INDEPENDENT SCHOOL DISTRICT NO. 659 REGULAR SCHOOL BOARD MEETING

Monday, September 8, 2025 \sim 6:00 p.m. \sim Regular Board Meeting Northfield District Office Boardroom Meeting 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. Area Learning Center (ALC) School Improvement Showcase
 - b. Greenvale Park Elementary School Improvement Showcase
 - c. Policy Committee Recommendations
- 6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Policy Revisions
 - d. Financial Reports
 - e. Personnel Items
- 7. Items for Individual Action
 - a. Superintendent's 2025-2026 Focus Areas
 - b. Adult Lunch Meal Price Increase
- 8. Items for Information
 - a. Construction Update No. 15
- 9. Future Meetings
 - a. Monday, September 22, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - *Tuesday, October 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 *Note that Monday, October 13, 2025 is Indigenous Peoples' Day
 - c. Monday, October 27, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- 10. Adjournment

NORTHFIELD PUBLIC SCHOOLS MEMORANDUM

Monday, September 8, 2025 ~ 6:00 p.m. ~ Regular Board Meeting Northfield District Office Boardroom Meeting Link

TO: Members of the Board of Education FROM: Matthew Hillmann, Ed.D., Superintendent

RE: Explanation of Agenda Items for the Monday, September 8, 2025, 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. <u>Area Learning Center (ALC) School Improvement Showcase</u>. ALC Director Daryl Kehler will provide the board with an overview of the school's successes and highlights in 2024-2025 and the focus areas for the 2025-2026 school year.
 - b. <u>Greenvale Park Elementary School Improvement Showcase</u>. Greenvale Park Elementary Principal Sam Richardson will provide the board with an overview of the school's successes and highlights in 2024-2025 and the focus areas for the 2025-2026 school year.
 - c. <u>Policy Committee Recommendations</u>. Superintendent Hillmann will present the policy committee's recommended changes to policies 613, 620, and 707. This will be an item for individual action at the September 22 board meeting.
- 6. Consent Agenda

Recommendation: Motion to approve the following items listed under the consent agenda.

- a. Minutes. Minutes of the regular school board meeting held on August 25, 2025.
- b. Gift Agreements. Gift agreements to be approved are attached.
- c. <u>Policy Revisions</u>. The updates to policies 501, 621, 624, 709, 722, 802, and 806 quote directly from new Minnesota laws and other legal sources and create substantive changes to existing policies or are clerical updates that do not affect the substance of a policy. These updates are recommended by the Minnesota School Boards Association. Because the district endeavors to have policy align with state and federal law, it is recommended that the board adopt the revisions presented. These policies will continue to be evaluated as scheduled in the board's policy review cycle.

d. Financial Reports.

<u>Financial Reports - April 2025</u>. Director of Finance Val Mertesdorf requests the board approve paid bills totaling \$3,033,035.87, payroll checks totaling \$3,745,294.76, a wire transfer totaling \$400,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$200,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for April 2025. At the end of April 2025, total cash and investments amounted to \$65,804,795.01.

<u>Financial Reports - May 2025</u>. Director of Finance Mertesdorf requests the board approve paid bills totaling \$2,274,350.15, payroll checks totaling \$3,964,524.66, a wire transfer totaling \$200,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$100,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for May 2025. At the end of May 2025, total cash and investments amounted to

e. <u>Personnel Items</u>.

i. Appointments

- 1. Amber Barksdale, .40 Rock N Roll Revival Choreographer at the High School, beginning 12/1/2025. .40 stipend \$2004.40 Subject to change upon the settlement of the 25-27 NEA Agreement.
- 2. Andrew Bonk, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 4-\$16.91/hr.
- 3. Rachel Brownlee, Administrative Support Assistant for Child Nutrition/Technology/Front Receptionist at the District Office, beginning 9/17/2025. Class IV Step 5-\$27.39/hr.
- Riley Butcher, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- Gabriella Chau, Water Safety Instructor with Community Ed Recreation, beginning 9/15/2025 5/31/2026. Step 4-\$17.97/hr.
- Esosa Edo-Ohonba, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 5-\$17.18/hr.
- 7. Daniel Hollerung, Site Supervisor with Community Ed Recreation, beginning 9/1/2025-5/31/2026. Step 6-\$18.51/hr.
- Charlie Iyegha, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 5-\$17.18/hr.
- 9. Emmalee Kmoch, .40 Rock N Roll Revival Choreographer at the High School, beginning 12/1/2025. .40 stipend \$2004.40 Subject to change upon the settlement of the 25-27 NEA Agreement.
- 10. Jackson LeBlanc, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- 11. Melvin Miller, Site Supervisor with Community Ed Recreation, beginning 9/1/2025-5/31/2026. Step 6-\$18.51/hr.
- 12. Sauvy Nernyuy, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- 13. Claire O'Leary, Ski Club Chaperone with Community Ed Recreation, beginning 1/5/2026-5/31/2026. \$500 stipend
- Trey Petersen, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 6-\$17.45/hr.
- 15. Madelyn Raabolle, Instructor Assistant with Community Ed Recreation, beginning 9/13/2025 -5/31/2026. Step 2-\$15.29/hr.
- 16. Taite Raasch, Instructor Lead with Community Ed Recreation, beginning 9/3/2025-5/31/2026. Step 4-\$16.91/hr.
- 17. Ruthie Stein, Administrative Support Assistant for Buildings and Grounds at the District Office, beginning 9/17/2025. Class IV Step 5-\$27.39/hr.
- 18. John Watkins, Site Supervisor with Community Ed Recreation, beginning 9/1/2025-5/31/2026. Step 6-\$18.51/hr.

ii. <u>Increase/Decrease/Change in Assignment</u>

- 1. Gabriella Chau, Water Safety Instructor with Community Ed Recreation, add Lifeguard and Instructor Lead with Community Ed Recreation, effective 9/15/2025-5/31/2026. Lifeguard step 4-\$15.83/hr. Instructor Lead Step 4-\$16.91/hr.
- 2. Vicky Chlan, Teacher at the High School, add Ski and Snowboard Club Chaperone with Community Ed Recreation effective, 1/5/2026-5/31/2026. \$500 stipend.
- 3. Peggy Christensen, Child Nutrition Associate at Bridgewater, add Special Ed EA PCA Bus for 5.83 hours/week with the District, effective 8/25/2025-5/28/2026.
- 4. Tracy Closson, Buildings and Grounds Coordinator, add Summit Ski Instructor with Community Ed Recreation, effective 1/5/2026-5/31/2026. \$100/participant.
- 5. Esosa Edo-Ohanba, Instructor Lead with Community Ed Recreation, add Instructor Assistant with Community Ed Recreation, effective 9/1/2025-5/31/2026. Step 5-\$16.10/hr.
- 6. McKenzie Foley, Teacher at Bridgewater, add Private Lesson Instructor with Community Ed Recreation, effective 9/1/2025-5/31/2026. Individual lessons \$54/individual/hour, Group up to 5 per group \$36/individual/hour.
- 7. Nancy Meyers, Child Nutrition Associate at Bridgewater, add Special Ed EA PCA Bus for 3.16 hours/day with the District, effective 9/2/2025-6/5/2026.
- 8. Xochitl Oaxaca, Special Ed EA PCA for 6.80 hours/day at the NCEC, add Extended Day Care Provider for 4.75 hours/week at the NCEC, effective 9/2/2025.
- 9. David Pennock, Special Ed EA PCA for 6.75 hours/day and Crossing Guard for .25 hours/day at the Middle School, change to Special Ed EA PCA for 6.75 hours/day at the Middle School, effective 9/2/2025.
- 10. Shari Satchell, 1.0 Rock and Roll Revival Choreographer at the High School, change to .20 Rock and Roll Revival Choreographer at the High School, effective 8/29/2025.

- 11. Darrell Sawyer, Teacher at the Middle School, add Private Lesson Instructor with Community Ed Recreation, effective 9/3/2025-5/31/2026. \$45/individual \$36/individual per group of 5 or less \$27/individual per group of 6 or more
- 12. Michael Shaeffer, Special Ed EA at the High School, add 1 class of Creative Writing, Semester 2 only, effective 1/26/2026-6/10/2026. BA10, Step 6 Subject to change upon the settlement of the 25-27 NEA Agreement.
- 13. Michelle Steele, Phy Ed Teacher at the Middle School, add % overload every other day in lieu of supervision at the Middle School, effective 9/2/2025-6/10/2026.
- 14. Lindsay Svien, General Ed EA for 5 hours/week at Greenvale Park, add Special Ed EA PCA for 2 hours/week at Greenvale Park, effective 9/2/2025-1/11/2026. Special Ed Step 4-\$23.51/hr.

iii. Leave of Absence

- 1. Caleb Davidson, Assistant Director of Special Services at the District Office, FMLA Leave of Absence beginning on or about 2/16/2025 for ten work days.
- 2. Jody Saxton West, Teacher at the High School, FMLA Leave of Absence beginning full time approximately 8/25/2025-9/8/2025. Part time beginning 9/9/2025-approximately 9/19/2025.

iv. Retirements/Resignations/Terminations

- 1. Pamela Hanson, Assistant Speech Coach at the High School, resignation effective 8/19/2025.
- 2. Richie Lacombe, Assistant Football Coach at the Middle School, resignation effective 8/27/2025.
- 3. Shari Setchell, Rock N Roll Revival Choreographer at the High School, rescinded resignation effective 8/25/2025.
- 4. Jessica Toft, EA at Bridgewater, resignation effective 8/27/2025.

7. Items for Individual Action

a. Superintendent's 2025-2026 Focus Areas. The board is asked to approve the Superintendent's 2025-2026 Focus Areas as presented at the last school board meeting.

Superintendent's Recommendation: Motion to approve the Superintendent's 2025-2026 Focus Areas as presented.

b. Adult Lunch Meal Price Increase. The board is asked to approve an increase in the cost of an adult lunch meal from \$5.00 to \$5.25, based on minimum meal cost recommendations issued by the USDA and the Minnesota Department of Education (MDE).

Superintendent's Recommendation: Motion to approve an increase in the cost of an adult lunch meal from \$5.00 to \$5.25.

8. Items for Information

a. <u>Construction Update No. 15</u>. Superintendent Hillmann will provide an update on the NHS construction project.

9. Future Meetings

- a. Monday, September 22, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. *Tuesday, October 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom *Note that Monday, October 13, 2025 is Indigenous Peoples' Day
- c. Monday, October 27, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

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

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



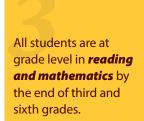
VISION

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

BENCHMARKS























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

STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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



Northfield Area Learning Center (ALC) School Improvement Plan 2025-26

Presented to the Board on 09.08.2025

Purpose

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

School Improvement Plan Highlights and Goals

Highlights		
Highlight No. 1	Benchmark Alignment	Narrative
We had a goal of achieving an 85% attendance rate each grading period of the 24-25 school year. We met this goal in 3 of the 8 grading periods. Our lowest attendance rate was 81.87% so even that is within the distance of making this a reality soon. The overall average increased from 80.31% for the 23-24 school year, to 84.05% for the 24-25 school year.	 All students are connected to the community. All students graduate from high school with a plan to reach their full potential. 	Attendance has long been a part of our school improvement process as we typically have 25-30% of our students qualify to attend the ALC by being truant. We strive to re-engage students and change their mindset to wanting to attend school instead of being forced to. We do this by purposefully building relationships with the students and creating an environment that is caring, welcoming, safe, and respectful.
Highlight No. 2	Benchmark Alignment	Narrative
We had a goal to have 75% of credits earned that we attempted each grading period for the 24-25 school year. We met this goal in 6 of the 8 grading periods. Our lowest credit completion was 72.56%, so this is very close to having all grading periods meet this goal. Our overall average for the year increased from 71.75% for the 23-24 school year to 78.69% for the 24-25 school year.	 All students are connected to the community. All students exhibit physical, social, and emotional well-being. All students graduate from high school with a plan to reach their full potential. 	Credit completion is the other aspect that the ALC staff has long focused on as this is imperative for graduation. Students often come to the ALC having experienced limited success in school. Our goal is to support them to feel success and then nurture that newfound sense of accomplishment. Since the overall goal is graduation, credits need to be earned and we have implemented strategies to maximize credit completion. For example, we have short grading periods of about 20 days, so students do not have to maintain a grade for a long

		period before seeing success. Also, if they have a tough grading period where they did not earn many credits, there is another opportunity soon to try and rebound. Flexibility is another strength of the ALC as we work with students through several plans if needed to find what works for them.
Highlight No. 3	Benchmark Alignment	
Our final highlight is the area of connectedness. We use the Student Engagement Instrument (SEI) to survey students in the fall, winter, and spring each year to gauge their social emotional well being and connectedness to the school. We had several areas that had 100% agreement (agree or strongly agree) in the Spring SEI. Those areas were: Teachers are there for me; Adults listen to the students at my school; I feel safe at this school; I have a say at what happens to me at school; and Teachers care about the students at my school. We completed a historical data analysis this year and found that all areas involving the teachers/staff had a history of very strong results and are trending in a positive direction.	 All students are connected to the community. All students exhibit physical, social, and emotional well-being. All students have a connection with a caring adult beyond their parents as they transition to middle school. 	The ALC's main purpose is to build positive relationships with students. We do this in a variety of ways, from greeting them every morning to taking field trips and doing activities at school. We utilize restorative practices and are increasing our use of Circles to build and maintain a positive atmosphere. The area of student to teacher relationships has a long history of being positive, but our PLC work is often focused on the area of peer to peer relationships since that area has room for growth. We have seen some growth in this area this past school year, but we will continue to work on ensuring all aspects of the students' experience at the ALC are positive.
Goal No. 1	Highlights Benchmark Alignment	Action Steps
Academic goal In following with the new direction of goal setting, our academic goal will be: Students will earn at least 80% of the credits attempted each grading period for the 25-26 school year.	 All students are connected to the community. All students exhibit physical, social, and emotional well-being. All students have a connection with a caring adult beyond their parents as they transition to middle school. All students graduate from high school with a plan to reach their full potential. 	Because it is my belief that connectedness, social/emotional well being, and having a caring adult are all crucial in getting students to a place to experience success, I have included these benchmarks. 1. The staff at the ALC will continue to care about students as shown by their day-to-day interactions and measured by the SEI survey. 2. The ALC staff will continue to be flexible when working with students and families to find the plan that is needed where they are at right now. This will be measured by the credits completed. 3. The ALC staff will continue to offer opportunities such as field trips and other activities such as picnics and staff prepared meals as a way to build community.

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Goal No. 2	Benchmark Alignment	Action Steps
Employee engagement survey goal Staff will report an increased feeling (more than 3.8 rating as measured by the Studer Employee Engagement survey) that organization-level resources are allocated to maximize effectiveness across the organization.	All employees report satisfaction in the workplace.	I will involve staff on decision-making aspects related to resource allocation. I will be transparent when allocating resources and explain the reasoning behind decisions.
Goal No. 3	Benchmark Alignment	Action Steps
Parent satisfaction survey goal The ALC will have at least 15% of families complete the Studer parent engagement survey for the 25-26 school year	All parents report satisfaction with their children's educational experience.	We have struggled to have parents fill out the parent engagement survey for the past several years. We have had 4 (24-25) and 5 (23-24) families fill out the survey, so we have limited data to draw conclusions from. Of the responses, we typically have a strong score in being treated with respect and having the resources for their child. We typically score lower in receiving regular feedback from the school. As we continue to work and communicate more with families, we will document other comments made to increase the data we gather.

Summary

The Northfield Area Learning Center had some great wins and highlights for the 24-25 school year including increased attendance and credit completion rates. We look forward to continuing this momentum and building off these successes for the 25-26 school year. Although we have strong connectedness data for students and adults, we would like to continue to work on peer to peer relationships and making those as positive as possible as well. The vision of our program is to have a safe, welcoming, and respectful environment, and we will continue to prioritize relationships to make the atmosphere as positive as possible.

Northfield Area Learning Center (ALC)

2025-26 School Improvement Plan September 8, 2025



Strategic Plan

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



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

BENCHMARKS













All parents report

satisfaction with their

children's educational







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





STRATEGIC COMMITMENTS



People

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



Learner

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.

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 Benchmarks

All children are ready for **kindergarten**.

All students are connected to the community.

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

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

All students **graduate** from high school with a plan to reach their full potential. All **employees** report satisfaction in the workplace.

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

All students have a connection with a caring adult beyond their parents as physical, social and emotional well-being.

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

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

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

Mode: The first as ass aliqued with identified by No accelerate important properties of 20 communities for all residents.

Note: The first seven benchmarks are aligned with the language videnthed by Northfield Promise, a collective impact consortium of 20 community organizations committed to relaying Northfield's youth three "norm crade to cases."

School Improvement Plan Purpose

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

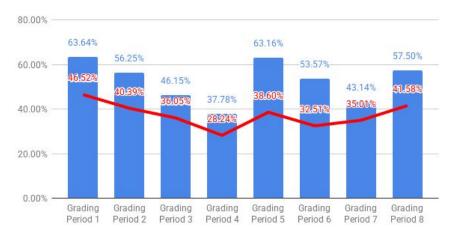
...to prepare every student for lifelong success!



2024-25 Highlights

Credits earned was above average all year!

Percent who earned 100% of credits average



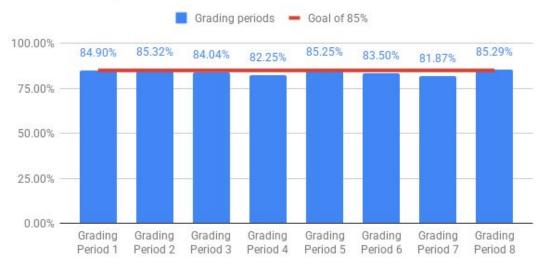




Attendance Highlights

- Our goal for the 24-25 school year was to achieve an 85% attendance rate.
 - We made the goal in 3 of 8 grading periods.
 - We ranged from 81.87% to 85.29%
- Our overall average attendance rate was up from 80.31% (23-24) to 84.05% (24-25).

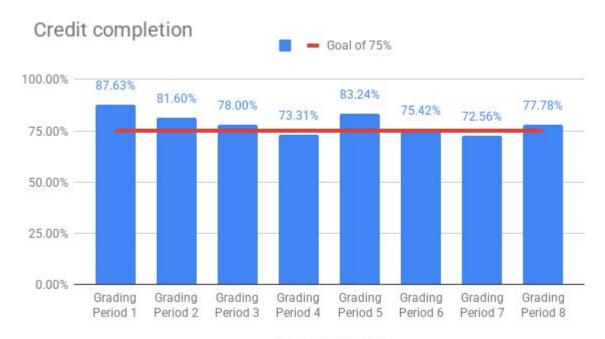
Attendance goal



Attendance bulletin board



Credit Completion Highlight



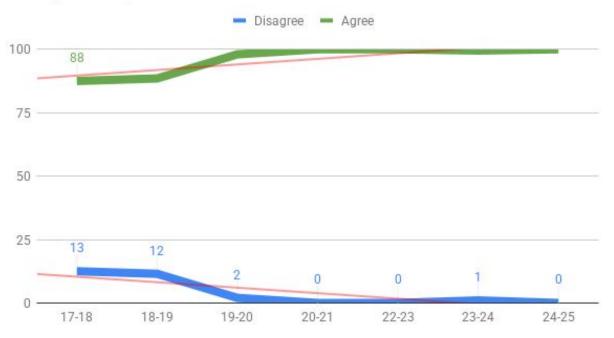
Credit bulletin board

- Our goal was to have 75% of credits earned.
 - We met the goal in 6 of 8 grading periods.
 - We ranged from 72.56% to 87.63%.
- Our overall average of credits earned went from 71.75% (23-24) to 78.69% (24-25).



Connectedness Highlight

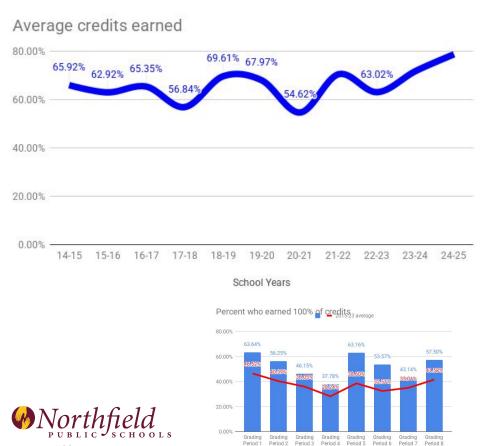
At my school, teachers care about students



- Our connectedness data shows many areas trending upwards as measured by the Student Engagement Instrument (SEI) survey.
 - Multi-year analysis (see graph)
- All 100% agree/strongly agree (Spring SEI).
 - Teachers there for me
 - Adults listen to students
 - I feel safe at this school
 - I have a say at school
 - Teachers care about students



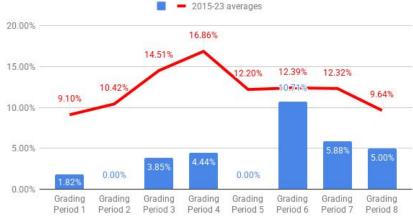
Goal No. 1 focusing on Academic Achievement



Celebrating 150 years

- We will continue to focus on credit completion as our academic related goal.
 - Students will earn at least 80% of the credits attempted each grading period for the 25-26 school year.

Percent who earned 0 credit



Goal No. 2 focusing on Employee Engagement



- Staff will report an increased feeling (more than 3.8 rating as measured by the Studer Employee Engagement Survey) that organization-level resources are allocated to maximize effectiveness across the organization.
 - This was the lowest score as measured by the Studer Employee Engagement survey.



Goal No. 3 focusing on Parent Engagement



- The ALC will have at least 15% of families complete the Studer parent/caregiver satisfaction survey for the 25-26 school year.
 - We have had 4 (24-25) and 5 (23-24) families fill out the survey the past two years so we have had limited data to analyze.
- We will collect anecdotal data as we work and communicate with families to increase the data that we collect.
 - This will aid in our continuous improvement cycle.
- We have had an increasing number of families coming to our family style conferences which include a BBQ.



Cell phone policy at the ALC

- Our cell phone policy is aligned to the Northfield High School policy.
- Our smaller size allows for more direct discussions about cell phone use than more traditional buildings.



Thank You and Questions





Greenvale Park Elementary School Improvement Plan 2025-26

Presented to the Board on September 8, 2025

Purpose

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

School Improvement Plan Highlights and Goals

Highlights		
Highlight No. 1	Benchmark Alignment	Narrative
Learner Outcomes In the spring, 5th grade students demonstrated high levels of reading proficiency with 76.7% scoring meets or exceeds for MCA Reading. This was the third year in a row that 5th grade MCA Reading scores were above 70%.	All students are at grade level in reading and mathematics by the end of 3rd and 6th grades.	 The 5th grade MCA Reading score was the highest score for Greenvale Park 5th graders in the past nine years. It was the third year in a row that more than 70% of 5th grade students scored meets or exceeds on MCA reading. The Science of Reading training was completed for licensed staff members. Bridge2Read and Core95 Foundational Skills literacy programs were implemented in grades 1-5. ADSIS and Title 1 Teachers support small group instruction and progress monitoring. Reading Corps Tutors serve students in grades K-3.
Highlight No. 2	Benchmark Alignment	Narrative
People The Greenvale Park employee engagement and parent/caregiver Satisfaction surveys indicated increases from 2024 to 2025.	 All students are connected to the community. All students are at grade level in reading and mathematics by the end of 3rd and 6th grades. All students exhibit physical, social, and 	 In 2024-2025, family conferences were scheduled in the fall and winter to provide feedback to parents and caregivers about student learning. Family engagement opportunities were planned

The Greenvale Park staff completed the annual employee engagement survey. The mean score was 4.13. This was an increase of 0.15 from 2024. The top scoring item was "I believe my work positively impacts those we serve." Greenvale Park has consistently reported positive results for parent satisfaction. The mean score on the annual parent/caregiver Survey increased by 0.05 from 4.49 in 2024 to 4.54 in 2025. The Top 2 Box percentage increased from 91.42% in 2024 to 92.33% in 2025. The survey items rated highly include: • The school is well maintained. • I am treated with respect at this school. • I am proud to say I have a child at this school. • I believe this school positively impacts my child's growth and development.	emotional well-being. • All employees report satisfaction in the workplace. • All parents report satisfaction with their children's educational experience.	by each grade level during the year. These events invited family members to school to experience and celebrate the learning done by Gecko students. • The Gecko Gallery was a staff-led event celebrating creative arts. The staff planning committee partnered with the PTO and Community School to provide free food and activities to over 700 attendees. • The Fall Fundraiser includes a school-wide celebration and community building. Greenvale Park is celebrated during the week of the fundraiser. • Community School hosted events, including Pizza with the Principal, to increase parent involvement at school. • Goal Getter awards are presented to any student for meeting academic and other personal goals.
Highlight No. 3	Benchmark Alignment	
People, Learner Outcomes, Partnerships Greenvale Park supports students through social-emotional learning, positive behavior supports and extended learning opportunities with community partners.	 All students are connected to the community. All students are at grade level in reading and mathematics by the end of 3rd and 6th grades. All students exhibit physical, social, and emotional well-being. 	 The Building SEL Team supported Second Step instruction and Character Trait recognition. Data is collected using the SSIS screener. Tiered supports are provided for students in both general education and Special Education settings. The behavior coach and social worker are able to provide small group and individual lessons. Fernbrook therapist has provided an additional valuable service at the school. Monthly Character Kid meetings were held to celebrate positive student behavior and character during the year. St. Olaf Physics Experience, Carleton Optics Lab provided science learning on site. The St. Olaf Theater department hosted grades 3-5 for the spring play. Environmental Learning Day included multiple local and regional partners to enhance students' learning and experience.
Highlights		

Goal No. 1	Benchmark Alignment	Action Steps
District Academic Goal: 80% of students will meet grade level benchmarks in each subject area Spring 2025 - Greenvale Park Data for Grades 3-5: MCA Reading (meets or exceeds) = 61.5% MCA Math (meets or exceeds) = 62.3%	All students are at grade level in reading and mathematics by the end of 3rd and 6th grades.	 The MTSS Team will monitor grade level data to determine system level actions to address areas of need. EduClimber will provide a data warehouse solution for analyzing and monitoring student progress throughout the year. PLC weekly meetings will provide additional professional learning in the areas of reading, math and high-impact instructional strategies. This will be the second year of implementation for the Bridges math program. Interventionists will support assessment, provide interventions and progress, monitoring students needing additional, targeted instruction. Data Day meetings allow teacher teams to analyze data and plan for instruction.
Goal No. 2	Benchmark Alignment	Action Steps
District SEL Goal: 90% of students will demonstrate proficiency on social/emotional outcomes.	All students exhibit physical, social, and emotional well-being.	 Belong. Respect. Work expectations are introduced to all students. The Second Step SEL curriculum will be taught and supported by the Building SEL Team. Tiered support will be provided by Behavior Coach, Social Worker and Fernbrook Therapist. The Character Trait program will continue with grade level meetings and monthly Character Trait focus. The SSIS screener data is used to provide interventions and connect with families.
Goal No. 3	Benchmark Alignment	Action Steps
Parent Satisfaction Survey Goal for 2025: The parent/caregiver satisfaction survey for 2025 indicated that one area for growth was the statement: "I regularly receive feedback from school staff on how well my child is learning." A goal will be to increase the score for this measure from 4.31 in 2024-25 to 4.36 in 2025-26. Employee Engagement Survey Goal for 2025:	 All parents report satisfaction with their children's educational experience. All employees report satisfaction in the workplace. 	 Review and refine practices for reporting on student learning progress with the MTSS Team, Site Team and Building Teams. Review and revise notifications for intervention service. Meet with PTO and other family groups to gather feedback from parents/ caregivers. Conferences will be held in person in November and February. Create structures and systems for clear feedback loops for

The employee engagement survey for 2025 indicated an area for growth was the statement: "I have the opportunity to provide input on decisions that affect my job." A goal will be to increase the score for this measure from 3.78 in 2024-25 to 3.83 in 2025-2026.

staff.

- Communicate leveled decision-making process and share decision levels when making decisions with staff input.
- PLCs, Site Team, Building Teams, MTSS will provide collective input for team and building-level decisions.
- Rounding meetings will be held in the fall and reports will be shared with staff in newsletters and staff meetings.

Summary

Greenvale Park showed positive results for students in the area of reading as 5th graders complete elementary school and move to the middle school level. This year's focus is on building off of successful completion of training and implementation of curriculum in 2025-26 to support academic growth for students. Student social-emotional learning remains an ongoing priority. A talented and experienced staff remains committed to helping all students reach their full potential. Greenvale Park continues to be a positive community for students, staff and families!

Greenvale Park Elementary

2025-26 School Improvement Plan September 8, 2025



Strategic Plan

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



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

BENCHMARKS

















All students graduate

from high school with

a plan to reach their

full potential.





Mate: The first seven benchmark

are aligned with the language

collective impact consortium

8

W Northfield

STRATEGIC COMMITMENTS



People

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



Learner

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.

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 Benchmarks

All children are ready for **kindergarten**.

All students are connected to the community.

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

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

All students **graduate** from high school with a plan to reach their full potential. All **employees** report satisfaction in the workplace.

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

All students have a connection with a caring adult beyond their parents as physical, social and emotional well-being.

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

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

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

Mode: The first as ass aliqued with identified by No accelerate important properties of 20 communities for all residents.

Note: The first seven benchmarks are aligned with the language videnthed by Northfield Promise, a collective impact consortium of 20 community organizations committed to relaying Northfield's youth three "norm crade to cases."

School Improvement Plan Purpose

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

...to prepare every student for lifelong success!



2024-25 Highlights

- Consistent strong performance in reading as 5th grade students complete tenure at Greenvale Park.
- Employee engagement and parent/caregiver satisfaction results demonstrate continued positive growth.
- Students continued to receive social-emotional learning instruction in classrooms and tiered support.
- Strong community partnerships enhance development of physical, emotional and social well being, as well as academic growth.





Highlight No. 1 Reading Success



- 5th grade MCA Reading proficiency remains above 70% for the third consecutive year.
- Science of Reading training and Foundational Skills curriculum support instruction.
- Tiered intervention supports offered for students.
- Foundational Skills curriculum implemented for grades K-5 in 2025-26.



Highlight No. 2 Positive Community









- Parent/caregiver satisfaction and employee engagement scores increased.
- Family engagement events create strong connections between home and school.
- Parents/caregivers are proud of the school and see the positive impact.
- Staff members see impact of the important work they do at the school.
- The Gecko Gallery event was a successful collaboration between staff, Community School and PTO.



Highlight No. 3 Supporting Whole Child





- SEL Instruction
- Data-driven Tiered Supports
- Monthly Character Trait Programs
- 4th Grade Kindness Retreat
- Experiential Learning with Community Partners



Goal No. 1 Student Achievement



- District Academic Goal: 80% of students will meet grade level benchmarks in math and reading.
- PLC Model with embedded professional learning
- Science of Reading Training and Foundational Skills Instruction
- Bridges Math Year 2



Goal No. 2 Social-Emotional Learning



- District SEL Goal: 90% of students will demonstrate proficiency on social/emotional outcomes.
- Building SEL team supports Tier 1 instruction
- Mult-tiered options to respond to student needs based on data
- Character Trait program for all grades



Goal No. 3 Communicating Progress and Gathering Input



- The Parent/caregiver survey growth area:
 "I regularly receive feedback from school staff on how well my child is learning."
- Two family/teacher conference windows, revised notifications, quarterly reporting and parent/caregiver feedback
- Employee experience survey growth area:
 "I have the opportunity to provide input on decisions that affect my job."
- Leveled decision-making process, team involvement, rounding meetings and reports to staff to create feedback loop



Thank You and Questions







Northfield Public Schools Policy Committee Recommendations

September 8, 2025 Items for Discussion and Reports

Policy	Changes
613: Graduation Requirements	 Change Type: Substantive Hope Langston was listed in section IV as the district assessment coordinator. Replaced with Jessie Huebsch. Addition of personal finance course requirement in section V. Listed Policy 620 in the cross references section.
620: Credit for Learning	 Change Type: Statutory Nonsubstantive change in section VI. Addition of weighted grades section VII.
707: Transportation of Public School Students	 Change Type: Statutory Added line to section IV.C.2: "The district has established fees for students who live within the discretionary areas of service. Visit the district website for more information." Deletion of language in section VII. B. The 2025 Minnesota legislature amended Minnesota Statutes, section 123B.92 to remove the deleted language. Deleted language refers to students with disabilities in relation to transportation to school. Deletion of language referring to afternoon kindergarten in section IV.C.4.

Policy 613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of tThis policy is to sets the Northfield School District graduation forth requirements, focused on preparing every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society. for graduation from the Northfield School District.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

Hope Langston Jessie Huebsch shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the board annually for approval.

V. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts.
- B. Three credits of mathematics, including an Algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- C. An Algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics.
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science.
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts.
- G. One credit of physical education.
- H. One-half credit of health.
- I. <u>One-half credit in personal finance.</u> (Starting with students who begin grade 9 in the 2024-25 school year.)
- + J. A minimum of seven elective credits.
- J. K. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D.; above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D.; above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

- 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
- 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
- 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
- 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VI. EARLY COMPLETION OF HIGH SCHOOL REQUIREMENTS

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met.
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision.
- C. The principal's decision shall be in writing and will be reported to the superintendent with possible review by the board.

Early completion of graduation requirements will be permitted, but there will be only one graduation ceremony held at Northfield High School and one graduation ceremony held at the Alternative Area Learning Center, both traditionally held at the end of the academic year.

VII. GRANTING OF DIPLOMA

- A. Upon completion of graduation requirements specified in this policy a student will be granted a standard high school diploma.
- B. The academic standards for language arts, mathematics, and science apply to all students except students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.
- C. Students who have or will have successfully completed graduation requirements by the last day of the school year may participate in the commencement program

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

Policy 613 Graduation Requirements

Adopted: 01.14.2008; Updated: 06.23.2013, 04.13.2022, INSERT DATE; Non-Substantive Update: 04.20.2022; 08.12.2022;

Statutory Update: 08.14.2023

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks) Minn. Stat. § 120B.024 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (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)

U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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)

MSBA/MASA Model Policy 620 (Credit for Learning)

Policy 620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the Northfield School District will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. A student must provide the district with a copy of the student's grades in each

course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for postsecondary credits taken by a student, the district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including

information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (78), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The district must verify the hours worked with the employer before awarding elective credit.

VII. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging. A grade awarded in an Advanced Placement course, a Postsecondary Enrollment Options (PSEO) program or a Concurrent Enrollment course will be multiplied by a factor of 1.25.
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

Policy 620 Credit for Learning

Adopted: 12.8.2008; Revised: 04.13.2020; Non-Substantive Update: 08.12.2022; Statutory Update: 08.14.2023, INSERT DATE

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Thriving for the World's Best Workforce)

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 and LEP Students)

504, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability) MSBA/MASA Model Policy 618 (Assessment of Standard Achievement) MSBA/MASA Model Policy 624 (Online Instruction)

Policy 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students for Northfield Public Schools consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner that will protect their health, welfare and safety.
- B. The district recognizes that transportation is an essential part of the district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Child with a disability" includes every 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 Education ("Commissioner"). A licensed physician, an advanced practice 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. In addition, every child under age three, and at the district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. "Home" is the legal residence of the child. In the discretion of the district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the district if enrolled in the district.
- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in

hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.

- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. "Nonresident student" is a student who attends school in the Northfield school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the district shall provide transportation to and from school, at the expense of the district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.
- B. The district may, in its discretion, also provide transportation to any student to and from school, at the expense of the district, for any other purpose deemed appropriate by the board.
- C. Walk Areas and Bus Stops

1. Walking Areas

Distance is the primary criteria used to establish walking areas. The walking areas are determined by measuring the distance, in the most direct route, from the home of the student to the nearest property line of the school of attendance. Current walk boundaries

established by Northfield School District 659 are approximately 1 mile for students in grades 6 through 12, and approximately .75 mile for students in kindergarten through grade 5.

2. The Northfield School District has established discretionary areas of service for students who reside less than two miles from school, but in addition to the walk areas described above. The district has established fees for students who live within the discretionary areas of service. Visit the district website for additional information.

3 Bus Stops

- a. Bus stops and routes may change each year based upon the student population. Students may have to walk varying distances to the bus stop depending on the route structure and time schedule. Individual stops at homes would add considerable time to a bus route.
- b. Visibility from the home to the bus stop is not part of the criteria for establishing bus stops. If a parent/guardian is concerned about watching their children at the bus stop, they need to walk with them to the stop.
- c. School buses will not travel down cul-de-sacs, except special vehicles designed to pick up students with disabilities.
- d. Bus turnarounds must meet minimum visibility and road standards for rural routes. Transportation services will be provided insofar as possible as follows:
 - 1. On a public road, of at least two lanes with a minimum 24' wide top surface, maintained by the state, county, city, or township and is one-half mile long to a main traveled road.
 - 2. There is a suitable place to turn around, meeting safety and visibility standards.
 - 3. All turnarounds must be sufficiently wide, plowed of snow and otherwise maintained to allow for safe turn around of a bus.

D. Transportation of Any Person

Districts may use district-owned or contractor-operated school buses to provide transportation along regular school bus routes on a space available basis for any person. Such use of a bus must not interfere with the transportation of pupils to and from school or other authorized transportation of pupils. In all cases, the total additional cost of providing these services, as determined by sound accounting procedures, must be paid by charges made against those using these services or some third-party payor. In no case shall the additional cost of this transportation be paid by the district. The provisions of section 65B.47, subdivision 4, shall be applicable to any person being transported pursuant to this subdivision.

E. Bus Ridership

Based upon their home address, students are assigned to a specific bus stop and bus route. Students must ride to and from the school on the bus(es) to which they have been assigned.

Exceptions to this rule are as follows:

1. If parents will be out of town for one week or longer, and children will be staying at a different location, please contact the bus company to change the listed bus stop. The new

bus stop must be on an existing route, as buses will not be rerouted for temporary addresses.

2. In case of a serious family emergency, such as a death or unexpected hospitalization of a family member, please contact the principal's office at your child's school as early in the day as possible if alternate arrangements are necessary. Calls to the office near the end of the school day can result in missed messages and confusion.

3. After-School Activities

- a. Transportation is not provided on regular route buses for non-school activities, such as work, music or dance lessons, scouts, church activities, etc.
- b. Students may be allowed to ride an alternate bus for after-school activities sponsored by the Northfield School District if space is available on an existing bus route. Advance registration for the activity is required and the school or community education activity coordinator must contact the bus company at least one month in advance to determine if space is available. The district staff in charge of the activity shall forward a list of the students involved to the bus company, and to the office of each school which the students normally attend, at least one week in advance of the activity session.
- c. Parents are responsible for transporting their child(ren) home after these activities. Parents may be required to provide identification to the school staff member in charge of the group when picking up their child(ren) from the event.

4. Busing to/from Daycare

A student's daycare location may be regarded as their home residence for the purpose of transportation. The daycare must be located in the same attendance area as the student's home. Student pick-ups for afternoon kindergarten are available only in the city of Northfield. Rural kindergarten students are picked up on regular morning bus routes.

- a. Student pick ups: Students may ride from home or daycare in the morning as long as an existing stop is used and the change does not overload the bus or adversely affect the bus schedule for other students. Parents should contact the bus operator to request an alternate pick up location.
- b. Student drop offs: Students will be assigned to one take-home bus route and one drop off location only, near either the home *or* the daycare. Students will not be allowed to alternate between drop off locations. Although this policy is not always convenient for parents, it is the safest for students.
- c. Bus registration forms should be turned in before the end of the previous school year so that the bus routes may be established as accurately as possible. If daycare arrangements change over the summer, the school and transportation operator should be notified as soon as possible.

5. Address Changes or New Students

Please allow up to 5 days for changes to be implemented due to adding new students whose transportation requires additional bus stops, route changes, and/or additional vehicles.

6. Family Residence Changes within the District

Students whose family moves to a different elementary attendance area in mid-year will

not be required to transfer to the other school during that school year. However, bus transportation may not be available. Routes will not be added or changed to accommodate for this type of situation.

7. Shared Custody

When divorced parents reside in different school attendance areas within the district and share physical custody of a student, transportation may be available to/from the residence that is located in a school attendance area different from the school where the student is enrolled. Parents must contact the transportation operator to determine whether space is available. Parents shall also provide a regular schedule to the school office and bus operator, regarding where the student needs to be transported on specific days or weeks. It is the responsibility of the parent to ensure that their child knows where he or she needs to go after school each day.

8. Field Trips

Transportation is provided for curricular field trip activities during the school day. The school official organizing the field trip must obtain a price quote for transportation prior to the trip from the bus contractor. A Bus Request Form provided by the building secretary must be completed and faxed or mailed to the bus contractor to book the trip. The school official should call the bus contractor a couple of days in advance of the trip to confirm the bus and verify that the information is correct. Field trip buses must be scheduled to return students to school at least ten minutes before the end of the school day if the students are expected to ride afternoon route buses that day.

F. For purposes of stabilizing enrollment and reducing mobility, the district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. The same level of service means using the closest current and existing pick-up/drop-off point assigned by the district within the geographical boundary of Northfield Public Schools. The stop must be at a location that allows for a safe transfer between the school bus and parents' vehicle, as determined by the bus company safety director.
- B. If the district decides to transport a nonresident student within the student's resident district, the district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to an appropriate stop in the district during those times

- when the student is residing with the parent in the nonresident district.
- D. The district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week (Minnesota Statutes, section 124D.03, subdivision 8).
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the district, if in the discretion of the district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the district in an adjacent district.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, subdivision 1(b)(4), for a resident child with a disability disabilities not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability disabilities not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with <u>disabilities</u> a <u>disability whose disabling conditions</u> 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 who are transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the district. The district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state

academies for educational purposes, but who also are enrolled in a public school within the district, shall be provided transportation, by the district to and from said board and lodging facilities, at the expense of the district.

- D. If a resident student with a disability attends a public school located in a contiguous school district and the district of attendance does not provide special instruction and services, the district shall provide necessary transportation for the student between the district boundary and the educational facility where special instruction and services are provided within the district. The district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another district and the student continues to live within the district during the care and treatment, the district shall provide the transportation, at the expense of the district, to that student. The district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a daycare and treatment program and the district receives a copy of the order, then the district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the district during regular operating hours of the district.
 - 1. Before the placement of a pupil for care and treatment, the district of residence must be notified and provided an opportunity to participate in the placement decision. It is reasonable for the district to refuse or delay transportation to a care and treatment program if the district administration has been denied the opportunity to participate in the placement decision.
 - 2. The district will transport a student determined to need placement in a day treatment program to the therapeutic day program offered collaboratively by Rice County and the district to the extent placement is deemed appropriate by therapeutic program staff and an opening exists.
 - a. Only if placement in this program is not possible will the district transport to the next closest day treatment program as approved by the district's director of special education.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the district shall provide the necessary transportation at the expense of the district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required

by law.

H. 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 alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the district and the school district in which the student is temporarily placed agree that the district in which the student is temporarily placed shall provide transportation.
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the district, the district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the district in which the school of origin is located.
 - 4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

IX. AVAILABILITY OF SERVICES

Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, at in the discretion of the district, on staff development days.

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.

XII. FEES

- A. At its discretion, the district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional.
- B. The district may charge fees for transportation of students to and from school when authorized by law. If the district charges fees for transportation of students to and from school, guidelines shall be established to ensure that no student is denied transportation solely because of inability to pay. The district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190 05
- C. The district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, in its discretion, the district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

XIII. APPEAL PROCESS

An appeal to this policy may be directed first to the Director of Special Services <u>for students</u> <u>with disabilities</u>, <u>second</u> <u>then</u> to the Director of Finance, and finally the Superintendent of Schools, whose decision will be final.

Policy 707 Transportation of Public School Students

Adopted: 01.12.2009; Updated: 10.11.2010, 04.2011, 04.2012, 02.2013, 05.2013, 05.2016, INSERT DATE; Non-Substantive Update:

10.04.2022; Statutory Update: 10.28.2024

Board of Education INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)

Minn. Stat. § 123B.36 (Authorized Fees) Minn. Stat. § 123B.41 (Definitions)

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement) Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States) Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)

Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. Ch. 125A (Special Education and Special Programs) Minn. Stat. § 125A.02 (Children with a Disability Defined) Minn. Stat. § 125A.12 (Attendance in Another District)

Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)

Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)

Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)

Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)

Minn. Stat. § 126C.01 (Definitions)

Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)

Minn. Stat. § 190.05 (Definitions)

Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)

Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)

20 U.S.C. § 1415 (Individuals with Disabilities Education Act)

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

42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination

under Federally Assisted Programs on Ground of Race, Color, or National Origin) 42 U.S.C. § 11431 et seq. (McKinney-Vento Homeless Assistance Act of 2001)

42 U.S.C. § 12132 et seq. (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

NORTHFIELD PUBLIC SCHOOLS School Board Minutes

August 25, 2025 District Office Board Room

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, Epstein, Goerwitz, Gonzalez-George, Miller, Nelson, and Quinnell. Absent: none. This meeting was open to the public, live-streamed and recorded, and access to the recording was posted on the school district website.

2. Agenda Approval/Table File

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

3. Public Comment

There were no public comments.

- 4. Announcements and Recognitions
 - The Minnesota Star Tribune published a list of the most notable high school athletes who competed from 2000 to 2025, and Northfield's own Bailey Dupay, class of 2015, made the list for her contributions to diving and gymnastics.

5. Items for Discussion and Reports

- a. <u>Northfield Community Education Improvement Showcase</u>. Director of Community Education Erin Bailey provided the board with an overview of the NCEC successes and highlights in 2024-2025 and the focus areas for the 2025-2026 school year.
- b. <u>Spring Creek Elementary School Improvement Showcase</u>. Tania Will, Spring Creek Principal, provided the board with an overview of the school's successes and highlights in 2024-2025 and the focus areas for the 2025-2026 school year.
- c. <u>Superintendent's 2025-2026 Focus Areas</u>. Dr. Hillmann shared a draft of his focus areas for the 2025-26 school year. This will be an item for individual action at the next school board meeting.

6. Consent Agenda

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

- a. Minutes. Minutes of the regular school board meeting held on August 11, 2025.
- b. Gift Agreements. Gift agreements included in the board packet.
- c. <u>Financial Report March 2025</u>. Director of Finance Val Mertesdorf requested the board approve paid bills totaling \$2,353,079.53, payroll checks totaling \$3,794,812.18, a wire transfer totaling \$300,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$200,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for March 2025. At the end of March 2025, total cash and investments amounted to \$64,902,309.09.

d. Personnel Items.

- i. Appointments
 - 1. Rebekah Bauer, 1.0 FTE Custodian at the High School, beginning 8/26/2025. Step 1-\$21.76/hr.
 - 2. Lily (Wren) Becker, General Ed EA-Cafeteria Supervision for 2 hours/day at Bridgewater, beginning 9/2/2025-6/10/2026. Step 1-\$19.79/hr.
 - 3. Lindsay Becker Larson, Special Ed EA PCA for 6.75 hours/day at the Middle School, beginning 8/26/2025. Step 1-\$21.86/hr.
 - 4. Solvei Berg-Messorole, KidVentures Site Assistant for up to 7.25 hours/week at Greenvale Park, beginning 8/28/2025. Step 1-\$18.71/hr.
 - 5. Lizabeth Brandt, Event Worker at the High School, beginning 8/26/2025. \$45/77 event(s)

- Owen Brownlee, KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek, beginning 8/25/2025. Student Step 1-\$16.45/hr.
- 7. Greg Bussler, Event Worker at the High School, beginning 8/26/2025. \$45/77 event(s)
- 8. Jean Bussler, Event Worker at the High School, beginning 8/26/2025. \$45/77 event(s)
- Hannah Carlson, Special Ed EA PCA for 8 hours/day at Spring Creek, beginning 8/25/2025. Step 1-\$21.86/hr.
- 10. Jacob Fox, KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek, beginning 8/25/2025. Student Step 1-\$16.45/hr.
- 11. Benjamin Gjerdingen, Head Girls Soccer Coach at the Middle School, beginning 8/25/2025. \$3,326 stipend Subject to change upon the settlement of the 25-27 NEA Agreement.
- 12. Dillon Hachfeld, KidVentures Site Assistant for 22.25 hours/week at Greenvale Park and Bridgewater, beginning 8/25/2025. Step 1-\$18.71/hr.
- 13. Nancy Hegland, Event Worker at the High School, beginning 8/26/2025. \$45/77 event(s)
- 14. Madalyn Heinz, 90 FTE Long Term Substitute Early Childhood Teacher at the NCEC, beginning 8/21/2025-10/10/2025. BA, Step 1 Subject to change upon the settlement of the 25-27 NEA Agreement.
- 15. Madison Hince, Assistant Dance Coach at the High School, beginning 10/20/2025. \$4,990 stipend Subject to change upon the settlement of the 25-27 NEA Agreement.
- Cecelia Kivell, Assistant Girls Soccer Coach at the High School, beginning 8/12/2025. \$4,990 stipend -Subject to change upon the settlement of the 25-27 NEA Agreement.
- 17. Braeden Klaus, Assistant Boys Soccer Coach at the Middle School, beginning 8/25/2025. \$2,772 stipend Subject to change upon the settlement of the 25-27 NEA Agreement.
- 18. Liam Kline, KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek, beginning 8/25/2025. Student Step 1-\$16.45/hr.
- Lorraine Linehan, Child Nutrition Associate I for 3 hours/day for 2 days/week at the Middle School, beginning 8/26/2025. \$23.06/hr.
- Rachel Musicant, KidVentures Student Site Assistant for up to 15 hours/week at Greenvale Park, beginning 8/28/2025. Student Step 1-\$16.45/hr.
- Victoria Salaba, 9th Grade Assistant Girls Basketball Coach at the High School, beginning 11/10/2025.
 \$4,435 stipend Subject to change upon the settlement of the 25-27 NEA Agreement.
- 22. Ann Shannon, Special Ed EA PCA for 7.13 hours/day at the High School, beginning 8/25/2025. Step 4-\$23.51/hr.
- 23. Hudson Ades, 1.0 FTE Grade 8 Science Teacher at the Middle School, beginning 8/25/2025-6/10/2026. BA, Step 3
- 24. Randy Blood, 1.0 FTE Custodian Night Lead at Greenvale Park, beginning approximately 9/3/2025. Step 2-\$22.27/hr. Plus \$0.30/hr. Night lead stipend
- 25. Steven Kovach, Special Ed EA PCA for 7 hours/day at the High School, beginning 9/4/2025. Step 4-\$23.51/hr.

ii. Increase/Decrease/Change in Assignment

- Joy Amunrud Serie, Social Worker at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 2. Kirsten Anderson, Educational Assistant at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 3. Richelle Audiss, Community Ed Recreation, change to Child Nutrition Associate I for 3 hours/day for 3 days/week at the Middle School, effective 8/20/2025. \$23.06/hr.
- 4. Cassie Bardole, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher on call as needed, effective 8/25/2025.
- 5. Lily Becker, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for 28.50 hours/week at Bridgewater, effective 8/25/2025.
- 6. Adriana Bermudez Araujo, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher on call as needed, effective 8/25/2025.
- 7. Dylan Besch, Kid Ventures Site Assistant on call as needed at Bridgewater, change to Kid Ventures Site Assistant for up to 15 hours/week at Greenvale Park, effective 8/25/2025.
- 8. Isabella Bisel, Kid Ventures Student Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Student Site Assistant for up to 15 hours/week at Bridgewater, effective 8/25/2025.
- 9. Amy Boecker, Educational Assistant at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.
- 10. Amy Boecker, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 11. Amelia Brandt, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for 21 hours/week for 4 days/week at Bridgewater, effective 8/25/2025.
- 12. Seth Buckmeier, Kid Ventures Student Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Student Site Assistant for up to 15 hours/week at Bridgewater, effective 8/25/2025.
- 13. Lexi Canedy, Educational Assistant at the Middle School, add BEST Project Participant for up to 12 hours at the Middle School, effective 8/25/2025-6/10/2026.

- Jasmin Celis, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for up to 15 hours/week at Spring Creek, effective 8/25/2025.
- 15. Christina Chappuis, Educational Assistant at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 16. Anita Corwin, Early Ventures Site Assistant for up to 40 hours/week at the NCEC, change to Early Ventures Site Assistant for 40 hours/week at the NCEC, effective 8/25/2025.
- 17. Caitlin David, Special Ed Teacher at Bridgewater, add BEST Project Participant for up to 12 hours at Bridgewater, effective 8/25/2025-6/10/2026.
- 18. Caitlin David, Special Ed Teacher at Bridgewater, add Navigation Behaviors Training for up to 40 hours at Bridgewater, effective 8/4/2025-8/8/2025.
- 19. Jordan Defries, Kid Ventures Student Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Student Site Assistant for up to 15 hours/week at Greenvale Park, effective 8/25/2025.
- Kaci DeGroot, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 21. Hilary Detert, Educational Assistant at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- Claire Edwards, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site
 Assistant on call as needed, effective 8/25/2025.
- 23. Emilie Englert, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- Tyler Faust, Special Ed Teacher with the District, add BEST Project Participant for up to 12 hours with the District, effective 8/25/2025-6/10/2026.
- 25. Tyler Faust, Special Ed Teacher with the District, add Navigating Behaviors Training for up to 40 hours with the District, effective 8/4/2025-8/8/2025.
- 26. Adria Fischer, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 27. Isabel Fleming, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for up to 15 hours/week at Greenvale Park, effective 8/25/2025.
- 28. Rebekka Flickinger, Special Ed Teacher at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 29. Debbie Foley, Early Ventures Assistant Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Assistant Teacher for 35 hours/week and Child Nutrition for 5 hours/week at the NCEC, effective 8/25/2025.
- 30. Ilana Forsgren, Kid Ventures Site Assistant on call as needed at Bridgewater, change to Kid Ventures Site Assistant for 8.5 hours/week at Bridgewater, effective 8/25/2025.
- 31. Aimee Gerdesmeier, Kid Ventures Site Leader for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Leader for 35 hours/week at Spring Creek, effective 9/1/2025.
- 32. Sara Gerdesmeier, Early Ventures Site Assistant for up to 40 hours/week at the NCEC, change to Early Ventures Site Assistant for 32.5 hours/week at the NCEC, effective 8/25/2025.
- 33. Leah Grisim, Special Ed Teacher at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 34. Eleanor Groll, KidVentures Student Site Assistant Substitute with Community Education, will continue to substitute on going, effective 8/25/2025.
- 35. Dan Hanegraaf, Custodian Engineer at Greenvale Park, change to Head Custodian at Greenvale Park, effective 8/13/2025.
- Madison Hansen, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 37. Teresa Hasse, Educational Assistant at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 38. Allyson Herrley, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- Laura Holeman, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 40. Jaelyn Holz, Kid Ventures Student Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Student Site Assistant for up to 15 hours/week at Spring Creek, effective 8/25/2025.
- 41. Brittney Hubbard, ECSE Teacher at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.
- 42. Kailyn Ims, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 43. Jennifer Jones, Special Ed Teacher at the Middle School, add BEST Project Participant for up to 12 hours at the Middle School, effective 8/25/2025-6/10/2026.
- 44. Kimberly Kohaut, Summer Site Lead for up to 30 hours/week at Greenvale Park, change to Community School Site Lead for up to 30 hours/week at Greenvale Park, effective 8/12/2025.
- 45. Annie Kruse, ECSE Teacher at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.

- Andrea Lang, Special Ed Teacher at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 47. Briana Lanham, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for up to 28.5 hours/week at Spring Creek, effective 8/25/2025.
- Alisa Larsen, Educational Assistant at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.
- 49. Nicole Lazaro-Ascencio, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for up to 15 hours/week at Greenvale Park, effective 8/25/2025.
- 50. Thomas Lichty, Special Ed Teacher at the High School, add BEST Project Participant for up to 12 hours at the High School, effective 8/25/2025-6/10/2026.
- 51. Thomas Lichty, Special Ed Teacher at the High School, add Navigation Behaviors Training for up to 40 hours at the High School, effective 8/4/2025-8/8/2025.
- 52. Susan Lightfield, Kid Ventures Student Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Student Site Assistant for up to 15 hours/week at Spring Creek, effective 8/25/2025.
- 53. Mckenzie Malecha, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 54. Allison Matthews, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 55. Alexandra McFarlane, Educational Assistant at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 56. Tonya Merritt Skluzacek, Kid Ventures Site Leader for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Leader for 35 hours/week at Bridgewater, effective 9/1/2025.
- 57. McKenzie Mikulski, Special Ed Teacher at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 58. Harper Miller, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- Beth Momberg, Educational Assistant at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.
- 60. Marilyn Nelson, Educational Assistant at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.
- 61. Lacey Neuman Bissonnette, Kid Ventures Site Leader on call as needed at Bridgewater, change to Kid Ventures Site Leader for 35 hours/week at Greenvale Park, effective 8/25/2025.
- 62. Marea Nielsen, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 63. Kim Norton, Educational Assistant at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.
- 64. Brody Nygaard, Kid Ventures Student Site Assistant on call as needed at Bridgewater, change to Kid Ventures Student Site Assistant for up to 15 hours/week at Spring Creek, effective 8/25/2025.
- 65. Nica Patterson, Substitute Building Nurse with the District, change to Long Term Substitute Building Nurse for up to 8 hours/day at Greenvale Park, effective 9/2/2025-9/12/2025.
- 66. Sandy Pelava, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 67. Cynthia Peterson, Substitute Building Nurse with the District, change to Long Term Substitute Building Nurse for up to 8 hours/day at Greenvale Park, effective 8/25/2025-8/29/2025 and 9/15/2025-9/29/2025.
- 68. Danielle Pickup, Social Worker at the NCEC/High School, add BEST Project Participant for up to 12 hours at the NCEC/High School, effective 8/25/2025-6/10/2026.
- 69. Leah Price, Kid Ventures Student Site Assistant for up to 15 hours/week at Bridgewater, change to Kid Ventures Student Site Assistant on call as needed, effective 8/25/2025.
- 70. Lizbeth Ramirez Arquinigo, Educational Assistant at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- Sophia Ranslow, Educational Assistant at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 72. Nicole Rasmussen, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for up to 15 hours/week at Bridgewater, effective 8/25/2025.
- 73. Sara Redetzke, Educational Assistant at the Middle School, add BEST Project Participant for up to 12 hours at the Middle School, effective 8/25/2025-6/10/2026.
- 74. Kelli Rehbein, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 75. Anya Rene, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 30-40 hours/week at the NCEC, effective 8/25/2025.
- 76. Elga Reyes de Broughton, Educational Assistant at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 77. Isaac Rich, KidVentures Student Site Assistant Substitute with Community Education, will continue to substitute on going, effective 8/25/2025.

- 78. Megan Roe, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- Jessica Rushton, Educational Assistant at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 80. Angie Schewe, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 5 hours/week but up to 40 hours/week if subs at the NCEC, effective 8/25/2025.
- 31. Madison Schlomann, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 82. Alexa Schmidt, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 83. Patrick Shen, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant for up to 15 hours/week at Greenvale Park, effective 8/25/2025.
- 84. Lynsi Sherry, Educational Assistant at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 85. Caroline Sjoberg, Special Ed Teacher at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 86. Caroline Sjoberg, Special Ed Teacher at Spring Creek, add Navigation Behaviors Training for up to 40 hours at Spring Creek, effective 8/4/2025-8/8/2025.
- 87. Joshua Stalsberg, Custodian at Bridgewater, change to Custodian with special boilers license, effective 8/13/2025. Additional \$0.25/hr.
- 88. Heather Stanton Ims, Social Worker at the Middle School, add BEST Project Participant for up to 12 hours at the Middle School, effective 8/25/2025-6/10/2026.
- 89. Andrea Stowe, Special Ed Teacher at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 90. Andrea Stowe, Special Ed Teacher at Greenvale Park, add Navigation Behaviors Training for up to 40 hours at Greenvale Park, effective 8/4/2025-8/8/2025.
- 91. Jane Streitz, Educational Assistant at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 92. Jade Suhsen, Early Ventures Assistant Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 18.75 hours/week at the NCEC, effective 8/25/2025. Step 3-\$21.38/hr.
- 93. Grace Swanson, Summer Site Lead for up to 30 hours/week at the Middle School, change to Community School Site Lead for up to 30 hours/week at Bridgewater, effective 8/12/2025.
- 94. Rose Taylor, Educational Assistant at Spring Creek, add BEST Project Participant for up to 12 hours at Spring Creek, effective 8/25/2025-6/10/2026.
- 95. Lillian Tharp, ECSE Teacher at the NCEC, add BEST Project Participant for up to 12 hours at the NCEC, effective 8/25/2025-6/10/2026.
- 96. Julie Tong, Special Ed Teacher at the Middle School, add BEST Project Participant for up to 12 hours at the Middle School, effective 8/25/2025-6/10/2026.
- 97. Emy Torres, Educational Assistant at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 98. Isabella Townley, Kid Ventures Student Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Student Site Assistant for up to 15 hours/week at Greenvale Park, effective 8/25/2025.
- 99. Tegan Underdahl, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 100. Abby Vanyo, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 101. Laura Vind, Educational Assistant at the High School, add BEST Project Participant for up to 12 hours at the High School, effective 8/25/2025-6/10/2026.
- 102. Camden Waters, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 103. Louise Welbaum, Kid Ventures Site Assistant for up to 40 hours/week at Bridgewater, change to Kid Ventures Site Assistant on call as needed, effective 8/25/2025.
- 104. Beth Winter, Educational Assistant at Greenvale Park, add BEST Project Participant for up to 12 hours at Greenvale Park, effective 8/25/2025-6/10/2026.
- 105. Liz Winter, Early Ventures Teacher for up to 40 hours/week at the NCEC, change to Early Ventures Teacher for 40 hours/week at the NCEC, effective 8/25/2025.
- 106. Susan Aldrich, Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.08 hours/day, Special Ed EA PCA Bus for 1.17 hours/day, and Gen Ed EA for .50 hours/day at the High School, effective 9/2/2025-6/10/2026.
- 107. Mary Boyum, Special Ed EA PCA for 6.75 hours/day and Gen Ed EA for .25 hours/day at Spring Creek, change to Special Ed EA PCA for 6.75 hours/day and Special Ed EA PCA BUS for 1.17 hours/day at Spring Creek, effective 9/2/2025-6/10/2026.
- 108. Evelyn Douville, Special Ed EA PCA for 6.75 hours/day at Bridgewater, add Special Ed EA PCA Bus for .75 hours/day at Bridgewater, effective 9/2/2025-6/10/2026.

- 109. Shelly Kruger, Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.25 hours/day, Special Ed EA PCA Bus for .50 hours/day, and Gen Ed EA for .50 hours/day at the High School, effective 9/2/2025-6/10/2026.
- 110. Sarah Marohl, General Ed EA Supervision for .50 hours/day, Nurse lunch coverage for .50 hours/day, and Kindergarten for 1 hour/day at Greenvale Park, add Special Ed EA PCA for 1 hour/day and Gen Ed EA Support/Supervision for 1 hour/day at Greenvale Park, effective 9/2/2025.
- 111. Theresa Olson, Special Ed EA PCA for 5.75 hours/day and Gen Ed EA for 1.50 hours/day at Bridgewater, change to Special Ed EA PCA for 4.50 hours/day, Special Ed EA PCA Bus for 2 hours/day, and Gen Ed EA for 1.50 hours/day at Bridgewater, effective 9/2/2025-6/10/2026.
- 112. Teri Quamme, Special Ed EA PCA for 6.50 hours/day and Gen Ed EA for .50 hours/day at the High School, change to Special Ed EA PCA for 6.25 hours/day, Special Ed EA PCA Bus for .75 hours/day, and Gen Ed EA for .50 hours/day at the High School, effective 9/2/2025-6/10/2026.
- 113. Deborah Wagner, Special Ed EA PCA for 5.725 hours/day and Gen Ed EA for 1.12 hours/day at Bridgewater, change to Special Ed EA PCA for 5.13 hours/day, Special Ed EA PCA Bus for 1.75 hours/day, and Gen Ed EA for 1.12 hours/day at Bridgewater, effective 9/2/2025-6/10/2026.

iii. Leave of Absence

- 1. Sydney Rodgers, Teacher at Bridgewater, FMLA Leave of Absence beginning on or about 12/1/2025-2/13/2026.
- Rose Taylor, Special Ed EA PCA at Spring Creek, Unpaid Leave of Absence, beginning 9/1/2025-10/10/2025.
- 3. Sophia Ranslow, Educational Assistant at Greenvale Park, Leave of Absence beginning 8/25/2025-1/12/2026.

iv. Retirements/Resignations/Terminations

- 1. Sheila Atkinson, Educational Assistant at the High School, resignation effective 8/18/2025.
- 2. Elizabeth Brewer, Educational Assistant at the Middle School, resignation effective 8/25/2025.
- 3. Rachael Caspers, Administrative Assistant to Child Nutrition and Technology at the District Office, resignation effective 8/29/2025.
- 4. Dorothy Cohan, Administrative Assistant for Building and Grounds, resignation effective 9/5/2025.
- 5. Anna Edwards, Special Ed EA PCA at Spring Creek, resignation effective 7/31/2025.
- 6. Vida Cheley, Special Ed EA at the High School, employment offer rescinded effective 8/20/2025.
- 7. Arleene Gallardo, HR Generalist at the District Office, resignation effective 9/5/2025.
- 8. Shari Setchell, Rock N Roll Revival Choreographer at the High School, resignation effective 8/25/2025.

7. Items for Individual Action

a. There were no items for individual action.

8. Items for Information

- a. Construction Update No. 14. Superintendent Hillmann provided an update on the NHS construction project.
- b. <u>Staff Breakfast and Program</u>. We will welcome back staff for the 2025-26 school year on Tuesday, August 26, 7:00 10:00 a.m. at Northfield Middle School. The board is invited to join us.

9. Future Meetings

- a. Monday, September 8, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Monday, September 22, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- c. *Tuesday, October 14, 2025, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom *Note that Monday, October 13, 2025 is Indigenous Peoples' Day

10. Adjournment

On a motion by Quinnell, seconded by Nelson, the board unanimously approved to adjourn the meeting at 7:49 p.m.

Amy Goerwitz School Board Clerk

RESOLUTION ACCEPTING DONATIONS

The	e following resolution was moved by and seconded b	у	ÿ:
distri that l of pu	HEREAS, Minnesota Statutes 123B.02, Sub. 6 provides: "The trict, bequests, donations, or gifts for any proper purpose and age to behalf, the board may act as trustee of any trust created for the pupils thereof, including trusts created to provide pupils of the empletion of high school, in the advancement of education."; and	pp e l	ply the same to the purpose designated. In benefit of the district, or for the benefit
grant accor religi	HEREAS, Minnesota Statutes 465.03 provides: "Any city, coun nt or devise of real or personal property and maintain such propordance with the terms prescribed by the donor. Nothing hereingious or sectarian purposes. Every such acceptance shall be by a two-thirds majority of its members, expressing such terms in	pe n s res	perty for the benefit of its citizens in a shall authorize such acceptance or use for esolution of the governing body adopted
	HEREAS, every such acceptance shall be by resolution of the giority of its members, expressing such terms in full;	301	overning body adopted by a two-thirds
	HEREFORE, BE IT RESOLVED, that the School Board of tefully accepts the following donations as identified below:	N	Northfield Public Schools, ISD 659,
The	e vote on adoption of the Resolution was as follows:		
Aye: Nay: Abse	y:		
Whe	nereupon, 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?
8/28/2025	\$250.00	Holden Farms	FFA Donation for DJJD parade treats
8/20/2025	\$2,135.68	Randolph FFA	FFA Donation
9/4/2025	\$100.00	Peter Certain	Joanne Noyes Special Services Memorial
9/4/2025	\$50.00	Mark & Judy Code	Joanne Noyes Special Services Memorial
9/4/2025	\$50.00	Ronald & Sandra Beumer	Joanne Noyes Special Services Memorial
9/4/2025	\$100.00	Eric & Elizabeth Sundell	Joanne Noyes Special Services Memorial
9/4/2025	\$25.00	Charles & Idene Perkins	Joanne Noyes Special Services Memorial
9/4/2025	\$50.00	Paul & Cynthia Linstad	Joanne Noyes Special Services Memorial
9/4/2025	\$50.00	Diane Kinneberg	Joanne Noyes Special Services Memorial
9/4/2025	\$50.00	Gerald & Kathleen Sackmaster	Joanne Noyes Special Services Memorial
9/4/2025	\$25.00	James Evans	Joanne Noyes Special Services Memorial
9/4/2025	\$100.00	Marilyn Will	Joanne Noyes Special Services Memorial
9/4/2025	\$50.00	Robert & Donna Vanderhoof	Joanne Noyes Special Services Memorial
8/25/2025	\$100.00	Theodore & Patricia Peterson	Joanne Noyes Special Services Memorial
9/3/2025	\$300.00	Northfield Education Association	District Staff Grand Prize Donation
8/25/2025	\$200 in Gift Cards	Northfield Education Association	Gift Cards for District Staff Breakfast
8/25/2025	\$600 in Gift Cards	District Leadership Donations	Gift Cards for District Staff Breakfast
8/22/2025	\$100 in Chamber Dollars	Northfield Chamber of Commerce	Northfield Chamber Dollars (Gift Certificates) for District Staff Breakfast

Northfield Public Schools Policy Committee Recommendations

September 8, 2025 Consent Agenda

Policy	Changes
501: School Weapons	Change Type: Statutory • Addition of VII. Section B per 2025 MN Legislature regarding active shooter incidents.
621: Literacy and the Read Act	 Change Type: Statutory Numerous changes, including updated purpose statement and changes based on statutory requirements including: Addition of guidance for students enrolled in a dual language immersion program Changes and additions of dates Adding language regarding screening for reading fluency Addition of requirements for the local literacy plan Requirement that only evidence-based literacy interventions be used starting the 2026-2027 school year Changes to staff training section Changes to literacy aid uses section
624: Online Instruction	Change Type: Nonsubstantive ■ Nonsubstantive change to section III.C and section III.J
709: Student Transportation Safety	Change Type: Statutory ■ Deletion of section II. C. 2 - The 2025 Minnesota legislature repealed Minnesota Statutes, section 123B.935, subdivision 2. The deleted language establishes deadlines for students to receive transportation safety training.
722: Public Data and Data Subject Requests	Change Type: Nonsubstantive Annual review required Replaced Hope Langston's name with Val Mertesdorf under Data Practices Contacts.
802: Disposition of Obsolete Equipment and Material	 Change Type: Statutory Addition in section III.J regarding the disposal of surplus books. Addition to list in III.I of charitable organizations under section 501(c)(3).
806: Crisis Management	Change Type: Nonsubstantive

Annual review required
 Addition of resources to the reference section

Policy 501 SCHOOL WEAPONS

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public within the Northfield School District.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including teachers, administrators, school employees, volunteers, visitors, or any member of the public, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The district will act to enforce this policy and to discipline or take appropriate action against anyone who violates this policy. This policy *does* apply to persons authorized by a permit to carry a firearm, except as stated below.

III. DEFINITIONS

- A. A "firearm" is defined as a gun, whether loaded or unloaded, that discharges shot or a projectile by means of an explosive charge or element, such as gunpowder. A firearm as herein defined may cause serious injury or death.
- B. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to: any firearm (whether loaded or unloaded), air guns, pellet guns, BB guns (whether loaded or unloaded), all knives, blades, clubs, metal knuckles, nunchucks, throwing stars, explosives, fireworks, mace and other propellants, stun guns, ammunition, poisons, chains, arrows, and objects that have been modified to serve as a weapon.
 - 1. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns, toy guns, and any object that is a facsimile of a real weapon.
 - 2. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.
- C. "School Location" includes any district building or grounds, whether leased, rented, owned or controlled by the district, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the district.
- D. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location, including a vehicle parked on school grounds.

E. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flashpoint below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

IV. EXCEPTIONS

- A. A student who finds a weapon in a school location, or a student who discovers that they accidentally have a weapon in their possession must immediately contact a school administrator.
- B. If a student discovers that they accidentally have a weapon in their possession, and the student fails to contact a school administrator immediately, the student will be deemed to have committed a separate violation of the policy prohibiting weapons in school.
- C. It shall not be a violation of this policy if a nonstudent, nonemployee, student where specified, or situation falls within one of the following categories:
 - 1. Active licensed peace officers or military personnel participating in military training, when they are on duty performing official duties.
 - 2. Persons authorized to carry a pistol under Minnesota Statutes Section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle.
 - 3. Persons who keep or store <u>pistols</u> in a motor vehicle pistols in accordance with Minnesota Statutes, Sections 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes, Section 97B.045.
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.
 - 4. Firearm safety or marksmanship courses or activities for students or non-

students conducted on school property.

- 5. Ceremonial color guard in possession of dangerous weapons, BB guns, or replica firearms.
- 6. Possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other school/district administrator.

D. <u>Policy Application to Instructional Equipment/Tools</u>

While the district does not allow the possession, use or distribution of weapons by students or non-students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

V. CONSEQUENCES FOR STUDENT POSSESSION, USE, OR DISTRIBUTION OF A WEAPON

- A. The district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using or distributing weapons shall include:
 - 1. Immediate out-of-school suspension.
 - 2. Confiscation of the weapon.
 - 3. Immediate notification of police.
 - 4. Parent or guardian notification.
 - 5. Possible recommendation to the superintendent of expulsion for a period of time not to exceed twelve months.
- B. The superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.
- C. Pursuant to Minnesota law, a student who brings a firearm to school, will be expelled for at least twelve months. The school board may modify this requirement on a case-by-case basis.

VI. CONSEQUENCES FOR WEAPON POSSESSION, USE, OR DISTRIBUTION BY NONSTUDENTS

A. <u>Employees</u>

- 1. An employee, including one authorized by permit to carry a firearm, who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
- 2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and district policies.
- 3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

- 1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
- 2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location. In addition, criminal charges may be filed.

VII. REPORTS OF DANGEROUS WEAPON <u>AND ACTIVE SHOOTER</u> INCIDENTS IN SCHOOL ZONES

- A. The district must electronically report to the Commissioner of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.
- B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.
 - 1. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.
 - 2. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

Policy 501 School Weapons

Adopted: 02.12.2004; Updated: 12.2007; 06.13.2016; 01.23.2017; 11.22.2021; Statutory Update: INSERT DATE

Board of Education INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)

Minn. Stat. § 121A.05 (Referral to Police Policy to Refer Firearms Possessor)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act) Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm) Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone) Minn. Stat. § 609.02, subd. 6 (Definition of Dangerous Weapon)

Minn. Stat. § 609.605 (Trespass)

Minn. Stat. § 609.66 (Dangerous Weapons)

Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)

Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)

18 U.S.C. § 921 (Definition of Firearm) *In re C.R.M.* 611 N.W.2d 802 (Minn. 2000) *In re A.D.*, 883 N.W.2d 251 (Minn. 2016)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of Employees)

MSBA/MASA Model Policy 506 (Student Discipline) MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Policy 621 LITERACY AND THE READ ACT

I. PURPOSE

The district recognizes that literacy is foundational in preparing every student for lifelong success. The purpose of this policy is to establish a district-wide protocol and mindset that elevates the vital role reading plays in student achievement. This policy aligns with Minnesota law established in the Read Act and on other topics related to reading for the Northfield School District.

II. GENERAL STATEMENT OF POLICY

The district recognizes the centrality of reading in a student's educational experience. This policy aligns with Minnesota law established in the Read Act and on other topics related to reading for the Northfield School District.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based

coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multi Tiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken expressive language," or "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development,

- and reading comprehension. <u>This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.</u>
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.
- B. The district must identify any screener it uses in the district's annual literacy plan, and submit screening data to MDE with the annual literacy plan by June 15. The literacy plan description and requirements are described later in this policy.
- C. Schools, at least biannually after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and must give the parent of each student who is not reading at or above grade level timely information from the screener about:
 - 1. The student's reading proficiency as measured by a screener approved by MDE.
 - 2. Reading-related services currently being provided to the student and the student's progress.
 - 3. Strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about

- national research on reading proficiency for students in dual language immersion programs in the parent notification.
- <u>E.</u> The district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- B. The district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15. The literacy plan description and requirements are described later in this policy.

C. For students enrolled in dual language immersion programs:

- 1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;
- if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
- 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
- 4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
- 5. the partner language screening tool must be approved by the school

district for kindergarten through grade 3 students.

- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonies, decoding, fluency, and oral language are not reading at grade level, must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- DE. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the Commissioner.
- EF. The district must include in its <u>local</u> literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. A summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia.
 - 2. The number of students universally screened for that reporting year.
 - 3. The number of students demonstrating characteristics of dyslexia for that year.
 - 4. An explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the district shall provide <u>aligned and targeted</u> reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

- B. The district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

[NOTE: Starting in the 2026-2027 school year, a school district must use only evidence-based literary interventions. The 2025 Minnesota legislature amended Minnesota Statutes, section 120B.12, subdivision 3, to delay the 2025-26 requirement for one school year.]

- D. If a student does not read at or above grade level by the end of the current school year, the district must continue to provide <u>aligned and targeted</u> reading intervention <u>as defined by the MTSS framework</u> until the student reads at grade level. District intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

- A. The district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
 - 1. A process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123.
 - 2. A process to notify and involve parents/guardians.
 - 3. A description of how schools in the district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress.
 - 4. Evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention.
 - 5. Identification of staff development needs, including a plan to meet those needs.
 - 6. The curricula used by school site and grade level <u>and</u>, <u>if applicable</u>, <u>the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year.</u>
 - 7. A statement of whether the district has adopted an MTSS framework.
 - 8. Student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. In kindergarten through grade 3.
 - b. Who demonstrate characteristics of dyslexia.
 - c. Students in grades 4 to 12 who are identified as not reading at grade level.
 - 9. The number of teachers and other staff that have completed training approved by the department.
 - 10. The number of teachers and other staff proposed for training in structured literacy.
 - 11. How the district used funding provided under the Read Act to implement the requirements of the Read Act.

- 12. Beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98.
- 13. Beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. <u>Annually by June 15,</u> <u>The district must post its literacy plan on the district website and submit it to the Commissioner using the template developed by the Commissioner beginning June 15, 2024.</u>
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:

 The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
 - 1. <u>Reading Fintervention teachers working with students in kindergarten through grade 12.</u>
 - 2. All classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs.
 - 3. <u>Kindergarten through grade 12</u> Sepecial education teachers responsible for foundational reading instruction.
 - 4. Curriculum directors.
 - 5. Instructional support staff, <u>contractors</u>, <u>and volunteers who assist</u> in <u>providing reading interventions under the oversight and</u>

monitoring of a trained licensed teacher. who provide reading instruction.

- 6. Employees who select literacy instructional materials for a district.
- 7. Teachers holding English as a second language teaching licenses.
- B. The district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
 - 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2. teachers who provide instruction to students in a state-approved alternative program; and
 - 3. teachers who provide instruction to students in dual language immersion programs.

all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The district literacy lead must collaborate with school district administrators and staff to support the district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
 - 1. a certified trained facilitator; or
 - 2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

A. The district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading

fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. Elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency.
 - 2. Elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the district for the identified students.
 - 3. Licensed teachers employed by the district have regular opportunities to improve reading and writing instruction.
 - 4. Licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy.
 - 5. Licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The district must use its literacy incentive aid to support implementation of evidence-based reading instruction meet the requirements and goals adopted in the school district's local literacy plan. The following are eligible uses of literacy incentive aid:

1. Training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, eurriculum directors, and instructional support staff that provide

reading instruction, on using evidence-based screening and progress monitoring tools.

- 2. Evidence-based training using a training program approved by MDE.
- Employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.119.
- 4. Materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Policy 621 Literacy and The Read Act

Adopted | Statutory: 07.10.2023, INSERT DATE; Non-Substantive Changes: 04.24.2025

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

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)

Minn. Stat. § 120B.12 (Read Act Goal and Interventions) Minn. Stat. § 120B.123 (Read Act Implementation)

Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)

Minn. Stat. §124D.68 (Graduation Incentives Program) Minn. Stat. § 124D.98 (Literacy Incentive Aid)

Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross-References: None

Policy 624 ONLINE INSTRUCTION

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the Northfield School District for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4 <u>120A.05</u>, subdivision 8, or chapter 124E.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate district, a state-operated school, an organization of two or more districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and

keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent/guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. Apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing.
 - 2. Apply to take supplemental online courses for up to 50 percent of the student's scheduled course load.
 - 3. Apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
 - 4. Enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. Use an application form specified by MDE.
 - 2. Notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application.
 - 3. Notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district.

- 4. Request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan
- 5. Track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. The enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider.
 - 2. The online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. Provides information to students and families about supplemental online courses.
 - 2. Provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers.
 - 3. Monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Policy 624 Online Instruction

Adopted: 08.14.2023; Substantive Update: 08.12.2024, Non-Substantive Update: INSERT DATE

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

Legal References: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 124D.03 (Enrollment Options Act)

Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

Cross-References: MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 620 (Credit for Learning)

Policy 709 STUDENT TRANSPORTATION SAFETY

I. PURPOSE

The purpose of this policy is to provide safe transportation for Northfield School District students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. <u>School Bus Safety Week</u>

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. <u>Student School Bus Safety Training</u>

- 1. The district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right.
 - b. District policies for student conduct and school bus safety.
 - c. Appropriate conduct while on the bus.
 - d. The danger zones surrounding a school bus.
 - e. Procedures for safely boarding and leaving a school bus.
 - f. Procedures for safe vehicle lane crossing., and
 - g. School bus evacuation and other emergency procedures.
- 2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
- 3. The district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
- 4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.

- 5. The district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
- 6. The district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
- 7. The district may provide kindergarten students with school bus safety training before the first day of school.
- 8. The district shall adopt and make available for public review a curriculum for transportation safety education.
- 9. Nonpublic school students transported by the district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

- 1. <u>Training required</u>
 - a. The district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) Pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique.
 - (2) Bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.
 - (3) Electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

2. <u>Deadlines</u>

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled

during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

- e. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

32. <u>Instruction</u>

- a. The district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The district's general student behavior rules are in effect for all students on school buses; including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 - 1. <u>School Bus and Bus Stop Rules</u>. The district school bus safety rules are to be posted on every bus. If these rules are broken, the district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the district's transportation office/school office.

2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road or highway when waiting for the bus.

- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation or horseplay.
- j. No use of alcohol, tobacco or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs and belongings to yourself.
- f. No fighting, harassment, intimidation or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. <u>Consequences</u>

a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) <u>Elementary (K-6)</u>

1st offense: Warning

2nd offense: 3 school-day suspension from riding the bus 3rd offense: 5 school-day suspension from riding the bus 4th offense: 10 school-day suspension from riding the

bus/meeting with parent

Further offenses: Individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) <u>Secondary (7-12)</u>

1st offense: Warning

2nd offense: 5 school-day suspension from riding the bus 3rd offense: 10 school-day suspension from riding the bus 4th offense: 20 school-day suspension from riding the

bus/meeting with parent

5th offense: Suspended from riding the bus for the

remainder of the school year

Note: When any student goes 60 transportation days without a report, the

student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) <u>Vandalism/Bus Damage</u>

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) <u>Criminal Conduct</u>

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. <u>Parents/Guardians Responsibilities for Transportation Safety</u> Parents/Guardians are responsible to:

- 1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children.
- 2. Support safe riding and walking practices, and recognize that students are responsible for their actions.
- 3. Communicate safety concerns to their school administrators.
- 4. Monitor bus stops, if possible.
- 5. Have their children to the bus stop five minutes before the bus arrives.
- 6. Have their children properly dressed for the weather.
- 7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "Type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 - 1. Excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit.
 - 2. Reckless driving.
 - 3. Improper or erratic traffic lane changes.
 - 4. Following the vehicle ahead too closely.
 - 5. A violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident.
 - 6. Driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
 - 7. Driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported.
 - 8. A violation of a state or local law prohibiting texting while driving a commercial vehicle., and

- 9. A violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or canceled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. <u>Training</u>

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

- 1. Safely operate the type of school bus the driver will be driving.
- 2. Understand student behavior, including issues relating to students with disabilities.
- 3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately.
- 4. Know and understand relevant laws, rules of the road and local school bus safety policies.
- 5. Handle emergency situations., and
- 6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

- 1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
- 2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
- 3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
- 4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
- 5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake

systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

- 1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
- 2. Type III vehicles must be painted a color other than national school bus <u>vellow</u>.
- 3. Type III vehicles shall be state inspected in accordance with legal requirements.
- 4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
- 5. If a Type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The Type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
- 6. A "Type III school bus" and "Type III Head Start bus" must not be outwardly equipped and identified as a Type A, B, C, or D bus.
- 7. Eight-lamp warning systems and stop arms must not be installed or used on Type III vehicles.
- 8. Type III vehicles must be equipped with mirrors as required by law.
- 9. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students must not load or unload so that a pupil has to cross the road, except where not

possible or impractical, then the driver or assistant must escort a pupil across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

- 10. Any Type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
- 11. Students will not be regularly transported in private vehicles that are not state inspected as Type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a Type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
- 12. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. <u>Type A-I "Activity" Buses Driven by Employees with Driver's License Without a School Bus Endorsement</u>

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a Type III vehicle, described above, under the following conditions:

- a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
- b. The operator's employer, which may include the school district has adopted and implemented a policy that provides for annual training and certification of the operator in.
 - (1) Safe operation of a type III vehicle.
 - (2) Understanding student behavior, including issues relating to students with disabilities.
 - (3) Encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately.
 - (4) Knowing and understanding relevant laws, rules of the road, and local school bus safety policies.
 - (5) Handling emergency situations.
 - (6) Proper use of seat belts and child safety restraints.
 - (7) Performance of pretrip vehicle inspections.
 - (8) Safe loading and unloading of students, including, but not limited to:
 - (a) Utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions.
 - (b) Refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane.
 - (c) Avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location.
 - (d) Placing the type III vehicle in "park" during loading and unloading.
 - (e) Escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile., and
 - (9) Compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes

- section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivisions 2a(h) 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Preschool Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
- 3. A school bus operated under this section must bear a current certificate of inspection.
- 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. The student's name and address.
 - 2. The nature of the student's disabilities.
 - 3. Emergency health care information.
 - 4. The names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the pupil's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school

transportation safety director. The school transportation safety director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minnesota Statute section 171,321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a Type A, B, C, or D school bus, Type III vehicle, or MFSAB with the National Driver's Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the district's school transportation safety director. The board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other district staff, and representatives from other units of local government.

Policy 709 Student Transportation Safety

Adopted: Unknown; Updated: 05.2013, 07.2013, 12.2014; Substantive Updates: 10.24.2022, 07.10.2023, 08.12.2024; Statutory Update: INSERT DATE

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

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Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)

Minn. Stat. § 123B.03 (Background Check)

Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)

Minn. Stat. § 123B.90 (School Bus Safety Training)

Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)

Minn. Stat. § 123B.935 (Active Transportation Safety Training)

Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)

Minn. Stat. § 169.011, Subds. 15, 16 and 71 (Definitions)

Minn. Stat. § 169.02 (Scope)

Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)

Minn. Stat. § 169.446, Subds. 2 and 3 (Safety of School Children; Training and Education Rules)
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Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)

Minn. Stat. § 169.4582 (Reportable Offense on School Buses)

Minn. Stat. § 169.454 (Type III Vehicle Standards)

Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)

Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)

Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)

Minn. Stat. § 171.02, Subd 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)

Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver) Minn. Stat. § 171.169 (Notice of Commercial License Suspension)

Minn. Stat. § 171.109 (Notice of Commercial Electic Suspension)

Minn. Stat. § 171.321 (Qualifications of a School Bus and Type III Vehicle Drivers)

Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)

Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)

Minn. Stat. Ch. 245C (Human Services Background Studies)

Minn. Stat. § 609.02 (Definitions)

Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)

49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)

49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)

49 C.F.R. § 383.5 (Transportation Definitions)

49 C.F.R. § 383.51 (Disqualification of Drivers)

49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 707 (Transportation of Public Students)

MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy 722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

The Northfield School District recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or

guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority using the Policy 722 Public Data Request Form.
 - 1. A request for public data must include the following information:
 - a. Date the request is made.
 - b. A clear description of the data requested.
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.), and
 - d. Method to contact the requestor (such as phone number, address, or email address).
 - 2. Unless specifically authorized by statute, the district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 - 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 - 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
 - 1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist.
 - b. The requested data does exist but either all or a portion of the data is not

accessible to the requestor.

- (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
- (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
- c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the district will conclude that the data is no longer wanted and will consider the request closed.
- 2. The district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
- 3. The district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
- 4. The district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the district does not keep the data in that form or arrangement.
- 5. The district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made using the <u>Policy 722 Data</u> <u>Request Form</u> directed to the responsible authority.
 - 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made.
 - b. A clear description of the data requested.
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.), and

- d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1. The estimated costs of preparing the summary data, if any.
 - 2. The summary data requested.
 - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays.
 - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making

- and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian.

- 2. Date the request is made.
- 3. A clear description of the data requested.
- 4. Proof that the individual is the data subject or the data subject's parent or guardian.
- 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.), and
- 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 Protection and Privacy of Pupil Records addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

- 1. The district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee/vendor time, the cost of the materials onto which the data is copied, and mailing costs (if any).
 - (2) Also, if the district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the district to an outside vendor will be charged.
- 2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

- 1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
- 2. The district may assess costs associated with the preparation of summary data as

follows:

- a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems.
- b. The district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

- 1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.
- 2. The district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. ANNUAL REVIEW AND POSTING

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by posting them on the district's website.

Data Practices Contacts

Responsible Authority:

Dr. Matthew Hillmann 201 Orchard Street South, Northfield, MN 55057 507.663.0629; mhillmann@northfieldschools.org

Data Practices Compliance Official:

Hope Langston Val Mertesdorf
201 Orchard Street South, Northfield, MN 55057
507.663.0629; vmertesdorf@northfieldschools.org

Policy 722 Public Data and Data Subject Requests

Adopted: 07.01.2019; Non-substantive Update: 10.20.2021; Substantive Updates: 10.24.2022; Updated: INSERT DATE

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 13.01 (Government Data)

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.025 (Government Entity Obligation) Minn. Stat. § 13.03 (Access to Government Data) Minn. Stat. § 13.04 (Rights of Subjects to Data) Minn. Stat. § 13.05 (Duties of Responsible Authority)

Minn. Stat. § 13.32 (Educational Data)

Minn. Rules Part 1205.0300 (Access to Public Data) Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Policy 802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The Northfield School District, as a public trust, will manage and efficiently utilize its property, equipment, instructional materials, and fixed assets. Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material. Equipment, instructional materials, and fixed assets of the district which are obsolete, surplus or no longer usable or repairable will be disposed of in a fair and reasonable manner. Refer to the <u>Fiscal Compliance and Procedure Manual</u> for the disposition of federally funded purchases.

II. **DEFINITIONS**

- A. "Obsolete" property, equipment, instructional materials and fixed assets are those materials which have been reviewed by district staff and deemed no longer usable for any district purposes.
- B. "Contract" means an agreement entered into by the district for the sale of supplies, materials or equipment.
- C. "Official newspaper" is a regular issue of a qualified legal newspaper.

III. MANNER OF DISPOSITION

A. Authorization

The superintendent or their designee is authorized to properly dispose of obsolete material. Disposition by sale will follow the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board.

B. Priority for Disposition

The manner of disposition shall be:

- 1. Reuse
- 2. Sell
- 3. Donate
- 4. Recycle
- 5. Dispose

C. Contracts More Than \$175,000

1. If the estimated value of the equipment or materials exceeds \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper and via electronic media. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter.

- 2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law. Notwithstanding the foregoing, the district shall have the right to reject all bids.
- 3. A record shall be kept of all bids for one year and shall include the names of bidders, amounts of bids, and an indication of the successful bid. All bids shall conform to the bidding practice of the district.
- 4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
- 5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
- 6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

D. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

E. Contracts Less Than \$25,000

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, at the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

F. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the district may contract to sell supplies, materials, and equipment which are surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

G. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

H. Sales to Employees

No officer or employee of the district shall sell or procure for sale or possess or control for sale to any other officer or employee of the district any property or materials owned by the district unless the property and materials are not needed for public purposes and are sold to a district employee after reasonable public notice, at a public auction or by sealed response if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A district employee may purchase no more than one motor vehicle from the district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

I. Exceptions for Surplus School Computers

A district may bypass the requirements for competitive bidding and is not subject to any other laws relating to district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:

- 1. Another school district.
- 2. The state department of corrections.
- 3. The board of trustees of Minnesota State Colleges and Universities.
- 4. The family of a student residing in the district whose total family income meets the federal definition of poverty.
- 5. A charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

J. Disposing of Surplus Books

Notwithstanding Minnesota Statutes, section 471.345, governing school district

contracts made upon sealed bid or otherwise complying with the requirements for competitive bidding, other provisions of this section governing school district contracts, or other law to the contrary, the school district may dispose of school books, including library books, books from an individual classroom library, and textbooks including other materials accompanying a textbook. The school district may dispose of surplus books by donating them to a family of a student residing in the district or a charitable organization under section 501(c)(3) of the Internal Revenue Code.

K. Transfer to Another Public Entity

The district may transfer its personal property for a nominal amount or without consideration to another public corporation for public use.

Policy 802 Disposition of Obsolete Equipment and Material

Adopted: 10.27.2008; Updated: 05.2013, 07.01.2019, 08.08.2022; Reviewed: 12.15.2022; Statutory Update: 10.28.2024, INSERT DATE

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

Legal References: Minn. Stat. § 13.591 (Business Data)

Minn. Stat. § 15.054 (Sale of Purchase of State Property; Penalty)

Minn. Stat. § 123B.29 (Sale of School Building at Auction)

Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) Minn. Stat. § 471.85 (Property Transfer; Public Corporations)

Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA School Law Bulletin "F" (School District Contract and Bidding Procedures)

Policy 806 CRISIS MANAGEMENT

I. PURPOSE

The purpose of this policy is to direct the Northfield School District administration to develop crisis management plans to coordinate protective actions prior to, during and after any type of emergency or potential crisis situation.

II. GENERAL STATEMENT OF POLICY

- A. The district will engage in ongoing emergency planning within the district and with first responders and other relevant community organizations. The district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to district staff to enable them to act appropriately in the event of a crisis.
- B. The superintendent, the director of buildings and grounds, and other district administration and/or the administration of each building shall develop crisis management plans. The crisis management plan will be maintained, updated and revisions distributed to the appropriate personnel on an annual basis before the beginning of each school year.
- C. Student safety is a priority in our schools. All threats of violence are immediately and thoroughly investigated by a team that can include, but is not limited to, school administrators, a school resource officer, other law enforcement or emergency services personnel as appropriate, and other district employees as appropriate. The Crisis Management Plan includes an outline of the district's threat assessment procedures.

Policy 806 Crisis Management

Adopted: 11.24.2008; Reviewed: 07.01.2019; Non-Substantive Update: 08.26.2021, 08.08.2022, 01.26.2023, 07.08.2024, INSERT DATE

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

Legal References: Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance) Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)

Minn. Stat. § 326B.02, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)

Minn. Stat. § 609.605, Subd. 4 (Trespasses)

Minn. Rules Ch. 7511 (Fire Code) 20 U.S.C. § 1681, et seq. (Title IX)

20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

20 U.S.C. § 7912 (Unsafe School Choice Option)

42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Comprehensive School Safety Guide:

https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf

Resources:

Love U Guys Foundation, Standard Response Protocol https://iloveuguys.org/The-Standard-Response-Protocol.html Safe and Sound Schools https://safeandsoundschools.org/



DISTRICT OFFICE

201 Orchard Street South Northfield, MN 55057 PH 507.663.0600 • Fax 507.663.0611 www.northfieldschools.org

TO:

Dr. Matt Hillmann, Superintendent

FROM:

Val Mertesdorf, Director of Finance

DATE:

September 8, 2025

RE:

Board Approval of Financial Reports – April 2025

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of April 2025.

Bills totaling \$3,033,035.87 were paid in April 2025.

Payroll checks totaling \$3,745,294.76 were issued in April 2025.

No bond payments were paid in April 2025.

At the end of April 2025 Total Cash and Investments amounted to \$65,804,795.01. Wire transfers initiated by the district during April 2025:

\$400,000.00

From Frandsen General to Frandsen Sweep

\$200,000.00

From Frandsen Sweep to Frandsen General

The following financial reports for April 2025 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

- 1. Treasurer's Report
- 2. Disbursement Report

April 2025 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH	
GENERAL FUND	6,042,598.01	7,081,559.67	5,075,364.42	(844,985.21)	7,203,808.05	*
FOOD SERVICE	890,634.48	214,042.90	204,278.64	3,548.87	903,947.61	
COMMUNITY ED	599,331.55	343,205.18	328,713.42	(4,868.35)	608,954.96	
CONSTRUCTION ACCOUNT	34,500,941.39	50,377.81	437,947.78	(26,573,357.38)	7,540,014.04	
DEBT SERVICE	2,174,750.00	-	3,700.00	-	2,171,050.00	
SELF INSURANCE	4,785,885.02	45,897.51	728,326.37	850,623.58	4,954,079.74	
TOTALS	48,994,140.45	7,735,083.07	6,778,330.63	(26,569,038.49)	23,381,854.40	
GENERAL FUND INVESTMENT	15,908,168.64	-	·-	26,514,771.97	42,422,940.61	*
CONSTRUCTION INVESTMENT	-	-	-	-	-	
	15,908,168.64	-	=	26,514,771.97	42,422,940.61	
GRAND TOTALS	64,902,309.09	7,735,083.07	6,778,330.63	(54,266.52)	65,804,795.01	

^{*}General Fund includes Certificate of Deposit amount

Disbursement Report

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ISD 659 - Northfield			April 2025
Disbursements: Bills Paid:	General Fund Food Service Fund Community Services Fund Construction Fund Trust & Agency Fund Self Insurance Fund Total Bills Paid	\$ 1,728,937.84 95,224.60 38,899.28 437,947.78 3,700.00 728,326.37	3,033,035.87
Payroll:	General Fund Food Service Fund Community Services Fund Trust Fund Self Insurance Fund Total Payroll	3,346,426.58 109,054.04 289,814.14 - -	3,745,294.76
Bond Payments:	Debt Redemption Fund Total Bond Payments	<u> </u>	

Total Disbursements

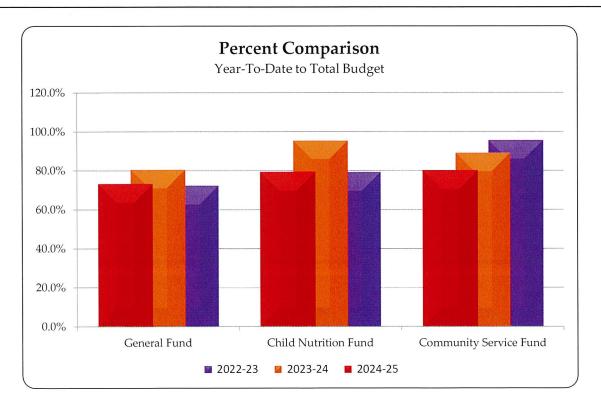
\$6,778,330.63



STATEMENT OF REVENUES

For the month ended April 30, 2025

		Year-		YTD	as % of Bud	lget
Fund	_	To-Date	Budget	2024-25	2023-24	2022-23
General Fund						
Property Taxes	\$	7,530,625	\$ 18,386,381	41.0%	42.6%	42.3%
State Sources		38,376,989	46,452,052	82.6%	84.9%	81.8%
Federal Sources		1,325,656	948,005	139.8%	216.4%	58.8%
Local Sources		2,828,163	2,457,760	115.1%	166.0%	161.2%
Total	\$	50,061,433	\$ 68,244,198	73.4%	80.6%	72.2%
Child Nutrition Fund	\$	2,275,339	\$ 2,864,620	79.4%	95.5%	79.2%
Community Service Fund		3,292,363	4,104,481	80.2%	89.1%	95.5%
Debt Service Fund		3,143,452	4,322,700	72.7%	64.3%	60.8%
Internal Service Fund		9,039,665	11,298,342	80.0%	70.6%	82.2%
Total All Funds	-\$	67,812,252	\$ 90,834,341	74.7%	78.8%	73.7%

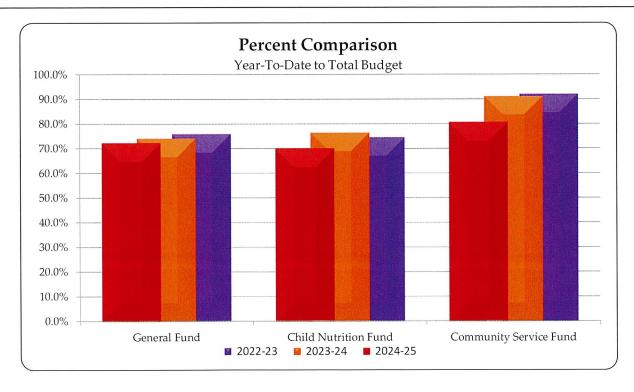




STATEMENT OF EXPENDITURES

For the month ended April 30, 2025

	Year-		YTE	as % of Bud	lget
Fund	To-Date	Budget	2024-25	2023-24	2022-23
General Fund					
Salaries	\$ 27,797,176	\$ 38,313,121	72.6%	73.3%	72.8%
Benefits	11,017,489	15,934,415	69.1%	72.7%	75.2%
Purchased Services	6,236,849	8,254,857	75.6%	82.9%	80.2%
Supplies & Materials	2,249,532	3,322,074	67.7%	77.4%	96.7%
Capital Expenditures	2,461,649	2,950,174	83.4%	74.4%	87.4%
Other Expenses	186,051	362,101	51.4%	33.1%	80.0%
Total General Fund	\$ 49,948,746	\$ 69,136,742	72.2%	74.1%	75.9%
Child Nutrition Fund	\$ 2,166,382	\$ 3,096,321	70.0%	76.4%	74.5%
Community Service Fund	3,440,453	4,267,822	80.6%	91.1%	92.0%
Debt Service Fund	4,025,921	4,027,009	100.0%	100.0%	100.0%
Internal Service Fund	8,113,372	11,336,200	71.6%	84.0%	77.7%
Total All Funds	\$ 67,694,874	\$ 91,864,094	73.7%	77.9%	79.9%





DISTRICT OFFICE

201 Orchard Street South Northfield, MN 55057 PH 507.663.0600 • Fax 507.663.0611 www.northfieldschools.org

TO:

Dr. Matt Hillmann, Superintendent

FROM:

Val Mertesdorf, Director of Finance

DATE:

September 8, 2025

RF:

Board Approval of Financial Reports – May 2025

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of May 2025.

Bills totaling \$2,274,350.15 were paid in May 2025.

Payroll checks totaling \$3,964,524.66 were issued in May 2025.

No bond payments were paid in May 2025.

At the end of May 2025 Total Cash and Investments amounted to \$73,981,796.28. Wire transfers initiated by the district during May 2025:

\$200,000.00

From Frandsen General to Frandsen Sweep

\$100,000.00

From Frandsen Sweep to Frandsen General

The following financial reports for May 2025 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

- 1. Treasurer's Report
- 2. Disbursement Report

May 2025 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH	
GENERAL FUND	7,203,808.05	11,884,106.77	4,410,508.83	(916,158.68)	13,761,247.31 *	k
FOOD SERVICE	903,947.61	314,374.98	296,874.55	3,500.61	924,948.65	
COMMUNITY ED	608,954.96	449,935.46	382,042.48	(70,456.69)	606,391.25	
CONSTRUCTION ACCOUNT	7,540,014.04	31,450.41	23,250.00	(6,790,082.82)	758,131.63	
DEBT SERVICE	2,171,050.00	1,720,623.76	-	-	3,891,673.76	
SELF INSURANCE	4,954,079.74	41,997.04	1,126,198.95	992,743.12	4,862,620.95	
TOTALS	23,381,854.40	14,442,488.42	6,238,874.81	(6,780,454.46)	24,805,013.55	
GENERAL FUND INVESTMENT	42,422,940.61	-	-	5,806,627.48	48,229,568.09 *	t
CONSTRUCTION INVESTMENT	-	-	-	947,214.64	947,214.64	
_	42,422,940.61	-	-	6,753,842.12	49,176,782.73	
GRAND TOTALS	65,804,795.01	14,442,488.42	6,238,874.81	(26,612.34)	73,981,796.28	

^{*}General Fund includes Certificate of Deposit amount

Disbursement Report

ISD	659.	Northfield	H
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May 2025

Disbursements:

Bills Paid:

 General Fund
 \$ 940,515.47

 Food Service Fund
 138,669.28

 Community Services Fund
 45,716.45

 Construction Fund
 23,250.00

 Trust & Agency Fund

 Self Insurance Fund
 1,126,198.95

Total Bills Paid 2,274,350.15

Payroll:

General Fund 3,469,993.36
Food Service Fund 158,205.27
Community Services Fund 336,326.03
Trust Fund -

Self Insurance Fund

Total Payroll 3,964,524.66

Bond Payments:

Debt Redemption Fund

Total Bond Payments

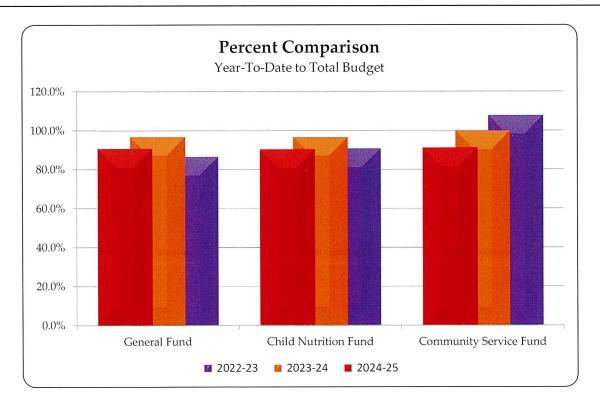
Total Disbursements \$6,238,874.81



STATEMENT OF REVENUES

For the month ended May 31, 2025

	 Year-		YTD	as % of Bud	lget
Fund	To-Date	Budget	2024-25	2023-24	2022-23
General Fund					
Property Taxes	\$ 12,838,083	\$ 18,386,381	69.8%	72.3%	67.7%
State Sources	44,638,437	46,452,052	96.1%	96.9%	93.7%
Federal Sources	1,325,656	948,005	139.8%	220.1%	58.8%
Local Sources	3,064,250	2,457,760	124.7%	180.8%	175.5%
Total	\$ 61,866,426	\$ 68,244,198	90.7%	96.8%	86.6%
Child Nutrition Fund	\$ 2,589,101	\$ 2,864,620	90.4%	96.6%	90.8%
Community Service Fund	3,740,425	4,104,481	91.1%	99.8%	107.7%
Debt Service Fund	4,864,076	4,322,700	112.5%	82.8%	88.9%
Internal Service Fund	10,074,331	11,298,342	89.2%	86.2%	91.4%
Total All Funds	\$ 83,134,359	\$ 90,834,341	91.5%	94.5%	88.3%

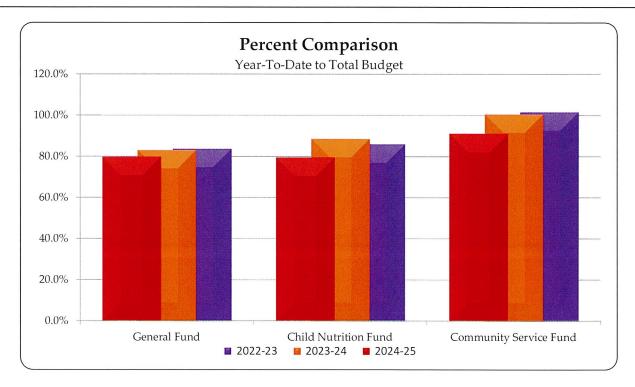




STATEMENT OF EXPENDITURES

For the month ended May 31, 2025

		Year-			YTE	as % of Bud	lget
Fund		To-Date		Budget	2024-25	2023-24	2022-23
General Fund			-				
Salaries	\$	31,101,492	\$	38,313,121	81.2%	82.4%	81.7%
Benefits		12,264,086		15,934,415	77.0%	81.7%	85.1%
Purchased Services		6,726,105		8,254,857	81.5%	95.9%	85.8%
Supplies & Materials		2,427,058		3,322,074	73.1%	84.2%	101.4%
Capital Expenditures		2,502,808		2,950,174	84.8%	77.6%	83.8%
Other Expenses		189,433		362,101	52.3%	33.5%	80.9%
Total General Fund	\$	55,210,982	\$	69,136,742	79.9%	83.2%	83.7%
Child Nutrition Fund	\$	2,463,260	\$	3,096,321	79.6%	88.6%	86.0%
Community Service Fund		3,892,917		4,267,822	91.2%	100.7%	101.7%
Debt Service Fund		4,025,921		4,027,009	100.0%	100.0%	100.0%
Internal Service Fund		9,239,571		11,336,200	81.5%	92.0%	85.2%
Total All Funds	\$	74,832,651	\$	91,864,094	81.5%	86.4%	87.3%
	_						





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

2025-26 Proposed Superintendent Focus Areas UpdateAugust 25, 2025

Purpose: The superintendent's focus areas drive progress toward achieving the district's vision, strategic commitments, and benchmarks.

Focus Area	Strategic Plan Alignment
The superintendent will prioritize career and technical education by developing a school-to-work program for	Strategic commitment alignment:
general education high school students beginning with the 2026-27 school year. (A school-to-work program already exists for students receiving special education services.)	People, Learner Outcomes, Equity, Stewardship, and Partnerships.
exists for students receiving special education services.)	Primary benchmark alignment:
	4. All students exhibit physical, social and emotional well-being.
	7. All students graduate from high school with a plan to reach their full potential.
The superintendent will focus on supporting necessary	Strategic commitment alignment:
system adaptations resulting from the district's priority-based budget reductions.	People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.
	Primary benchmark alignment:
	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.
The superintendent will prioritize thoughtful innovation by	Strategic commitment alignment:
planning and executing the first Northfield School District Artificial Intelligence Development Academy.	Learner Outcomes, Stewardship, and Partnerships.
	Primary benchmark alignment:
	7. All students graduate from high school with a plan to reach their full potential.

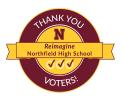
Focus Area	Strategic Plan Alignment
	8. All employees report satisfaction in the workplace.
	10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.
The superintendent will study enrollment to understand why	Strategic commitment alignment:
families from other districts choose to open enroll in Northfield, as well as the reasons Northfield families select other education options for their children.	People, Learner Outcomes, Equity, Communication, Stewardship, and Partnerships.
	Primary benchmark alignment:
	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.
The superintendent will continue seeking feedback from parents to improve BIPOC students' experiences and	Strategic commitment alignment:
feelings of belonging.	People, Learner Outcomes, Equity, Communication, and Partnerships.
	Primary benchmark alignment:
	4. All students exhibit physical, social and emotional well-being.
	9. All parents report satisfaction with their children's educational experience.

These focus areas, in addition to the 41 job responsibilities, are organized around eight major topic areas included in the superintendent's evaluation.

Also, the superintendent will focus on executing the design development, bid process, initial construction, and renovations associated with the Reimagine Northfield High School bond referendum



Reimagine Northfield High School Bond Referendum Projects | Construction Update No. 15 | Sept. 8, 2025



Recent highlights

- A security review with first responders was held on Aug. 25.
- A building standards review meeting focused on the civil engineering components was held on Aug. 27.
- A progress meeting was held on Aug. 12 with representatives from Xcel Energy about their energy design assistance program. We are awaiting the recommendations.
- The geothermal Darcy System test wells are still in process. Recent weather delayed the tests.

User Groups

- The kitchen and culinary user group met on Aug. 27.
- Wold met with the kitchen and culinary FACS user groups on Aug. 29.
- Wold will meet with the media AV, athletics training, business, career technical education, and activities departments on Sept. 24.

City of Northfield collaboration

- The traffic study has been completed. We are reviewing the report with Wold and Knutson.
- The next meeting with the City of Northfield will be held on Sept. 25.

Upcoming meetings and discussions

- A core planning group update is scheduled for Sept. 9.
- An update for high school staff will be held on Sept. 16.
- Representatives from the district and Wold will staff a table at NHS parent-teacher conferences on Sept. 24 to show initial building renderings.
- Knutson and Rockwise (a third party vendor contracted by Wold) will conduct independent initial schematic design budget reviews.
- A school board update will be provided on Sept. 22.