

INDEPENDENT SCHOOL DISTRICT NO. 659
REGULAR SCHOOL BOARD MEETING

Monday, September 14, 2026 ~ 6:00 p.m. ~ 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. Northfield Middle School Improvement Showcase
 - b. Northfield High School Improvement Showcase
 - c. Policy Committee Recommendations
6. Consent Agenda
 - a. Minutes
 - b. Gift Agreements
 - c. Personnel Items
7. Items for Individual Action
 - a. Superintendent's 2026-2027 Focus Areas
8. Items for Information
 - a. Permanent School Fund
 - b. Construction Update No. 31
 - c. Hass Ryt-Way Arena Grand Opening
9. Future Meetings
 - a. Monday, September 28, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Tuesday, October 13, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
*Note that Monday, October 12, 2026 is Indigenous Peoples' Day
 - c. Monday, October 26, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
10. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, September 14, 2026 ~ 6:00 p.m. ~ Regular Board Meeting
Northfield District Office Boardroom
[Meeting Link](#)

TO: Members of the Board of Education
FROM: Tim Anderson, Ed.D., Superintendent
RE: Explanation of Agenda Items for the Monday, September 14, 2026 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. Northfield Middle School Improvement Showcase. Middle School Principal Greg Gelineau will provide the board with an overview of the middle school's successes and highlights in 2025-2026 and the focus areas for the 2026-2027 school year.
 - b. Northfield High School Improvement Showcase. Northfield High School Principal Shane Baier will provide the board with an overview of the high school's successes and highlights in 2025-2026 and the focus areas for the 2026-2027 school year.
 - c. Policy Committee Recommendations. Superintendent Anderson will present the policy committee's recommended changes to policies 402, 423, 509, 515, 521, 524.2, 621, and 624. This will be an item for individual action at the September 28 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 24, 2026.
 - b. Gift Agreements. Gift agreements to be approved are attached.
 - c. Personnel Items.
 - i. Appointments
 1. Natalie Barsness, Lifeguard for Community Education/Recreation beginning 9/19/2026-5/31/2027. Step 2, \$15.60/hr.
 2. Noah Bearth, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 3. Luke Bentzin, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 4. Andrew Bonk, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 5, \$17.52/hr.
 5. Dylan Christianson, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 6. Larkin Dullea, Community School Site Assistant for up to 10 hrs/week at Greenvale Park beginning 9/22/2026-5/13/2027. Step 2, \$19.95/hr.
 7. Angela Ekern, .6 FTE Art Specialist at the ALC beginning 8/27/2026. MA, Step 10.
 8. Estella Freeman, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/12/2026-5/31/2027. Step 4, \$17.25/hr.
 9. Guadalupe Gallego, Community School Student Site Assistant for up to 10 hrs/week at Greenvale Park beginning 9/21/2026-5/13/2027. Step 2, \$17.39/hr.

10. Benjamin Gjerdingen, Event Worker at the Middle School beginning 8/31/2026. \$45/event.
 11. Carys Gordinier, KidVentures Student Site Assistant for up to 15 hrs/week at Bridgewater beginning 8/31/2026. Step 1, \$16.95/hr.
 12. Douglas Grandahl, Assistant 7th/8th Grade Football Coach at the Middle School beginning 9/3/2026. \$2,884 stipend.
 13. Amanda Hallet, Community School Site Assistant for up to 10 hrs/week at Bridgewater beginning 9/21/2026-5/13/2027. Step 2, \$19.95/hr.
 14. Updated: Zibby Hanifl, .5 FTE Assistant Diving Coach at the High School beginning 8/17/2026. \$2,595.50 stipend.
 15. Robert Htoo, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 16. Updated: Abigail Kemper, .9 FTE Art Specialist at the High School beginning 8/27/2026. MA+10, Step 10.
 17. Kristi Kortuem, Master Swim Club Coach Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. \$90/hr.
 18. Jack Kramer, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 19. Ryan Layeux, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 20. Jackson LeBlanc, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 6, \$17.80/hr.
 21. Sydney Livingston, Event Worker at the High School beginning 8/27/2026. \$45/77/event(s).
 22. Julian Lucio, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 23. Stephanie Mahal, Event Worker at the High School beginning 8/27/2026. \$45/77/event(s).
 24. Trey Petersen, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 6, \$17.80/hr.
 25. Taite Raasch, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 5, \$17.52/hr.
 26. Jackson Reade, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 6, \$17.80/hr.
 27. Matthew Rich, Event Worker at the Middle School beginning 8/31/2026. \$45/event.
 28. Bryon Sauvy, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 6, \$17.80/hr.
 29. Parker Seaman, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 4, \$17.25/hr.
 30. Noah Shui, Lifeguard for Community Education/Recreation beginning 9/19/2026-5/31/2027. Step 4, \$16.15/hr.
 31. Aspen Smith, .5 FTE Assistant Dance Coach at the High School beginning 10/26/2026. \$2,595.50 stipend.
 32. Olivia Sollom, KidVentures Student Site Assistant for up to 15 hrs/week at Spring Creek beginning 8/31/2026. Step 1, \$16.95/hr.
 33. Robyn Spillman, Special Ed EA/PCA for 6.75 hrs/day at the Middle School beginning 8/31/2026. Step 4, \$23.98/hr.
 34. Thomas Staples, Recreation & Aquatics Lead for Community Education/Recreation beginning 9/9/2026-5/31/2027. Step 5, \$17.52/hr.
 35. Isaac Wagner, Special Ed EA/PCA for 3.375 hrs/day at Bridgewater beginning 8/31/2026. Step 1, \$22.30/hr.
- ii. Increase/Decrease/Changes in Assignment
1. Laura Kay Allen, Substitute Teacher for the District, add 1.0 FTE LTS Special Education Teacher at the High School effective 9/16/2026-10/1/2026.
 2. Paula Baragary, Teacher at Spring Creek, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
 3. Natalie Barsness, Lifeguard for Community Education/Recreation, add Recreation & Aquatics Lead/Recreation & Aquatics Assistant effective 9/19/2026-5/13/2027. Lead - Step 2, \$16.70/hr. Assistant - Step 2, \$15.60/hr.
 4. Lindsay Becker Larson, Special Ed EA/PCA for 6.75 hrs/day at the Middle School, add Crossing Guard EA for .25 hrs/day effective 9/8/2026-6/11/2027.
 5. Kaitlin Bell, Teacher at Greenvale Park, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
 6. Tallie Berkvam-Peter, Teacher at Spring Creek, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
 7. Mairin Born, Teacher at Spring Creek, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
 8. Kristen Cade, Teacher at Bridgewater, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
 9. Isabel Fleming, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to up to 15 hrs/week at Greenvale Park effective 8/31/2026.

10. Estella Freeman, Recreation & Aquatics Lead for Community Education/Recreation, add Recreation & Aquatics Assistant effective 9/12/2026-5/13/2027.
11. Ana Gallego, Special Ed EA/PCA at Greenvale Park, add Community School Club Leader for up to 10 hrs/week effective 9/21/2026-5/13/2027. Step 4, \$23/hr.
12. Janet Gannon, General Ed EA for 6.75 hrs/day at the Middle School, add Bus Duty EA for .25 hrs/day effective 9/8/2026-6/11/2027.
13. John Garvey, Teacher at the Middle School, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
14. Aimee Gerdesmeier, KidVentures Site Leader for up to 40 hrs/week at Spring Creek, change to 35 hrs/week effective 9/8/2026.
15. Briana Grabinger, ECFE EA for 24.5 hrs/week at the NCEC, change to ECFE EA for 28.75 hrs/week and Hand in Hand EA for 2.75 hrs/week effective 9/14/2026.
16. Ellen Haefner, ECFE Parent Educator at the NCEC, change to 30.75 hrs/week effective 9/14/2026.
17. Brenda Hand, Teacher at Bridgewater, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
18. Madison Hansen, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
19. Kelly Hebzynski, Math Teacher at the Middle School, add a 1/6th overload in lieu of supervision effective 8/27/2026-6/11/2027.
20. Gretchen Heil, Teacher at Spring Creek, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
21. Jaelyn Holz, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
22. Bethany Jensen, Special Ed EA/PCA for 6.75 hrs/day at the Middle School, add Crossing Guard EA for .25 hrs/day effective 9/8/2026-6/11/2027.
23. Molly Knutelski, Teacher at the Middle School, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
24. Josie Kuennen, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
25. Rachael Langer, Math Teacher at the Middle School, add a 1/6th overload in lieu of supervision effective 8/27/2026-6/11/2027.
26. Briana Lanham, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to up to 28.5 hrs/week at Bridgewater effective 8/31/2026.
27. Susan Lightfield, KidVentures Site Assistant on-call, as needed at Spring Creek, change to up to 27.25 hrs/week effective 8/31/2026.
28. Angie Lynch, Special Education Teacher at the ALC/District-Wide, add a 1/5th overload in lieu of prep effective 9/4/2026-6/11/2027.
29. Edythe Malecha, KidVentures Student Site Assistant for up to 40 hrs/week at Spring Creek, change to up to 15 hrs/week effective 8/31/2026.
30. Makena Malecha, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
31. Miles Martig, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
32. Alexandra McFarlane, Special Ed EA/PCA at Spring Creek, add Community School Site Assistant for up to 5 hrs/week effective 9/21/2026-5/13/2027. Step 4, \$21.34/hr.
33. Gabe Meerts, Substitute Teacher as needed for the District, change to 8 hrs/day, 4 days/week effective 9/16/2026-11/6/2026.
34. Amy Merritt, Special Ed EA/PCA for 6.75 hrs/day at Bridgewater, add .5 hrs/day supervisory effective 9/8/2026.
35. Tonya Merritt-Skluzacek, KidVentures Site Leader for 40 hrs/week at Spring Creek, change to 35 hrs/week at Bridgewater effective 9/4/2026.
36. Harper Miller, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
37. Amanda Morelan, Special Ed EA/PCA for 6.75 hrs/day at the Middle School, add Crossing Guard EA for .25 hrs/day effective 9/8/2026-6/11/2027.
38. Diane Nagy, Special Education Teacher at Bridgewater, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
39. Nolan Nagy, Summer Seasonal Grounds Worker for 40 hrs/week for the District, extend position through 9/4/2026.
40. Lacey Neuman Bissonnette, KidVentures Site Leader on-call, as needed at Greenvale Park, change to 35 hrs/week effective 8/27/2026.
41. Marea Nielsen, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
42. Emmett Norrie, KidVentures Site Assistant for up to 15 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.

43. Brody Nygaard, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to up to 15 hrs/week at Bridgewater effective 8/31/2026.
 44. Xochitl Oaxaca, Special Ed EA/PCA at the NCEC, add Extended Day Care Provider for 4.75 hrs/week effective 9/14/2026.
 45. Theresa Olson, Special Ed EA/PCA for 6.75 hrs/day at Bridgewater, add .5 hrs/day supervisory effective 9/8/2026.
 46. Sandy Pelava, Early Ventures Teacher for up to 40 hrs/week at the NCEC, change to 40 hrs/week effective 8/31/2026.
 47. Stefany Perez, Community School Site Leader for up to 20 hrs/week at Spring Creek, change to up to 30 hrs/week effective 6/15/2026.
 48. Stefany Perez, Community School Site Leader at Spring Creek, add Early Ventures Teacher for 10 hrs/week at the NCEC effective 9/2/2026. Step 2, \$21.34/hr,
 49. Nicole Rasmussen, Special Ed EA/PCA for 6.75 hrs/day at Bridgewater, add .25 hrs/day supervisory effective 9/8/2026.
 50. Isaac Rich, KidVentures Student Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
 51. Caitlin Robertson, Teacher at the Middle School, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
 52. Lydia Rosenhamer, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
 53. Deborah Russell, Teacher at Spring Creek, add Community School Licensed Teacher for up to 10 hrs/week effective 9/22/2026-5/13/2027. \$40/hr.
 54. Tatum Sawyer, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
 55. Raine Scheuble, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
 56. Libby Stanton, ECFE Teacher for 29 hrs/week and Early Childhood Screener for up to 11 hrs/week at the NCEC, change to ECFE Teacher for 31.75 hrs/week and Early Childhood Screener for up to 8 hrs/week effective 9/21/2026.
 57. Ella Streiff, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
 58. Pilar Sullivan, General Ed EA at the NCEC, add Extended Day Care Provider for 3.75 hrs/week effective 9/14/2026.
 59. Victoria Swedin, ECFE EA/Sibling Care Provider for 6 hrs/week at the NCEC, change to 2 hrs/week effective 9/21/2026.
 60. Isabella Townley, KidVentures Student Site Assistant for up to 40 hrs/week at Spring Creek, change to 23.5 hrs/week at Greenvale Park effective 8/31/2026.
 61. Ellen Trotman, Teacher at Greenvale Park, add Community School Licensed Teacher for up to 10 hrs/week effective 9/21/2026-5/13/2027. \$40/hr.
 62. Dawn Valescu, Special Ed EA/PCA for 6.75 hrs/day at the Middle School, add Crossing Guard EA for .25 hrs/day effective 9/8/2026-6/11/2027.
 63. Deborah Wagner, Special Ed EA/PCA at Bridgewater, add Community School Club Leader for up to 6 hrs/week effective 9/21/2026-5/13/2027. Step 4, \$23/hr.
 64. Isaac Wagner, Special Ed EA/PCA for 3.375 hrs/day at Bridgewater, add Lunch Supervision EA for .75 hrs/day effective 9/8/2026.
 65. Annaliese Walker, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
 66. Madison Warner, KidVentures Site Assistant for 9 hrs/week at Spring Creek and Early Ventures Teacher for 31 hrs/week at the NCEC, change to Early Ventures Teacher for 40 hrs/week at the NCEC effective 8/31/2026.
 67. John Watkins, Site Supervisor for Community Education/Recreation, add Official effective 9/9/2026-5/31/2027. \$32/game.
 68. Kaycee Welch, Special Ed EA/PCA for 2.75 hrs/week at the NCEC, change to 10.5 hrs/week effective 8/31/2026.
 69. Clara Wilson, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on-call, as needed effective 8/31/2026.
 70. Sarah Wolfe, ECFE EA/Sibling Care Provider for 16.75 hrs/week at the NCEC, change to 15.5 hrs/week effective 9/21/2026.
- iii. Leave of Absences
1. Becki Haar, Teacher at Spring Creek, FMLA leave of absence beginning 9/3/2026, continuing through 10/2/2026.
- iv. Retirements/Resignations/Terminations
1. Marilyn Nelson, EA at the NCEC, resignation effective 8/24/2026.

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

7. Items for Individual Action

- a. Superintendent's 2026-2027 Focus Areas. The board is asked to approve the Superintendent's 2026-2027 Focus Areas as presented at the last school board meeting.

Superintendent's Recommendation: Motion to approve the Superintendent's 2026-2027 Focus Areas as presented.

8. Items for Information

- a. Permanent School Fund. This November, voters will be asked to update the Minnesota Constitution by voting on an amendment to modernize how the Permanent School Fund revenue is distributed. Superintendent Anderson presented background information, explained the constitutional amendment, and outlined the potential impact to Northfield Public Schools at the August 10, 2026 board meeting. He will recap that information.
- b. Construction Update No. 31. Superintendent Anderson will provide an update on the NHS construction project.
- c. Hasse Ryt-Way Arena Grand Opening. The board is invited to attend the grand opening and ribbon-cutting ceremony of the Hasse Ryt-Way Ice Arena on Wednesday, September 16 from 5:00-8:00 p.m.

9. Future Meetings

- a. Monday, September 28, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- b. Tuesday, October 13, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
*Note that Monday, October 12, 2026 is Indigenous Peoples' Day
- c. Monday, October 26, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom

10. Adjournment

Reaching Out, Reaching Up:

THE 2027 STRATEGIC PLAN



VISION

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

BENCHMARKS

1
All children are ready for **kindergarten**.

2
All students are connected to the **community**.

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

4
All students exhibit physical, social and emotional **well-being**.

5
All students have a **connection** with a caring adult beyond their parents as they transition to middle school.

6
All students have interests, goals and a **vision** for the future by the end of eighth grade.

7
All students **graduate** from high school with a plan to reach their full potential.

8
All **employees** report satisfaction in the workplace.

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

10
The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure **financial stability**.

11
Community education provides relevant and accessible learning opportunities for all residents.

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

STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

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	80/90/100 Framework Alignment	Narrative
Middle school students have consistently met the district target of 80% demonstrating competent or advanced resilience skills in both stress management and social skills on the Social Skills Improvement System (SSIS).	We are proud to report that, in spring 2026, 89% of middle school students demonstrated competent or advanced social skills, and 87% demonstrated competent or advanced stress-management skills.	These results are terrific news for our students and affirm that our efforts to prioritize meaningful connections are making a difference. Students receiving free or reduced-price meals also scored above 80% in both categories, indicating that this work is positively affecting students across demographic groups.
Highlight No. 2	80/90/100 Framework Alignment	Narrative
Middle school teachers created and implemented SELBH lessons twice a month during the second semester.	- Our MS SELBH PLC developed a district-wide framework and proactively moved that work forward by creating and implementing lessons for all middle school students. - The PLC team also helped middle school staff understand the importance of SELBH work and kept the district vision at the forefront. - Through this PLC's work, classroom teachers implemented brief, 10-minute lessons twice a month.	This PLC did incredible work—not only creating the lessons, but also modeling them for staff to demonstrate that implementation would require minimal additional preparation, which had been a concern for several staff members. Their work has also served as a precursor to a broader conversation about the possibility of implementing a homeroom/advisory program at the middle school. The lessons generated significant interest and positive feedback, and that momentum has led to a group of 14 staff members visiting a middle school with a well-established advisory program on October 28.

Highlight No. 3	80/90/100 Framework Alignment	
733 families have read our September 6 weekly message and our Family Engagement Event before school continues to draw many families to the MS to learn about what to expect, meet teachers, practice opening lockers, taking photos and walking the building.	● Middle school families continue to tell us that our Sunday messages are a vital part of keeping their families informed. ● 65% of our families access the Sunday message on a cell phone. ● The Family Engagement Event format we shifted to a few years ago continues to draw more and more families with many of them commenting on how much they appreciate how we have it structured.	Providing a consistent, accessible communication tool for all families has remained a priority for several years. We have used family feedback to make our messages even more user-friendly. By using Smore consistently across all buildings, families know what to expect and how to access important information throughout their students' journeys in Northfield Public Schools.
Goals		
Goal No. 1	80/90/100 Framework Alignment	Action Steps
The middle school will ensure that all students understand not only what the acronym PRIDE stands for, but also what PRIDE looks like in multiple settings.	● By making NMS PRIDE a focus for the 2026–27 school year, we will directly support both the 90% SELBH goal and the goal of ensuring that 100% of students feel safe. ● Students who enjoy school and feel connected are more likely to feel safe.	● We will teach the PRIDE Basics (Classroom, Hallway, Technology, Bathroom, Cafeteria) to all students and develop ways to acknowledge the great ways students are demonstrating PRIDE throughout the entire year. ● In addition, the administration will send families a monthly message highlighting examples of students demonstrating PRIDE and encouraging families to use this common language outside of school.
Goal No. 2	80/90/100 Framework Alignment	Action Steps
Middle school staff will explore the possibility of implementing a homeroom or advisory program for the 2027–28 school year.	● Implementing a homeroom/advisory program would provide another meaningful way for staff to connect with students. This work directly supports both the 90% SELBH goal and the goal of ensuring that 100% of students feel safe. ● A homeroom/advisory program would provide a dedicated setting in which to teach and discuss topics such as PRIDE and executive-functioning skills.	● A representative group of NMS staff will visit a local middle school with a well-established advisory program(the only AMLE School of Distinction in MN). The group will report its findings to the full staff, begin a discussion about how such a program could benefit middle school students, and identify potential barriers. ● We will continue this discussion throughout the year and develop a possible framework for implementing our own program, with the goal

		of holding a middle school staff vote by May 1, 2027, in accordance with the NEA contract.
Goal No. 3	80/90/100 Framework Alignment	Action Steps
We will build a culture of continuous improvement centered on the Northfield TD&E rubric and process.	• This goal will strengthen classroom instruction and foster a culture of continuous improvement grounded in partnership between classroom teachers and the administration. • We believe that improving classroom instruction will help students experience greater success and, in turn, feel more confident in themselves. • This goal directly supports the 80% student-proficiency target while also advancing the 90% and 100% goals.	• The administration will prioritize the TD&E process by spending a minimum of six hours each week visiting classrooms, holding next-step conversations, and providing specific feedback to classroom teachers. • The administration will provide professional development during workshop week to establish a foundation for this process. • The administration will continue providing professional development once each quarter during the 2026–27 school year.

Summary

Over the past year, our middle school prioritized students' social-emotional and behavioral health. By implementing focused, twice-monthly lessons during the second semester, we saw a direct, positive impact on our spring SSIS data. This work provides a strong foundation, and I expect these results to continue trending upward as we focus on this year's goals.

At the same time, we have spent the past several years adopting and implementing new curricula in English, math, and, most recently, social studies. Although this is a crucial step toward improving instruction and student outcomes, a transition of this magnitude is demanding, and some staff members, students, and families understandably had concerns. Despite these challenges, our students continued to make commendable progress both academically and in their social-emotional development.

Looking ahead to the 2026–27 school year, I am excited about the progress we are poised to make. Through our PBIS program, the potential implementation of a homeroom/advisory structure, and our commitment to the new Teacher Development and Evaluation (TD&E) process, we are laying the groundwork for students to achieve even greater academic growth while continuing to thrive behaviorally and emotionally.

Northfield Middle School

2026-27 School Improvement Plan
September 14, 2026

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

VISION

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

BENCHMARKS

1 All children are ready for kindergarten .	2 All students are connected to the community .	3 All students are at grade level in reading and mathematics by the end of third and sixth grades.
4 All students exhibit physical, social and emotional well-being .	5 All students have a connection with a caring adult beyond their parents as they transition to middle school.	6 All students have interests, goals and a vision for the future by the end of eighth grade.
7 All students graduate from high school with a plan to reach their full potential.	8 All employees report satisfaction in the workplace.	9 All parents report satisfaction with their children's educational experience.
10 The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability .	11 Community education provides relevant and accessible learning opportunities for all residents.	Note: The first seven benchmarks are aligned with the language identified by Northfield Promise, a collective impact consortium of 20 community organizations committed to helping Northfield's youth thrive "from cradle to career."



STRATEGIC COMMITMENTS



People

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



Learner Outcomes

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



Equity

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



Communication

We communicate effectively and transparently with all stakeholders.



Stewardship

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



Partnerships

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

Strategic Commitments



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District Benchmarks

1

All children are ready for **kindergarten**.

2

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

3

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

7

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

8

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

9

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

4

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

5

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

6

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

10

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

11

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

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

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!



80%

Academically Proficient

90%

SEL Proficient

100%

Growing and Feeling Safe

90% SELBH proficiency is in reach



89% of middle school students reported they had competent or advanced social skills, and 87% reported they had competent or advanced stress management skills

Middle School students had two SELBH lessons a month during semester II



- The PLC team also trained/educated middle school staff on the importance of SELBH work and kept the district vision in front of them.
- Through the work this PLC did they were able to create and have classroom teachers implement short 10 minute lessons twice a month.
- All students continue to give us honest feedback on their stress management skills and how they feel they are doing social emotionally.

Family Engagement is Important



- Consistent and informative Sunday messages continue to be something our families appreciate and look forward to.
- 733 families have read this year's September 6 Sunday message. This is over 200 more than last year.
- The middle school family engagement event continues to be a large draw for our families.
- New structure the past few years has brought in more families and an increase in positive comments.

A Culture of **PRIDE**



Prepared
Respect
Integrity
Dependability
Excellence

Preparados
Respeto
Integridad
Digno/a de confianza
Excelencia

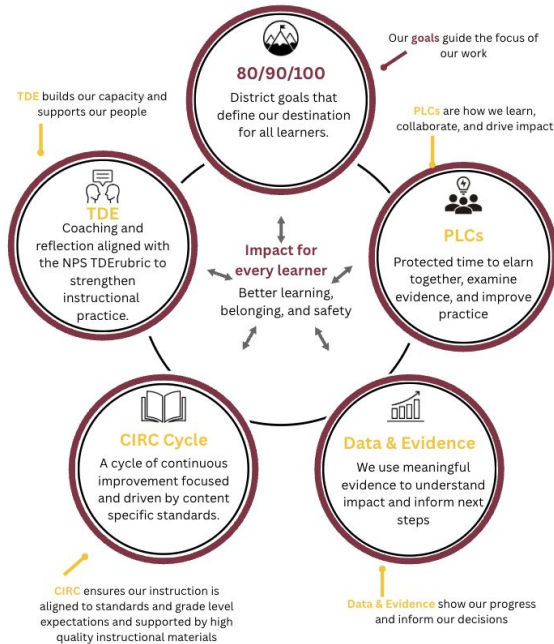
- All students will be taught what **PRIDE** stands for.
- All students will be taught what **PRIDE** looks like in the classroom, hallway, cafeteria, bathroom and with technology.
- Parents will receive monthly messages highlighting how our students are showing **PRIDE**.
- PBIS is a program designed to build a strong positive culture, which will positively impact our 80/90/100 goal.

Exploring a Middle School Homeroom



- A group of 14 staff will visit an established middle school program (AMLE Distinguished).
- The group will report back to the entire staff on what they saw, heard and thought.
- Throughout the year, staff will discuss the pros and cons to a homeroom and what it could look like for the 2027-28 school year.
- The goal is by the beginning of May, we would have a homeroom structure for the staff to vote on.
- A homeroom would directly impact both the 90% SELBH goal and the 100% goal of students feeling safe.

Everyone Wins with Improved Classroom Instruction



- Northfield's new TD&E rubric and process increases the specific feedback that classroom teachers receive, which has historically been a growth area on the employee satisfaction survey.
- The shift in curriculum and focus on improving classroom instruction will develop our student to be critical thinkers who are curious and ready to engage in society.
- This shift in teaching will be an adjustment for staff, students, and families.
- Administration will provide quarterly professional development to support staff during this transition.

Thank You and Questions



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	80/90/100 Framework Alignment	Narrative
Goal: Regular Attendance will move from 80% to 90% by the end of the 2025-2026 school year. Our result was 89.5% of students regularly attending during the 2025-26 school year.	This highlight focuses on the progress in support of the Social Emotional Outcomes category of 80/90/100. Adult Actions: - Tracking and organizing attendance data and creating clarity for our attendance team, staff, students & families. - A commitment to a K-12 Attendance System that aligns the practices at all schools and levels. - Consistent checkpoints and communication with families regarding student attendance. - The attendance team's commitment to 3, 6, and 9 unexcused absence actions (Student Meetings, Talking Points, Family Meetings, and Credit Appeals).	- Engage and maintain the district-wide attendance system. - Execute specific target strategies at NHS to increase regular school attendance.
Highlight No. 2	80/90/100 Framework Alignment	Narrative
Goal: Teachers will concentrate on utilizing High Impact Teaching Strategies in order to have 80% of students proficient on priority standards.	This highlight sheds light on progress in support of the Academic Outcomes category of 80/90/100. Adult Actions: PLC collaboration around learning standards,	- Utilized High Impact Teaching Strategies (HITS) to improve student learning outcomes. - Leveraged weekly PLC time for collaboration on instruction, curriculum, and assessments.

	curriculum, and assessment. - Classroom teachers focus on High Impact Teaching Strategies (HITS). - Activation of Tiered systems in support of student learning. - Attendance Team, Student Support Team and Super Flex Team working to create the conditions for learning.	Sustained a culture of continuous improvement across Northfield Public Schools.
Highlight No. 3	80/90/100 Framework Alignment	
Goal: Using the Parent/Caregiver Experience Survey, families will report receiving relevant information from teachers that is timely and shares both positive and constructive feedback. This highlight represents the intentional work to create a partnership with parents and caregivers in the 80/90/100 goals related to social emotional outcomes. This highlight isn't specific to our communication goal; however, it does highlight the highest scoring survey item at 83.5% agreement and represents 56% growth since 2023.	Additional Data: Parents are speaking up: 124 open comments cited strengths like FLEX time, dedicated teachers, and strong arts programs. Staff are noticed: 111 comments named individual staff for recognition — teachers, counselors, and coaches alike.	- Utilized multiple communication channels including Talking Points, email, phone calls, and quarterly conferences. - Achieved reported improvements from parents/caregivers in receiving timely, positive, and constructive feedback.
Highlights		
Goal No. 1 Continued attendance goal	80/90/100 Framework Alignment	Action Steps
Attendance: By the end of the 2026-2027 school year, Northfield High School's regular attendance rate (90% or more of school days attended) will improve from 89.5% during the 25-26 school year to 92% in June 2027. ☐ American Indian* students will improve from 66.7% % to 73% during the 2026-2027 school year. (6%) ☐ Asian/Pacific Islander students will improve from 93.3% to 95% during the 2026-2027 school year. (2%) ☐ Black students will improve from 78.7% to 85%	This highlight sheds light on progress in support of the Social Emotional Outcomes category of 80/90/100.	Adult Actions: - Engage in the MTSS processes of collecting data, analyzing it, and engaging staff, students and families around actions to improve. - Refine, re-norm, and commit to our K-12 attendance system - A committed focus on 3, 6, and 9 unexcused absence procedures (student meetings, family meetings, Talking Point messages, credit appeals). - Staff connecting with students around attendance, academics, and activities.

during the 2026-2027 school year. (6%) ☐ Hispanic students will improve from 76.4% to 83% the 2026-2027 school year. (6%) ☐ White students will improve from 90.7% to 94% during the 2026-2027 school year. (3%) *Small group sizes can be difficult to measure using percentages.		5. Tracking our student connections through a shared process (student connectedness activity, attendance mentors).
Goal No. 2 Credit Attainment; % on track for graduation	80/90/100 Framework Alignment	Action Steps
By the end of the 2026-2027 school year, the percentage of Northfield HS students on track for graduation will increase from 91% in 2025-2026 to 95% for all students. ☐ SFRP (232) on track for graduation will increase from 81% in 2025-2026 to 86% during the 2026-2027 school year. ☐ Hispanic (178) students on track graduation will increase from 79% in 2025-2026 to 85% during the 2026-2027 school year. ☐ Black (41) students on track graduation will increase from 95% in 2025-2026 to 97% during the 2026-2027 school year. ☐ Special Education (128) students on track graduation will increase from 82.6% in 2025-2026 to 87% during the 2026-2027 school year. ☐ EL (53) students on track graduation will increase from 70% in 2025-2026 to 75% during the 2026-2027 school year. ☐ Asian/Pacific Islander (40) students on track graduation will increase from 90% in 2025-2026 to 93% during the 2026-2027 school year. ☐ American Indian (*12) students on track graduation will increase from 83.3% in 2025-2026 to 85% during the 2026-2027 school year.	This goal focuses the student learning through credit attainment in support of the academic outcomes and growth categories of 80/90/100.	A focus on Tier I instruction utilizing the one Coherent Instructional Framework Core Instruction SELBH <u>Adult Actions:</u> 1. PLC collaboration focused on curriculum, assessment, and instructional practices. 2. Classroom teachers focus on high quality core instruction utilizing the One Coherent Instructional Framework. 3. Activation of Tiered systems in support of student learning. 4. Attendance, Student Support and Flex Teams respond to data to inform adult and student actions.

*Small group sizes too small to measure.		
Goal No. 3 Student Connectedness	80/90/100 Framework Alignment	Action Steps
School Connectedness: By the end of the 2026-2027 school year, the percentage of Northfield HS students that answer “Very True” or “A Lot True” on a scale of “Not True, A Little True, A Lot True, or Very True,” will improve on the following questions: 1. <i>“Most of my teachers care about and are interested in me as a person”</i> will improve from 77.5% in the spring of 2026 to 80% in the spring of 2027. 2. <i>“I have at least one adult at school I look forward to seeing each day”</i> will improve from 78% in the spring of 2026 to 81% in the spring of 2027. 3. <i>“I have at least one activity/ club I look forward to participating in.”</i> will improve from 79.4% in the spring of 2026 to 82% in the spring of 2027. 4. <i>“I have at least one class I look forward to each day.”</i> will improve from 83% in the spring of 2026 to 85% in the spring of 2027.	The student connected goals align with the 90% SEL goal and the 100% feeling safe.	<u>Adult Actions:</u> 1. Adult Mentor Plan 2. A focus on Social Emotional Learning through the One Coherent Instructional Framework 3. Activities Fair to share sports, activities & clubs opportunities 4. Raiders Spotlight supported by Raiders L.E.A.D framework

Summary

Northfield High School closed out 2025–2026 with real momentum across all three pillars of the 80/90/100 framework. Regular attendance climbed to 89.5%, just shy of the 90% goal, driven by a consistent K–12 attendance system and the team's disciplined follow-through on 3/6/9 unexcused-absence protocols. Teachers leaned into High-Impact Teaching Strategies through weekly PLC collaboration in pursuit of 80% proficiency on priority standards, backed by tiered instructional systems and cross-team problem-solving. On the family-partnership side, one survey item reached 83.5% agreement; a 56% jump since 2023. Additionally, parents shared 124 comments praising FLEX time, dedicated teachers, and the arts programs, and 111 comments specifically naming staff for recognition.

Building on that progress, NHS carries three goals into 2026–2027, each paired with student group-specific targets so gains reach every student group, not just the schoolwide average. Regular attendance is targeted to increase from 89.5% to 92%, with the largest gains aimed at Black, Hispanic, and American Indian students. Credit attainment, the percentage of students on track for graduation, is set to climb from 91% to 95% schoolwide, with EL, Hispanic, and Special Education students targeted for the steepest growth. And lastly, student connectedness, measured through four survey questions about feeling cared for, having an adult and an activity to look forward to, and enjoying at least one class, is set to improve by two to three points on each item. Underneath all three goals is the same throughline: attendance, achievement, and belonging reinforce one another, so progress on one is expected to lift the others in the 80/90/100 framework.

Northfield High School



2026-27 School Improvement Plan
September 14, 2026

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

VISION

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

BENCHMARKS

1 All children are ready for kindergarten .	2 All students are connected to the community .	3 All students are at grade level in reading and mathematics by the end of third and sixth grades.
4 All students exhibit physical, social and emotional well-being .	5 All students have a connection with a caring adult beyond their parents as they transition to middle school.	6 All students have interests, goals and a vision for the future by the end of eighth grade.
7 All students graduate from high school with a plan to reach their full potential.	8 All employees report satisfaction in the workplace.	9 All parents report satisfaction with their children's educational experience.
10 The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability .	11 Community education provides relevant and accessible learning opportunities for all residents.	Note: The first seven benchmarks are aligned with the language identified by Northfield Promise, a collective impact consortium of 20 community organizations committed to helping Northfield's youth thrive "from cradle to career."



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

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

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

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

5

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

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

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

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

School Improvement 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!



80%

Academically Proficient

90%

SEL Proficient

100%

Growing and Feeling Safe

#1: Strengthening Attendance Systems

Goal: Regular attendance will move from 80% to 90% by the end of the 2025-2026 school year.

89.5%

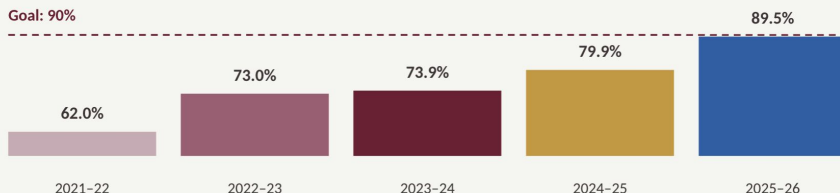
REGULAR ATTENDANCE, 2025-26

Just 0.5 points from the 90% goal — up 9.6 pts from last year.



Regular Attendance, All Students — 5-Year Trend

Goal: 90%



This highlight focuses on the progress in support of the Social Emotional Outcomes category of 80/**90**/100.

Adult Actions:

1. Tracking and organizing attendance data and creating clarity for our attendance team, staff, students & families.
2. A commitment to a K-12 attendance system that aligns the practices at all schools and levels.
3. Consistent checkpoints and communication with families regarding student attendance.
4. The attendance team's commitment to 3, 6, and 9 unexcused absence actions (student meetings, Talking Points, family meetings, and credit appeals).

#2: Driving Academic Achievement

Goal: Teachers will concentrate on utilizing High Impact Teaching Strategies in order to have 80% of students proficient on priority standards.

91%

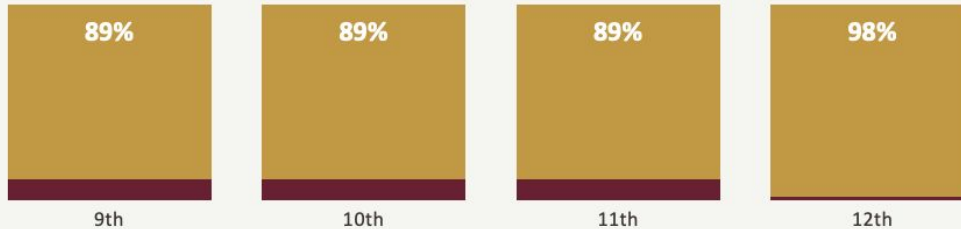
OF NHS STUDENTS AT/ABOVE
BENCHMARK FOR EARNED CREDIT

9% of students remain below benchmark — the focus of credit-recovery and intervention support this year.



Earned Credit by Grade

% of students at/above benchmark, 25–26 Semester 2



This highlight sheds light on progress in support of the Academic Outcomes category of 80/90/100.

Adult Actions:

1. PLC collaboration around learning standards, curriculum, and assessment.
2. Classroom teacher focus on High Impact Teaching Strategies (HITS)
3. Activation of Tiered systems in support of student learning.
4. Attendance team, student support team, and super flex team working to create the conditions for learning.

#3: Enhancing Parent/Caregiver Experience & Engagement

Goal: Using the Parent/Caregiver Experience Survey, families will report receiving relevant information from teachers that is timely and shares both positive and constructive feedback.

“I am treated with respect at this school” was NHS’s highest-scoring item of all 15 items.

83.5%

of NHS parents agree or strongly agree

Highest Top-2-Box score of any of the 15 survey items — building mean 4.35/5, also the top mean building-wide.

+56%

growth in survey participation since 2023

NHS respondents rose from 132 (Spring '23) to 206 (Spring '26), reflecting deeper parent engagement with the survey.

This highlight represents the intentional work to create a partnership with parents and caregivers in the 80/**90**/100 goals related to social emotional outcomes. While NHS has continue to explore strategies to improve communication, our data remain mostly unchanged.

Additional Data:

- **Parents are speaking up:** 124 open comments cited strengths like FLEX time, dedicated teachers, and strong arts programs.
- **Staff are noticed:** 111 comments named individual staff for recognition — teachers, counselors, and coaches alike.

Goal No. 1 Attendance

NORTHFIELD HIGH SCHOOL · 2026–2027 SCHOOL IMPROVEMENT GOALS

1 REGULAR SCHOOL ATTENDANCE

By the end of the 2026–2027 school year, NHS's regular attendance rate (90%+ of school days attended) will improve schoolwide — and every student group will move forward together.

89.5% → 92%

Regular attendance rate, all students · 2025–26 → 2026–27

+2.5 PTS

This goal focuses on the progress in support of the Social Emotional Outcomes category of 80/**90**/100.

Adult Actions:

1. Engage in the MTSS processes of collecting data, analyzing it, and engaging staff, students, and families around actions to improve.
2. Refine, renorm, and commit to our K-12 attendance system.
3. A committed focus on 3, 6, and 9 unexcused absence procedures (student meetings, family meetings, Talking Points messages, credit appeals).
4. Staff connecting with students around attendance, academics, and activities.
5. Tracking our student connections through a shared process (student connectedness activity, attendance mentors).

Goal No. 2: Credit Attainment

NORTHFIELD HIGH SCHOOL · 2026–2027 SCHOOL IMPROVEMENT GOALS

2

ON TRACK FOR GRADUATION

By the end of the 2026–2027 school year, the percentage of NHS students on track for graduation will climb for all students — with intentional, measurable gains for every student group.

91% → 95%

+4 PTS

Students on track for graduation, all students · 2025–26 → 2026–27

This goal focuses the student learning through credit attainment in support of the Academic Outcomes & Growth categories of **80/90/100**.

Adult Actions:

1. PLC collaboration focused on curriculum, assessment, and instructional practices.
2. Classroom teachers focus on high quality core instruction utilizing the One Coherent Instructional Framework.
3. Activation of Tiered systems in support of student learning.
4. Attendance, student support, and flex teams respond to data to inform adult and student actions.

Goal 3: Student Connectedness

NORTHFIELD HIGH SCHOOL · 2026–2027 SCHOOL IMPROVEMENT GOALS

3 STUDENT CONNECTEDNESS

By the end of the 2026–2027 school year, more NHS students will answer “Very True” or “A Lot True” to each connectedness question below — because belonging drives attendance, achievement, and graduation.

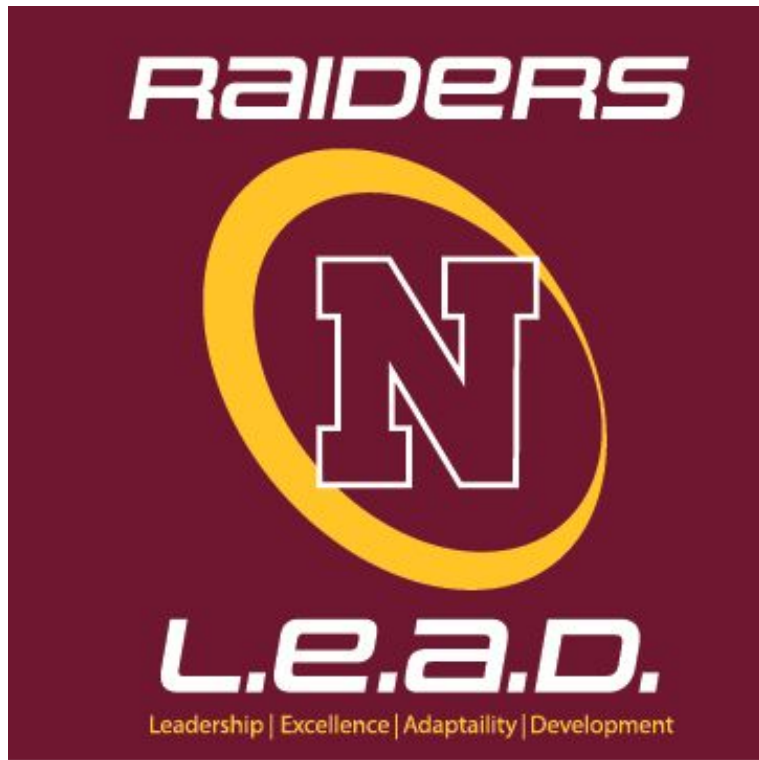
- | | | |
|---|-------------|----------|
| 1. “Most of my teachers care about and are interested in me as a person.” | 77.5% → 80% | +2.5 PTS |
| 2. “I have at least one adult at school I look forward to seeing each day.” | 78% → 81% | +3 PTS |
| 3. “I have at least one activity or club I look forward to participating in.” | 79.4% → 82% | +2.6 PTS |
| 4. “I have at least one class I look forward to each day.” | 83% → 85% | +2 PTS |

This goal focuses on connection to the adults, activities, and experiences in support of the Social Emotional Learning and Growth/Safety category of 80/**90**/100.

Adult Actions:

1. Adult Mentor Plan
2. A focus on Social Emotional Learning through the One Coherent Instructional Framework
3. Activities Fair to share sports, activities & clubs opportunities
4. Raiders Spotlight supported by Raiders L.E.A.D framework

Thank You and Questions



Northfield Public Schools

Policy Committee Recommendations

September 14, 2026

Policy	Changes
402: Disability Nondiscrimination	Change Type: Substantive Added reasonable accommodation process provision enacted by the 2026 Minnesota Legislature to section II.
423: Employee Student Relationships	Change Type: Substantive Added “grooming” prohibition enacted by the 2026 Minnesota Legislature to section II.E.
509: Enrollment of Nonresident Students	Change Type: Substantive - Aligns policy with open enrollment laws in Minn. Stat 142D.08, Ch. 260A, and Ch.260C. - Removed “grade level” in Section III.A. - Reworded section III.A.2. - Added “paragraph A” to section III.B. - Added “in a nonresident district” to section III.C. - Added statute reference in section IV.A.4. - Reformatted section IV.B. - Reworded and corrected references in section IV.C. - Reworded section IV.F. - Added statutes in the references section. - Added a resources section.
515: Protection and Privacy of Pupil Records	Change Type: Substantive - Updated immunization information in section IV.B.16 and section IV.C.3 and 4. - Removed hyphen in “post-secondary.” - Added resources section. - Updated formatting.
521: Student Disability Nondiscrimination	Change Type: Substantive - Added reasonable accommodation process provision enacted by the 2026 Minnesota Legislature to section II. - Added legal reference.
524.2 Acceptable Use and Safety of Technology and Telecommunications Systems by Students	Change Type: Substantive Added new statute regarding nudification enacted by the 2026 Minnesota Legislature to section III.A.2.
621: Literacy and the Read Act	Change Type: Substantive Adds Read Act revisions enacted by the 2026 Minnesota Legislature.

624: Online Instruction	Change Type: Regular Review and Non Substantive ● Updated statute number in section IV.G. ● Linked statutes ● In section V.A, Minnesota Statutes, chapter 124E refers to Charter Schools: removed. ● Removed legal reference
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Policy 402 DISABILITY NONDISCRIMINATION

I. PURPOSE

In alignment with the district's vision to prepare every student for lifelong success and its strategic commitment to people, the purpose of this policy is to provide a fair employment setting for all persons in the Northfield School District and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training and other terms, conditions and privileges of employment.
- B. The district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the Director of Special Services. This individual is the district's appointed ADA/Section 504 coordinator.
- E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in [Minnesota Statutes, section 363A.03](#), subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Policy 402 Disability Nondiscrimination Policy

Adopted: 02.14.2005; Updated: 08.10.2020; Non-Substantive Update: 04.19.2022, 01.13.2025

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 794 et. seq. (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination of the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References:

MSBA/MASA Policy 413 (Harassment and Violence)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

Policy 423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

Northfield Public Schools is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee should ~~is to~~ provide students with appropriate guidance, understanding, and direction, while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other district employees with respect, courtesy and consideration and in a professional manner. Each district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must always be ~~and remain~~ on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other district employees also may hold positions of authority over students of the district and must be mindful of their authority and influence over students.
- D. Sexual relationships between district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability as well as disciplinary action up to and including immediate termination.
- E. Other actions that violate this policy include, but are not limited to:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
 - 5. Grooming as prohibited under [Minnesota Statutes, section 609.352.](#)
- F. District employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. District employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled by the superintendent or their designee unless other specific complaint procedures are provided within any other policy of the district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the district will take appropriate action. Employees who violate this policy will be subject to disciplinary action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed, or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Policy 423 Employee Student Relationships

Adopted: 03.14.2005; Updated: 12.2014, 04.14.2025; Substantive Update: INSERT DATE HERE; Non-Substantive Update: 12.17.2020, 02.08.2022

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

Legal References: Minn. Stat. §13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13 (b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341–609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints-Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

Policy 509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITION OF RESIDENCY

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

nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

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

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

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

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

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function.
2. Possessing or using an illegal drug at school or a school function.
3. Selling or soliciting the sale of a controlled substance while at school or a school function.
4. Committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1 ~~involving assaulting another and inflicting substantial bodily harm.~~

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

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

1. ~~The student's p~~Previous academic achievement ~~of a student.~~
2. ~~The student's a~~Athletic or extracurricular ability ~~of a student.~~
3. ~~The student's d~~Disabling conditions ~~of a student.~~
4. ~~A~~ The student's proficiency in the English language.
5. The student's district of residence, except where the district of residence is directly included in an enrollment options strategy included in an approved

achievement and integration program; or

6. Previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in section IV.A of this policy.

C. Application

The ~~student and~~ parent/guardian/caregiver must complete and submit the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education” (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK)) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The district may require a nonresident student enrolled in a program under [Minnesota Statutes, section 125A.13](#), or in a preschool program, except for a program under [Minnesota Statutes, section 142D.08](#) ~~124D.151~~ to follow the application procedures under [Minnesota Statutes, section 124D.03](#), subdivision 3 ~~this subdivision~~ to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under [Minnesota Statutes, section 142D.08](#) ~~124D.151~~ to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under [Minnesota Statutes, section 124D.03](#), subdivision 12.

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

D. Lotteries

1. If a district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district’s staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:
 - a. The student’s resident district does not operate a school building.
 - b. The municipality is located partially or fully within the boundaries of at least five school districts.

- c. The nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality.
 - d. No other nonresident, independent, special, or common school district operates a school building within the municipality.
2. The process for the district lottery must be established by school board policy and posted on the district's website.

E. Exclusion

1. **Administrator's initial determination.** If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. **Superintendent's review.** The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the [Minnesota Pupil Fair Dismissal Act](#) as warranted on a case-by-case basis.

F. Termination of Enrollment

The district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to [Minnesota Statutes, section 124D.03](#) or [124D.08](#) at the end of a school year if the student meets the definition of a habitual truant under [Minnesota Statutes, section 260C.007, subdivision 19](#), the student has been provided appropriate services for truancy under [Minnesota Statutes, chapter 260A](#), and the student's case has been referred to juvenile court.

A "habitual truant" is a child ~~under 17 years of age~~ who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse ~~for one (1) or more class periods~~ on seven (7) school days in a school year if the child is in ~~middle school, junior high school, or high school elementary school~~ or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year ~~if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year~~ and who has not lawfully withdrawn from school. Pursuant to [Minnesota Statutes, section 260C.163](#), subdivision 11, "habitual truant" also means a child under

age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws. under Minnesota Statutes, section 120A.22, subdivision 8.

The district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one (1) or more periods on fifteen (15) school days and has not lawfully withdrawn from school under [Minnesota Statutes, section 120A.22, subdivision 8](#).

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

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Policy 509 Enrollment of Nonresident Students

Adopted: 09.27.2004; Updated: 05.2013, 12.2013, 12.2014, 06.20.2022, 06.08.2026; Substantive Update: 07.10.2023, INSERT
DATE

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References: Minn Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn Stat. § 124D.03 (Enrollment Options Program)
Minn Stat. § 125D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Minn. Op Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005
WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

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

Resources: Minnesota Department of Education: [Open Enrollment](#) (accessed 03/18/26)

Policy 515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The Northfield School District recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the Board of Education, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, Family Educational Rights and Privacy Act (FERPA) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and Minnesota Rules parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

“Authorized Representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

“Biometric Record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

“Dates of attendance” as referred to in “Directory Information” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. It does not include specific daily records of a student’s attendance at a school or schools in the school district.

D. Directory Information

1. “Directory information,” under federal law, means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student’s:
 - Name.
 - Address.
 - Telephone listing.
 - Electronic mail address.
 - Photograph.
 - Date and place of birth.
 - Major field of study.
 - Dates of attendance.
 - Grade level.
 - Enrollment status (i.e. full-time or part-time).
 - Participation in officially recognized activities and sports.
 - Weight and height of members of athletic teams.
 - Degrees, honors and awards received.
 - Most recent educational agency or institution attended.
 - Name, address and telephone number of the student’s parent(s).

Directory information does not include a student’s:

- Social security number.
 - Identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identify such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.
 - ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student.
 - Personally identifiable data which references religion, race, color, social position or nationality.
 - Data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent.
2. Under Minnesota law, a school district may not designate a student’s home address, telephone number, email address, or other personal contact information as “directory information.” Minnesota law prohibits schools from designating student contact information as “directory information” despite the FERPA definition. Minnesota schools should comply with

Minnesota law and should not include student contact information in their definition of “directory information.”

E. Education Records

"Education records" means those records that are directly related to a student and maintained by the district or by a party acting for the district.

1. “Education records” does not include:
 - a. Records of instructional personnel that are:
 1. Kept in the sole possession of the maker of the record.
 2. Used only as a personal memory aid.
 3. Not accessible or revealed to any other individual except a temporary substitute teacher.
 4. Destroyed at the end of the school year.
 - b. Records of a law enforcement unit of the district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 1. Maintained separately from education records.
 2. Maintained solely for law enforcement purposes.
 3. Disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the district which:
 1. Are made and maintained in the normal course of business.
 2. Relate exclusively to the individual in that individual's capacity as an employee.
 3. Are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

- d. Records relating to an eligible student, or a student attending an institution of ~~post-secondary~~ postsecondary education, that are:
 1. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity or assisting in that capacity
 2. Made, maintained or used only in connection with the provision of treatment to the student.
 3. Disclosed only to individuals providing the treatment, provided that the records can be personally reviewed by a

physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities which are part of the program of instruction within the school district.

- e. Records created or received by the district after an individual is no longer a student at the district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of ~~post-secondary~~ postsecondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, student discipline, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to perform:

1. An administrative task required in the school or employee's contract or position description approved by the board.
2. A supervisory or instructional task directly related to the student's education.
3. A service of benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

4. A task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights inherent in the applicable law and set out in this policy unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to:

1. A student's name.
2. The name of the student's parent or other family member.
3. The address of the student or student's family.
4. A personal identifier, such as the student's social security number or student number or biometric record.
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means the superintendent of schools or their designee.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the district maintains educational records. Student also includes applicants for enrollment or registration at the district and individuals who receive shared time educational services from the district.

O. School Official

“School official” includes a person:

1. Duly elected to the school board.
2. Employed by the school board in an administrative, supervisory, instructional, or other professional position.
3. Employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute.
4. Employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means 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.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable law or ordinary custom and usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received or maintained by a district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such

consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder.

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder.
6. The right to be informed about rights under the federal law.
7. The right to obtain a copy of this policy at the location set forth in this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of ~~post-secondary~~ postsecondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations section 300.610-300.617 with regard to the privacy, notice, access, recordkeeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. A specification of the records to be disclosed.
 - b. The purpose or purposes of the disclosure.
 - c. The party or class of parties to whom the disclosure may be made.

- d. The consequences of giving informed consent.
 - e. If appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
- a. If the parent or eligible student so requests, the district shall provide him or her with a copy of the records disclosed.
 - b. If the parent of a student who is not an eligible student so requests, the district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
- a. Identifies and authenticates a particular person as the source of the electronic consent.
 - b. Indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
- a. In plain language.
 - b. Dated.
 - c. Specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject.
 - d. Specific as to the nature of the information the subject is authorizing to be disclosed.
 - e. Specific as to the persons or agencies to whom the subject is authorizing information to be disclosed.
 - f. Specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future.
 - g. Specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for:
 - i. Life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy.
 - ii. Medical assistance under Minnesota Statutes chapter 256B or Minnesota Care under Minnesota Statutes chapter 256L, which shall be ongoing during all terms of eligibility, for

individualized education program health-related services provided by a district that are subject to third party reimbursement.

6. **Eligible Student Consent.** Whenever a student has attained eighteen (18) years of age or is attending an institution of ~~post-secondary~~ postsecondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in this policy.

B. Prior Consent for Disclosure Not Required

The district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein and if the disclosure is:

1. To other school officials, including teachers, within the district whom the school district determines have a legitimate educational interest in such records.
2. To a contractor, consultant, volunteer, or other party to whom the district has outsourced institutional services or functions provided that the outside party:
 - a. Performs an institutional service or function for which the district would otherwise use employees.
 - b. Is under the direct control of the district with respect to the use and maintenance of education records.
 - c. Will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools, school districts, or ~~post-secondary~~ postsecondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section Annual Notification of Rights), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes Section 260B.171,

unless the data are required to be destroyed under Minnesota Statutes Section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with this policy.

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law.
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. Determine eligibility for the aid.
 - b. Determine the amount of the aid.
 - c. Determine conditions for the aid.
 - d. Enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution.

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. Before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released.
 - b. After November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the district shall disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and

photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the district enters into a written agreement with the organization that:
 - a. Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed.
 - b. Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement.
 - c. Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests.
 - d. Requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be or destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.
8. To accrediting organizations in order to carry out their accrediting functions.
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes.
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal

grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student.
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals.

13. Information the district has designated as “directory information” pursuant to this policy.
14. To military recruiting officers and ~~post-secondary~~ postsecondary educational institutions pursuant to this policy.
15. To the parent of a student who is not an eligible student or to the student himself or herself.
16. To appropriate parties, including parents or an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals (34 Code of Federal Regulations, Part 99.36) ~~health authorities to the extent necessary to administer immunization programs~~ and for bona fide epidemiologic investigations which the Commissioner of the Minnesota Department of Health ~~commissioner of health~~ determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students.
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. The following information about a student must be disclosed:
 - i. A student’s full name, home address, telephone number, date of birth, a student’s school schedule, daily attendance record, and photographs, if any, and any parents’ names, home addresses, and telephone numbers.
 - b. The existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student:
 - i. Use of a controlled substance, alcohol, or tobacco.
 - ii. Assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act.

- iii. Possession or use of weapons or look-alike weapons.
- iv. Theft.
- v. Vandalism or other damage to property.

Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file.

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes Section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by

law, and only to the student or the student's parent or guardian.

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes Section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1996 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that:

- a. Any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary, and
 - b. Any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements. Or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order.
2. Pursuant to a statute specifically authorizing access to the private data.
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the Commissioner of the Minnesota Department of Health ~~commissioner of health~~ determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.
4. To appropriate parties, including parents or an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

- a. Minnesota Statutes, section 13.32, subdivision 5.
 - b. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.
2. The district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.
3. When requested, the district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the district).

C. Present Students and Parents

The district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. The types of personally identifiable information regarding students and/or parents that the school district has designated as directory information.
 - b. The parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information, and
 - c. The period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in this policy.
4. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. Prevent the district from disclosing or requiring the student to disclose the student's name, ID, or school district email address in a class in which the student is enrolled.
 - b. Prevent the district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the district as directory information.
5. The district shall not disclose or confirm directory information without meeting the written consent requirements contained in this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate.
2. Home address.
3. School presently attended by student.
4. Parent's legal relationship to student, if applicable.
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors, whether:
 - a. The minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access.
 - b. The personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm.
 - c. There are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate.
 - d. The data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject.
 - e. The data concerns medical, dental or other health services provided pursuant to Minnesota Statutes Sections 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this paragraph section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law and which are inaccessible to the student and his or her parent or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The district may make any data classified as protected non-public or confidential data pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel

widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in [Minnesota Statutes, section 13.393](#).
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events
 - a. A decision by the district, or by the chief attorney for the district, not to pursue the civil legal action. However, such investigation may subsequently become active if the district or its attorney decides to renew the civil legal action.
 - b. The expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action.
 - c. The exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

D. Chemical Abuse Records

To the extent the district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district

records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, [Minnesota Statutes, section 121A.40](#), *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS AND ~~POST-SECONDARY~~ POSTSECONDARY EDUCATIONAL INSTITUTIONS

- A. The district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officer only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
 - 1. May be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, other career and educational opportunities provided by the military.
 - 2. Cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
 - 3. Copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions. To refuse the release of the above information to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions, a parent or eligible student must notify the responsible authority, building principal, in writing each year. The written request must include the following information:
 - 1. Name of student and parent, as appropriate.
 - 2. Home address.
 - 3. Student's grade level.
 - 4. School presently attended by student.
 - 5. Parent's legal relationship to student, if applicable.
 - 6. Specific category or categories of information which are not to be released to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions.
 - 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and ~~post-secondary~~ postsecondary educational institutions.

- D. Annually, the district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and ~~post-secondary~~ postsecondary educational institutions. In order to make any directory information about a student private, the procedures contained in this policy also must be followed. Accordingly, to the extent the district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and ~~post-secondary~~ postsecondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisdisclosure

Consistent with the requirements herein, the district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisdisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the district from disclosing personally identifiable information under Section Disclosure of Education Records of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of this policy.
 - b. The district has complied with the record-keeping requirements of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of

dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the district must provide the notification required in this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the district.

D. Notification

The district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Release of Directory Information of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 United States Code section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY, AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records and shall be the superintendent of schools or their designee.

B. Record Security

The principal of each school and the director of special services, subject to the supervision and control of the superintendent, shall be the records manager of their school or program and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records. The Office of the Superintendent shall be the records manager for student records maintained in the district storage.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained.

2. Titles and addresses of person(s) responsible for the security of student records.
3. Location of student records, by category, in the buildings.
4. Means of securing student records.
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The district shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student, that indicates:
 - a. The parties who have requested or obtained personally identifiable information from the education records of the student.
 - b. The legitimate interests these parties had in requesting or obtaining the information.
 - c. The date of the request.
 - d. The names of the state and local educational authorities and federal officials and agencies listed in this policy may make further disclosures of personally identifiable information from the student's education records without consent.
 - e. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.
2. In the event the district discloses personally identifiable information from an education record of a student pursuant to this policy, the record of disclosure required under this section shall also include:
 - a. The names of the additional parties to which the receiving party may disclose the information on behalf of the school district.
 - b. The legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information.
 - c. A copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The district shall request a copy of the record of further disclosures from a state or

local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
 - a. The parent of the student or the eligible student.
 - b. The school official or his or her assistants who are responsible for the custody of the records.
 - c. The parties authorized by law to audit the record-keeping procedures of the district.
5. The district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. The articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure.
 - b. The parties to whom the district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the district maintains the student's education records.

XIII. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student/Response to Request for Access

The district shall permit the parent/guardian of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the district to inspect and review all education records of the

student (except those records which are made confidential by state or federal law). A written request must be submitted in accordance with district procedure. All education records include education records kept by teachers, counselors and other school staff members, and education records kept in school offices and district-level records storage. The district shall comply with a request immediately, if possible, or within ten (10) working days of the date of that request, excluding Saturdays, Sundays and legal holidays.

B. Right to Inspect and Review

The right to inspect and review education records includes:

1. The right to a response from the district to reasonable requests for explanations and interpretations of the records.
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

C. Form of Request

Parents or eligible students shall submit to the district a written request to inspect education records which identify as precisely as possible the record or records they wish to inspect.

D. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

E. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

F. Authority to Inspect or Review

The district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been

provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

G. Fees for Copies of Records

1. The district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the district shall consider the following:
 - a. The cost of materials, including paper, used to provide the copies.
 - b. The cost of the labor required to prepare the copies.
 - c. Any schedule of standard copying charges established by the school district in its normal course of operations.
 - d. Any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems.
 - e. Mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XIV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy of the student may request in writing that the district amend the records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the district to make. The request shall be signed and dated by the requestor.

2. The district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the district decides to refuse to amend the education records of the student in accordance with the request, they shall inform the parent of the student or the eligible student of the refusal and advise the parent or the eligible student of the right to a hearing under Section B below.

B. Right to a Hearing

If the district refuses to amend the education records of a student, the district shall, on request, provide an opportunity for a hearing in order to challenge the content of a student's education records to insure that information in the education records of the student is not inaccurate, misleading, incomplete or otherwise in violation of the privacy or other rights of students. The hearing shall be conducted in accordance with Section C below.

1. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the district, or both.
3. Any statement placed in the education records of the student based on the results of a hearing to amend that student's records shall:
 - a. Be maintained by the district as part of the education records of the student as long as the record or contested portion thereof is maintained by the district.
 - b. If the education records of the student or the contested portion thereof is disclosed by the district to any party, the statement shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place and time reasonably

in advance of the hearing.

2. The hearing may be conducted by the superintendent or other designated representative of the school board who has no direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the district's position and to advise the superintendent or designated representative on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity at the hearing to present evidence relevant to the issues raised under sections A. and B. above and may be assisted by individuals of his or her choice at his or her own expense, including an attorney.
4. The decision shall be made in writing in a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.
5. The decision of the superintendent or designated representative shall be the final decision of the district.

D. Appeal

The final decision may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means building principal.
- C. Any request by an individual with a disability for reasonable modifications of the district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue SW., Washington, D.C. 20202-8520. A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The district may not require such a waiver.

XVIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The district shall give parents of students in attendance or eligible students in attendance annual notice by such means as are reasonably likely to inform them of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing.
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records.
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent.
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder.
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests, and
6. That the district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

- B. The district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

- C. The district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

This policy can be viewed on the district's website. Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Policy 515 Protection and Privacy of Pupil Records

Adopted: 08.25.2008; Updated: 04.2011, 05.14.2012, 05.14.2013, 12.2013, 06.2018; Non-Substantive Updates: 12.02.2019; Updated: 02.14.2022; Substantive Updates: 10.24.2022, 08.14.2023, 08.12.2024

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments; Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273, 309 (2002)

Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Resources:

[U.S. Department of Education: FAQs on Photos and Videos under FERPA | Protecting Student Privacy \(accessed 01.29.26\)](#)
[U.S. Department of Education: Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy \(accessed 01.29.26\)](#)
[U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act \(FERPA\) | Protecting Student Privacy \(accessed 01.29.26\)](#)
[U.S. Department of Education: Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy \(accessed 01.29.26\)](#)
[U.S. Department of Education: FERPA/IDEA Crosswalk | Protecting Student Privacy \(accessed 01.29.26\)](#)
[U.S. Department of Education: What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy \(accessed 01.29.26\)](#)
[Minnesota Department of Health: The Family Educational Rights and Privacy Act \(FERPA\) and Immunization Data \(including Possible School Consent Language for Sharing Immunization Data with Registries\) \(accessed 01.29.26\)](#)

Policy 521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning, or;
 - 2. Has a record of such impairment, or;
 - 3. Is regarded as having such impairment, or;
 - 4. Has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.
- E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in [Minnesota Statutes, section 363A.03](#), subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

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

Policy 521 Student Disability Nondiscrimination

Adopted: 08.28.2006; Statutory Update: 02.2022, 11.25.2024, INSERT DATE

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

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et. seq.* (Rehabilitation Act of 1973, § 504))
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ACCEPTABLE/UNACCEPTABLE USES

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

1. The use of the school district networks/computers/peripherals and internet/software applications and systems is a privilege that can be revoked at any time for abusive behavior. All activity and utilization of district technology resources must comply with Student Citizenship Handbook and school board policies.
2. While not an exhaustive list, students will not:
 - Use district technology resources to access, review, display, store, upload, download, distribute, post, receive, transmit, or print pornographic, obscene or sexually explicit materials or language, or other visual depictions that are harmful to minors.
 - Use district technology resources to access, display, store, upload, download, distribute or print materials that advocate violence, harassment or discrimination (hate literature) or are disruptive in any way.
 - Send abusive, intimidating, harassing, or unwanted material causing the work of others to be disrupted.
 - Use the district technology resources to vandalize, damage or disable the property of another person, will not make deliberate attempts to degrade, vandalize or disrupt equipment, software, or

system performance, will not violate the network's security in any way, and will not use the district network/Internet/email system in any way so as to disrupt the use of the system by other users.

- Use district technology resources to gain unauthorized access to resources, passwords, accounts, information or files without direct permission from the district.
- Use district technology resources to violate copyright laws, download or pirate software or plagiarize information, or engage in any illegal act or violate any local, state, or federal statute or law.
- Send or forward unnecessary or frivolous emails or messages in any quantity to other users of the district email system or other digital applications. Transmission of chain letters and pyramid schemes is strictly prohibited.
- Use district technology resources for commercial purposes, political lobbying or solicitation of any kind.
- Use non-district owned equipment or devices to access networks and file servers that require district-provided credentials.
- Use district technology resources to communicate under a false name or designation or a name or designation they are not authorized to use, including instances in conjunction with representing that they are somehow acting on behalf of or under the auspices of the district.
- Use the name "Northfield Public Schools" in any form or use any symbol or logo or graphic used by Northfield Schools without the district's prior consent.
- Utilize the district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as Facebook, Twitter, Instagram, Snapchat, TikTok, Reddit, and similar websites or applications.
- Use district technology resources to access, download, or use a school district website, application, software, program, or other service to (1) nudity an image or video; or (2) nudity an image or video on behalf of a user. "Identifiable individual" means a person that is identifiable (1) from the image itself, by the person depicted in the image, or by another person; or (2) from personal information displayed in connection with the image. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5. "Nudify" or "nudified" means the process by which: (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

3. Students will use electronic information resources in compliance with all existing school board policies. Non-district owned equipment may access

district guest networks but must comply with district policy and procedures.

- B. Each student shall respect private passwords, copyright and other intellectual property rights.
 - 1. Copying of data, files or using passwords belonging to others will be considered a violation of district policies, a violation of law, and may constitute fraud, plagiarism or theft.
 - 2. Software licensed by the district must only be used in accordance with applicable license specifications and agreements. Illegal copying and/or installing of software on district computers is strictly prohibited. Illegal copying and/or installing of district licensed software on personal devices is strictly prohibited.
 - 3. Modifying or damaging information without authorization including but not limited to altering data, introducing viruses or damaging files or data is unethical and a violation of district policies.
- C. Each student shall abide by security restrictions on all systems and information.
 - 1. Distributing or making your password or another person's password or access code available to others or otherwise attempting to evade, disable or "crack" passwords, desktop security systems, or other security precautions, or assisting others in doing so threatens work, privacy and the integrity of district information, and is a serious violation of district policy.
 - 2. Attempts to "bypass" virus protection software on workstations or servers are violations of district security procedures.
 - 3. Software or applications are generally installed by District technology services staff. Software or applications may only be installed by students with specific permission from the district.
- D. Each student shall recognize limitations to privacy and use of electronic communications. Employees, staff and students do not own district technology and telecommunications equipment or software. The district reserves the right to access user files at any time to protect the integrity of the systems and property of the district.
 - 1. The district may examine or make copies of files that are suspected of misuse, or that have been corrupted or damaged. Files may be subject to search by law enforcement agencies if files contain information, which may be used as evidence in a court of law.
 - 2. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or district policy. The district will cooperate fully with local, state and federal authorities in any investigation concerning or

related to any illegal activities and activities not in compliance with district policies.

- E. Each student shall be aware that data and other materials in files maintained on district property or hosted solutions licensed by the district may be subject to review, disclosure or discovery under State and Federal legislation, including the Minnesota Government Data Practices Act.
 - 1. The district can and will monitor the online activities of all employees and students, and employ “filtering” protection measures during any use by employees and/or students. The “filtering” measures are intended to block Internet sites that contain violent, obscene, pornographic or sexually explicit materials. The district will comply with any and all state and federal requirements around Internet filtering for student use. The use of this software does not guarantee that students or staff will not be able to obtain objectionable or pornographic materials over the Internet, but the chances have been minimized.
 - 2. It is mandatory that staff closely monitor and supervise student use of the Internet and all other technology resources at school to ensure appropriate, educational use.
- F. The district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the internet when off district premises also may be in violation of this policy as well as other district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the district receives a report of an unacceptable use originating from a non-school computer or resource, the district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the district computer system and the internet and discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment.

IV. PARENTS’ RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

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

V. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

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

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

VI. SCHOOL-ISSUED DEVICES

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

6. The activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

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

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

VIII. CELL PHONE USE

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

Policy 524.2 Use of Technology and Telecommunications Systems by Students

Adopted: 04.13.1998; Updated: 07.19.2001, 05.10.2004, 06.10.2013, 03.09.2020, 09.27.2021; Statutory Update: 02.14.2022, 11.14.2022, 11.25.2024

Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

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

Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.73 (School Cell Phone Policy)

Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)

Minn. Stat. § 125B.15 (Internet Access for Students)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)

Minn. Stat. § 609.341, Subd. 5 (Definitions)

15 U.S.C. § 6501 et seq. (Children's Online Privacy Protection Act)

17 U.S.C. § 101 et seq. (Copyrights)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S., 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 625 (Responsible Use of Artificial Intelligence)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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.

II. GENERAL STATEMENT OF POLICY

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 (1) district, jointly by two (2) 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 "expressive language" ~~or~~ and "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.
- H. "Parent" means a student's parent or legal guardian.
- I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- J. "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.
- K. "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.
- L. "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.

- M. "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. 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.
- N. "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.
- O. "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 reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.

A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. 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, after administering each screener, must follow the language access plan under [Minnesota Statutes, section 123B.32](#) and give the parent of each student who is not reading at or above grade level 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.
- E. 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 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;
 2. 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 are not reading at grade level, must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE 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.
- E. 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.
- F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.
- G. The district must include in its local 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 [Minnesota Statutes, section 120B.12](#), subdivision 2, 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 aligned and targeted 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. 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 literacy 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 aligned and targeted reading intervention as defined by the MTSS framework 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.

VII. LOCAL LITERACY PLAN

- 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 and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year.
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.

14. Beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.
- B. Annually by June 15, the district must post its literacy plan on the district website and submit it to the Commissioner using the template developed by the Commissioner.
- 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. 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. Reading intervention teachers working with students in kindergarten through grade 12.
 2. All classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs.
 3. Kindergarten through grade 12 special education teachers responsible for foundational reading instruction.
 4. Curriculum directors.
 5. Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher.
 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.

The Commissioner may grant a school district an extension to these deadlines.

- C. 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. 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.
- E. Beginning July 1, 2027, an educator required to receive training under [Minnesota Statutes, section 120B.123](#), subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.
- F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under [Minnesota Statutes, section 120A.41](#) for students in elementary and secondary school, as defined in [Minnesota Statutes, section 120A.05](#), subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.

The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.

- G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to [Minnesota Statutes, section 120B.123](#), subdivision 5, paragraph (a).
- H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of [Minnesota Statutes, section 363A.43](#).

IX. STAFF DEVELOPMENT

- A. The district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with [Minnesota Statutes, section 120B.12](#), subdivision 1, paragraphs (b) and (c). 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 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 AID USES

The district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Policy 621 Literacy and The Read Act

Adopted | Statutory: 07.10.2023, 09.08.2025, INSERT DATE HERE; Non-Substantive Changes: 04.24.2025, 12.08.2025

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)
Minn. Stat. § 363A.43 (Continuing Education: Accessibility)

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.05](#), 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.22](#) ~~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: 09.08.2025

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)

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

August 24, 2026
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, and Quinnell. Absent: Nelson. 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 Epstein, the board unanimously approved the agenda.

3. Public Comment

There was one public comment.

4. Announcements and Recognitions

- One hundred twenty three (123) incoming kindergarten students completed Bridges to Kindergarten through Community Education last week. Bridges to Kindergarten is a free summer program held at each of the three elementary schools for one week to help ease the transition into kindergarten. Many thanks to the district preschool and kindergarten teachers, community preschool teachers, and educational assistants who worked in this program.
- The “Community School Report to the Community” was completed last month. The report details the results of last year's community school programming at Greenvale Park Elementary, Bridgewater Elementary, Spring Creek Elementary, and Northfield Middle School. The report is in the process of being shared with all elementary and middle school families. Thanks to everyone who assisted with the report's compilation.
- Last week, the elementary schools held special events to welcome families to the new school year. Spring Creek and Bridgewater had "Popsicles with the Principal" nights and had over 400 people in attendance. Greenvale Park's PTO hosted a "New Family Night" for kindergarten and new families planning to attend this fall. Thank you to our school PTOs and staff for supporting these events to build connections.
- Human Resources recently hosted two optional substitute orientation sessions and welcomed 50 attendees between the two sessions. The sessions provided an overview of substitute responsibilities and expectations, safety and security procedures, and the Frontline software program used by the district. Thank you to everyone who took the time to attend and invest in being prepared for a successful school year. We appreciate the important role our substitute staff play in supporting students, teachers, and schools across the district.
- District leadership recently gathered for their annual kickoff, centered on the theme of “Connection.” Leaders engaged in sessions like Working Genius and Managing Transitions to build capacity and clarity for the year ahead. A highlight was the overwhelming consensus on the theme. Nearly every participant noted, “It fits, and I can use it,” setting a powerful, unified tone for the back-to-school season and demonstrating that the leadership team is fully energized and aligned with our 2027 Strategic Plan.
- Dr. Anderson recognized Emily Culver from Healthy Community Initiative for her work with the District Youth Council. HCI is a community partner of the school district that provides various forms of support, including youth engagement, programs such as TORCH, community initiatives, and partnerships.
- Dr. Anderson also recognized Board Chair Claudia Gonzalez-George for her remarks at the District Youth Council's kickoff meeting today, providing encouragement and lauding their decision to serve. He applauded her and other board members' engaged citizenry through their service on the board.

5. Items for Discussion and Reports

- a. Greenvale Park Elementary School Improvement Showcase. Greenvale Park Elementary Principal Sam Richardson provided the board with an overview of the school's successes and highlights in 2025-2026 and the focus areas for the 2026-2027 school year.
- b. Northfield Community Education School Improvement Showcase. Director of Community Education Erin Bailey provided the board with an overview of the NCEC successes and highlights in 2025-2026 and the

focus areas for the 2026-2027 school year.

- c. Superintendent's 2026-2027 Focus Areas. Dr. Anderson shared a draft of his focus areas for the 2026-27 school year. This will be an item for individual action at the next school board meeting.
- d. Later School Start Times Discussion. The board developed a survey to send to parents and caregivers during the month of June. Superintendent Anderson presented the results of that survey.

6. Consent Agenda

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

- a. Minutes. Minutes of the regular school board meeting held on August 10, 2026.
- b. Gift Agreements. Gift agreements included in the board packet.
- c. Personnel Items.
 - i. Appointments
 - 1. Jennifer Antoine, Early Ventures Teacher for 40 hours/week at the NCEC beginning 8/28/2026-1/29/2027. Step 6, \$24.09/hr.
 - 2. Annabella Becker, Assistant Dance Coach at the High School beginning 10/26/2026. \$5,191 stipend.
 - 3. Maisy Bull, KidVentures Site Assistant for up to 6 hours/week at Greenvale Park beginning 9/14/2026. Step 1, \$19.27/hr.
 - 4. Richard Erickson, Lunch Supervision Educational Assistant for 2 hours/day at Bridgewater beginning 9/1/2026. Step 1, \$22.30/hr.
 - 5. Dana Holden, Math Lead at Bridgewater beginning 9/1/2026-6/11/2027. \$1,000 stipend.
 - 6. Hannah Koch, Special Education EA/PCA - Cross Country Student Support for 15 hours/week at the High School beginning 8/24/2026-10/14/2026. Step 4, \$23.98/hr.
 - 7. Hannah Koch, Special Education EA/PCA for 6.75 hours/day at the Middle School beginning 8/31/2026. Step 4, \$23.98/hr.
 - 8. Lori Malecha, Long-Term Substitute Child Nutrition Associate I for 3.75 hours/day at Greenvale Park beginning 9/8/2026-11/24/2026. \$23.52/hr.
 - 9. Joshua Mogren, Community School Site Assistant for 2 hours/day at Greenvale Park beginning 9/22/2026-5/13/2027. Step 2, \$19.95/hr.
 - 10. Riley Moon, KidVentures Student Site Assistant for up to 15 hours/week at Spring Creek beginning 8/31/2026. Step 1, \$16.95/hr.
 - 11. Rebecca Pewu, Community School Club Leader for up to 10 hours/week beginning 9/22/2026. Step 3, \$21.79/hr.
 - 12. Rhonda Pownell, Special Education EA/PCA for 6.75 hours/day plus .25 hours/day supervisory at Spring Creek beginning 8/31/2026. Step 4, \$23.98/hr.
 - 13. Evelyn Salgado, Assistant Girls Soccer Coach at the Middle School beginning 8/31/2026. \$2,884 stipend.
 - 14. Caitlin Robertson, 1.0 FTE Grade 6 Social Studies Teacher at the Middle School beginning 8/27/2026. MA, Step 10.
 - 15. Yazmin Rojas, Special Education EA/PCA for 6.75 hours/day at Bridgewater beginning 8/31/2026. Step 4, \$23.98/hr.
 - 16. Dawn Valescu, Special Education EA/PCA for 6.75 hours/day plus .25 hours/day supervisory at the Middle School beginning 8/31/2026. Step 4, \$23.98/hr.
 - 17. Parker Wilson, KidVentures Site Assistant for up to 25 hours/week at Spring Creek beginning 8/31/2026. Step 1, \$19.27/hr.
 - 18. Updated: Molly Knutelski, 1.0 FTE Grade 6 Launch Teacher at the Middle School beginning 8/27/2026. MA+10, Step 6.
 - 19. Isabelle Kratage-Dixon, KidVentures Student Site Assistant for up to 15 hrs/week at Greenvale Park beginning 8/31/2026. Step 1, \$16.95/hr.
 - 20. Nicole Lazaro-Ascencio, KidVentures Site Assistant for 23 hrs/week at Greenvale Park beginning 8/31/2026. Step 1, \$19.27/hr.
 - 21. Lucina Martinez, Child Nutrition Associate I for 3.75 hrs/day at the High School beginning 8/20/2026. \$23.52/hr.
 - 22. Updated: Joanna McLees, .619 FTE Long-Term Substitute Early Childhood Teacher at the NCEC beginning approximately 9/14/2026-1/1/2027. MA+10, Step 2.
 - 23. Dalton Morelan, KidVentures Student Site Assistant for up to 15 hrs/week at Greenvale Park beginning 8/31/2026. Step 1, \$16.95/hr.
 - 24. Madelyn Raabolle, KidVentures Student Site Assistant for up to 15 hrs/week at Spring Creek beginning 8/31/2026. Step 1, \$16.95/hr.

25. Suzanne Schroll, Community School Site Leader for up to 30 hrs/week at Bridgewater beginning 8/27/2026. Step 1, \$24.77/hr.
 26. Sophia Tietz, KidVentures Student Site Assistant for 23.5 hrs/week at Bridgewater beginning 8/31/2026. Step 1, \$16.95/hr.
- ii. Increase/Decrease/Changes in Assignment
1. Pamela Charlton, Teacher at Greenvale Park, add Community School Teacher for up to 10 hours/week at Greenvale Park effective 9/28/2026-5/13/2027. \$40/hr.
 2. Robert Coleman, EA at Spring Creek, add Bridges to Kindergarten EA for 3.5 hours/day at Spring Creek effective 8/17/2026-8/21/2026.
 3. Jan Ensrud, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 4. Claire Gardner, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 5. Leah Grism, Special Education Teacher at Spring Creek, add Head Girls Soccer Coach at the Middle School effective 8/31/2026. \$3,461 stipend.
 6. Kari Hemmingsen, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 7. Anna Kelly, Teacher at Greenvale Park, add Community School Teacher for up to 10 hours/week at Greenvale Park effective 9/28/2026-5/13/2027. \$40/hr.
 8. Heather Kuehl, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 9. Brent Rauk, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 10. Andrea Robbins, ECSE Teacher at the NCEC, add Administrative Transition Planning for up to 4 hours effective 7/1/2026-6/30/2027. \$40/hr.
 11. Jenna Schlatter, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 12. Kyle Schmidt, EA at the NCEC, add Bridges to Kindergarten EA for 7 hours/day at Greenvale Park effective 8/17/2026-8/21/2026.
 13. Jessica Smieja, Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 14. Rebecca Stoufis, Special Education Teacher at the High School, add ESY Special Education Teacher for up to 12 hours effective 8/17/2026-8/21/2026. Lane/step.
 15. Elizabeth Winter, EA at Greenvale Park, add Bridges to Kindergarten EA for 7 hours/day at Greenvale Park effective 8/17/2026-8/21/2026.
 16. Kirsten Anderson, EA at Greenvale Park, add KidVentures Site Assistant for 2 hrs/week at Greenvale Park effective 8/31/2026.
 17. Wendy Apitz, KidVentures Site Assistant on call, as needed at Greenvale Park, change to up to 10 hrs/week effective 8/31/2026.
 18. Wren Becker, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to KidVentures Site Assistant for 22.25 hrs/week at Bridgewater effective 8/31/2026.
 19. Lucy Bell, KidVentures Site Assistant on call, as needed at Spring Creek, change to up to 15 hrs/week effective 8/31/2026.
 20. Dylan Besch, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on call, as needed effective 9/8/2026.
 21. Kiwi Bielenberg, DAPE & POHD Teacher for the District, add ESY Physical Health Disability Consulting for up to 8 hours effective 6/10/2026-7/31/2026.
 22. Isabella Bisel, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on call, as needed effective 9/8/2026.
 23. Lori Bjork, Special Education Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 24. Amelia Brandt, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on call, as needed effective 9/8/2026.
 25. Owen Brownlee, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to up to 10 hrs/week effective 9/8/2026.
 26. Seth Buckmeier, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on call, as needed effective 9/8/2026.
 27. Lexi Canedy, Special Education Teacher at Greenvale Park, add Navigating Behaviors Training for up to 40 additional hours during the 2026-27 school year.
 28. Taylor Choudek, .568 FTE Early Childhood Teacher at the NCEC, change to .78 FTE effective 8/20/2026.
 29. Taylor Choudek, Early Childhood Teacher at the NCEC, add 8 hours for Co-Teaching training effective 8/20/2026-6/1/2027.
 30. Andria Cornell, Special Education Teacher at the Middle School, add STAR Training for up to 24 additional hours effective 8/4/2026-8/6/2026.

31. Anita Corwin, Early Ventures Site Assistant for 32 hrs/week at the NCEC, change to 40 hrs/week effective 8/31/2026.
 32. Josh Craft, KidVentures Site Assistant for up to 40 hrs/week at Spring Creek, change to on call, as needed effective 9/8/2026.
 33. Danielle Crase, Special Education Teacher at the High School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 34. Matt Crase, Special Education Teacher at the High School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 35. Thomas Dickerson, Special Education Teacher at Bridgewater, add Navigating Behaviors Training - BEST project for up to 40 additional hours during the 2026-27 school year.
 36. Mary Dobey, Teacher at the High School, add Junior Class/Prom Advisor effective 8/25/2026. \$2,549 stipend.
 37. Saffron Emerson, Special Education Teacher at the High School, add STAR Training for up to 24 additional hours effective 8/4/2026-8/6/2026.
 38. Adria Fischer, Early Ventures Teacher for 16 hrs/week at the NCEC, change to 40 hrs/week effective 8/31/2026.
 39. Sara Gerdesmeier, Early Ventures Site Assistant for 30 hrs/week at the NCEC, change to 37.5 hrs/week effective 8/31/2026
 40. Natalie Giles, .568 FTE Early Childhood Teacher at the NCEC, change to .59 FTE effective 8/20/2026.
 41. Natalie Giles, Early Childhood Teacher at the NCEC, add 8 hours for Co-Teaching training effective 8/20/2026-6/1/2027.
 42. Carla Hoppe, Early Childhood Teacher at the NCEC, add 8 hours for Co-Teaching training effective 8/20/2026-6/1/2027.
 43. Monica Irwin, Special Education Teacher at the Middle School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 44. Zoe Jesh, Early Ventures Teacher for 35.5 hrs/week at the NCEC, change to 40 hrs/week effective 8/31/2026.
 45. Lisa Krueger Robb, Teacher at the High School, add Community School Licensed Teacher for up to 10 hrs/week effective 9/22/2026-5/13/2027. \$40/hr.
 46. Annie Kruse, ECSE Teacher at the NCEC, add START Training for up to 24 additional hours effective 8/4/2026-8/6/2026.
 47. Roman Lozano, Special Education Teacher at Greenvale Park, add Navigating Behaviors Training - BEST project for up to 40 additional hours during the 2026-27 school year.
 48. Mckenzie Malecha, Early Ventures Teacher for 32 hrs/week at the NCEC, change to 40 hrs/week effective 8/31/2026.
 49. Joanna McLees, .619 FTE Long-Term Substitute Early Childhood Teacher at the NCEC, change to .78 FTE effective 9/14/2026-1/1/2027.
 50. Ellen Mucha, Retired Teacher at the High School, change to Transition Training Support for up to 9 hours effective 6/11/2026-8/13/2026.
 51. Katherine Norrie, Senior Class Advisor (1/3 stipend) at the High School, change to 1/2 stipend effective 8/27/2026.
 52. Kelli Rehbein, Early Ventures Teacher for 24 hrs/week at the NCEC, change to 40 hrs/week effective 8/31/2026.
 53. Correction: Andrea Robbins, ECSE Teacher at the NCEC, add Administrative Transition Planning for up to 4 hours effective 7/1/2026-6/30/2027. \$63.72/hr.
 54. Kyle Roth, ECSE Teacher at the NCEC, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 55. Lauren Sanders, ECSE Teacher at the NCEC, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 56. Angie Schewe, Early Ventures Teacher for up to 40 hrs/week at the NCEC, change to 6 hrs/week effective 9/8/2026.
 57. Alexa Schmidt, Early Ventures Teacher for 22 hrs/week at the NCEC, change to 40 hrs/week effective 8/31/2026.
 58. Jade Suhsen, Early Ventures Teacher for up to 40 hrs/week at the NCEC, change to 23.5 hrs/week effective 8/31/2026.
 59. Amanda Tracy, Senior Class Advisor (1/3 stipend) at the High School, change to 1/2 stipend effective 8/27/2026.
 60. Shane Trego, Special Education Teacher at the High School, add Co-Teaching Cohort Participant for 8 additional hours during the 2026-27 school year.
 61. Kaycee Welch, EA for 16 hrs/week at the NCEC, change to 2.75 hrs/week effective 8/11/2026.
- iii. Leave of Absences
1. Anita Corwin, Early Ventures Site Assistant at the NCEC, FMLA Leave of Absence beginning 9/3/2026 and continuing through 11/13/2026.
 2. Jessica Nivala, Teacher at Greenvale Park, FMLA Leave of Absence beginning approximately 1/28/2027 and continuing through 6/11/2027.
- iv. Retirements/Resignations/Terminations
1. Madison Anderson, Art Specialist at the ALC, resignation effective 8/5/2026.
 2. Stefany Perez Dorantes, Educational Assistant at Spring Creek, resignation effective 8/10/2026.
 3. Lauren Salmon, Educational Assistant at Greenvale Park, resignation effective 8/23/2026.

4. Sarah Swan McDonald, Senior Class Advisor at the High School, resignation effective 8/19/2026.

d. Financial Reports.

- i. Financial Reports - March 2026. Director of Finance Val Mertesdorf requests the board approve paid bills totaling \$3,417,002.63, payroll checks totaling \$3,790,314.34, a wire transfer totaling \$200,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$50,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for March 2026. No bond payments were made. At the end of March 2026, total cash and investments amounted to \$65,891,859.47.
- ii. Financial Reports - April 2026. Director of Finance Val Mertesdorf requests the board approve paid bills totaling \$3,635,189.18, payroll checks totaling \$3,753,265.94, a wire transfer totaling \$250,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$50,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for April 2026. No bond payments were made. At the end of April 2026, total cash and investments amounted to \$66,672,839.66.

7. Items for Individual Action

- a. N/A

8. Items for Information

- a. Construction Update No. 30. Superintendent Anderson provided an update on the NHS construction project.
- b. Staff Breakfast and Program. Northfield Public Schools will welcome back staff for the 2026-27 school year on Tuesday, September 1 from 7:30-10:00 a.m. at Northfield Middle School. The board is invited to join us.

9. Future Meetings

- a. Monday, September 14, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - b. Monday, September 28, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
 - c. Tuesday, October 13, 2026, 6:00 p.m., Regular Board Meeting, Northfield DO Boardroom
- *Note that Monday, October 12, 2026 is Indigenous Peoples' Day

10. Adjournment

On a motion by Quinnell, seconded by Goerwitz, the board unanimously approved to adjourn the regular meeting at 7:52 p.m.

11. Work Session: Later School Start Times

Maggie Epstein
School Board Clerk

RESOLUTION ACCEPTING DONATIONS

The following resolution was moved by _____ and seconded by _____:

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

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

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

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

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Claudia Gonzalez-George, Chair

By: Maggie Epstein, Clerk

Date of the bequest, donation, or gift:	Amount:	Who the bequest, donation, or gift is from:	What is the bequest, donation, or gift is for:
8/19/2026	Two step stools, wiggle seat, Lincoln Logs, little cash register, cow puppets, fishing academic game, Little Tykes RV camper tent, toy bench. Approximate value of \$50	Megan Wheelock	Hand in Hand Preschool
8/25/2026	Legos, wood blocks, wooden Train. Approximate value of \$50	Colleen Vitek	Donation to Early Childhood Programs
9/3/2026	Binder, notebook, folder	Phyllis Ellingboe	Preschool Program
9/2/2026	Two boxes of music folders, approximate value \$100	The Music Mart	Elementary Orchestra Program
8/26/2026	\$20.00	Corey Butler	Chess Club Donations
9/1/2026	\$10.00	Stacy Fox	NMS Music T-shirt Donations 2026-27
9/1/2026	\$10.00	Kyra Reinsbach	NMS Music T-shirt Donations 2026-27
9/1/2026	\$10.00	Amanda Timmer	NMS Music T-shirt Donations 2026-27
9/1/2026	\$10.00	Jenna Coughlin	NMS Music T-shirt Donations 2026-27
9/2/2026	\$10.00	Aaron Krieger	NMS Music T-shirt Donations 2026-27
9/2/2026	\$20.00	Tricia Lancaster	NMS Music T-shirt Donations 2026-27
9/2/2026	\$10.00	Beth Christesen	NMS Music T-shirt Donations 2026-27
9/2/2026	\$10.00	Douglas Parish	NMS Music T-shirt Donations 2026-27
9/3/2026	\$20.00	Jodi Hammond	NMS Music T-shirt Donations 2026-27
9/4/2026	\$10.00	Annie Kruse	NMS Music T-shirt Donations 2026-27
9/6/2026	\$20.00	Kelli Nowak	NMS Music T-shirt Donations 2026-27
9/6/2026	\$10.00	Craig Van Someren	NMS Music T-shirt Donations 2026-27
9/7/2026	\$10.00	Jacqueline Keul	NMS Music T-shirt Donations 2026-27
9/7/2026	\$10.00	Kara Zimmerman	NMS Music T-shirt Donations 2026-27
8/23/2026	\$100.00	Lisa Percy	Northfield Activities Scholarship Fund

NORTHFIELD PUBLIC SCHOOLS

2026-27 Superintendent Focus Areas

DRAFT — FOR BOARD CONSIDERATION

August 24, 2026 Board Meeting

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

Purpose: These focus areas drive progress toward the district's vision, strategic commitments, and benchmarks, and they double as the working document I will bring back to the board – first at midyear, then again next June – with the same structure filled in.

Why four, and not a longer list: It can be said that a superintendent really has three jobs – set the vision, build the team, and make sure the district has what it needs to succeed. The rest is best entrusted to the capable people already doing that work. These four goals are my attempt to hold myself to that discipline this year, not a catalog of everything I plan to touch. Each is tied to a Minnesota School Boards Association evaluation standard and back to our 2027 Strategic Plan; the evidence I commit to bringing back is always a district-level output, never a private evaluation of any one staff member, consistent with MSBA Policy 406.

GOAL 1 Listen and Learn: Transition Engagement	
MSBA EVALUATION STANDARD(S)	Standard 3 – Communication and Community Relationships
STRATEGIC PLAN ALIGNMENT	Commitments: Communication, Partnerships Benchmarks: 8. All employees report satisfaction in the workplace. 9. All parents report satisfaction with their children's educational experience.
OBJECTIVE	Build trust and mutual understanding with people outside the school system while I am still new to the role, and mirror that same listening work inside the district through rounding.
DRAFT EVIDENCE I'LL BRING BACK	• A documented log of meetings with civic leaders, business owners, and community organizations. • A midyear “Themes and Takeaways” report on what I am hearing and how it is shaping our Strategic Plan work. • Rounding – structured recurring conversations with staff, underway since August 12.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

GOAL 2 Build Strong Instructional Services and HR Teams	
MSBA EVALUATION STANDARD(S)	Standards 5 & 6 – Human Resources and Teaching and Learning
STRATEGIC PLAN ALIGNMENT	Commitments: People, Learner Outcomes, Equity, Stewardship Benchmarks: 7. All students graduate from high school with a plan to reach their full potential. 8. All employees report satisfaction in the workplace.

OBJECTIVE	Strengthen both departments so they can actually support staff and student achievement, not just administer it. Curriculum fidelity is the floor – every student should get access to what we say we are teaching them.
DRAFT EVIDENCE I'LL BRING BACK	• A functional audit of both the Instructional Services and Human Resources departments. • An updated org chart and job descriptions. • A recruitment and retention plan. • A unified instructional framework tying teacher development, PLCs, MTSS, and SEL together under one set of 80/90/100 outcome targets.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

GOAL 3 Create a Cohesive District Leadership Team	
MSBA EVALUATION STANDARD(S)	Standards 1 & 5 – Governance Team and Human Resources
STRATEGIC PLAN ALIGNMENT	Commitments: People, Stewardship Benchmarks: 8. All employees report satisfaction in the workplace.
OBJECTIVE	Build one leadership team across buildings and departments, not several separate ones, anchored by the three words introduced at our first retreat – connection, capacity, and clarity – which will carry the year and go district-wide at the September 1 all-staff kickoff.
DRAFT EVIDENCE I'LL BRING BACK	• Agendas from quarterly leadership retreats (the first held August 12). • A “Leadership Team Norms and Expectations” document built together as a team. • At least one real, completed cross-department initiative.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

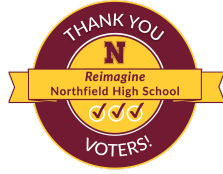
GOAL 4 Create and Facilitate AI and Strategic Plan Work Groups	
MSBA EVALUATION STANDARD(S)	Standard 1 – Governance Team
STRATEGIC PLAN ALIGNMENT	Commitments: Learner Outcomes, Stewardship, Partnerships Benchmarks: 7. All students graduate from high school with a plan to reach their full potential. 10. The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure financial stability.

OBJECTIVE	Get ahead of two things at once: responsible AI use across the district, and the fact that our 2027 Strategic Plan is closing in on its horizon. Staff AI training begins August 31.
DRAFT EVIDENCE I'LL BRING BACK	• Charters for both the AI work group and the Strategic Plan work group. • A draft responsible AI use guidelines and/or policy for the board's review. • A quarterly map connecting our work back to the plan's six strategic commitments.
FORMATIVE UPDATE WINTER 2027	<i>To be added at the midyear check-in.</i>
YEAR-END UPDATE JUNE 2027	<i>To be added in the final report to the board.</i>

Continuing Priorities Outside These Goals

The Reimagine Northfield High School bond project, day-to-day fiscal stewardship, and any work the board directs the district to achieve will, of course, continue to receive my leadership and attention. They will continue to be provided to the board through our normal reporting channels rather than being named as focus areas here, so that this list stays a small, clear set of priorities rather than growing into a longer catalog.

These focus areas, in addition to the superintendent's job responsibilities, are organized around the MSBA superintendent evaluation standards and the district's 2027 Strategic Plan commitments and benchmarks.



Reimagine Northfield High School Bond Referendum Projects | Construction Update No. 31 | September 14, 2026

Recent highlights

- Knutson Construction sends weekly project updates. These weekly updates are being posted to the [Reimagine Northfield High School website](#).
- Work continues across several areas of the site. The underground storm structure backfill and pavement sub-base preparation remain ongoing. Installation was completed of the underground conduits for parking lot lighting and fiber. Site fence relocation is progressing into its school-year phase. Concrete floor saw cutting and removal are in process in Area N (auxiliary gym and PE01).
- Crews worked the week of September 7 to complete the final parking lot grading and tolerancing and to pave the south parking lot with asphalt and stripe both the parking lot and the drive lane.
- To ensure student safety and a seamless experience during construction, the high school has implemented a specialized monitoring schedule for student arrivals and departures, allowing us to manage temporary building access effectively and keep our daily operations running smoothly.
- Excavation and soil corrections for the classroom addition, as well as concrete footing and foundation pre-install review are expected to begin this week.

Upcoming meetings and discussions

- District leadership and budget meetings are held twice a month between the district, Wold, and Knutson to keep the project on track.
- Project oversight committee meetings are held twice a month, as needed.

Community Information

- Community members can view information about the project, including images and the [video walkthrough of the reimaged Northfield High School](#), on the [district website](#).