of this AGREEMENT, the term School Resource Officer shall have the meaning and duties described in this Section.
 - 1.1. School Resource Officer. The School Resource Officer will be an Officer of the Northfield Police Department (“NPD”) who shall be responsible for performing the duties set forth in Paragraph 1.4 of this Section;
 - 1.2. The School Resource Officer will be for the purposes of this AGREEMENT a Contracted Agent of the SCHOOL DISTRICT and have access to all such information deemed necessary for the completion of the School Resource Officer duties as approved by the SCHOOL DISTRICT. The School Resource Officer shall not be an “employee or agent of the district” for purposes defined by Minnesota Statutes, section 121A.58.
 - 1.3. School Resource Officer Employed by CITY. The Northfield Police Chief shall assign a law enforcement officer to serve as the School Resource Officer in SCHOOL DISTRICT. The Chief of Police in conference with SCHOOL DISTRICT officials shall select the officer. The School Resource Officer shall be a licensed peace officer in the NPD and an employee of CITY, and will operate under the direct administration and supervision of the Chief of Police ~~or his/her~~ their designee. Law enforcement services rendered to SCHOOL DISTRICT under this AGREEMENT shall be at the sole discretion of the Chief of Police. CITY shall assume all obligations and payments with regard to School Resource Officer salaries and benefits including workers compensation, PERA, withholding taxes, etc. SCHOOL DISTRICT will reimburse CITY for such expenses pursuant to Section 4 of this AGREEMENT. Consistent with the relationship between the PARTIES, the School Resource Officer shall not be represented to the public as an employee of SCHOOL DISTRICT by either CITY or SCHOOL DISTRICT.
 - 1.3.1. The School Resource Officer shall have the specialized training as required by Minnesota law, Minnesota Statutes, section 626.8482, pertaining to School Resource Officers beginning September 1, 2025.
 - 1.3.2. Generally, subject to the requirements of Paragraph 1.4, the School Resource Officer shall spend a minimum of fifty percent (50%) ~~his/her~~ their annual hours worked (1040) in or at

SCHOOL DISTRICT schools and functions during the school calendar year. If schools in SCHOOL DISTRICT are not in session, the School Resource Officer will function as and perform the duties of a patrol officer for NPD under the direct supervision of the Chief of Police or ~~his~~ their designee within the jurisdiction of the City of Northfield. Prior to the start of the school year a schedule will be developed by the Chief of Police or designee in consultation with SCHOOL DISTRICT personnel as identified by the Superintendent of Schools.

1.4. Duties of the School Resource Officer. The School Resource Officer's duties are multifaceted. The following list includes the duties most often ~~expected with this position~~ provided by the School Resource Officer.

1.4.1. Foster Positive Relationships

- 1.4.1.1. Build and maintain trusting relationships with students, staff, and parents to create a positive school climate.
- 1.4.1.2. Act as a mentor and resource for students, offering guidance and support for personal and academic challenges.

1.4.2. Promote Safety and Security

- 1.4.2.1. Maintain a visible presence on school grounds to deter potential criminal activities and ensure a safe environment.
- 1.4.2.2. Monitor school premises, including entrances, hallways, and parking lots, to identify and address potential safety concerns.
- 1.4.2.3. Collaborate with school administration to develop and implement emergency response plans and conduct safety drills.
- 1.4.2.4. Provide advice on safety drills and identify vulnerabilities in school facilities and safety protocols.
- 1.4.2.5. Serve on the SCHOOL DISTRICT's safety committee to be informed about resources available to school staff that assist with conflict de-escalation, crisis teams, and mediation opportunities.

1.4.3. Educate and Inform

- 1.4.3.1. In conjunction with NPD staff or other professionals as recommended by NPD, provides educational presentations on topics such as bullying prevention, substance abuse, internet safety, conflict resolution and other safety issues as requested by the SCHOOL DISTRICT.
- 1.4.3.2. Offer training for staff on recognizing and addressing signs of child abuse, neglect, and mental health crises.

1.4.4. Crisis Intervention

- 1.4.4.1. Respond promptly to emergencies and crises on school property, including medical emergencies, threats of violence, and natural disasters.
- 1.4.4.2. Act as a first responder in cases of violent incidents, coordinating with local law enforcement and emergency services as needed.

1.4.5. Law Enforcement and Crime Prevention

- 1.4.5.1. In cooperation with school administrators, investigate criminal activities occurring on school property or at school-sponsored events.
- 1.4.5.2. Work to prevent crime through proactive measures.
- 1.4.5.3. The School Resource Officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

1.4.6. Collaborate with School Staff

- 1.4.6.1. Meet with school administrators, counselors, and teachers to discuss ongoing safety concerns and to strategize on preventative measures.
- 1.4.6.2. Serve as a resource for school staff in handling disciplinary issues that may have legal implications, without directly enforcing school discipline policies in their role as SRO.

1.4.7. Support Student Mental Health and Well-being

- 1.4.7.1. Identify and assist students in need of social services or mental health support, referring them to appropriate resources.
- 1.4.7.2. Collaborate, as appropriate, with school counselors and psychologists to ensure support for students experiencing crises or displaying concerning behavior.

1.4.8. Community Engagement

- 1.4.8.1. Participate in community outreach programs and school events to build positive rapport with students, families, and community members.

1.4.9. Cultural Competency and Sensitivity

- 1.4.9.1. Undergo annual training on cultural competency, implicit bias, and trauma-informed practices to better serve the diverse school community.
- 1.4.9.2. Ensure fair and equitable treatment of all students, regardless of race, ethnicity, gender, or socioeconomic status.

1.4.10. Document and Report

- 1.4.10.1. Maintain detailed records of all incidents, interventions, and activities in compliance with legal requirements.
- 1.4.10.2. Provide quarterly reports to school administration and local law enforcement on safety issues, crime trends, and the effectiveness of safety measures.

1.4.11. Facilitate Communication with Law Enforcement

- 1.4.11.1. Act as a liaison between the school and other public services agencies and regional law enforcement resources, ensuring a coordinated approach to safety and crime prevention.

1.4.12. Training and Professional Development

- 1.4.12.1. Participate in ongoing professional development and training programs related to youth development, school safety, and effective communication with young people, and complete trainings as required by law.

1.4.13. With the approval of the Police Chief or their designee, other reasonable duties as assigned.

2. RESPONSIBILITY OF SCHOOL DISTRICT. It shall be the responsibility of SCHOOL DISTRICT to:

- 2.1. Provide guidance and assistance to the School Resource Officer through SCHOOL DISTRICT's principals, teachers, administrative staff, other personnel and student body.
- 2.2. Notify the public via its website that the School Resources Officer will be present in the schools.
- 2.3. Provide a private office, desk, and telephone with an outside line for use by the School Resource Officer to meet with students and staff on both a public and private meeting basis and to conduct and perform ~~his/her~~ their duties as necessary and as otherwise assigned and directed by the Chief of

Police.

- 2.4. Require its principals to coordinate the efforts of the School Resource Officer within the schools.
- 2.5. Provide an onboarding meeting with a new School Resources Officer to explain the resources available to school staff that assist with conflict de-escalation, crisis teams, and mediation opportunities.
- 2.6. Provide clerical help and assistance to the School Resource Officer when needed by the officer within any school at which the officer is working in ~~his/her~~ their capacity as School Resource Officer. This includes providing the supplies and materials needed. Clerical help and assistance and supplies and materials will be limited to those duties of the School Resource Officer directly related to law enforcement or related educational programs within the framework of existing SCHOOL DISTRICT programs.
- 2.7. Provide an assessment of the services received under this AGREEMENT to CITY, if requested by CITY.
3. RESPONSIBILITY OF CITY. It is the intention of CITY to provide a School Resource Officer to SCHOOL DISTRICT, and it shall be the responsibility of CITY to:
 - 3.1. Assign one licensed peace officer to SCHOOL DISTRICT to act as School Resource Officer at SCHOOL DISTRICT's schools.
 - 3.2. Provide NPD equipment needed by the School Resource Officer to perform necessary functions and duties.
 - 3.3. Provide training and education within the scope of NPD.
 - 3.4. Provide temporary replacements for the School Resource Officer as deemed necessary by NPD.
4. CONSIDERATION.
 - 4.1. SCHOOL DISTRICT shall pay CITY for the CITY's provision of the School Resource Officer the sum of \$72,192 for the calendar year of 2025, and \$77,245 for 2026, and \$82,653 for 2027, with two equal payments on or before June 1 and December 1, respectively, of each year. The initial payment being made on June 1, 2025, and the final payment on December 1, 2027. CITY shall provide SCHOOL DISTRICT an invoice for the amount owing and payable to CITY at least thirty (30) days in advance of the respective dates upon which payment by SCHOOL DISTRICT is required to be made.
5. TERM. The term of this AGREEMENT is for THREE (3) years and shall be effective as of January 1, 2025 and shall continue to December 31, 2027. This AGREEMENT shall be in effect as determined above unless terminated by either party. Termination of this AGREEMENT by either party shall be effective by delivering to the other party a preliminary written notice of termination not less than ninety (90) days prior to the date of termination of the AGREEMENT. All payments due under this AGREEMENT shall be prorated in the event of such termination.
6. INDEMNIFICATION.
 - 6.1. As a condition of CITY's assignment of a School Resource Officer pursuant to this AGREEMENT, SCHOOL DISTRICT agrees to and shall indemnify, protect, save, hold harmless and insure CITY,

and its respective officers, directors, employees and members and agents, from and against any and all claims and demands for, or litigation with respect to, all damages which may arise out of or be caused by SCHOOL DISTRICT or its agents, employees, contractors or subcontractors with respect to SCHOOL DISTRICT's performance of its obligations under this AGREEMENT. SCHOOL DISTRICT shall defend CITY against the foregoing, or litigation in connection with the foregoing, at SCHOOL DISTRICT's expense, with counsel reasonably acceptable to CITY. CITY, at its expense, shall have the right to participate in the defense of any claims or litigation and shall have the right to approve any settlement, which approval shall not be unreasonably withheld. The indemnification provision of this Section shall not apply to damages or other losses proximately caused by or resulting from the gross negligence or willful misconduct of CITY. All indemnification obligations shall survive termination, expiration or cancellation of this AGREEMENT.

- 6.2. CITY agrees to and shall indemnify, protect, save hold harmless and insure SCHOOL DISTRICT, and its respective officers, directors, employees and members and agents, from and against any and all claims and demands for, or litigation with respect to, all damages which may arise out of or be caused by CITY or its agents, employees, contractors or subcontractors with respect to CITY's performance of its obligations under this AGREEMENT. CITY shall defend SCHOOL DISTRICT against the foregoing, or litigation in connection with the foregoing, at CITY's expense, with counsel reasonably acceptable to SCHOOL DISTRICT. SCHOOL DISTRICT, at its expense, shall have the right to participate in the defense of any Claims or litigation and shall have the right to approve any settlement, which approval shall not be unreasonably withheld. The indemnification provision of this Section shall not apply to damages or other losses proximately caused by or resulting from the gross negligence or willful misconduct of SCHOOL DISTRICT. All indemnification obligations shall survive termination, expiration or cancellation of this AGREEMENT.
7. VOLUNTARY AND KNOWING ACTION. The PARTIES, by executing this AGREEMENT, state that they have carefully read this AGREEMENT and understand fully the contents thereof; that in executing this AGREEMENT they voluntarily accept all terms described in this AGREEMENT without duress, coercion, undue influence, or otherwise, and that they intend to be legally bound thereby.
8. AUTHORIZED SIGNATORIES. The PARTIES each represent and warrant to the other that (1) the persons signing this AGREEMENT are authorized signatories for the entities represented, and (2) no further approvals, actions or ratifications are needed for the full enforceability of this AGREEMENT against it; each party indemnifies and holds the other harmless against any breach of the foregoing representation and warranty.
9. GOVERNING LAW. This AGREEMENT shall be deemed to have been made and accepted in Rice County, Minnesota, and the laws of the State of Minnesota shall govern any interpretations or constructions of this AGREEMENT without regard to its choice of law or conflict of laws principles. Minnesota Statutes, section 626.8482, and CITY's adopted School Resource Officer Policy, as the same may be amended from time to time, are incorporated herein by reference.
10. DATA PRACTICES. The PARTIES acknowledge that this AGREEMENT is subject to the requirements of Minnesota's Government Data Practices Act, Minnesota Statutes, Section 13.01 *et seq.*
11. NO WAIVER. Any Party's failure in any one or more instances to insist upon strict performance of any of the terms and conditions of this AGREEMENT or to exercise any right herein conferred shall not be construed as a waiver or relinquishment of that right or of that Party's right to assert or rely upon the terms and conditions of this AGREEMENT. Any express waiver of a term of this AGREEMENT shall not be binding and effective unless made in writing and properly executed by the waiving Party.

12. AMENDMENTS. This AGREEMENT may not be amended except in writing properly executed by the PARTIES hereto. Except as specifically amended, this AGREEMENT shall remain in full force and effect.
13. ASSIGNMENT. This AGREEMENT may not be assigned by either Party without the written consent of the other Party.
14. SEVERABILITY. The invalidity or unenforceability of any provision of this AGREEMENT shall not affect the validity or enforceability of any other provision. Any invalid or unenforceable provision shall be deemed severed from this AGREEMENT to the extent of its invalidity or unenforceability, and this AGREEMENT shall be construed and enforced as if the AGREEMENT did not contain that particular provision to the extent of its invalidity or unenforceability.
15. ENTIRE AGREEMENT. These terms and conditions constitute the entire agreement between the PARTIES regarding the subject matter hereof. All discussions and negotiations are deemed merged in this AGREEMENT. The headings to the various sections of this AGREEMENT are solely for the convenience of the PARTIES, are not part of the AGREEMENT and shall not be used for the interpretation of the validity of the AGREEMENT or any provision hereof.
16. SURVIVABILITY. All covenants, indemnities, guarantees, releases, representations and warranties by any Party or PARTIES, and any undischarged obligations of CITY and SCHOOL DISTRICT arising prior to the expiration of this AGREEMENT (whether by completion or earlier termination), shall survive such expiration.
17. EXECUTION. This AGREEMENT may be executed simultaneously in two or more counterparts that, when taken together, shall be deemed an original and constitute one and the same document. The signature of any Party to the counterpart shall be deemed a signature to the AGREEMENT, and may be appended to, any other counterpart. Facsimile transmission of executed signature pages shall be deemed as originals and sufficient to bind the executing Party.

IN WITNESS WHEREOF, the PARTIES have hereunto executed this document the day and year first above written.

INDEPENDENT SCHOOL DISTRICT NO. 659

By: _____
(Signature)
Title: _____
Print Name: _____

Date: _____

By: _____
(Signature)
Title: _____
Print Name: _____

Date: _____

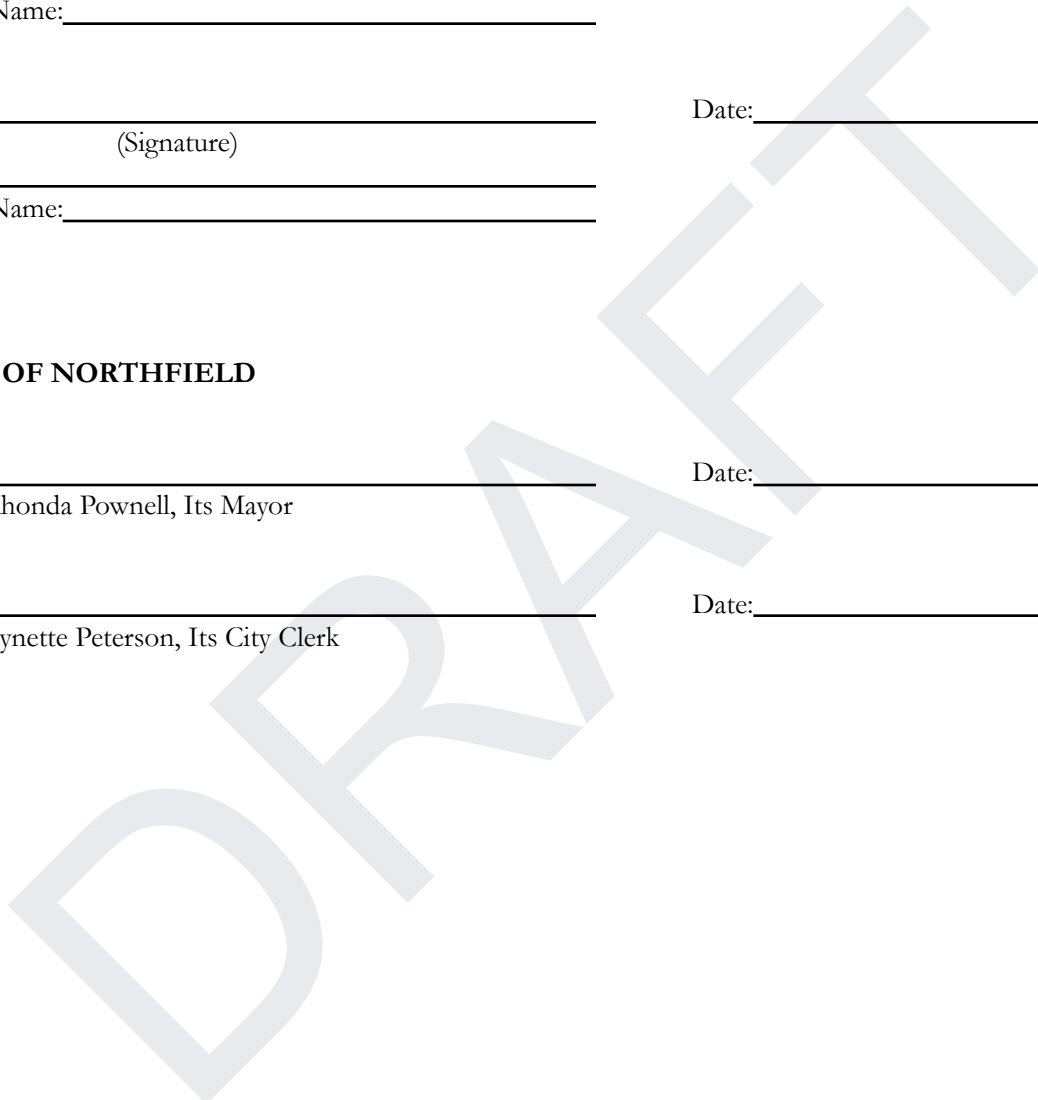
CITY OF NORTHFIELD

By: _____
Rhonda Pownell, Its Mayor

Date: _____

By: _____
Lynette Peterson, Its City Clerk

Date: _____



Grant Application Approval Form

Date: 11/18/2024

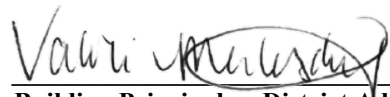
Any proposal submitted to an external funding source that involves any entity within the Northfield Public Schools must be approved by the School Board before the proposal is submitted. This form will accompany all requests to the School Board and will be filed along with a copy of the completed grant proposal. All proposals must:

- Support the District’s mission and goals.
- Be financially feasible and supported by all affected District departments or buildings.
- Demonstrate collaboration and commitment from the District, if required.

Grant Proposal Information	
Project Title	Ciresi Walburn Foundation Grant to Improve Tier I Instruction
Project Period	From: January 1, 2025 To: December 31, 2025
Funding Source	Ciresi Walburn Foundation
Application Deadline	July 12, 2024
List all Grant Applicants	Northfield Public Schools
School/Department	District
Contact Person	Hope Langston Phone No. 507-645-3436
Project Information	
Brief Proposal Description	<ol style="list-style-type: none"> 1. Build and measure a robust Tier 1 (core) instructional system as the foundation of our district MTSS process. 2. Broaden district leader and teacher efficacy and expertise in high impact instruction. 3. Expand the use of vertically aligned, robust curricular materials so that all students access rigorous instructional materials each day.
Project Goal (in one Sentence)	The Ciresi Walburn Foundation grant will provide funding to continue our partnership with TNTP to improve Tier I (Core Instruction) for all students.
List All Personnel Involved in Application	Dr. Matt Hillmann, Hope Langston
Budget Information	
Amount Requested	\$100,000
Matching Funds	<input checked="" type="checkbox"/> Are Partially Required <input type="checkbox"/> Not Required
Source of Matching Funds	We will contribute \$20,000 of Title II funding from FY 25 (\$10,000) and FY 26 (\$10,000) to support this project.

Required Documents Attached: Completed Application Rough Draft Summary of Application

 Hope Langston
 Project Initiator Signature
 Signature



 Building Principal or District Administrator

___ Approved by the School Board ___ Not Approved by the School Board Date _____

AGREEMENT

This Agreement is entered into this day 25th of November 2024 by and between the Northfield Public Schools (hereinafter the School) and the Northfield Swim Club (hereinafter the NSC). It is understood between the parties hereto that the NSC wishes to utilize certain facilities belonging to the School for swim practice purposes. It is further understood that the School wishes to accommodate the NSC pursuant to the School's Policy Regarding Community Use of School Facilities.

This Agreement is a legal contract and each party understands that it may be enforced in the District Court of the County of Rice, State of Minnesota against the School or the NSC if either one of them does not comply with the terms of this Agreement.

- I. Description of Premises – The premises covered by this Agreement are the Northfield Middle School swimming pool, and the adjacent girls and boys locker rooms.

- II. Use of Premises – Under this Agreement, the NSC is allowed to use the premises for swim practices and the monthly NSC board meeting. No other use of the premises is authorized under this Agreement. It is expressly agreed and understood between the parties that the NSC shall use the premises for swim practices based on a schedule provided by the facilities scheduling designee or a member of the NSC Board of Directors and approved by the School's Facilities Scheduler. Any other use, such as swim meets, will require a separate application.
 - A. The School requires that NSC take inventory of any lockers being used by participants in the boys or girls locker rooms. Please provide a Google Document with the name, grade and locker number to the Community Education Department.
 - B. Monthly NSC board meetings will be scheduled through Community Education. There will be no charge for these meetings which occur during practices.

- III. Term of Agreement – This agreement shall commence on November 25, 2024 and shall continue until November 24, 2025 unless terminated prior to that date as provided herein. Early termination of this agreement by either party requires a thirty-day written notice. This Agreement may be extended for an additional term, should the parties choose to do so; however, nothing contained herein shall be construed to require the School to extend the Agreement.

- IV. Expenses – The NSC hereby agrees to pay to the School the following expenses related to its use of the Premises:
 - A. Facilities – Effective November 25, 2024, the NSC will pay a facility fee of \$22.50 per hour for use of the swimming pool and the girls and boys locker rooms, with a two (2) hour maximum charge per date of use. These fees represent a negotiated 10% reduction from established community use fees. The NSC will pay an energy fee of \$12.00 per hour for every hour of use of the Pool and Locker Rooms. When the NSC shares space with the Community Education Department and SCUBA classes, the NSC will pay one-half of the agreed upon rental fee.

- B. Fee Reduction - The fee reduction is applied for facility rental costs for regular swim practices only, and not for meets or special events.
 - C. Custodial – The NSC will pay \$61.95 per hour to the School for custodial services related to the NSC’s use of the Premises should the use fall outside the normal hours of building operation. The NSC understands and agrees that the custodial services shall include any clean up necessary from any other event located on or about the premises which might occur during the day or evening prior to the NSC’s practices. The NSC understands and agrees that custodial service is required in the building prior to, and after, the NSC’s use of the premises. In addition, any use during non-school months in June, July and August, as the schedule allows, up to two hours per day of regular custodial time may be charged.
- V. Payment of Expenses – The School will bill the NSC monthly for any of the aforementioned expenses. The NSC will make payment within 30 days of its receipt of any such invoice. Invoices will be sent electronically to the NSC Treasurer, email to be provided by the NSC.
- VI. Limitations on NSC Use of Premises
- A. School and Non-school Related Activities and Events – The NSC understands that, according to the school district facility policy, school district activities and events and other school and non-school related activities may take precedence over permit usage. In the event the NSC’s use of the premises is precluded by any such activity, the School will attempt to provide two weeks’ notice to the NSC that it will not be allowed to use the premises. In addition, the NSC understands there may be School or non-school activities which may require that certain pieces of equipment be left in the pool area or in locker rooms located on the premises. The NSC agrees that in such an event it will take every precaution not to disturb such equipment. Activities scheduled in school facilities can be viewed at <https://northfieldschools.ce.eleyo.com/facilities/calendar>. Northfield High School Swim and Dive Team meet schedules can be viewed at <https://big9conference.org/public/genie/4/school/2493/?categories=74>.
 - B. Weather Closing – The NSC understands and agrees that if the School announces that schools will close early or are canceled due to inclement weather, NSC practices for those days are also canceled.
 - C. Calamitous Event – The NSC understands and agrees that, in the event of any event which may substantially impair the safety or viability of the premises, the School will exercise its discretion in deciding whether to cancel any scheduled use of the premises by the NSC. The School hereby agrees to make every effort to provide the NSC with as much advance notice of any such cancellation as possible.
- VII. Keys – The NSC understands and agrees that this Agreement shall entitle the NSC to possess two sets of keys to access the swimming pool, pool office, pool equipment room and locker rooms on the premises. The NSC has determined that these keys are to be issued to the current Head Coach and Lead Assistant Coach of the NSC. The assigned key holders will each sign for and be issued a key from the Facilities Scheduler at the beginning of the contract period and shall return the key at the end of the contract period, or when there is a change in key holder. In the event these keys are lost, the NSC will be charged actual costs for re-keying/re-coring as necessary.

INDEPENDENT SCHOOL DISTRICT 659
NORTHFIELD, MINNESOTA
PERSONNEL POLICIES AND PRACTICES

Community Education Recreation Wages

Policy Extends from
September 1, 2024 through August 31, 2026

Recreation Wages
September 1, 2024 through August 31, 2025

Position	Rate of Pay
Life Guard – Step 1	\$14.50/hour
Life Guard – Step 2	\$14.76/hour
Life Guard – Step 3	\$15.02/hour
Life Guard – Step 4	\$15.28/hour
Life Guard – Step 5	\$15.54/hour
Life Guard – Step 6	\$15.80/hour
Water Safety Instructor (WSI) Step 1	\$16.58/hour
Water Safety Instructor (WSI) Step 2	\$16.84/hour
Water Safety Instructor (WSI) Step 3	\$17.09/hour
Water Safety Instructor (WSI) Step 4	\$17.35/hour
Water Safety Instructor (WSI) Step 5	\$17.61/hour
Water Safety Instructor (WSI) Step 6	\$17.87/hour
Swim Lesson Instructor Lead – Step 1	\$15.54hour
Swim Lesson Instructor Lead – Step 2	\$15.80/hour
Swim Lesson Instructor Lead – Step 3	\$16.06/hour
Swim Lesson Instructor Lead – Step 4	\$16.32/hour
Swim Lesson Instructor Lead – Step 5	\$16.58/hour
Swim Lesson Instructor Lead – Step 6	\$16.84/hour
Swim Lesson Instructor Asst – Step 1	\$14.50/hour
Swim Lesson Instructor Asst – Step 2	\$14.76/hour
Swim Lesson Instructor Asst – Step 3	\$15.02/hour
Swim Lesson Instructor Asst – Step 4	\$115.28/hour
Swim Lesson Instructor Asst – Step 5	\$15.54/hour
Swim Lesson Instructor Asst – Step 6	\$15.80/hour
Recreation Instructor Lead – Step 1	\$15.54hour
Recreation Instructor Lead – Step 2	\$15.80/hour
Recreation Instructor Lead – Step 3	\$16.06/hour
Recreation Instructor Lead – Step 4	\$16.32/hour
Recreation Instructor Lead – Step 5	\$16.58/hour
Recreation Instructor Lead – Step 6	\$16.84/hour
Recreation Instructor Asst – Step 1	\$14.50/hour
Recreation Instructor Asst – Step 2	\$14.76/hour
Recreation Instructor Asst – Step 3	\$15.02/hour
Recreation Instructor Asst – Step 4	\$15.28/hour
Recreation Instructor Asst – Step 5	\$15.54/hour
Recreation Instructor Asst – Step 6	\$15.80/hour
Recreation Site Supervisor – Step 1	\$16.58hour
Recreation Site Supervisor – Step 2	\$16.84/hour

Recreation Site Supervisor – Step 3	\$17.09/hour
Recreation Site Supervisor – Step 4	\$17.35/hour
Recreation Site Supervisor – Step 5	\$17.61/hour
Recreation Site Supervisor – Step 6	\$17.87/hour
Softball/Basketball Official	\$30.00/game
Recreation Summer Intern – Step 1	\$16.58/hour
Recreation Summer Intern – Step 2	\$16.84/hour
Recreation Summer Intern – Step 3	\$17.09/hour
Recreation Summer Intern – Step 4	\$17.35/hour
Recreation Summer Intern – Step 5	\$17.61/hour
Recreation Summer Intern – Step 6	\$17.87/hour
Private Lessons:	
Individual lesson	\$45/individual/hour
Group - up to 5 per group	\$36/individual/hour
Group – 6 individuals or more	\$27/individual/hour
Swim Lessons	See Swim Instructor Lead or WSI if certified
Summer Weight Room – Lead	\$30.00/hour
Summer Weight Room – Assistant	\$20.00/hour
Yoga Instructor	Rate TBD by specific class dates/hours
Bass Fishing Supervisor	\$85.00/participant
Master’s Swim Club Coach	\$90.00/hour
Summit Ski Instructor	\$100.00/participant
Ski Club Chaperone	\$500.00 Stipend
Camp Director	\$25.00/hour
Raider Fitness Instructor	\$55.00/participant

Recreation Wages
September 1, 2025 through August 31, 2026

Position	Rate of Pay
Life Guard – Step 1	\$15.02/hour
Life Guard – Step 2	\$15.29/hour
Life Guard – Step 3	\$15.56/hour
Life Guard – Step 4	\$15.83/hour
Life Guard – Step 5	\$16.10/hour
Life Guard – Step 6	\$16.37/hour
Water Safety Instructor (WSI) Step 1	\$17.18/hour
Water Safety Instructor (WSI) Step 2	\$17.45/hour
Water Safety Instructor (WSI) Step 3	\$17.71/hour
Water Safety Instructor (WSI) Step 4	\$17.97/hour
Water Safety Instructor (WSI) Step 5	\$18.24/hour
Water Safety Instructor (WSI) Step 6	\$18.51/hour
Swim Lesson Instructor Lead – Step 1	\$16.10hour
Swim Lesson Instructor Lead – Step 2	\$16.37/hour
Swim Lesson Instructor Lead – Step 3	\$16.64/hour
Swim Lesson Instructor Lead – Step 4	\$16.91/hour
Swim Lesson Instructor Lead – Step 5	\$17.18/hour
Swim Lesson Instructor Lead – Step 6	\$17.45/hour
Swim Lesson Instructor Asst – Step 1	\$15.02/hour
Swim Lesson Instructor Asst – Step 2	\$15.29/hour
Swim Lesson Instructor Asst – Step 3	\$15.56/hour
Swim Lesson Instructor Asst – Step 4	\$15.83/hour
Swim Lesson Instructor Asst – Step 5	\$16.10/hour
Swim Lesson Instructor Asst – Step 6	\$16.37/hour
Recreation Instructor Lead – Step 1	\$16.10hour
Recreation Instructor Lead – Step 2	\$16.37/hour
Recreation Instructor Lead – Step 3	\$16.64/hour
Recreation Instructor Lead – Step 4	\$16.91/hour
Recreation Instructor Lead – Step 5	\$17.18/hour
Recreation Instructor Lead – Step 6	\$17.45/hour
Recreation Instructor Asst – Step 1	\$15.02/hour
Recreation Instructor Asst – Step 2	\$15.29/hour
Recreation Instructor Asst – Step 3	\$15.56/hour
Recreation Instructor Asst – Step 4	\$15.83/hour
Recreation Instructor Asst – Step 5	\$16.10/hour
Recreation Instructor Asst – Step 6	\$16.37/hour
Recreation Site Supervisor – Step 1	\$17.18/hour
Recreation Site Supervisor – Step 2	\$17.45/hour

Recreation Site Supervisor – Step 3	\$17.71/hour
Recreation Site Supervisor – Step 4	\$17.97/hour
Recreation Site Supervisor – Step 5	\$18.24/hour
Recreation Site Supervisor – Step 6	\$18.51/hour
Softball/Basketball Official	\$30.00/game
Recreation Summer Intern – Step 1	\$17.18/hour
Recreation Summer Intern – Step 2	\$17.45/hour
Recreation Summer Intern – Step 3	\$17.71/hour
Recreation Summer Intern – Step 4	\$17.97/hour
Recreation Summer Intern – Step 5	\$18.24/hour
Recreation Summer Intern – Step 6	\$18.51/hour
Private Lessons:	
Individual lesson	\$45/individual/hour
Group - up to 5 per group	\$36/individual/hour
Group – 6 individuals or more	\$27/individual/hour
Swim Lessons	See Swim Instructor Lead or WSI if certified
Summer Weight Room – Lead	\$30.00/hour
Summer Weight Room – Assistant	\$20.00/hour
Yoga Instructor	Rate TBD by specific class dates/hours
Bass Fishing Supervisor	\$85.00/participant
Master’s Swim Club Coach	\$90.00/hour
Summit Ski Instructor	\$100.00/participant
Ski Club Chaperone	\$500.00 Stipend
Camp Director	\$25.00/hour
Raider Fitness Instructor	\$55.00/participant

Policy 521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

In alignment with statute, the district's strategic commitment to equity, and its vision to prepare every student for lifelong success. ~~The purpose of This policy is to~~ protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education in Northfield Public Schools.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning, or;
 - 2. Has a record of such impairment, or;
 - 3. Is regarded as having such impairment, or;
 - 4. Has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the Director of Special Services regarding grievances or hearing requests regarding disability issues. This person is the district's ADA/504 coordinator.

Policy 521 Student Disability Nondiscrimination

Adopted: 08.28.2006; Statutory Update: 02.2022, INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)

42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)

29 U.S.C. § 794 *et. seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Policy 524.2 ACCEPTABLE USE AND SAFETY OF TECHNOLOGY AND TELECOMMUNICATION SYSTEMS BY STUDENTS

I. PURPOSE

To prepare every student for lifelong success, the Northfield School District provides technology and telecommunications resources for district students to equitably support and enhance student learning so they can become critical thinkers who are curious and ready to engage in our society. Access to and use of technology resources for students and employees is a fundamental part of education. This policy covers district student use of all technology and telecommunications resources in the district. The purpose of this policy is to govern and guide the appropriate use of these resources as we prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.

II. GENERAL STATEMENT OF POLICY

The district provides students with access to computers and peripherals, district networks, on campus and hotspot Internet access, software applications and other technology services in order to support and enhance student learning and to prepare them for work and life.

III. ACCEPTABLE/UNACCEPTABLE USES

A. Each student shall act responsibly when utilizing technology resources.

1. The use of the school district networks/computers/peripherals and internet/software applications and systems is a privilege that can be revoked at any time for abusive behavior. All activity and utilization of district technology resources must comply with Student Citizenship Handbook and school board policies.
2. While not an exhaustive list, students will not:
 - Use district technology resources to access, review, display, store, upload, download, distribute, post, receive, transmit, or print pornographic, obscene or sexually explicit materials or language, or other visual depictions that are harmful to minors.
 - Use district technology resources to access, display, store, upload, download, distribute or print materials that advocate violence, harassment or discrimination (hate literature) or are disruptive in any way.
 - Send abusive, intimidating, harassing, or unwanted material causing the work of others to be disrupted.
 - Use the district technology resources to vandalize, damage or disable the property of another person, will not make deliberate attempts to degrade, vandalize or disrupt equipment, software, or system performance, will not violate the network's security in any way, and will not use the district network/Internet/email system in any way so as to disrupt the use of the system by other users.
 - Use district technology resources to gain unauthorized access to resources, passwords, accounts, information or files without direct permission from the district.

- Use district technology resources to violate copyright laws, download or pirate software or plagiarize information, or engage in any illegal act or violate any local, state, or federal statute or law.
 - Send or forward unnecessary or frivolous emails or messages in any quantity to other users of the district email system or other digital applications. Transmission of chain letters and pyramid schemes is strictly prohibited.
 - Use district technology resources for commercial purposes, political lobbying or solicitation of any kind.
 - Use non-district owned equipment or devices to access networks and file servers that require district-provided credentials.
 - Use district technology resources to communicate under a false name or designation or a name or designation they are not authorized to use, including instances in conjunction with representing that they are somehow acting on behalf of or under the auspices of the district.
 - Use the name “Northfield Public Schools” in any form or use any symbol or logo or graphic used by Northfield Schools without the district’s prior consent.
 - Utilize the district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as Facebook, Twitter, Instagram, Snapchat, TikTok, Reddit, and similar websites or applications.
3. Students will use electronic information resources in compliance with all existing school board policies. Non-district owned equipment may access district guest networks but must comply with district policy and procedures.
- B. Each student shall respect private passwords, copyright and other intellectual property rights.
1. Copying of data, files or using passwords belonging to others will be considered a violation of district policies, a violation of law, and may constitute fraud, plagiarism or theft.
 2. Software licensed by the district must only be used in accordance with applicable license specifications and agreements. Illegal copying and/or installing of software on district computers is strictly prohibited. Illegal copying and/or installing of district licensed software on personal devices is strictly prohibited.
 3. Modifying or damaging information without authorization including but not limited to altering data, introducing viruses or damaging files or data is unethical and a violation of district policies.
- C. Each student shall abide by security restrictions on all systems and information.
1. Distributing or making your password or another person’s password or access code available to others or otherwise attempting to evade, disable or “crack” passwords, desktop security systems, or other security precautions, or assisting others in doing so threatens work, privacy and the integrity of district information, and is a serious violation of district policy.
 2. Attempts to “bypass” virus protection software on workstations or servers are violations of district security procedures.

3. Software or applications are generally installed by District technology services staff. Software or applications may only be installed by students with specific permission from the district.
- D. Each student shall recognize limitations to privacy and use of electronic communications. Employees, staff and students do not own district technology and telecommunications equipment or software. The district reserves the right to access user files at any time to protect the integrity of the systems and property of the district.
1. The district may examine or make copies of files that are suspected of misuse, or that have been corrupted or damaged. Files may be subject to search by law enforcement agencies if files contain information, which may be used as evidence in a court of law.
 2. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or district policy. The district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with district policies.
- E. Each student shall be aware that data and other materials in files maintained on district property or hosted solutions licensed by the district may be subject to review, disclosure or discovery under State and Federal legislation, including the Minnesota Government Data Practices Act.
1. The district can and will monitor the online activities of all employees and students, and employ “filtering” protection measures during any use by employees and/or students. The “filtering” measures are intended to block Internet sites that contain violent, obscene, pornographic or sexually explicit materials. The district will comply with any and all state and federal requirements around Internet filtering for student use. The use of this software does not guarantee that students or staff will not be able to obtain objectionable or pornographic materials over the Internet, but the chances have been minimized.
 2. It is mandatory that staff closely monitor and supervise student use of the Internet and all other technology resources at school to ensure appropriate, educational use.
- F. The district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the internet when off district premises also may be in violation of this policy as well as other district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the district receives a report of an unacceptable use originating from a non-school computer or resource, the district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the district computer system and

the internet and discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment.

IV. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

Outside of school, parents ~~are responsible~~ ~~bear responsibility~~ for monitoring their student's use of the district system and of the Internet if the student is accessing the district system from home or a remote location.

Parents may have the right at any time to investigate or review the contents of their child's files and email files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

V. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
1. Contracts with the district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use.
 2. Creates, receives, or maintains educational data pursuant or incidental to a contract with the district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. Identify each curriculum, testing, or assessment technology provider with access to educational data.
 2. Identify the educational data affected by the curriculum, testing, or assessment technology provider contract.
 3. Include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. The technology provider's employees or contractors have access to educational data only if authorized.
 2. The technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

VI. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the district or a technology provider must not electronically access or monitor:
1. Any location-tracking feature of a school-issued device.
 2. Any audio or visual receiving, transmitting, or recording feature of a school-issued device., or
 3. Student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. The activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by district employees, student teachers, staff contracted by the district, a vendor, or the Minnesota Department of Education, and notice is provided in advance.
 2. The activity is permitted under a judicial warrant.
 3. The district is notified or becomes aware that the device is missing or stolen.
 4. The activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose.
 5. The activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031., or
 6. The activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the

student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

VII. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

VIII. CELL PHONE USE

The board directs the superintendent and district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

Policy 524.2 Use of Technology and Telecommunications Systems by Students

Adopted: 04.13.1998; Updated: 07.19.2001, 05.10.2004, 06.10.2013, 03.09.2020, 09.27.2021; Statutory Update: 02.14.2022, 11.14.2022, INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 et seq. (Children's Online Privacy Protection Act)
17 U.S.C. § 101 et seq. (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S., 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
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 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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

I. PURPOSE

In alignment with its strategic commitments to people, equity, and partnerships, the purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from Northfield Public Schools' grounds.

II. GENERAL STATEMENT OF POLICY

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

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

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

III. DEFINITIONS

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

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

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

"Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.

- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.
- G.H. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS:

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

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

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

B. ***Removal By School Resource ~~Police Liaison~~ Officer or Peace Officer***

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building

administrator's designee, may request that the school resource ~~police liaison~~ officer or a peace officer remove the student from school grounds.

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

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

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

C. ***Reasonable Force Permitted***

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the school resource ~~police liaison~~ officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, school resource ~~police liaison~~ officers and school district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment is prohibited by Minnesota Statutes Section 121A.58.
 - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain.
 - c. Totally or partially restricting a child's senses as punishment.
 - d. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible.
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E.

- f. Physical holding (as defined above and in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.
 - g. Withholding regularly scheduled meals or water.
 - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. ***Parental Notification***

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

E. ***Continued Removals; Review of IEP***

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

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

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

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

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

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1

through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

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

Adopted: 03.08.2004; Revised: 04.2011, 07.11.2011, 05.15.2013, 05.16.2016, 01.13.2020; Non-Substantive Updates: 02.08.2022, 10.03.2022; Statutory Update: 07.10.2023, INSERT DATE HERE

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 (Removal by Police Officer)
Minn. Stat. § 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
20 U.S.C. 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act)
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment and Prone Restraint)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Protection)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Policy 535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. *Service Animal*

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

B. *Handler*

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

C. *Work or Tasks*

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

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

D. *Trainer*

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

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right:

1. To be present on district property or in district facilities.
2. To attend or participate in a school-sponsored event, activity, or program.
3. To be transported in a vehicle that is operated by or on behalf of the district.

B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.

C. The district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any district building.

B.D When an individual with a disability brings a service animal to a district property, district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability.
2. What work or tasks is the service animal trained to perform.

€E District employees shall not make these inquiries of an individual with a disability bringing a service animal to district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI. below.

∅F An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

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

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. District employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.

- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

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

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

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

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

IX. ALLERGIES; FEAR OF ANIMALS

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

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

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

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

XII. LIABILITY

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

Policy 535 Service Animals in Schools

Adopted: 01.13.2020; Substantive Update: INSERT DATE HERE

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

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

Policy 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to for some eligible students in the Northfield School District to prepare every student for lifelong success through equitable learning experiences.

II. GENERAL STATEMENT

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

- A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.
- B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.
- C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

IV. RESPONSIBILITIES AND DUE PROCESS PROCEDURES

- A. The board accepts its responsibility to identify, evaluate, and provide special

education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

- B. The district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs environment. When such services require or result from interagency cooperation, the district shall participate in such interagency activities in compliance with applicable federal and state law.
- C. If parents/guardians object to the district's proposed action regarding identification, assessment, placement, or program of their child with a disability, they will have the opportunity to meet with appropriate district staff in at least one conciliation conference. If conflicts regarding the child's identification, assessment, placement, or program cannot be resolved in conciliation conferences, facilitated IEP meetings, or mediation, the parent/guardian will have the right to an impartial due process hearing as provided by law.
- D. The district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the district conduct a comprehensive evaluation of the parent's or guardian's student.

Policy 608 Instructional Services - Special Education

Adopted: 12.10.2007; Non-Substantive Update: 05.18.2022; Statutory Update: INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References:

Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Definition of Child with a Disability)
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References:

MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Policy 614 **SCHOOL DISTRICT TESTING PLAN AND PROCEDURES FOR MINNESOTA—
STATE TEST ADMINISTRATION**

I. PURPOSE

The purpose of this policy is to establish the Northfield School District’s testing plan and procedure for all state required tests. It aims to communicate these plans and procedures effectively and transparently with all stakeholders.

II. GENERAL STATEMENT OF POLICY

The policy of the district is to implement procedures for Minnesota Comprehensive Assessments (MCA), the Minnesota Test of Academic Skills (MTAS) and ACCESS for English Language students testing, test security, documentation, and record keeping.

III. DUTIES OF DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent or Their Designee

1. *Responsibilities before testing*

- a. Designate a district assessment coordinator and district technology coordinator.
- b. Pre-authorize staff access for applicable Minnesota Department of Education (MDE) secure systems. Alternatively, another board-approved identified official with authority may complete this task.
- c. Review and recertify annually staff who have access to MDE secure systems.
- d. Read and complete the Assurance of Test Security and Non-Disclosure.
- e. Establish a culture of academic integrity.
- f. Cooperate fully with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

1. Post on the district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. ***Responsibilities after testing***
 - a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. ***Responsibilities before testing***
 - a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the Assurance of Test Security and Non-Disclosure.
 - c. Confirm that all staff who handle test materials, administer tests, or have access to secure test content have completed the Assurance of Test Security and Non-Disclosure. Maintain the completed Assurance of Test Security and Non-Disclosure for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the Assurance of Test Security and Non-Disclosure and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
 - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and

unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
 - (2) Verify staff complete any and all test-specific training.
- i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administration and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- j. Confirm that all students have appropriate test materials.

2. ***Responsibilities on testing day(s)***

- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- c. Contact the MDE assessment contact within 24 hours of a security breach and submit the Test Security Notification in Test WES within 48 hours.
- d. Address invalidations and test or accountability codes.

3. ***Responsibilities after testing***

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.

- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. *Responsibilities before testing*

- a. Designate a school assessment coordinator and technology coordinator for the building.
- b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
- c. Read and complete the Assurance of Test Security and Non-Disclosure.
- d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
- e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
- f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
- g. Verify that all test monitors and test administrators receive proper training for test administration.
- h. Ensure students taking specified tests have the opportunity to become familiar with test format, item types, and tools prior to test administration.
- i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. *Responsibilities on testing day(s)*

- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
- b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. *Responsibilities after testing*

- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. ***Responsibilities before testing***
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the Assurance of Test Security and Non-Disclosure.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the Assurance of Test Security and Non-Disclosure.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administration and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.

- (6) Distribute applicable ACCESS and Alternate ACCESS Test Administrator Scripts and Test Administration Manuals to test administrators so they can become familiar with the script and prepare for test administration.
- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. ***Responsibilities on testing day(s)***

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure Test Monitor and Student Directions and Test Administrator Scripts are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the Test Administration Report.
- f. Report security breaches to the district assessment coordinator as soon as possible.

3. ***Responsibilities after testing***

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. **Technology Coordinator**

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the Assurance of Test Security and Non-Disclosure.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. ***Responsibilities before testing***
 - a. Read and complete the Assurance of Test Security and Non-Disclosure.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. ***Responsibilities on testing day(s)***
 - a. **Before test**
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. **During test**
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.
 - (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. **After test**

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. **MTAS Test Administrator**

1. ***Before testing***

- a. Read and complete the Assurance of Test Security and Non-Disclosure.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.
- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
- e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. ***Responsibility on testing day(s)***

a. **Before the test**

- (1) Maintain security of materials.
- (2) Confirm appropriate MTAS materials are available and prepared for student.

- b. **During the test**
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
- c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. **MARSS Coordinator**

- 1. ***Responsibilities before testing***
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. ***Responsibilities after testing***
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. **Any Person with Access to Test Materials**

Read and complete the Assurance of Test Security and Non-Disclosure.

IV. **TEST SECURITY**

- A. Test Security Procedures will be adopted by school district administration.
- B. Students will be informed of the following:
 - 1. The importance of test security.
 - 2. Expectation that students will keep test content secure.
 - 3. Expectation that students will act with honesty and integrity during test administration.

4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated. If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
 2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
 5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
 6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
 7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
 8. Test Security Notification must be maintained for two years after the end of the academic school year in which testing took place.

9. Test Administration Report must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

Policy 614 District Testing Plan and Procedures

Adopted: 01.28.2008; Updated: 08.2013, 05.2016, 08.2017; Statutory Update: 08.08.2022, INSERT DATE HERE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References:

Minn. Stat. § 13.34 (Examination Data)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
 Minn. Rules Parts 3501.0640-3501.0660~~55~~ (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0960~~55~~ (Academic Standards in Science)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)
 Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Policy 708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address the existing partnerships, transportation rights of Northfield School District nonpublic school students, and to provide equality of treatment in transporting such students under law while upholding the district's strategic commitment to stewardship.

II. GENERAL STATEMENT OF POLICY

The policy of the district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent/guardian, the district must provide school bus transportation to the school district boundary for students residing in the district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting district. Such transportation must be provided whether or not there is another nonpublic school within the transporting district, if the transportation is to schools maintaining grades or departments not maintained in the district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The district may provide school bus transportation to a nonpublic school in another district for students residing in the district and attending that school, whether there is or is not another nonpublic school within the transporting district, if the transportation is to schools maintaining grades or departments not maintained in the district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the district transports students to a nonpublic school located in another district, the nonpublic school must shall pay the cost of such transportation provided outside the district boundaries.
- D. The district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services; if the district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating

thereto shall be within the sole discretion, control and management of the district. A nonpublic or charter school student transported by the district shall comply with district student bus conduct and student bus discipline policies.

- F. The board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the board provides pupil transportation through the school's employees, the board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the district when such services are provided at the discretion of the district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the district, the district must provide necessary transportation for the student within the district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the district of attendance and where the special instruction and services are provided within the district, the district must ~~shall~~ provide necessary transportation for that student between the district boundary and the educational facility. The district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school must ~~shall~~ pay the cost of transportation provided outside the district boundary. Districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the district. The district shall determine the type of vehicle used to transport disabled students on the basis of the handicapping condition and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must:
1. Be instructed in basic first aid and procedures for the students under their care.
 2. Within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities.
 3. Assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus.
 4. Ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system:
1. The student's name and address.
 2. The nature of the student's disabilities.
 3. Emergency health care information., and
 4. The names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the district's policy on transportation of public school students shall apply to the transportation of nonpublic school students except as specifically provided herein.

Policy 708 Transportation of Nonpublic School Students

Adopted: 10.27.2008; Updated: 04.2011; Substantive Update: 10.24.2022; Statutory Update: 07.10.2023, INSERT DATE HERE

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

- Legal References:** Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)
- Cross References:** MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)