

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, March 9, 2020 ~ 7:00 p.m.
Northfield High School, Media Center

AGENDA

- I. Call to Order
- II. Agenda Approval/Table File
- III. Public Comment
- IV. Announcements and Recognitions
- V. Items for Discussion and Reports
 - A. Proposed 2020-2021 Construction Fund Budget
 - B. Proposed 2020-2021 General Fund Budget
 - C. Northfield High School Mascot Logo
 - D. Renaming Existing Greenvale Park
 - E. Employee Engagement Survey Results
 - F. Policy Committee Recommendations
 - G. Elementary Science Specialists
- VI. Consent Agenda
 - A. Approval of Minutes
 - B. Gift Agreement
 - C. Financial Reports
 - D. Personnel Items
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. 2019-2020 Community Services Revised Budget
 - 2. Approval of Policies
 - 3. Proposed 2021-2022 School Year Calendar
- VIII. Items for Information
 - A. Legislative Update
 - B. COVID-19 Preparations
 - C. Enrollment Report
 - D. Construction Update
- IX. Future Meetings
 - A. Monday, April 13, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
 - B. Monday, April 27, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
- X. Adjournment

**NORTHFIELD PUBLIC SCHOOLS
MEMORANDUM**

Monday, March 9, 2020 ~ 7:00 p.m.
Northfield High School Media Center

TO: Members of the Board of Education

FROM: Matthew Hillmann, Ed.D., Superintendent

RE: Explanation of Agenda Items for Monday, March 9, 2020, Regular School Board Meeting

- I. Call to Order
- II. Agenda Approval/Table File
- III. Public Comment

This is an opportunity for residents of the Northfield School District to address the Board. You are requested to do so from the podium. After being recognized by the chair, each individual will identify themselves and the group they represent, if any. Please state your reason for addressing the Board. To ensure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. This is not a time to debate an issue, but for the Board to hear your comments. The Minnesota Government Data Practices Act prohibits comment about specific student matters, even without naming the student, in open session. This includes the public comment portion of our meeting. The Board respects and values input on student matters, but when it relates to a specific student or to a specific student matter, such input must be heard by the appropriate personnel - such as the building principal or superintendent - and not during an open meeting of the School Board.

- IV. Announcements and Recognitions

- V. Items for Discussion and Reports

- A. Proposed 2020-2021 Construction Fund Budget

- Director of Finance Val Mertesdorf will present the 2020-2021 Proposed Construction Fund Budget. No action is required at this meeting.

- B. Proposed 2020-2021 General Fund Budget

- Director Mertesdorf will present the 2020-2021 Proposed 2020-2021 General Fund Budget. Included in the Board materials are the assumptions and parameters for revenues and expenditures used to develop the budget. No action is required at this meeting.

- C. Northfield High School Mascot Logo

- Superintendent Hillmann will facilitate a board discussion about the recent request to consider a refresh of the Northfield Raiders' mascot logo.

- D. Renaming Existing Greenvale Park

- Director of Community Services Erin Bailey will provide the Board an update on the process for soliciting input on the renaming of the current Greenvale Park Elementary School for its transition to a district-wide early childhood and community education center. Director Bailey will provide four renaming choices for the Board's consideration. This will be an item for individual action at the next Board meeting.

- E. Employee Engagement Survey Results

- Dr. Hillmann will review the results of the 2019-20 employee engagement survey.

- F. Policy Committee Recommendations

- The Policy Committee established a four year review cycle of all District policies: Year 1 (2018-19): 200 series, 800 series, 900 series; Year 2 (2019-20): 300 series, 400 series; Year 3 (2020-21): 100 series, 500 series; Year 4 (2021-22): 600 series, 700 series. This committee will also annually review student handbooks. Dr. Hillmann

will present the committee's recommendations on Policies 403, 405, 613, 616 and 620. This will be an item for individual action at the next Board meeting.

G. Elementary Science Specialists

Superintendent Hillmann will share the plan to replace the elementary school media curriculum, currently taught as a specialist class, with a science specialist.

VI. 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 February 24, 2020
- Minutes of the Special School Board meeting held on February 27, 2020

B. Gift Agreement

- \$5,286.71 donation from Greenvale Park Elementary PTO to purchase supplies/materials as staff requests.

C. Financial Reports

1. Financial Report - July 2019

Director of Finance Val Mertesdorf requests that the Board approve paid bills totaling \$4,112,822.22, payroll checks totaling \$1,167,864.63, bond payments totaling \$1,193,430.23, a wire transfer totaling \$3,000,000.00 from MSDLAF Liquid to MSDLAF Max, a wire transfer totaling \$380,901.15 from MN Trust Bldg Bond to MSDLAF AP Max, a wire transfer totaling \$1,250,000.00 from Frandsen General to Frandsen Sweep, and the financial reports for July 2019. At the end of July 2019 total cash and investments amounted to \$67,777,268.12.

2. Financial Report - August 2019

Director of Finance Val Mertesdorf requests that the Board approve paid bills totaling \$2,510,655.25, payroll checks totaling \$967,083.64, a wire transfer totaling \$750,000.00 from MSDLAF Max to MSDLAF Liquid, a wire transfer totaling \$1,000,000.00 from MSDLAF Max to MSDLAF Liquid, a wire transfer totaling \$800,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$400,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for August 2019. At the end of August 2019 total cash and investments amounted to \$70,352,547.77.

3. Financial Report - September 2019

Director of Finance Val Mertesdorf requests that the Board approve paid bills totaling \$2,108,331.67, payroll checks totaling \$3,224,322.28, a wire transfer totaling \$583,689.95 from MSDLAF Max to MSDLAF Max (in/out), a wire transfer totaling \$583,689.95 from MN Trust Bldg Bond to MSDLAF Liquid, a wire transfer totaling \$900,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$500,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for September 2019. At the end of September 2019 total cash and investments amounted to \$70,074,461.97.

4. Financial Report - October 2019

Director of Finance Val Mertesdorf requests that the Board approve paid bills totaling \$2,459,261.67, payroll checks totaling \$3,478,340.68, a wire transfer totaling \$300,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$400,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for October 2019. At the end of October 2019 total cash and investments amounted to \$71,817,243.55.

5. Financial Report - November 2019

Director of Finance Val Mertesdorf requests that the Board approve paid bills totaling \$2,118,442.05, payroll checks totaling \$3,395,785.59, a wire transfer totaling \$350,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$400,00.00 from Frandsen Sweep to Frandsen General, and the financial reports for November 2019. At the end of November 2019 total cash and investments amounted to \$71,241,321.92.

6. Financial Report - December 2019

Director of Finance Val Mertesdorf requests that the Board approve paid bills totaling \$1,612,344.28, payroll checks totaling \$3,308,708.04, a wire transfer totaling \$1,000,000.00 from MSDLAF Max to MSDLAF Liquid, a wire transfer totaling \$750,000.00 from MSDLAF Max to MSDLAF Liquid, a wire transfer totaling \$1,120,207.13 from MSDLAF Max to MSDLAF Liquid, a wire transfer totaling \$4,000,000.00 to MSDLAF Liquid (from MN TRUST posted 1/2/2020), a wire transfer totaling \$300,000.00 from Frandsen General to Frandsen Sweep, a wire transfer totaling \$400,000.00 from Frandsen Sweep to Frandsen General, and the financial reports for December 2019. At the end of December 2019 total cash and investments amounted to \$63,252,250.59.

D. Personnel Items

a) Appointments

1. Sydney Graff, Student Event Worker at the Middle School, beginning 3/4/2020. \$10.00/hr.
2. Aila Hakala, Student Event Worker-Drama Show for 4 weeks at the Middle School, beginning 2/20/2020-4/1/2020; Student \$10.00/hr.
3. Isabella Lee, Student Event Worker at the Middle School, beginning 3/4/2020. \$10.00/hr.
4. Steven Rinderknecht, 1.0 FTE Custodian at the High School and Bridgewater, beginning 3/9/2020; Step 5, \$19.01/hr.

b) Increase/Decrease/Change in Assignment

1. John (Hal) Eckhart, 1.0 FTE Custodian-Tuesday-Saturday at the High School, change to 1.0 FTE Custodian-Monday-Friday at the High School, effective 3/2/2020.
2. Cece Green, Child Nutrition Manager II at the High School, add Child Nutrition Summer Lead for up to 6 hours/day at Bridgewater, effective 6/8/2020-8/19/2020; \$22.22/hr.
3. Joe Greenwood, 1.0 FTE Custodian Monday-Friday 3-11 p.m. at Greenvale and Sibley, change to 1.0 FTE Custodian Engineer w/out License Monday-Friday 9 a.m. – 5:30 p.m. at the High School, effective 3/2/2020.
4. Melanie Klein, Special Ed Teacher at Sibley, add Special Ed Teacher Homebound Teacher for 12 hours/week at the Middle School, effective 2/26/2020-6/5/2020.
5. Lesly Martinez Reyes, Special Ed EA PCA at Bridgewater and Special Ed EA PCA Bus with the District, change to Special Ed EA PCA at Bridgewater only, effective 3/4/2020.
6. Cheryl Mathison, Teacher at the ALC, add ALC Boundary Waters Teacher for up to 40 hours Monday-Friday, effective 6/8/2020-6/12/2020.
7. Brigid McCabe, Special Ed EA PCA for 30 hours/week Monday-Thursday at the NCRC Head Start, change to Special Ed EA PCA ECFE for 31.75 hours/week adding Fridays, effective 2/28/2020-5/15/2020.
8. Beth McClune, Special Ed EA PCA for 6.75 hours/day, Special Ed EA Morning Bus Route for 1.08 hours/day and Special Ed EA Afternoon Bus Route for .63 hours/day at the Middle School, change to Special Ed EA PCA for 6.58 hours/day, Special Ed EA Morning Bus Route for 1.17 hours/day and Special Ed EA Afternoon Bus Route for .63 hours/day at the Middle School, effective 3/2/2020-6/5/2020.
9. Beth Momberg, Special Ed EA PCA at Longfellow, add Special Ed EA PCA Bus for 1 hour/day with the District, effective 3/2/2020-6/5/2020.
10. Karen Murphy, 1.0 FTE Custodian at the High School, change to 1.0 FTE Custodian at Greenvale Park and Sibley, effective 3/2/2020.
11. Johan Ponciano, Special Ed EA PCA at the High School, add Special Ed EA PCA Bus for 92 hours/day with the District, effective 3/9/2020-6/5/2020.
12. Eric Swan McDonald, Teacher at the ALC, add ALC Boundary Waters Teacher for up to 40 hours Monday-Friday, effective 6/8/2020-6/12/2020.

c) Leave of Absence

1. Val Mertesdorf, Director of Finance, Family/Medical Leave of Absence due to Childcare, effective on or about 4/24/2020-8/7/2020.
2. Erica Trebelhorn, Art Specialist at Sibley, Family/Medical Leave of Absence due to Childcare, effective on or about 9/1/2020-11/6/2020.

d) Retirements/Resignations/Terminations

1. Stacie Banks, Early Childhood Special Ed Teacher at Longfellow, resignation effective 6/5/2020.
2. Monika Burkhead, Student Council Advisor at the Middle School, resignation effective at the end of the 2019-2020 school year.
3. Heather Kuehl, Student Council Advisor at the Middle School, resignation effective at the end of the 2019-2020 school year.

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

VII. Superintendent's Report

A. Items for Individual Action.

1. 2019-2020 Community Services Revised Budget. The budget revisions were presented at the February 24, 2020 Board meeting by Director of Community Services Erin Bailey and Val Mertesdorf, Finance Director. The revised 2019-2020 budget reflects revenues of \$3,057,249 and expenditures of \$3,167,954.

Superintendent's Recommendation: Motion to approve the 2019-2020 Community Services Revised Budget which reflects revenues of \$3,057,249 and expenditures of \$3,167,954.

2. Approval of Policies. The Board is asked to approve policies 516, 524.2, 615, 703, 721 and 802 initially presented at the February 24, 2020 Board meeting and recommended by the Policy Committee. These changes will be effective immediately.

Superintendent's Recommendation: Motion to approve the changes to policies as presented.

3. Proposed 2021-2022 School Year Calendar. Superintendent Hillmann presented the proposed 2021-2022 school year calendar at the February 24, 2020 Board meeting.

Superintendent's Recommendation: Motion to approve the proposed 2021-2022 school year calendar as presented.

VIII. Items for Information

- A. Legislative Update. Superintendent Hillmann and Chair Pritchard will review SEE Day at the Capitol.
- B. COVID-19 Preparations. Dr. Hillmann will update the Board on the district's preparations regarding the COVID-19 virus.
- C. Enrollment Report. Dr. Hillmann will review the March 2020 enrollment report.
- D. Construction Update #23. Superintendent Hillmann will update the Board on the District's construction projects.

IX. Future Meetings

- A. Monday, April 13, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
- B. Monday, April 27, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center

X. Adjournment



Construction Fund | Proposed Budget | 2020-21

Val Mertesdorf, Director of Finance

Presented to the Board on 3.9.2020

The building construction fund is a separate fund used to record all operations of a district's building construction funded by the sale of bonds. We were fortunate in November of 2018, and our community generously supported a \$38.8 million bond request.

The District sold bonds in January 2019. The deposit of the bond proceeds is required to be kept in a separate fund to reconcile the operations of our construction projects. The revenue in the construction fund consists of the initial bond proceeds and any interest we earn on those funds. Expenditures will consist of construction related costs. We are incredibly grateful to our community for this opportunity.

Projects:

Bridgewater Elementary	Secure front entrance, main office addition. Renovate current main office for special education.
Sibley Elementary	Cafeteria addition, Music addition, renovate existing cafeteria to expand media center.
New Greenvale Park Elementary	New 600 student, 90,000 sq ft, K-5 elementary building.
Greenvale Park Elementary	Renovate for early childhood center and community services offices.
Longfellow	Renovate for District Offices.

We have based the expenditures off the estimated draw schedule. This is provided by Wold Architects and Knutson Construction. It is an estimate based on planned construction timelines of when the money will be expended. There are several variables with construction and we will monitor the budget to make sure we are on track or present a revised budget as needed.

On the financial summary you will see that in 2018-19 we sold bonds and incurred some preliminary costs, primarily the architectural costs for planning the projects. We are well into construction at this point and anticipating expenditures of approximately \$30,117,282 for the current year. 2020-21 will be wrapping up the final touches and the Longfellow renovation. We will spend the remainder of the balance during 2020-21 to finalize all the projects. I anticipate we will end the 2020-21 school year with no remaining fund balance in the construction fund.



Building Construction Fund
Proposed Budget
2020-21

Building Construction Fund

- Separate fund used to record all operations of a district's building construction funded by the sale of bonds.
- Revenues consist of bond proceeds and interest earnings.
- Expenditures consist of construction related costs.
- After a successful bond in November 2018, the District sold bonds in January 2019 to begin work on the projects identified in the referendum. We are so grateful to the community for this opportunity!

Project Scope

Location	Description	Construction Cost	Total Project Cost
Bridgewater Elementary	Secure front entrance, main office addition. Renovate current main office for special education	\$1,603,000	\$2,113,000
Sibley Elementary	Cafeteria addition, Music addition, renovate existing cafeteria to expand media center	\$5,603,000	\$7,382,000
New Greenvale Park Elementary	New 600 student, 90,000 sq ft, K-5 elementary building	\$22,014,000	\$27,619,000
Greenvale Park Elementary	Renovate for early childhood center and community services office	\$646,000	\$859,000
Longfellow	Renovate for District Offices	\$625,000	\$837,000
Total Costs		\$30,491,000	\$38,810,000

Draw Schedule

Month	Total (All Projects)	New Greenvale Elementary	Bridgewater ES Additions / Renovation	Sibley ES Additions / Renovations	Greenvale Renovations	Longfellow Renovations
July 2020	\$1,082,320	\$924,800			\$157,520	
August 2020	\$668,200	\$462,400			\$150,360	\$55,440
September 2020	\$260,780				\$136,040	\$124,740
October 2020	\$238,380				\$85,920	\$152,460
November 2020	\$145,530					\$145,530
December 2020	\$131,670					\$131,670
January 2021	\$83,160					\$83,160

Financial Summary

	2018-19 Actual	2019-20 Budget	2020-21 Proposed
Beginning Balance	\$ -	\$ 37,659,359	\$ 8,211,732
Bond Proceeds	\$41,309,238	\$ -	\$ -
Interest Earnings	\$ 244,356	\$ 669,655	\$ 105,134
Total Sources	\$41,553,594	\$ 38,329,014	\$ 8,316,866
Expenditures	\$ 1,285,235	\$ 30,117,282	\$ 8,316,866
Other Financing Sources	\$ -	\$ -	\$ -
Other Financing Uses	\$ 2,609,000	\$ -	\$ -
Ending Fund Balance	\$37,659,359	\$ 8,211,732	\$ -

Questions?

Thank you!



General Fund | Proposed Budget | 2020-21

Val Mertesdorf, Director of Finance

Presented to the Board on 3.9.2020

Enrollment: Enrollment drives roughly 65% of our total revenue. We have seen increased enrollment for the past several years with particularly large increases in 2015-16 and 2016-17. However, our enrollment is declining and projected to continue declining slightly. The projection is consistent with our demographic study. Our elementary enrollment is declining while our secondary enrollment is increasing. Since we use the cohort survival methodology, the decline in elementary will impact the secondary enrollment in a few years. The state uses our adjusted pupil counts and weights each student based on their grade level. This weighted calculation is called Adjusted Pupil Units or APU. Kindergarten through grade 6 earn 1.0 and grades 7-12 earn 1.2. The enrollment projection looks at historical trend, our open enrollment students make up roughly 53% of the students that choose another option. We have a net enrollment out of the district of approximately 375 students. The proposed budget assumes 4,406.84 adjusted pupil units for the 2020-21 school year.

Revenue Assumptions: The basic formula generates approximately 55% of our total revenue. We know the basic per pupil funding will increase 2% to \$6,567 per pupil unit. While we are certainly grateful for the 2% increase, I feel it is imperative to point out that this provides an inflationary increase on 55% of our total revenue. The state puts districts in a situation where we are required to find additional revenue through levies or fees just to maintain programming. The increase in the basic formula is also negated by our declining enrollment.

The state made significant changes to the special education funding formula beginning with the 2015-16 school year. While the Minnesota Department of Education (MDE) suggested this would simplify special education funding it certainly has not. The formula is described as a "multistep hybrid formula" according to the Minnesota House Research Department's *Minnesota School Finance: A Guide for Legislators*. The formula consists of the following:

- Initial Aid (lesser of three formulas)
- Excess Cost Aid (greater of two formulas)
- Tuition adjustments (cost to serve students placed out of district)
- Cross Subsidy Aid

Our special education aid is the sum of the initial aid, excess cost aid and tuition adjustments constrained by the special education limits then the cross subsidy aid is added. Beginning with the 2020-21 school year, the growth cap on the formula has been removed. Our current projection shows a significant increase in our estimated special education aid primarily due to our increased transportation costs which are reimbursed at 100% in the formula. The formulas are mostly calculated on prior year data which means our revenue is always catching up with our expenditures.

Our operating referendum includes an inflationary increase. We already know how much revenue we will receive from property taxes due to the timing of the levy certification in December. This proposed budget includes a slight increase in federal funding for Title IV. Local sources includes a small increase for a change in how we process our online credit card payments. For the general fund this is an estimate of approximately \$35,000. Historically, the district has covered all the processing fees. At a future meeting we will be providing more information about this change.

The proposed revenue for 2020-21 is \$57,435,302. This is slightly higher than the amount forecasted in January, due to the revised special education aid calculation.

Expenditure Assumptions: Salaries are projected to have an aggregate increase of 2.4%; this is a combination of settled agreements as well as assumptions for the agreements currently being negotiated. This also includes the cost savings for the instructional services department restructure. Benefits increased by approximately 3.8%, primarily due to the increased salary budget, and the .21% increase to our employer TRA contribution. Our non-salary budgets have

remained relatively consistent. We have some on-going licensing costs associated with the individualized software that complements the Collaborative Classroom curriculum. Our capital outlay and purchased services amounts are higher mostly as a result of the increased LTFM expenditures for the construction projects.

The proposed expenditures for 2020-21 are \$60,302,299 which is slightly higher than the forecast in January, primarily due to the special education transportation and some special education contracted placements.

Summary: When all the assumptions come together we are proposing a general fund budget with revenues of \$57.4 million and expenditures of \$60.3 million. We expect to decrease the unassigned fund balance by approximately \$768 thousand dollars. We are projecting to end fiscal year 2020-21 with 15.42% unassigned fund balance which is below the Board's recommended goal of 16%. This projection is consistent with what has been presented the past two years. We will begin preparing this fall to run a budget realignment process to ensure a balanced budget for 2021-22.

As always, the budget is an estimate and a plan of how we intend to spend our resources. Stewardship is a core belief in this district. We are in a much stronger financial position than many other districts. Our financial cycle will allow us to monitor and respond to the changing enrollment and increased expenditures in a thoughtful, proactive manner. We are incredibly grateful to this community for believing in our stewardship and our programming enough to have not only renewed but also increased the operating referendum. We have been and will continue to be good stewards of the resources entrusted to us. Unfortunately, the legislature's chronic underfunding of Minnesota schools continues to be the most significant challenge we face as an organization.

2020-21 Proposed Budget

GENERAL FUND



Enrollment Projections

Adjusted Pupil Units							
Year	Pre-K	KG	1-3	4-6	7-12	Total	APU
2016-17	40.60	246.90	825.60	906.70	1,976.60	3,996.40	4,391.72
2017-18	39.30	273.00	807.10	922.90	2,001.80	4,044.10	4,444.46
2018-19	41.21	248.38	797.56	911.04	2,051.84	4,050.03	4,460.40
2019-20#	38.97	243.45	759.93	888.76	2,070.42	4,001.53	4,415.61
2020-21#	38.17	238.48	759.68	862.27	2,090.20	3,988.80	4,406.84
2021-22#	39.03	243.83	738.43	844.91	2,087.53	3,953.73	4,371.24
2022-23#	43.61	272.46	732.50	811.74	2,079.11	3,939.42	4,355.24

- Estimated Enrollment

Revenue Assumptions

- State Sources

- 2.0% increase in basic revenue (\$6,567 per APU)
- Enrollment – slight decline
- Special Education
 - Growth cap removed
 - Cross Subsidy Reduction Aid
 - 2.6% to 6.43%
- Property Taxes
 - Operating referendum inflationary increase
 - Revenue known, certified levy in December

- Federal Sources

- Slight increase for Title IV funding

- Local Sources

- Slight increase for credit card processing fee change

Revenue

	2017-18 AUDIT RESULTS	2018-19 AUDIT RESULTS	2019-20 REVISED BUDGET	2020-21 PROPOSED BUDGET
Property Taxes	\$ 10,333,878	\$ 13,573,959	\$ 14,009,102	\$ 14,132,124
State Sources	\$ 37,193,504	\$ 38,699,985	\$ 39,328,004	\$ 40,310,185
Federal Sources	\$ 1,384,171	\$ 1,501,946	\$ 1,319,715	\$ 1,389,715
Local Sources	\$ 1,523,054	\$ 1,781,576	\$ 2,315,278	\$ 1,603,278
Total	\$ 50,434,607	\$ 55,557,466	\$ 56,972,099	\$ 57,435,302

Expenditure Assumptions

- **Salaries**
 - 2.4% aggregate increase
 - Currently negotiating with 16 employment contracts
 - Instructional Services restructure
 - Special Education
- **Benefits**
 - 3.8% aggregate increase
 - 0.21% increase in TRA (2.7% increase in addition to salary increases)

Expenditure Assumptions

- Non-Salary & Other Operational
 - Transportation Contractual increase
 - Special Education
 - Utilities – increase for additional building
 - Building discretionary – per pupil allocation
- Fund Balance Goal = 16% of total expenditures



Expenditures by Program

	2017-18 AUDIT RESULTS	2018-19 AUDIT RESULTS	2019-20 REVISED BUDGET	2020-21 PROPOSED BUDGET
ADMINISTRATION	\$ 1,845,398	\$ 1,824,720	\$ 1,917,851	\$ 1,994,372
DISTRICT SUPPORT SERVICES	\$ 1,258,852	\$ 1,482,851	\$ 1,449,841	\$ 1,387,675
REGULAR INSTRUCTION	\$ 24,977,628	\$ 26,412,472	\$ 27,854,666	\$ 28,592,378
VOCATIONAL INSTRUCTION	\$ 332,269	\$ 301,656	\$ 389,426	\$ 404,149
SPECIAL EDUCATION	\$ 10,559,280	\$ 10,951,009	\$ 11,543,541	\$ 11,985,152
INSTRUCTIONAL SUPPORT	\$ 3,034,260	\$ 2,891,269	\$ 3,321,857	\$ 3,661,754
PUPIL SUPPORT	\$ 3,837,310	\$ 4,308,967	\$ 4,585,161	\$ 4,701,889
SITE & BUILDINGS	\$ 4,207,774	\$ 4,338,552	\$ 4,462,789	\$ 4,787,988
FISCAL & OTHER FIXED COSTS	\$ 142,173	\$ 138,065	\$ 145,000	\$ 147,900
CAPITAL OUTLAY	\$ 1,585,898	\$ 2,608,975	\$ 1,911,311	\$ 2,639,042
TOTAL	\$ 51,780,842	\$ 55,258,536	\$ 57,581,443	\$ 60,302,299

Expenditures by Object

	2017-18 AUDIT RESULTS	2018-19 AUDIT RESULTS	2019-20 REVISED BUDGET	2020-21 PROPOSED BUDGET
SALARIES	\$30,527,702	\$31,696,538	\$33,383,372	\$34,438,992
BENEFITS	\$11,052,719	\$11,827,205	\$12,383,336	\$12,918,802
PURCHASED SERVICES	\$ 6,389,640	\$ 6,966,379	\$ 7,373,867	\$ 7,708,198
SUPPLIES	\$ 1,955,919	\$ 1,895,713	\$ 2,234,076	\$ 2,296,019
DUES & MEMBERSHIPS	\$ 268,964	\$ 263,729	\$ 295,481	\$ 301,246
CAPITAL OUTLAY	\$ 1,585,898	\$ 2,608,972	\$ 1,911,311	\$ 2,639,042
TOTAL	\$51,780,842	\$55,258,536	\$57,581,443	\$60,302,299

General Fund Summary

	2017-18		2018-19		2019-20		2020-21	
	AUDIT		AUDIT		REVISED		PROPOSED	
	RESULTS		RESULTS		BUDGET		BUDGET	
REVENUE	\$	50,434,607	\$	55,557,466	\$	56,972,099	\$	57,435,302
EXPENDITURES	\$	51,780,842	\$	55,258,536	\$	57,581,443	\$	60,302,299
DIFFERENCE	\$	(1,346,235)	\$	298,930	\$	(609,344)	\$	(2,866,997)
BEGINNING FUND BALANCE	\$	18,059,225	\$	16,712,990	\$	17,011,920	\$	16,402,576
ENDING FUND BALANCE	\$	16,712,990	\$	17,011,920	\$	16,402,576	\$	13,535,579
RESTRICTED FUND BALANCE	\$	6,039,390	\$	6,221,250	\$	6,336,159	\$	4,236,929
UNASSIGNED FUND BALANCE	\$	10,673,600	\$	10,790,670	\$	10,066,417	\$	9,298,650
UNASSIGNED FUND BALANCE %		20.60%		19.53%		17.48%		15.42%

Questions?

- Thanks for your time!



Potential names for the current Greenvale Park Elementary School | March 9, 2020

Matt Hillmann, Ed.D., Superintendent and Erin Bailey, Director of Community Services

The survey for name suggestions for remodeled Greenvale Park Elementary was open from February 11 - 21, 2020. There were 111 responses.

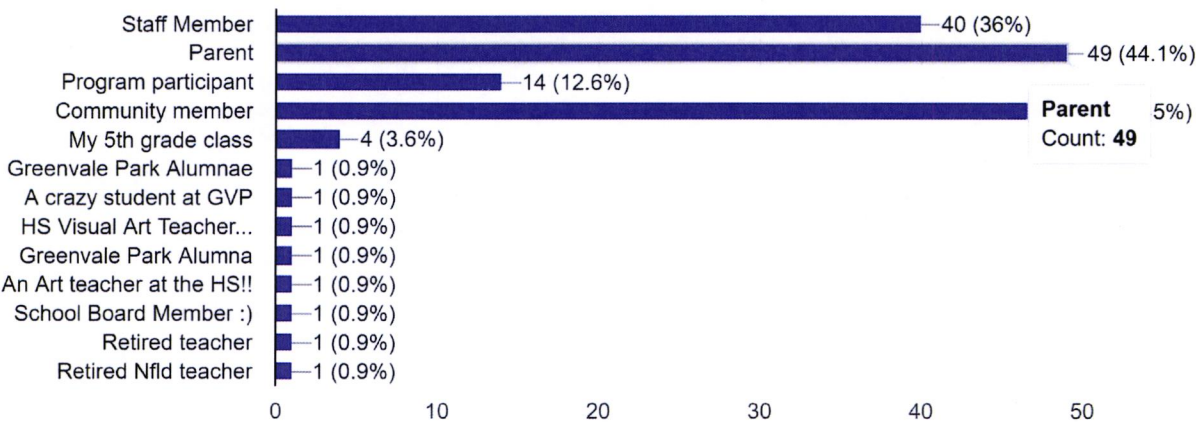
The survey was promoted in the following ways:

- Emailed to all staff who will be in the building
- Emailed to all participants enrolled in a Community Services program in the last year
- Emailed to current families in Hand in Hand Preschool, Early Ventures and Early Childhood Family Education
- Reached out to Fifty North and Northfield Healthy Community Initiative to have them share the survey with their listservs
- Posted on Facebook
- Shared how to find the survey at many meetings

Here is the breakdown of who took the survey:

Who do you represent? (Please choose all that apply.)

111 responses



The following four names are recommended for your consideration:

- Northfield Community Education Center
- Northfield Community Learning Center
- Lincoln Community Education Center
- Lincoln Learning Center

For clarity, the use of “Lincoln” has to do with the building’s location on Lincoln Parkway. The current Longfellow programs us a lion as their building mascot. Using Lincoln would allow the alliteration to continue as the “Lincoln Lions.”

The more broadly descriptive names using “Northfield” are intended to specifically describe the center. The use of the term “community education” would align with the Community Services departmental name change back to Community Education.

Northfield Public Schools

2019-20 Employee Engagement Survey Results
03.09.2020

Continuous Improvement

Best for Students • Best for Employees
Responsible to the Community

Quint Studer's Nine Principles

Commitment to excellence	Measure the important things	Build a culture of service
Create and develop leaders	Focus on employee engagement	Build individual accountability
Align behaviors with values & goals	Communicate at all levels	Show Gratitude

2019-20 District Results • 420 responses

Greatest Strengths	Rating	Top Box
Overall Mean	4.04	35.7%
If given a choice, I would recommend that a parent select this district for his or her child.	4.39	52.15%
The superintendent uses a variety of methods to promote effective communication throughout the district.	4.38	50.24%
Key: 5 = Very Good • 1 = Very Poor • Top Box = % of scores at a 5		

2019-20 District Results • 420 responses

Opportunities for Growth	Rating	Top Box
Overall Mean	4.04	35.7%
My principal/supervisor consults me on the decisions that affect my job.	3.74	26.62%
My principal/supervisor sets clear expectations for judging my performance.	3.91	29.33%
Key: 5 = Very Good • 1 = Very Poor • Top Box = % of scores at a 5		

Comparison: 2018-19 greatest opportunities

	2019	2020
Participants	484	420
Overall Mean	4.06	4.04
My principal/supervisor provides feedback concerning areas for improving my performance.	3.70	3.78
My principal/supervisor consults me on the decisions that affect my job.	3.71	3.74

Key: 5 = Very Good • 1 = Very Poor • Top Box = % of scores at a 5

Comments

- Shared verbatim with principals
- Provide a context for results
- Provide specific areas of concern
- Guide areas of focus for improvement
- Provide an opportunity to recognize individuals named in positive comments

Next Steps

- Action plan
- School improvement plan goal and strategies
- Reporting results

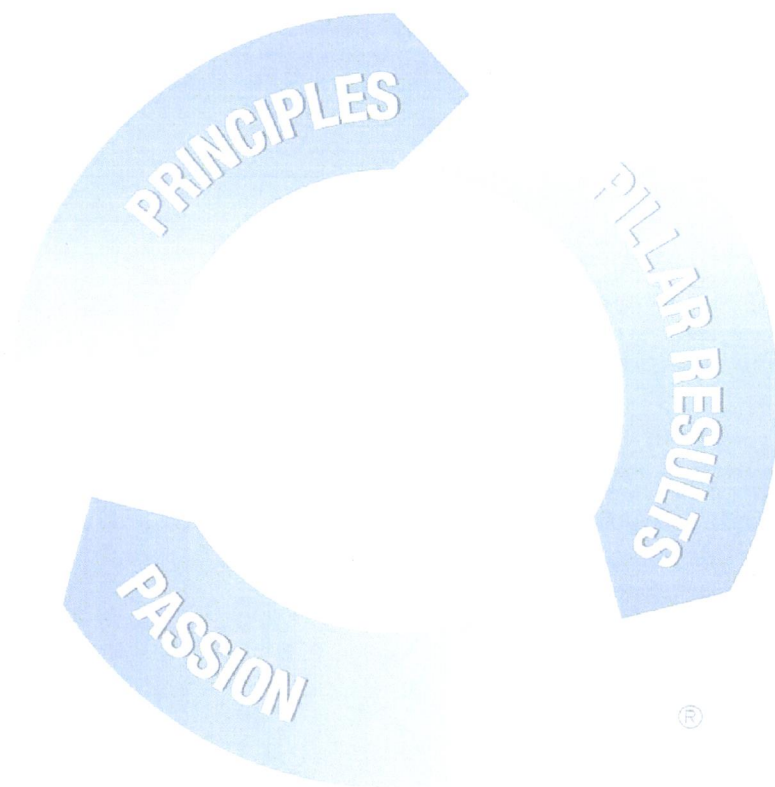
Continuous Improvement



Employee Engagement Survey

Fall 2019 Results Report

Northfield Public Schools



Summary of Results for Scaled Survey Data

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

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

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

- ▼ A total of **420** employees provided feedback during the current survey administration.
- ▼ The organization's overall mean was **4.04**, using a scale of 1 to 5. About **36%** of all response choices were in the "Strongly Agree" category or "Top Box."

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

Table 1. Overall Mean by Survey Administration

	Fall 2018	Fall 2019
Participation	484	420
Overall Mean ¹	4.06	4.04
Top Box Percentage	35.8%	35.7%

¹ Items 1-14 only

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

On the following pages, Tables 2A-2B provide the Supervisor category item means, frequency distribution, and top box percentage. The Supervisor category allows each employee to reflect on the work environment shaped by his/her supervisor. Supervisors include all levels of leaders across the organization.

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

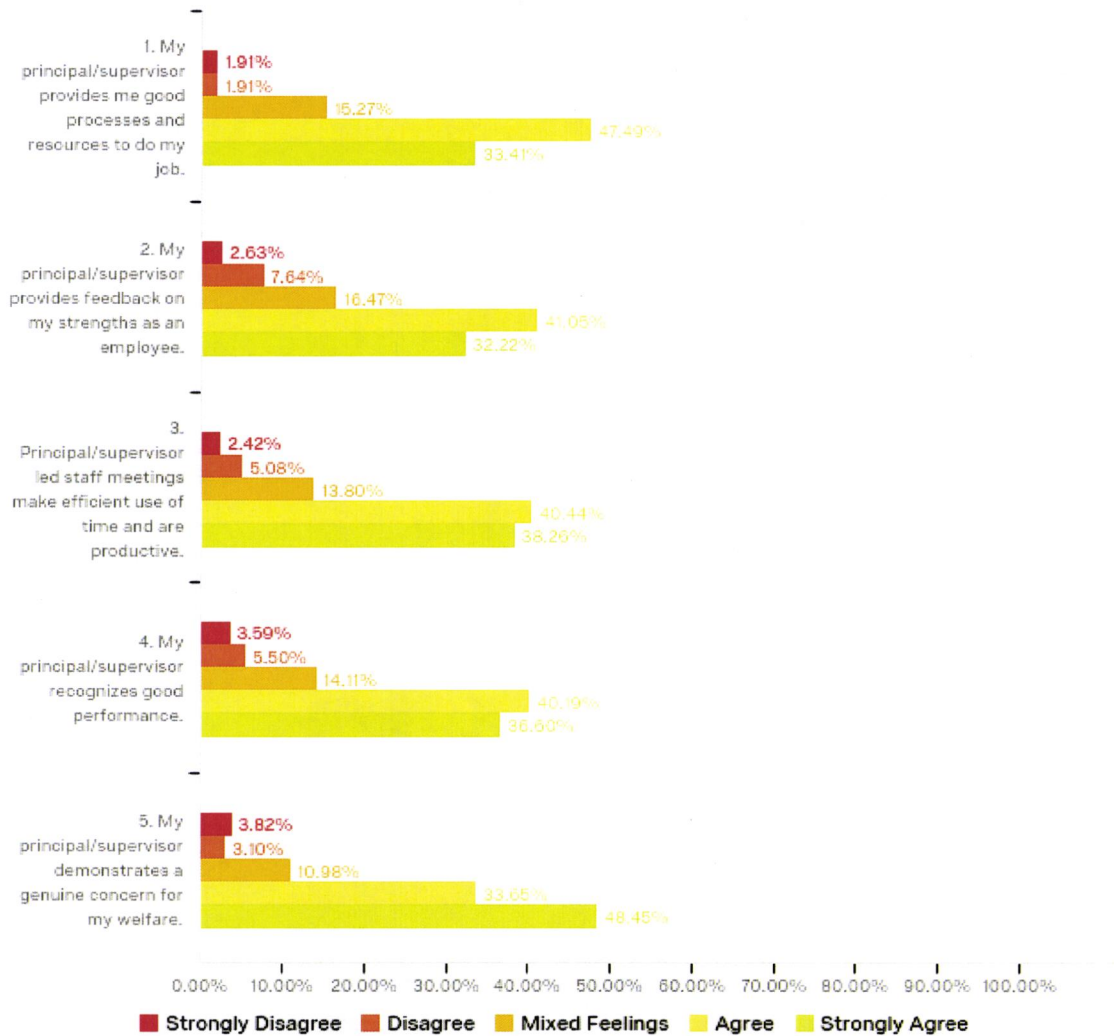
	Mean	Count	Top Box
1. My principal/supervisor provides me good processes and resources to do my job.	4.09	419	33.41%
2. My principal/supervisor provides feedback on my strengths as an employee.	3.93	419	32.22%
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.07	413	38.26%
4. My principal/supervisor recognizes good performance.	4.01	418	36.60%
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.20	419	48.45%
6. My principal/supervisor makes the best use of available funds.	4.04	411	29.44%
7. My principal/supervisor consults me on the decisions that affect my job.	3.74	417	26.62%
8. My principal/supervisor sets clear expectations for judging my performance.	3.91	416	29.33%
9. My principal/supervisor provides the support needed to accomplish my work objectives.	3.96	418	31.82%
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.78	414	24.40%

Table 2B. Principal / Supervisor Items: Frequency Distribution of Response Category

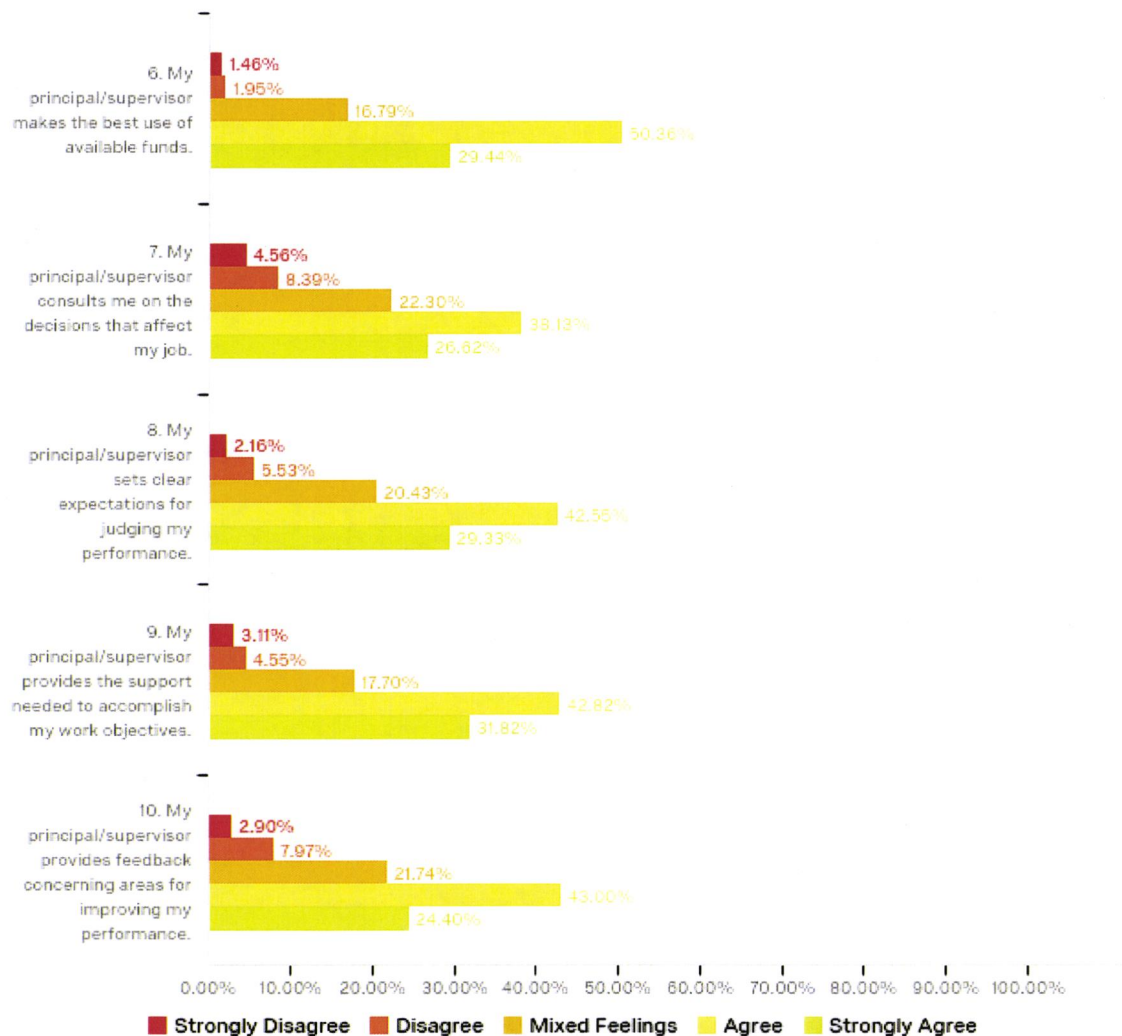
	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree	Total
1. My principal/supervisor provides me good processes and resources to do my job.	8	8	64	199	140	419
2. My principal/supervisor provides feedback on my strengths as an employee.	11	32	69	172	135	419
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	10	21	57	167	158	413
4. My principal/supervisor recognizes good performance.	15	23	59	168	153	418
5. My principal/supervisor demonstrates a genuine concern for my welfare.	16	13	46	141	203	419
6. My principal/supervisor makes the best use of available funds.	6	8	69	207	121	411
7. My principal/supervisor consults me on the decisions that affect my job.	19	35	93	159	111	417
8. My principal/supervisor sets clear expectations for judging my performance.	9	23	85	177	122	416
9. My principal/supervisor provides the support needed to accomplish my work objectives.	13	19	74	179	133	418
10. My principal/supervisor provides feedback concerning areas for improving my performance.	12	33	90	178	101	414

As a complement to Table 2B, the percent distribution of response categories is highlighted in Figure 1 below and Figure 2 on the following page.

Figures 1 and 2. Principal / Supervisor Items: Percent Distribution of Response Categories



Figures 1 and 2. Principal / Supervisor Items: Percent Distribution of Response Categories



Tables 3A-3B provide the Superintendent / District category item means, frequency distribution, and top box percentage.

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

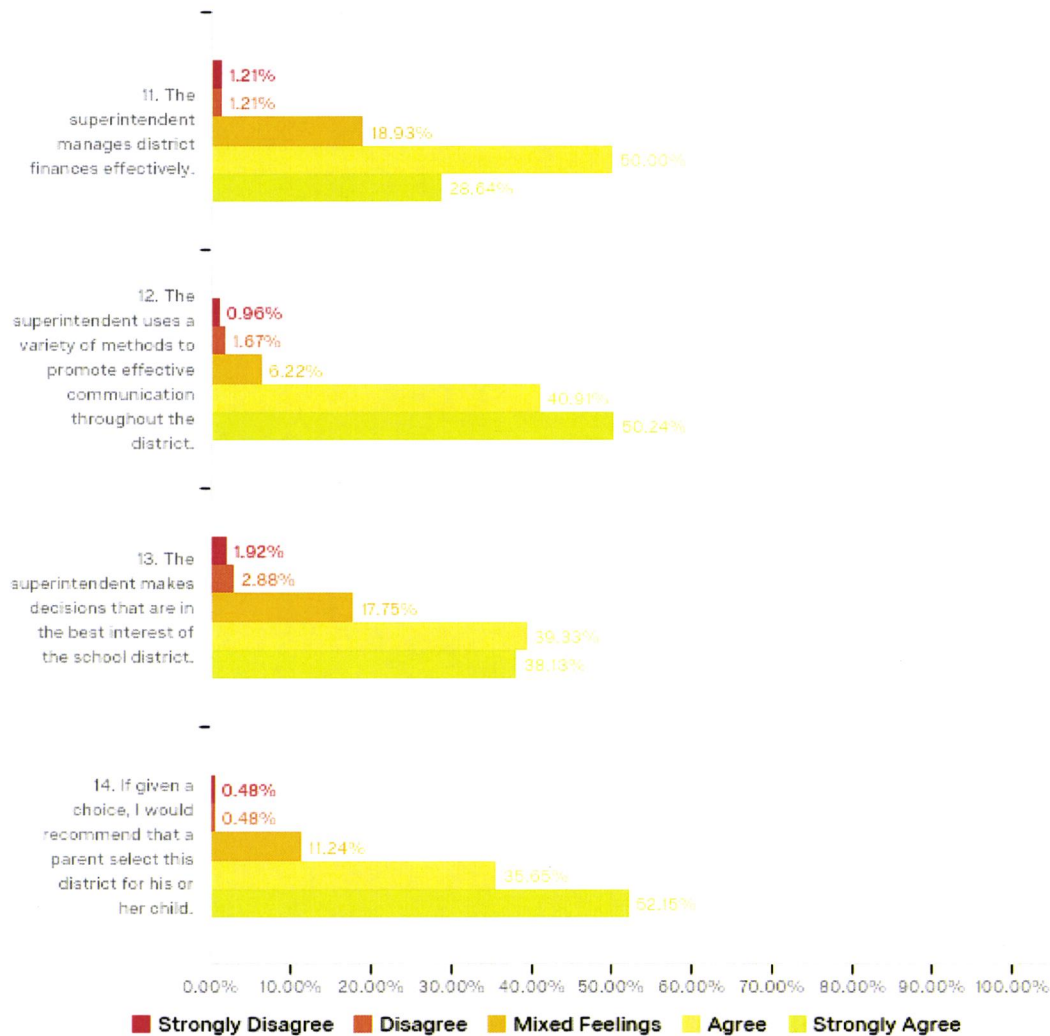
	Mean	Count	Top Box
11. The superintendent manages district finances effectively.	4.04	412	28.64%
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.38	418	50.24%
13. The superintendent makes decisions that are in the best interest of the school district.	4.09	417	38.13%
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.39	418	52.15%

Table 3B. Superintendent / District Items: Frequency Distribution of Response Category

	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree	Total
11. The superintendent manages district finances effectively.	5	5	78	206	118	412
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4	7	26	171	210	418
13. The superintendent makes decisions that are in the best interest of the school district.	8	12	74	164	159	417
14. If given a choice, I would recommend that a parent select this district for his or her child.	2	2	47	149	218	418

As a complement to Table 3B, the percent distribution of response categories for the Superintendent / District items is highlighted in the bar chart on the following page.

Figure 3. Superintendent / District Items: Percent Distribution of Response Categories



Tables 4A-4B provide the Communication category item means, frequency distribution, and top box percentage.

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

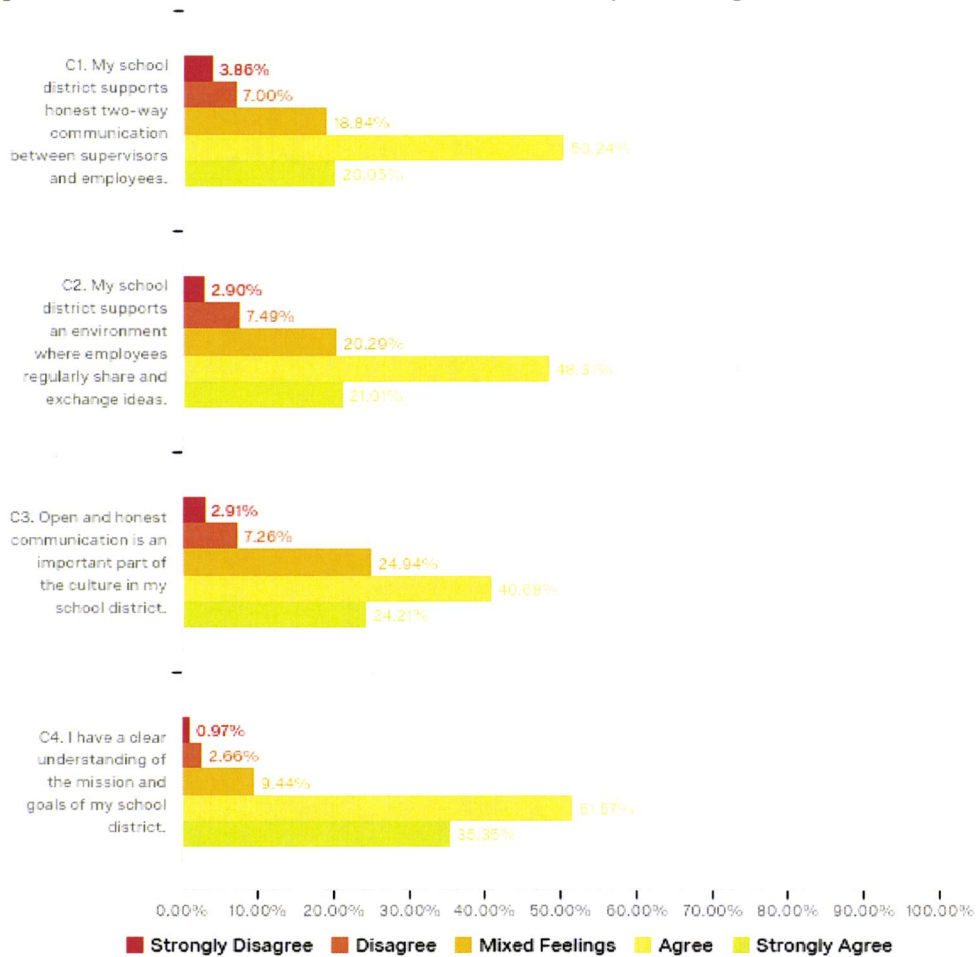
	Mean	Count	Top Box
C1. My school district supports honest two-way communication between supervisors and employees.	3.76	414	20.05%
C2. My school district supports an environment where employees regularly share and exchange ideas.	3.77	414	21.01%
C3. Open and honest communication is an important part of the culture in my school district.	3.76	413	24.21%
C4. I have a clear understanding of the mission and goals of my school district.	4.18	413	35.35%

Table 4B. Communication: Frequency Distribution of Response Categories

	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree	Total
C1. My school district supports honest two-way communication between supervisors and employees.	16	29	78	208	83	414
C2. My school district supports an environment where employees regularly share and exchange ideas.	12	31	84	200	87	414
C3. Open and honest communication is an important part of the culture in my school district.	12	30	103	168	100	413
C4. I have a clear understanding of the mission and goals of my school district.	4	11	39	213	146	413

As a complement to Table 4B, the percent distribution of response categories for Communication items is highlighted in the bar chart below, Figure 4.

Figure 4. Communication Items: Percent Distribution of Response Categories



Tables 5 and 6 below provide the five highest scored and lowest scored means, respectively, by category. The tables also include the top box percentage for the items.

Table 5. Areas Working Well: Five¹ Highest Item Means across All Survey Items

	Mean	Top Box
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.39	52.15%
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.38	50.24%
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.20	48.45%
C4. I have a clear understanding of the mission and goals of my school district.	4.18	35.35%
1. My principal/supervisor provides me good processes and resources to do my job.	4.09	33.41%
13. The superintendent makes decisions that are in the best interest of the school district.	4.09	38.13%

¹Six items.

Table 6. Areas for Improvement: Five Lowest Item Means across All Survey Items

	Mean	Top Box
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.78	24.40%
C2. My school district supports an environment where employees regularly share and exchange ideas.	3.77	21.01%
C1. My school district supports honest two-way communication between supervisors and employees.	3.76	20.05%
C3. Open and honest communication is an important part of the culture in my school district.	3.76	24.21%
7. My principal/supervisor consults me on the decisions that affect my job.	3.74	26.62%

Participation (the “n” or “number of participants”) by school / department across the organization is presented in Table 7.

Table 7. Participation by School / Department

	Fall 2018	Fall 2019
Bridgewater Elementary School	61	60
Greenvale Park Elementary School	60	54
Sibley Elementary School	61	51
Northfield Middle School	92	77
Northfield High School	112	106
Area Learning Center	7	7
Hand in Hand Preschool	21	13
Ventures Childcare	12	9
Early Childhood Family Education (ECFE)	5	5
Community Services	11	14
District Offices ¹	42	24
Total	484	420

¹ Includes: Assessment Services, Buildings and Grounds, Child Nutrition, Finance, Human Resources, Special Education, Superintendent's Office, Teaching and Learning, Technology Services

Overall Mean by School / Department across the organization is presented in Table 8.

Table 8. Overall Mean by School / Department

	Fall 2018	Fall 2019
Bridgewater Elementary School	4.22	3.89
Greenvale Park Elementary School	4.36	4.21
Sibley Elementary School	4.07	4.05
Northfield Middle School	3.99	3.77
Northfield High School	3.65	4.24
Area Learning Center	4.36	4.26
Hand in Hand Preschool	4.21	4.00
Ventures Childcare	3.83	3.74
Early Childhood Family Education (ECFE)	3.96	4.18
Community Services	4.46	3.76
District Offices	4.43	4.29
Overall Mean	4.06	4.04

Appendix 1

Overall Mean and Item Means by Survey Administration; and Top Box by Survey Administration

District Overall Mean and Item Means

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.08	4.09
2. My principal/supervisor provides feedback on my strengths as an employee.	3.81	3.93
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	3.99	4.07
4. My principal/supervisor recognizes good performance.	3.92	4.01
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.13	4.20
6. My principal/supervisor makes the best use of available funds.	4.03	4.04
7. My principal/supervisor consults me on the decisions that affect my job.	3.71	3.74
8. The expectations for judging my performance are clear.	3.78	3.91
9. My principal/supervisor provides the support needed to accomplish my work objectives.	3.98	3.96
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.70	3.78
11. The superintendent manages district finances effectively.	4.26	4.04
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.51	4.38
13. The superintendent makes informed decisions based on the best interest of the district.	4.40	4.09
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.54	4.39
Overall District Mean (Items 1-14 only)	4.06	4.04
C1. The school district supports honest two-way communication between supervisors and employees.	3.84	3.76
C2. The school district supports an environment where employees regularly share and exchange ideas.	3.89	3.77
C3. Open and honest communication is an important part of the culture in the school district.	3.83	3.76
C4. I have a clear understanding of the mission and goals of my school district.	4.21	4.18

District Overall Top Box and Item Top Box

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	34.50%	33.41%
2. My principal/supervisor provides feedback on my strengths as an employee.	25.62%	32.22%
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	32.36%	38.26%
4. My principal/supervisor recognizes good performance.	33.88%	36.60%
5. My principal/supervisor demonstrates a genuine concern for my welfare.	44.42%	48.45%
6. My principal/supervisor makes the best use of available funds.	25.58%	29.44%
7. My principal/supervisor consults me on the decisions that affect my job.	24.43%	26.62%
8. The expectations for judging my performance are clear.	22.96%	29.33%
9. My principal/supervisor provides the support needed to accomplish my work objectives.	28.54%	31.82%
10. My principal/supervisor provides feedback concerning areas for improving my performance.	20.33%	24.40%
11. The superintendent manages district finances effectively.	36.92%	28.64%
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	58.75%	50.24%
13. The superintendent makes informed decisions based on the best interest of the district.	50.52%	38.13%
14. If given a choice, I would recommend that a parent select this district for his or her child.	61.80%	52.15%
Overall District Mean (Items 1-14 only)	35.75%	35.72%
C1. The school district supports honest two-way communication between supervisors and employees.	22.90%	20.05%
C2. The school district supports an environment where employees regularly share and exchange ideas.	23.53%	21.01%
C3. Open and honest communication is an important part of the culture in the school district.	24.48%	24.21%
C4. I have a clear understanding of the mission and goals of my school district.	36.61%	35.35%

Appendix 3

See separate **Percentile Rank Ranges Document** for benchmark comparisons by:

- ▼ Overall Organization
- ▼ Departments or Work Locations (Aggregate)
- ▼ School Level: High School; Middle School; and Elementary/Primary School [for School Systems only]

Percentile ranks provide a *normed* comparison for item means and the overall mean. This allows leaders across each level to consider benchmark results aligned to their respective area as they review their survey results report.

Appendix 3

Benchmark Item Mean Percentile Ranges

By District, School Level and Departments (Aggregate)

Percentile ranks were developed to provide a *normed* comparison for the organization's item means and its overall mean. Two benefits of using percentile ranks include:

- (a) A standardized frame of reference for item mean / overall mean interpretation, and
- (b) Showing where a score, in this case the organization's item means and overall mean, fit within a larger distribution of scores.

The "larger distribution of scores" in this report includes responses from all Studer EducationSM partners across all survey administrations through Spring 2017. This represents more than 140,000 individual responses or the equivalent of 189 organizations. Using a Monte Carlo simulation, the aggregate survey administration data are used to generate a dataset with 100,000 organizations. The simulated dataset is based on the mean and standard deviation of the actual dataset, but has enough cases to smooth out the curve. The simulated dataset is used to calculate percentile ranks and the following percentile rank tables to be used for normed comparison.

The following pages include percentile rank range tables for benchmark comparisons by:

- ▼ Overall School District
- ▼ School Level: High School; Middle School; and Elementary/Primary School
- ▼ District Departments (Aggregate)

These tables allow leaders across each level to consider benchmark results aligned to their respective area as they review their survey results report.

Percentile Ranges by Engagement Item Chart: Overall District

Percentiles		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
	10	3.87	3.68	3.76	3.83	3.92	3.81	3.55	3.71	3.75	3.62
	20	3.95	3.77	3.85	3.91	4.01	3.89	3.64	3.80	3.84	3.71
	30	4.01	3.84	3.92	3.97	4.08	3.95	3.71	3.87	3.91	3.78
	40	4.06	3.90	3.98	4.02	4.14	3.99	3.77	3.93	3.97	3.84
	50	4.11	3.95	4.03	4.07	4.19	4.04	3.82	3.99	4.02	3.90
	60	4.16	4.00	4.08	4.12	4.24	4.09	3.87	4.04	4.07	3.95
	70	4.21	4.06	4.14	4.17	4.30	4.13	3.93	4.10	4.13	4.01
	80	4.27	4.13	4.21	4.23	4.37	4.19	4.00	4.17	4.19	4.08
	90	4.35	4.22	4.30	4.31	4.46	4.27	4.09	4.27	4.29	4.18

Percentiles		Item 11	Item 12	Item 13	Item 14	Overall Mean
	10	3.16	3.49	3.22	3.53	3.68
	20	3.31	3.64	3.40	3.68	3.77
	30	3.42	3.76	3.53	3.80	3.84
	40	3.52	3.85	3.64	3.89	3.90
	50	3.60	3.94	3.75	3.98	3.96
	60	3.69	4.02	3.85	4.07	4.01
	70	3.79	4.12	3.96	4.16	4.07
	80	3.90	4.23	4.09	4.27	4.14
	90	4.05	4.38	4.27	4.42	4.24

Example on How to Use the Chart: Suppose an organization's overall mean equals 4.10. In the table above, locate the "Overall Mean" column, and within that column locate the means around which the organization's overall mean of 4.10 is located. The organization's overall mean is between "4.07" and "4.14," as highlighted in the table above with the green circle. These means (4.07 and 4.14) align to the 70th and 80th percentiles. This means the organization's overall mean is higher than the overall mean of 70-80% of

Percentile Ranges by Item Chart: High Schools

Percentiles		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
	10	3.56	3.40	3.36	3.56	3.62	3.53	3.18	3.38	3.43	3.34
	20	3.70	3.54	3.54	3.69	3.77	3.65	3.32	3.53	3.58	3.49
	30	3.80	3.64	3.68	3.79	3.87	3.74	3.43	3.65	3.69	3.59
	40	3.88	3.72	3.79	3.87	3.97	3.81	3.52	3.75	3.79	3.68
	50	3.96	3.80	3.90	3.95	4.05	3.88	3.61	3.84	3.88	3.76
	60	4.04	3.88	4.00	4.03	4.14	3.95	3.69	3.93	3.96	3.84
	70	4.12	3.96	4.11	4.11	4.23	4.02	3.78	4.02	4.06	3.93
	80	4.22	4.06	4.25	4.21	4.33	4.11	3.89	4.13	4.17	4.03
	90	4.36	4.19	4.43	4.34	4.48	4.22	4.03	4.29	4.32	4.17

Percentiles		Item 11	Item 12	Item 13	Item 14	Overall Mean
	10	2.88	3.30	2.96	3.31	3.46
	20	3.07	3.48	3.17	3.49	3.58
	30	3.20	3.61	3.33	3.62	3.67
	40	3.31	3.72	3.47	3.73	3.75
	50	3.42	3.82	3.59	3.83	3.81
	60	3.53	3.92	3.72	3.93	3.88
	70	3.64	4.03	3.85	4.04	3.96
	80	3.77	4.16	4.01	4.17	4.04
	90	3.96	4.33	4.23	4.35	4.16

Leaders in high schools can use this table to determine percentile range national benchmark comparison of high schools.

Percentile Ranges by Item Chart: Middle Schools

Percentiles		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
	10	3.66	3.43	3.39	3.63	3.67	3.53	3.21	3.35	3.49	3.37
	20	3.79	3.59	3.58	3.77	3.82	3.68	3.38	3.56	3.65	3.54
	30	3.89	3.70	3.72	3.87	3.94	3.80	3.51	3.70	3.77	3.66
	40	3.98	3.80	3.84	3.96	4.04	3.89	3.61	3.82	3.86	3.76
	50	4.06	3.89	3.95	4.04	4.13	3.98	3.71	3.93	3.96	3.86
	60	4.13	3.98	4.06	4.12	4.22	4.07	3.81	4.05	4.05	3.96
	70	4.22	4.08	4.18	4.20	4.32	4.16	3.92	4.17	4.14	4.06
	80	4.31	4.19	4.32	4.30	4.43	4.27	4.04	4.30	4.26	4.18
	90	4.44	4.34	4.51	4.43	4.59	4.42	4.21	4.50	4.41	4.34

Percentiles		Item 11	Item 12	Item 13	Item 14	Overall Mean
	10	3.05	3.44	3.12	3.39	3.52
	20	3.22	3.60	3.31	3.56	3.65
	30	3.34	3.71	3.45	3.68	3.75
	40	3.44	3.81	3.57	3.78	3.83
	50	3.54	3.90	3.68	3.88	3.91
	60	3.63	4.00	3.79	3.98	3.98
	70	3.73	4.10	3.91	4.08	4.06
	80	3.85	4.21	4.05	4.20	4.15
	90	4.02	4.37	4.24	4.36	4.28

Leaders in middle schools can use this table to determine percentile range national benchmark comparison of middle schools.

Percentile Ranges by Item Chart: Elementary Schools

Percentiles		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
	10	3.85	3.64	3.76	3.79	3.91	3.80	3.52	3.73	3.73	3.59
	20	3.96	3.76	3.88	3.90	4.03	3.91	3.65	3.85	3.85	3.71
	30	4.03	3.85	3.97	3.98	4.11	3.99	3.74	3.93	3.93	3.80
	40	4.10	3.93	4.04	4.05	4.19	4.05	3.83	4.01	4.01	3.88
	50	4.15	4.00	4.11	4.11	4.25	4.12	3.90	4.08	4.07	3.95
	60	4.21	4.07	4.18	4.17	4.32	4.18	3.97	4.14	4.14	4.02
	70	4.28	4.14	4.25	4.24	4.39	4.24	4.05	4.21	4.21	4.09
	80	4.35	4.23	4.34	4.32	4.48	4.32	4.14	4.30	4.30	4.18
	90	4.45	4.36	4.46	4.42	4.59	4.43	4.27	4.41	4.41	4.30

Percentiles		Item 11	Item 12	Item 13	Item 14	Overall Mean
	10	3.14	3.43	3.17	3.53	3.71
	20	3.30	3.61	3.36	3.70	3.81
	30	3.42	3.74	3.50	3.82	3.89
	40	3.51	3.85	3.62	3.92	3.96
	50	3.60	3.95	3.73	4.01	4.02
	60	3.69	4.06	3.84	4.11	4.08
	70	3.79	4.17	3.96	4.21	4.14
	80	3.91	4.30	4.09	4.33	4.22
	90	4.07	4.47	4.28	4.49	4.32

Leaders in elementary schools can use this table to determine percentile range national benchmark comparison of elementary schools.

Percentile Ranges by Item Chart: District Departments

Percentiles		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
	10	3.84	3.64	3.67	3.79	3.86	3.76	3.56	3.58	3.72	3.54
	20	3.96	3.77	3.79	3.90	3.99	3.87	3.69	3.72	3.85	3.68
	30	4.05	3.86	3.88	3.99	4.08	3.95	3.78	3.81	3.94	3.78
	40	4.12	3.94	3.95	4.06	4.15	4.01	3.86	3.90	4.01	3.86
	50	4.19	4.02	4.03	4.12	4.23	4.07	3.94	3.97	4.09	3.94
	60	4.26	4.09	4.10	4.19	4.30	4.13	4.01	4.05	4.16	4.01
	70	4.33	4.17	4.17	4.25	4.38	4.20	4.09	4.13	4.24	4.10
	80	4.42	4.26	4.26	4.34	4.47	4.28	4.18	4.23	4.33	4.19
	90	4.54	4.39	4.38	4.45	4.59	4.38	4.31	4.36	4.45	4.33

Percentiles		Item 11	Item 12	Item 13	Item 14	Overall Mean
	10	3.43	3.67	3.53	3.71	3.76
	20	3.57	3.81	3.70	3.86	3.87
	30	3.67	3.91	3.82	3.96	3.95
	40	3.76	3.99	3.92	4.05	4.02
	50	3.84	4.07	4.01	4.14	4.08
	60	3.92	4.15	4.11	4.22	4.15
	70	4.00	4.24	4.21	4.31	4.22
	80	4.10	4.34	4.33	4.42	4.29
	90	4.24	4.48	4.49	4.56	4.40

Leaders in district departments can use this table to determine percentile range national benchmark comparison of district departments.

Appendix 4

The tables below show item means and overall means for schools / departments by survey administration. See separate **School / Department Reports** to review school/department-level:

- ▼ Item Means and Overall Mean for Current Survey Administration
- ▼ Frequency Distribution of Responses
- ▼ Percent Distribution by Item
- ▼ Verbatim Comments

Bridgewater Elementary School

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.21	3.82
2. My principal/supervisor provides feedback on my strengths as an employee.	3.98	3.73
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.03	3.77
4. My principal/supervisor recognizes good performance.	4.21	3.73
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.41	4.10
6. My principal/supervisor makes the best use of available funds.	4.11	4.07
7. My principal/supervisor consults me on the decisions that affect my job.	3.89	3.41
8. The expectations for judging my performance are clear.	4.07	3.65
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.05	3.70
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.97	3.55
11. The superintendent manages district finances effectively.	4.36	4.05
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.63	4.45
13. The superintendent makes informed decisions based on the best interest of the district.	4.56	4.20
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.66	4.28
Overall District Mean (Items 1-14 only)	4.22	3.89
C1. The school district supports honest two-way communication between supervisors and employees.	3.91	3.64
C2. The school district supports an environment where employees regularly share and exchange ideas.	3.97	3.64
C3. Open and honest communication is an important part of the culture in the school district.	3.86	3.52
C4. I have a clear understanding of the mission and goals of my school district.	4.41	4.02

Greenvale Park Elementary School

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.43	4.28
2. My principal/supervisor provides feedback on my strengths as an employee.	4.30	4.35
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.42	4.43
4. My principal/supervisor recognizes good performance.	4.33	4.31
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.45	4.56
6. My principal/supervisor makes the best use of available funds.	4.27	4.15
7. My principal/supervisor consults me on the decisions that affect my job.	4.22	3.91
8. The expectations for judging my performance are clear.	4.08	4.15
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.20	4.09
10. My principal/supervisor provides feedback concerning areas for improving my performance.	4.13	3.98
11. The superintendent manages district finances effectively.	4.43	3.92
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.65	4.35
13. The superintendent makes informed decisions based on the best interest of the district.	4.58	4.00
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.58	4.43
Overall District Mean (Items 1-14 only)	4.36	4.21
C1. The school district supports honest two-way communication between supervisors and employees.	3.95	3.98
C2. The school district supports an environment where employees regularly share and exchange ideas.	3.97	3.79
C3. Open and honest communication is an important part of the culture in the school district.	3.86	3.98
C4. I have a clear understanding of the mission and goals of my school district.	4.29	4.25

Sibley Elementary School

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.10	4.04
2. My principal/supervisor provides feedback on my strengths as an employee.	3.87	3.86
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.20	4.32
4. My principal/supervisor recognizes good performance.	4.05	3.96
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.05	3.84
6. My principal/supervisor makes the best use of available funds.	4.03	4.06
7. My principal/supervisor consults me on the decisions that affect my job.	3.82	3.82
8. The expectations for judging my performance are clear.	3.89	4.00
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.03	4.06
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.69	3.65
11. The superintendent manages district finances effectively.	4.20	4.10
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.39	4.50
13. The superintendent makes informed decisions based on the best interest of the district.	4.20	4.18
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.48	4.44
Overall District Mean (Items 1-14 only)	4.07	4.05
C1. The school district supports honest two-way communication between supervisors and employees.	3.75	3.90
C2. The school district supports an environment where employees regularly share and exchange ideas.	3.92	4.00
C3. Open and honest communication is an important part of the culture in the school district.	3.92	3.84
C4. I have a clear understanding of the mission and goals of my school district.	4.16	4.32

Northfield Middle School

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.07	3.73
2. My principal/supervisor provides feedback on my strengths as an employee.	3.73	3.47
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	3.82	3.42
4. My principal/supervisor recognizes good performance.	3.74	3.55
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.11	3.71
6. My principal/supervisor makes the best use of available funds.	3.98	3.78
7. My principal/supervisor consults me on the decisions that affect my job.	3.65	3.38
8. The expectations for judging my performance are clear.	3.80	3.70
9. My principal/supervisor provides the support needed to accomplish my work objectives.	3.86	3.53
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.62	3.53
11. The superintendent manages district finances effectively.	4.26	4.12
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.48	4.38
13. The superintendent makes informed decisions based on the best interest of the district.	4.40	4.12
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.57	4.35
Overall District Mean (Items 1-14 only)	3.99	3.77
C1. The school district supports honest two-way communication between supervisors and employees.	3.97	3.42
C2. The school district supports an environment where employees regularly share and exchange ideas.	4.01	3.51
C3. Open and honest communication is an important part of the culture in the school district.	3.96	3.58
C4. I have a clear understanding of the mission and goals of my school district.	4.26	4.13

Northfield High School

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	3.54	4.41
2. My principal/supervisor provides feedback on my strengths as an employee.	3.26	4.25
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	3.59	4.46
4. My principal/supervisor recognizes good performance.	3.38	4.41
5. My principal/supervisor demonstrates a genuine concern for my welfare.	3.63	4.57
6. My principal/supervisor makes the best use of available funds.	3.65	4.15
7. My principal/supervisor consults me on the decisions that affect my job.	3.08	4.08
8. The expectations for judging my performance are clear.	3.24	4.19
9. My principal/supervisor provides the support needed to accomplish my work objectives.	3.62	4.31
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.11	4.10
11. The superintendent manages district finances effectively.	4.07	3.91
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.34	4.23
13. The superintendent makes informed decisions based on the best interest of the district.	4.15	3.84
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.37	4.32
Overall District Mean (Items 1-14 only)	3.65	4.24
C1. The school district supports honest two-way communication between supervisors and employees.	3.43	3.70
C2. The school district supports an environment where employees regularly share and exchange ideas.	3.49	3.69
C3. Open and honest communication is an important part of the culture in the school district.	3.41	3.62
C4. I have a clear understanding of the mission and goals of my school district.	3.90	4.10

Area Learning Center

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.14	4.29
2. My principal/supervisor provides feedback on my strengths as an employee.	4.29	4.29
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.00	3.71
4. My principal/supervisor recognizes good performance.	4.57	4.43
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.71	4.57
6. My principal/supervisor makes the best use of available funds.	4.29	4.29
7. My principal/supervisor consults me on the decisions that affect my job.	4.57	4.00
8. The expectations for judging my performance are clear.	4.14	4.00
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.14	4.29
10. My principal/supervisor provides feedback concerning areas for improving my performance.	4.14	3.86
11. The superintendent manages district finances effectively.	4.29	4.57
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.57	4.71
13. The superintendent makes informed decisions based on the best interest of the district.	4.43	4.29
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.71	4.29
Overall District Mean (Items 1-14 only)	4.36	4.26
C1. The school district supports honest two-way communication between supervisors and employees.	4.29	4.14
C2. The school district supports an environment where employees regularly share and exchange ideas.	4.14	4.14
C3. Open and honest communication is an important part of the culture in the school district.	4.29	4.00
C4. I have a clear understanding of the mission and goals of my school district.	4.14	4.14

Hand in Hand Preschool

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.24	4.00
2. My principal/supervisor provides feedback on my strengths as an employee.	4.05	3.69
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.05	3.92
4. My principal/supervisor recognizes good performance.	4.05	4.08
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.24	4.31
6. My principal/supervisor makes the best use of available funds.	4.14	4.00
7. My principal/supervisor consults me on the decisions that affect my job.	3.86	3.62
8. The expectations for judging my performance are clear.	3.90	3.54
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.14	3.85
10. My principal/supervisor provides feedback concerning areas for improving my performance.	4.05	3.54
11. The superintendent manages district finances effectively.	4.43	4.08
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.57	4.46
13. The superintendent makes informed decisions based on the best interest of the district.	4.57	4.31
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.67	4.62
Overall District Mean (Items 1-14 only)	4.21	4.00
C1. The school district supports honest two-way communication between supervisors and employees.	4.14	4.08
C2. The school district supports an environment where employees regularly share and exchange ideas.	4.14	4.23
C3. Open and honest communication is an important part of the culture in the school district.	4.14	3.92
C4. I have a clear understanding of the mission and goals of my school district.	4.33	4.31

Ventures Childcare

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	3.92	3.56
2. My principal/supervisor provides feedback on my strengths as an employee.	3.33	3.56
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	3.75	3.78
4. My principal/supervisor recognizes good performance.	3.42	3.33
5. My principal/supervisor demonstrates a genuine concern for my welfare.	3.75	3.33
6. My principal/supervisor makes the best use of available funds.	3.67	3.33
7. My principal/supervisor consults me on the decisions that affect my job.	3.33	3.44
8. The expectations for judging my performance are clear.	3.83	3.89
9. My principal/supervisor provides the support needed to accomplish my work objectives.	3.67	3.33
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.67	3.67
11. The superintendent manages district finances effectively.	4.08	4.11
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.50	4.22
13. The superintendent makes informed decisions based on the best interest of the district.	4.25	4.33
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.50	4.44
Overall District Mean (Items 1-14 only)	3.83	3.74
C1. The school district supports honest two-way communication between supervisors and employees.	3.83	3.44
C2. The school district supports an environment where employees regularly share and exchange ideas.	3.67	3.56
C3. Open and honest communication is an important part of the culture in the school district.	3.75	3.78
C4. I have a clear understanding of the mission and goals of my school district.	4.25	4.22

Early Childhood Family Education (ECFE)

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.40	4.80
2. My principal/supervisor provides feedback on my strengths as an employee.	3.00	3.80
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	3.80	4.60
4. My principal/supervisor recognizes good performance.	3.60	3.60
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.40	4.20
6. My principal/supervisor makes the best use of available funds.	4.20	4.40
7. My principal/supervisor consults me on the decisions that affect my job.	3.80	3.60
8. The expectations for judging my performance are clear.	3.60	4.00
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.00	4.20
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.40	3.80
11. The superintendent manages district finances effectively.	4.00	4.25
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.40	4.25
13. The superintendent makes informed decisions based on the best interest of the district.	4.40	4.50
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.40	4.75
Overall District Mean (Items 1-14 only)	3.96	4.18
C1. The school district supports honest two-way communication between supervisors and employees.	3.80	4.20
C2. The school district supports an environment where employees regularly share and exchange ideas.	3.80	4.00
C3. Open and honest communication is an important part of the culture in the school district.	4.00	4.40
C4. I have a clear understanding of the mission and goals of my school district.	4.00	4.20

Community Services

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.64	3.79
2. My principal/supervisor provides feedback on my strengths as an employee.	4.00	3.29
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.70	4.00
4. My principal/supervisor recognizes good performance.	4.36	3.64
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.73	4.00
6. My principal/supervisor makes the best use of available funds.	4.64	3.79
7. My principal/supervisor consults me on the decisions that affect my job.	4.36	3.64
8. The expectations for judging my performance are clear.	3.80	3.21
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.36	3.50
10. My principal/supervisor provides feedback concerning areas for improving my performance.	4.09	3.21
11. The superintendent manages district finances effectively.	4.45	3.85
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.73	4.43
13. The superintendent makes informed decisions based on the best interest of the district.	4.82	4.00
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.64	4.36
Overall District Mean (Items 1-14 only)	4.46	3.76
C1. The school district supports honest two-way communication between supervisors and employees.	4.27	4.00
C2. The school district supports an environment where employees regularly share and exchange ideas.	4.18	4.00
C3. Open and honest communication is an important part of the culture in the school district.	4.18	4.00
C4. I have a clear understanding of the mission and goals of my school district.	4.64	4.21

District Offices

	Fall 2018	Fall 2019
1. My principal/supervisor provides me with good processes and resources to do my job.	4.57	4.38
2. My principal/supervisor provides feedback on my strengths as an employee.	4.36	4.17
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.31	4.13
4. My principal/supervisor recognizes good performance.	4.48	4.17
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.57	4.58
6. My principal/supervisor makes the best use of available funds.	4.45	4.42
7. My principal/supervisor consults me on the decisions that affect my job.	4.10	3.88
8. The expectations for judging my performance are clear.	4.07	3.92
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.52	4.33
10. My principal/supervisor provides feedback concerning areas for improving my performance.	4.10	4.13
11. The superintendent manages district finances effectively.	4.36	4.25
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.74	4.58
13. The superintendent makes informed decisions based on the best interest of the district.	4.67	4.54
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.71	4.67
Overall District Mean (Items 1-14 only)	4.43	4.29
C1. The school district supports honest two-way communication between supervisors and employees.	4.17	4.17
C2. The school district supports an environment where employees regularly share and exchange ideas.	4.21	4.29
C3. Open and honest communication is an important part of the culture in the school district.	4.12	4.46
C4. I have a clear understanding of the mission and goals of my school district.	4.48	4.50

Policy 403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE ~~Licensed Employees on Continuing Contract~~

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly. The termination or non-renewal of any licensed employee on continuing contract will be conducted as outlined in Minnesota Statute.

II. GENERAL STATEMENT OF POLICY ~~Other Employees~~

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

A. ~~Grounds for dismissal of other employees after the probationary period are only for cause.~~

B. ~~Grounds for immediate dismissal include but are not limited to:~~

- ~~1. Dishonesty.~~
- ~~2. Use or possession of illegal drugs or alcohol while on the job.~~
- ~~3. Clear insubordination.~~
- ~~4. Failure to pass any physical examination that may be required by the School Board.~~

C. ~~Grounds for dismissal are inefficiency or inability to meet acceptable standards of work and/or other items of similar gravity.~~

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and

3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.
414. failure to pass any physical examination that may be required by the school board.

IV. FORMS OF DISCIPLINE

A. The forms of discipline that may be imposed by the school district include, but are not limited to:

1. oral warning;
2. written warning or reprimand;
3. probation;
4. disciplinary suspension, demotion or leave of absence with pay;
5. disciplinary suspension, demotion or leave of absence without pay;
and
6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee's supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
2. Provide directives to the employee to correct the conduct or performance.
3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

School Board
INDEPENDENT SCHOOL DISTRICT 659
Northfield, Minnesota

Legal References: Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 122A.58 (Coaches)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 et seq. (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees

Policy 405 VETERAN'S PREFERENCE, ~~HIRING~~

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

- A. ~~It is the~~ The school district's policy is to comply with Minnesota law the VPA regarding veteran's preference rights and the mandating of preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.
- C. Veteran preference points will be applied pursuant to applicable law as follows:
1. ~~There shall~~ A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, ~~a credit of ten points~~ provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 2. ~~There shall~~ A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, ~~a credit of fifteen points~~ provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 3. ~~There shall~~ A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, ~~a credit of five points~~ provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
 4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.
- ~~ED.~~ Eligibility for and application of veteran's preference, ~~and the definition of a veteran, and the definition of a disabled veteran~~ for the purposes of ~~preference~~ this policy will be pursuant to ~~applicable law the VPA.~~
- ~~DE.~~ When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.
- ~~EF.~~ ~~It is the~~ The school district's policy is to use a 100-point hiring system to enable allocation of veteran preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.
- ~~FG.~~ If the school district rejects a member of the finalist pool who has claimed veteran's

preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

[Note: A school district may require a veteran to complete an initial hiring probationary period as defined in Minn. Stat. § 43A.16.]

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Policy 405 Veterans Preference; ~~Hiring~~

Adopted: 2/28/05; Revised: 5/13/13; Update: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 et. seq. (Veteran's Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Policy 401 (Equal Employment Opportunity)
~~MSBA Research Bulletin 91-6~~

Policy 613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering Grade 9 in the 2013-2014 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

Minimum Graduation Requirements for Students Entering Ninth Grade In or After 2004

A. The minimum credit requirements for high school graduation are:

<u>Subject</u>	<u>Full Year Credits</u>
Language Arts	4
Social Studies (including all State requirements)	3.5
Mathematics (including all State requirements)	3
Science (including all State requirements)	3
Physical Education	1
Arts	1
Health	.5
Electives	7
TOTAL	23 credits

These twenty-three (23) graduation credits may be earned in grades nine, ten, eleven and twelve during the regular school year or during summer school sessions.

All students must meet Minnesota graduation and graduation assessment requirements in accordance with the timeline established by the School Board and /or the State. Exemptions to this requirement will be granted in accordance with State Rule and Law.

III. EARLY COMPLETION OF HIGH SCHOOL REQUIREMENTS

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

~~As provided in M.S. 120B.07 -- Early Graduation, e~~Early completion of graduation requirements will be permitted, but there will be only one graduation ceremony held at Northfield High School and one graduation ceremony held at the Alternative Learning Center, both traditionally held at the end of the academic in May or June of each year.

IV. GRANTING OF DIPLOMA

- A. Upon completion of graduation requirements specified in this Policy 613 Graduation Requirements, a student will be granted a standard high school diploma.
- B. ~~Upon completion of high school or the equivalent, a student with a disability who satisfactorily attains the objectives in the student's Individual Education Plan (IEP) will be granted a high school diploma that is identical to the diploma granted to a student without a disability, as required by M.S. 125A.~~
The academic standards for language arts, mathematics, and science apply to all students except students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

Policy 613 Graduation Requirements

Adopted: 1/14/2008; Revised: 9/23/13; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120B.02
Minn. Stat. § 120B.018
Minn. Stat. § 120B.021
Minn. Stat. § 120B.023
Minn. Stat. § 120B.024
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11
Minn. Stat. § 120B.125
Minn. Stat. § 120B.30
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 614 (Mandated Testing)

Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504, and ELL Students)

Policy 616 (School District System Accountability)

Policy 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

~~In accordance with M.S. 120B.11, the District will implement a system to review and improve curriculum, instruction, and assessment. The system will include opportunity for involvement, input and feedback from students, parents/guardians, and community. Implementation of the Minnesota Academic standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members. The school dDistrict will be accountable to the public and the sState through annual reporting. The system will be congruent with Policy 603 – Curriculum Development, Implementation, and Delivery, Policy 649 – Dissemination of Information about Required Instructional Programs, Policy 650 – Community Involvement in Education Program Development: Site Councils, Policy 651 – Community School Cooperation in Setting Goals, Evaluating Progress and Planning Improvements in the Instructional Program: District Educational Program Advisory Council, and Policy 652 – Instructional Materials, Selection and Production.~~

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s Best Workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

H.IV. ESTABLISHMENT OF ~~District~~ GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

~~The District system for review and improvement of curriculum, instruction, and assessment will establish program and student achievement goals that incorporate the state graduation standards.~~

A. School District Goals

1. The school board has established school district-wide goals which provide direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The goals shall be reviewed annually and approved by the school board.

2. The Advisory Committee will be established by the school board to ensure active community participation in planning and improving the instruction and curriculum affecting state and district academic standards.

HH. B. System for Reviewing Curriculum, Instruction and Assessment

Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. Implementation of Graduation Requirements

~~1.~~ The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments.

D. The Advisory Committee shall, when possible, be composed of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents.

E. Translation services should be provided to the extent appropriate and practicable.

F. Reporting

Consistent with Minn. Stat. 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the

district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

Policy 616 School District System Accountability

Adopted: 9/27/04; Revised: 9/23/13, 8/17; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: M.S. 120B.018 (Definitions)

M.S. 120B.02 (Educational Expectations for Minnesota's Students)

M.S. 120B.11 (School District Process)

M.S. 120B.35 (Student Achievement Levels)

M.S. 120B.36 (School Accountability: Appeals Process)

M.S. 122A.40, Subd. 8 (Employment: Contracts; Termination)

M.S. 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

M.S. 123B.04 (Site Decision Making Agreement)

M.S. 123B.147, Subd. 3 (Principals)

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

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

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

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

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

MSBA/MASA Model Policy 613 – Graduation Requirements

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

MSBA/MASA Model Policy 615 – Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students

MSBA/MASA Model Policy 617 - School District Ensurance of Preparatory and High School Standards

MSBA/MASA Model Policy 618 - Assessment of Student Achievement

MSBA/MASA Model Policy 619 – Staff Development for Standards

MSBA/MASA Model Policy 620 – Credit for Learning

Policy 620 CREDIT FOR OFF-SITE COURSE WORK LEARNING

I. GENERAL STATEMENT OF POLICY PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. POST-SECONDARY ENROLLMENT CREDIT GENERAL STATEMENT OF POLICY

The school district shall develop and provide processes and procedures by which students may meet a graduation content standard, whether the school district offers the content standard in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of standards completed in another Minnesota school district and recognition of work completed in other schools and post-secondary institutions.

III. POST-SECONDARY ENROLLMENT CREDIT

Secondary credits granted to a student through a post-secondary enrollment options course or program or on-line learning course or program may be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

Policy 620 Credit for Off-Site Course Work Learning

Adopted: 12.8.08; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.095 (On-Line Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References: Policy 104 (School District Mission Statement)
Policy 603 (Curriculum Development, Implementation & Delivery)
Policy 613 (Graduation Requirements)
Policy 614 (Mandated Testing)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504, and ELL Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Standard Achievement)

Elementary Science Instruction Plan | 2020-21 school year

Executive Summary: Northfield Public Schools' science proficiency, as measured by the statewide Minnesota Comprehensive Assessment (MCA), has not been acceptable over the past several years. Time pressure in the daily schedule resulting from a stronger focus on social/emotional learning, reading, and mathematics has understandably limited the time for elementary general education classroom teachers to provide science instruction. Elementary teachers have rightfully shared concerns about having too much instructional responsibility given the amount of time in the school day. The new state science standards are being phased in starting in 2020-21. This plan transfers the FTE at each elementary school from a 1.0 FTE media specialist to a 1.0 FTE science specialist.

Elementary MCA Science Proficiency Trends

Entity	2015	2016	2017	2018	2019
State Proficiency	59.1	61.5	59.9	58.1	54.7
BW Proficiency	71.4	65.7	66.0	66.4	57.0
BW State Rank	172/683 25% of schools had higher proficiency	316/682 46% of schools had higher proficiency	289/691 42% of schools had higher proficiency	249/688 36% of schools had higher proficiency	347/677 51% of schools had higher proficiency
GVP Proficiency	53.2	63.9	52.2	54.3	40.5
GVP State Rank	471/683 69% of schools had higher proficiency	355/682 52% of schools had higher proficiency	493/691 71% of schools had higher proficiency	431/688 63% of schools had higher proficiency	538/677 79% of schools had higher proficiency
SB Proficiency	68.7	68.3	63.1	65.7	55.4
SB State Rank	225/683 33% of schools had higher proficiency	258/682 38% of schools had higher proficiency	339/691 49% of schools had higher proficiency	259/688 38% of schools had higher proficiency	376/677 55% of schools had higher proficiency

Northfield elementary schools provide specialized instruction in four areas: art, music, physical education, and media. These classes provide preparation time for general education classroom teachers. There are state standards associated with art, music, and physical education. There are no state standards for media. While media classes have been good for students, the critical need for high-quality science instruction takes a greater priority. This will also release general education classroom teachers from needing to worry about preparing, teaching, and assessing science content.

Media Specialist impact: The three current elementary media specialists have added value to their schools. However, the role has changed over the years. Media specialists teach a full-time load at their schools. They have taught technology skills, research skills, and infused some STEM (science, technology, engineering, and mathematics) content into their teaching. Not being required to follow state standards has provided great freedom in pursuing some of these areas. They also have had responsibility in overseeing the media center collection but they have not been responsible for book checkout for some time. Each elementary media center has an educational assistant who performs the day-to-day operational tasks such as re-shelving and checking out books. This plan maintains the elementary media center educational assistant hours. It also assigns the media center collection oversight responsibility to the two remaining media specialists who are primarily assigned to the middle school and high school. Current elementary media specialists would be reassigned to positions for which they hold a teaching license. In addition to their existing responsibilities, the middle school media specialist would become responsible for the Bridgewater and Sibley media centers while the high school media specialist would become responsible for the Greenvale Park media center oversight. These assignments are preliminary and could be subject to change.

Science specialist impact: These positions are posted. Any teacher holding a valid elementary teaching license for grades K-5 will be eligible to apply for the position. This team of elementary science specialists will immediately be provided with curriculum writing time this summer to develop lessons that align with the new Minnesota science standards. Science specialists will build on the research and STEM work started by the media specialists and align it with the required standards. In addition to teaching two 30-minute lessons each week to each elementary class, the science specialist will also prepare suggested supplementary materials/activities for general education classroom teachers. These could include recommended books to be read aloud in the classroom that align with the science lessons or data that could be collected by the class between science sessions. These teachers will use what was formerly designated as the media classroom for their instruction (or another room as designated by the building principal.)

General education classroom impact: Over the past several years, general education classroom teachers have provided feedback through multiple surveys and conversations about the overload of curriculum content assigned to them. The district has invested heavily in reading and social/emotional curriculum and associated training. Mathematics program review will take time for them over the next several years. By reducing the formal responsibility for a state-mandated curriculum area, we are providing some additional time for our elementary general education teaching staff.

Cost: The cost will, in general, be similar to the current program.

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

February 24, 2020

Northfield High School Media Center

I. Call to Order

Board Chair Julie Pritchard called the Regular meeting of the Northfield Board of Education of Independent School District 659 to order at 7:00 p.m. Present: Goerwitz, Stratmoen, Quinnell, Baraniak, Iverson and Pritchard. Absent: Hardy.

II. Agenda Approval/Table File

On a motion by Quinnell, seconded by Iverson, the Board approved the agenda.

III. Public Comment

Public comment was given by Nicky Hosterman, 1305 Lupine Ct, regarding the Northfield High School Raider mascot.

IV. Announcements and Recognitions

- Cricket Mohring (violin) and Annika Reister (violin) have been invited to participate in the 2020 Minnesota String and Orchestra Teachers Association (MNSOTA) Middle Level Honors Orchestra, and Ingrid Rustad (cello) has been selected as an alternate.
- Congratulations to the following activity and athletic teams ...
 - The gymnastics team is section 1AA champions and recently participated in the state gymnastics tournament and placed third
 - The mock trial is going to state
 - The wrestling team was 1AA runner up
 - The girls hockey team was 1AA runner up
- Board member Quinnell congratulated his aunt, a NHS alumna, on her 100th birthday.
- Chair Pritchard presented Dr. Hillmann with his graduation certificate from the AASA National Superintendent Certification Program.

V. Items for Discussion and Reports

A. Proposed 2020-2021 Child Nutrition Fund Budget

Child Nutrition Director Stephany Stromme presented the 2020-2021 proposed Child Nutrition Budget. This fund is used to record financial activities of providing nutrition services to students, which include preparation and service of the milk, meals, and snacks in connection with school and community services activities. This budget reflects revenues of \$2,220,244, expenditures of \$2,433,320, and a projected end of fiscal year 2021 fund balance of \$269,348. Based on the results of the 2019-20 school year and any rate changes provided by the state or federal government we would present a revised budget to the Board in late Fall of 2020.

B. Proposed 2020-2021 Community Services Budget

Director of Community Services Erin Bailey presented a revised 2019-2020 Community Services Budget and the 2020-2021 proposed Community Services Budget. The revised 2019-2020 budget reflects revenues of \$3,057,249 and expenditures of \$3,167,954 and will be an item for individual action at the next Board meeting. The proposed 2020-2021 budget has been developed with input from each program coordinator and the Community Services Advisory Council will review this budget at its meeting on February 25. This budget reflects revenues of \$3,187,661 and expenditures of \$3,224,378. Director Bailey also provided an update on the Greenvale Park Community School.

C. Long-Term Facilities Maintenance Ten Year Plan

Jim Kulseth, Director of Buildings & Grounds and Director of Finance Val Mertesdorf reviewed the Long-Term Facilities Maintenance ten year revenue and expenditure plan. The Indoor Air Quality Management Plan is part of the ten year plan and was submitted to the Board for its annual review. The board approved plan must be submitted to the Department of Education by July 31, 2020.

D. Policy Committee Recommendations

Dr. Hillmann presented the policy committee's recommendations on Policies 516, 524.2, 615, 703, 721 and 802. This will be an item for individual action at the next Board meeting.

E. Proposed 2021-2022 School Year Calendar

Superintendent Hillmann presented the proposed 2021-2022 school year calendar as recommended by the Meet and Confer committee. This will be an item for individual action at the next Board meeting.

VI. Committee Reports

- Board member Baraniak provided an update on the Human Rights Commission.
- Board chair Pritchard provided an update on the Communications Advisory Committee.

VII. Consent Agenda

On a motion by Goerwitz, seconded by Quinnell, the Board approved the following Consent Agenda items:

A. Minutes

- Minutes of the Regular School Board meeting held on February 10, 2020

B. Gift Agreements

- \$10,773.00 donation from Northfield Booster Club for fee waivers at Northfield High School
- \$3,000.00 donation from Dakota Electric Association for Dakota Electric Fund Scholarship
- \$1,176.22 donation from Bridgewater Booster Club for Bridgewater family movie night and I Love to Read Month supplies

C. Personnel Items

a) Appointments

1. Cristian Ayala Sanchez, Special Ed EA PCA for 6.75 hours/day at the Middle School, beginning 2/24/2020-6/5/2020; Spec Ed Step 2-\$16.29/hr.
2. Laura Johannes, 1.0 FTE Long Term Substitute 1st Grade Teacher at Sibley, beginning 2/19/2020-4/1/2020; MA, Step 10.
3. Jasmin Koteck, Head Dance Team Coach for 2 hours/day at the High School, beginning 10/19/2020; Level C, Step 1.
4. Amanda Mahlstedt, 1.0 FTE Long Term Substitute Kindergarten Teacher at Bridgewater, beginning on 3/9/2020-5/22/2020; BA+60, Step 1.
5. Nathan Mitchell, 1.0 FTE Long Term Substitute Band Director at Bridgewater, Greenvale Park and Sibley, beginning on or about 3/17/2020-6/5/2020; BA, Step 9.

b) Increase/Decrease/Change in Assignment

1. Lindsey Draeger, Teacher at the Middle School, add Targeted Services BLAST Teacher for up to 6 hours/week at the Middle School, effective 2/7/2020-5/7/2020; Yr. 1-\$27.11/hr.
2. Jonna Hanek, 1.0 FTE Custodian Engineer w/License at the High School, change to 1.0 FTE Head Custodian at Greenvale Park/New Greenvale Park, effective 2/19/2020; Step 3 Head Custodian
3. Robbin Hedberg, Special Ed EA PCA at the Middle School, add Special Ed EA PCA Bus for .83 hours/day on Friday's with the District, effective 2/7/2020-6/5/2020.
4. Roger Helgeson, 1.0 FTE Custodian at the High School and Bridgewater, change to 1.0 FTE Night Lead Engineer at the High School, effective 2/24/2020. Step 5-Custodian Engineer w/out License
5. Beth McClune, Special Ed EA PCA at the Middle School, add Special Ed EA PCA Bus for .83 hours/day Monday-Thursday with the District, effective 2/10/2020-6/5/2020.
6. Pamela Moening, Occupational Therapist at Longfellow, add an overload, effective 11/11/2019-3/20/2020.
7. Belen Ocampo, EarlyVentures Teacher for 17.5 hours/week at Longfellow, change to EarlyVentures Teacher for 40 hours/week at Longfellow, effective 2/10/2020.

8. Gretchen Olson, Substitute Targeted Services Site Assistant with the District, change to Targeted Services Site Assistant for 1.25 hours/day 4 days/week at Greenvale Park, effective 2/10/2020-6/6/2020; Step 1-\$13.21/hr.
9. Kim Slegers, .40 Assistant Track Coach at the High School, change to 1.0 Assistant Track Coach at the High School, effective 2/13/2020.
10. Jessica Weber Van Zuilen, Special Ed EA PCA for 6.05 hours/day and Gen Ed for .5 hours/day at the High School, change to Special Ed EA PCA for 6.45 hours/day and Gen Ed for .10 hours/day at the High School, effective 1/28/2020-6/5/2020.
11. Susan Wunderlich, Special Ed EA PCA for 6.25 hours/day and Gen Ed for .5 hours/day at the High School, change to Special Ed EA PCA for 6.65 hours/day and Gen Ed for .10 hours/day at the High School, effective 1/28/2020-6/5/2020.
12. Deborah Seitz, Special Ed Teacher at the Middle School, add Homebound Instructor for 6 hours/week at the Middle School, effective 2/24/2020-6/30/2020.

c) Leave of Absence

1. Tina Dokken, Teacher at the Middle School, Unpaid Leave of Absence for three years, effective at the start of the 2020-2021 school year.
2. Bonnie Johnson, Office Specialist with Community Services, Family/Medical Leave of Absence, effective on 1/27/2020 on an intermittent basis for up to 60 work days.
3. Mark Johnson, Physical Education Teacher at the Middle School, Family/Medical Leave of Absence, effective on 1/27/2020 on an intermittent basis for up to 60 work days.
4. Roanne Johnson, Teacher at Bridgewater, Updated Family/Medical Leave of Absence, effective 1/6/2020-2/21/2020.

d) Retirements/Resignations/Terminations

1. Ellen Mader, Community School Coordinator, resignation effective 3/20/2020.
2. Kim Cecil, Administrative Assistant at Sibley, retirement effective 6/10/2020.

D. Co-Curricular Overnight Trip for 2019-2020

Director of Student Activities Joel Olson requested School Board approval for a co-curricular overnight trip for the 2019-2020 school year.

VIII. Superintendent's Report

A. Items for Individual Action.

1. 2020-2021 Operating Capital and Long-Term Facilities Maintenance Budgets. On a motion by Baraniak, seconded by Goerwitz, the Board approved the 2020-2021 Operating Capital and Long-Term Facilities Maintenance Budgets as follows:

	<u>Revenues</u>	<u>Expenditures</u>
Operating Capital	\$1,944,720	\$1,977,125
Long-Term Facilities Maintenance	\$1,474,621	\$2,362,950

2. Co-Curricular Additions. On a motion by Iverson, seconded by Goerwitz, the Board approved the co-curricular committee recommendations to transfer coaching funds from dance, where participation numbers are down, to add coaching staff to both girls and boys lacrosse where participation has increased.
3. 2019-2020 Internal Service Revised Budget. On a motion by Goerwitz, seconded by Baraniak, the Board approved the 2019-2020 Internal Service Fund Revised Budget as follows:

	<u>Revenues</u>	<u>Expenditures</u>
Dental Fund	\$ 637,405	\$ 555,424
Health Fund	\$6,658,762	\$7,127,679

4. Long-Term Facilities Maintenance Ten Year Plan. On a motion by Stratmoen, seconded by Goerwitz, the Board approved the Long-Term Facilities Maintenance Ten Year Revenue and Expenditure Plan and the Indoor Air Quality Management Plan, which will be submitted to the Department of Education by July 31, 2020.

IX. Items for Information

- A. Construction Update #22. Superintendent Hillmann provided a construction update and noted the renovation of the Bridgewater Elementary School is complete.
- B. American Indian Parent Meeting. Dr. Hillmann provided an update on the American Indian Parent Information meeting that was held on Thursday, February 20, 2020.
- C. School Board Member Retreat. Superintendent Hillmann solicited input from board members via a Doodle poll to determine a date for the board's retreat. Based on results of the survey the school board member retreat is scheduled Saturday, April 18, 2020, 9:00 a.m. - 1:00 p.m.

X. Future Meetings

- A. Thursday, February 27, 2020, 5:00 p.m., Special Board Meeting, NHS Media Center
- B. Monday, March 9, 2020, 7:00 p.m., Regular Board Meeting, NHS Media Center
- C. Monday, March 30, 2020, 5:00 p.m., Special Board Meeting, NHS Media Center

XI. Adjournment

On a motion by Stratmoen, seconded by Goerwitz, the Board adjourned at 8:57 p.m.

Noel Stratmoen
School Board Clerk

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

February 27, 2020

Northfield High School Media Center

- I. Call to Order
Board Chair Julie Pritchard called the Special meeting of the Northfield Board of Education of Independent School District 659 to order at 5:00 p.m. Present: Goerwitz, Hardy, Stratmoen, Quinnell, Baraniak, Iverson and Pritchard.
- II. Agenda Approval/Table File
On a motion by Quinnell, seconded by Goerwitz, the Board approved the agenda.
- III. Public Comment
There was no public comment
- IV. Superintendent's Report
 - A. Items for Individual Action.
 1. Greenvale Park Renovation Bid Approval. Josh Cooper, Senior Project Manager with Knutson Construction, presented the Board with the Greenvale Park Renovation bid recommendations and updated the Board on the (new) Greenvale Park and Sibley Elementary construction projects. On a motion by Goerwitz, seconded by Iverson, the Board approved contracts to be issued to the bidders presented for the Greenvale Park renovation at a cost of \$2,259,291, the General Conditions fee of \$263,251, the Construction Contingency of \$30,000, the Special Inspections & Testing for Chosen Valley for \$5,467, and the Commissioning Agent for IEA for \$9,500.
- V. Adjournment
On a motion by Stratmoen, seconded by Goerwitz, the Board adjourned at 5:13 p.m.

Noel Stratmoen
School Board Clerk

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 25th day of Feb., 2020, by and between Greenvale Park Elementary PTO, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

*CK #5116 \$5,286.71 to be used to purchase supplies/
materials as staff requests.*

Greenvale Park Elementary
Donor

By: *Received in the Greenvale Park Office*

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

RESOLUTION ACCEPTING DONATIONS

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

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

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

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

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

Donor	Item	Designated Purpose (if any)
Greenvale Park Elementary PTO	\$5,286.71	Supplies/materials as staff requests

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Julie Pritchard, Chair

By: Noel Stratmoen, Clerk

DISTRICT OFFICE
1400 Division Street South
Northfield, MN 55057
PH 507.663.0600 • Fax 507.663.0611
www.northfieldschools.org

TO: Dr. Matt Hillmann, Superintendent
FROM: Val Mertesdorf, Director of Finance *VM*
DATE: March 9, 2020
RE: Board Approval of Financial Reports – July 2019

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of July 2019.

Bills totaling \$4,112,822.22 were paid in July 2019.

Payroll checks totaling \$1,167,864.63 were issued in July 2019.

Bond payments totaling \$1,193,430.23 were paid in July 2019.

At the end of July 2019 Total Cash and Investments amounted to \$67,777,268.12.

Wire transfers initiated by the district during July 2019:

7/25/19	\$3,000,000.00	From MSDLAF Liquid to MSDLAF Max
7/25/19	\$380,901.15	From MN Trust Bldg Bond to MSDLAF AP Max
7/30/19	\$1,250,000.00	From Frandsen General to Frandsen Sweep

The following financial reports for July 2019 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

July 2019 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	(1,954,698.74)	2,162,454.69	3,950,580.31	2,410,075.95	(1,332,748.41) *
FOOD SERVICE	752,358.05	15,197.18	27,427.96	(366.43)	739,760.84
COMMUNITY ED	783,742.63	173,087.75	277,446.46	(181.60)	679,202.32
CONSTRUCTION ACCOUNT	1,489,358.82	3,255.67	376,717.20	2,024,147.95	3,140,045.24
DEBT SERVICE	6,622,734.58	67,336.26	1,195,355.23	-	5,494,715.61
TRUST	212,144.52	17,371.33	20,530.00	-	208,985.85
SELF INSURANCE	6,400,180.73	25,282.93	626,059.92	104,792.00	5,904,195.74
TOTALS	14,305,820.59	2,463,985.81	6,474,117.08	4,538,467.87	14,834,157.19
GENERAL FUND INVESTMENT	21,000,000.00			(2,500,000.00)	18,500,000.00 *
CONSTRUCTION INVESTMENT	36,443,110.93	-	-	(2,000,000.00)	34,443,110.93
	57,443,110.93	-	-	(4,500,000.00)	52,943,110.93
GRAND TOTALS	71,748,931.52	2,463,985.81	6,474,117.08	38,467.87	67,777,268.12

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

July 2019

Disbursements:

Bills Paid:

General Fund	\$ 3,005,310.33	
Food Service Fund	9,550.23	
Community Services Fund	72,452.33	
Construction Fund	376,717.20	
Trust & Agency Fund	22,455.00	
MS & Elem Studen Activity	277.21	
Self Insurance Fund	626,059.92	
Total Bills Paid	<u>4,112,822.22</u>	4,112,822.22

Payroll:

General Fund	944,992.77	
Food Service Fund	17,877.73	
Community Services Fund	204,994.13	
Trust Fund	-	
Self Insurance Fund	-	
Total Payroll	<u>1,167,864.63</u>	1,167,864.63

Bond Payments:

Debt Redemption Fund	<u>1,193,430.23</u>	
Total Bond Payments		<u>1,193,430.23</u>
Total Disbursements		<u><u>\$6,474,117.08</u></u>



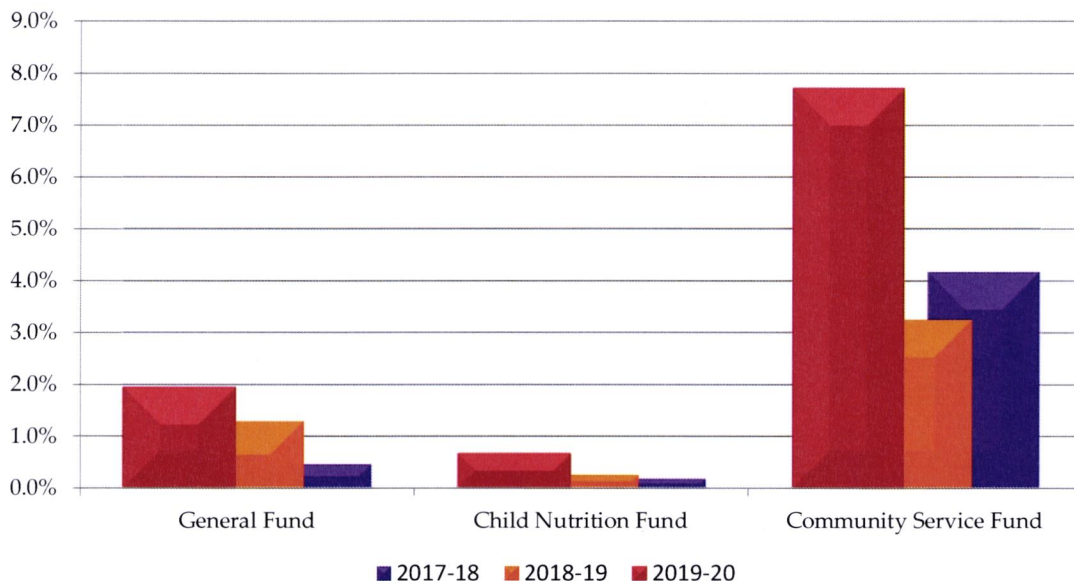
STATEMENT OF REVENUES

For the month ended July 31, 2019

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2019-20	2018-19	2017-18
General Fund					
Property Taxes	\$ 64,888	\$ 14,009,102	0.5%	0.6%	0.9%
State Sources	-	38,552,096	0.0%	0.2%	0.0%
Federal Sources	-	1,209,715	0.0%	33.9%	0.0%
Local Sources	1,010,661	1,403,278	72.0%	8.3%	9.3%
Total	\$ 1,075,549	\$ 55,174,191	1.9%	1.3%	0.5%
Child Nutrition Fund	\$ 14,146	\$ 2,108,400	0.7%	0.3%	0.2%
Community Service Fund	226,086	2,931,149	7.7%	3.2%	4.2%
Construction Fund	27,404	669,655	4.1%	0.0%	0.0%
Debt Service Fund	67,336	6,056,639	1.1%	1.5%	0.6%
Trust Fund (Scholarship)	17,371	73,530	23.6%	24.5%	23.8%
Internal Service Fund	105,992	7,441,919	1.4%	1.4%	2.0%
Total All Funds	\$ 1,533,885	\$ 74,455,483	2.1%	1.4%	0.8%

Percent Comparison

Year-To-Date to Total Budget

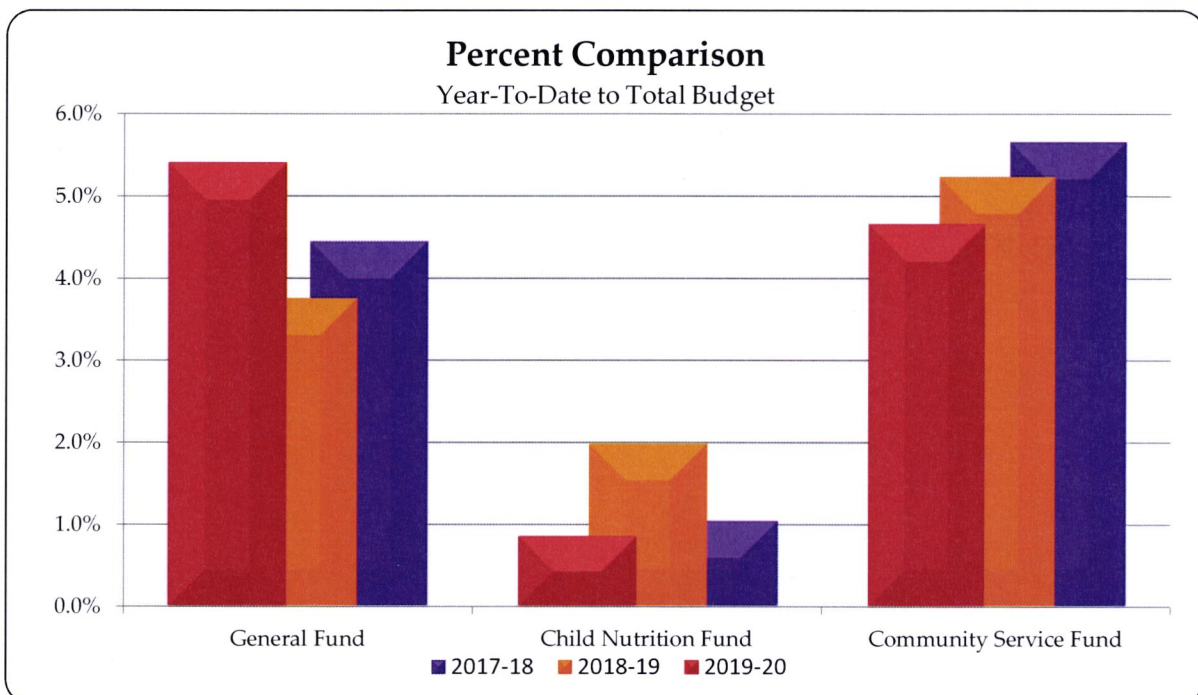




STATEMENT OF EXPENDITURES

For the month ended July 31, 2019

Fund	Year-	Budget	YTD as % of Budget			
	To-Date		2019-20	2018-19	2017-18	
General Fund						
Salaries	\$ 519,934	\$ 32,776,988	1.6%	1.6%	1.7%	
Benefits	290,531	12,088,540	2.4%	2.5%	2.5%	
Purchased Services	753,963	6,654,511	11.3%	13.3%	12.2%	
Supplies & Materials	187,746	2,021,595	9.3%	2.0%	2.7%	
Capital Expenditures	1,211,196	1,891,411	64.0%	12.9%	46.6%	
Other Expenses	46,070	295,481	15.6%	16.0%	15.1%	
Total General Fund	\$ 3,009,440	\$ 55,728,526	5.4%	3.8%	4.4%	
Child Nutrition Fund	\$ 20,206	\$ 2,343,704	0.9%	2.0%	1.0%	
Community Service Fund	141,461	3,035,782	4.7%	5.2%	5.7%	
Construction Fund	40,945	30,117,282	0.1%	0.0%	0.0%	
Debt Service Fund	1,195,355	7,375,743	16.2%	7.1%	7.9%	
Trust Fund (Scholarship)	20,530	76,030	27.0%	22.4%	41.3%	
Internal Service Fund	650,965	7,430,483	8.8%	10.0%	10.4%	
Total All Funds	\$ 5,078,902	\$ 106,107,550	4.8%	4.7%	5.3%	



TO: Dr. Matt Hillmann, Superintendent
FROM: Val Mertesdorf, Director of Finance *VM*
DATE: March 9, 2020
RE: Board Approval of Financial Reports – August 2019

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of August 2019.

Bills totaling \$2,510,655.25 were paid in August 2019.

Payroll checks totaling \$967,083.64 were issued in August 2019.

No bond payments were paid in August 2019.

At the end of August 2019 Total Cash and Investments amounted to \$70,352,547.77.

Wire transfers initiated by the district during August 2019:

8/1/19	\$750,000.00	From MSDLAF Max to MSDLAF Liquid
8/12/19	\$1,000,000.00	From MSDLAF Max to MSDLAF Liquid
	\$800,000.00	From Frandsen General to Frandsen Sweep
	\$400,000.00	From Frandsen Sweep to Frandsen General

The following financial reports for August 2019 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

August 2019 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	(1,332,748.41)	5,465,840.63	1,911,712.84	(97,606.32)	2,123,773.06 *
FOOD SERVICE	739,760.84	68,218.67	25,488.58	3,292.99	785,783.92
COMMUNITY ED	679,202.32	223,931.37	299,914.84	(4,364.26)	598,854.59
CONSTRUCTION ACCOUNT	3,140,045.24	6,396.55	297,907.54	798,564.63	3,647,098.88
DEBT SERVICE	5,494,715.61	204,697.29	-	-	5,699,412.90
TRUST	208,985.85	20.00	24,450.00	-	184,555.85
SELF INSURANCE	5,904,195.74	26,066.76	918,265.09	106,860.23	5,118,857.64
TOTALS	14,834,157.19	5,995,171.27	3,477,738.89	806,747.27	18,158,336.84
GENERAL FUND INVESTMENT	18,500,000.00	-	-	-	18,500,000.00 *
CONSTRUCTION INVESTMENT	34,443,110.93	-	-	(748,900.00)	33,694,210.93
	52,943,110.93	-	-	(748,900.00)	52,194,210.93
GRAND TOTALS	67,777,268.12	5,995,171.27	3,477,738.89	57,847.27	70,352,547.77

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

August 2019

Disbursements:

Bills Paid:

General Fund	\$ 1,194,060.18	
Food Service Fund	8,545.37	
Community Services Fund	67,427.07	
Construction Fund	297,907.54	
Trust & Agency Fund	24,450.00	
Self Insurance Fund	<u>918,265.09</u>	
Total Bills Paid		2,510,655.25

Payroll:

General Fund	717,652.66	
Food Service Fund	16,943.21	
Community Services Fund	232,487.77	
Trust Fund	-	
Self Insurance Fund	<u>-</u>	
Total Payroll		967,083.64

Bond Payments:

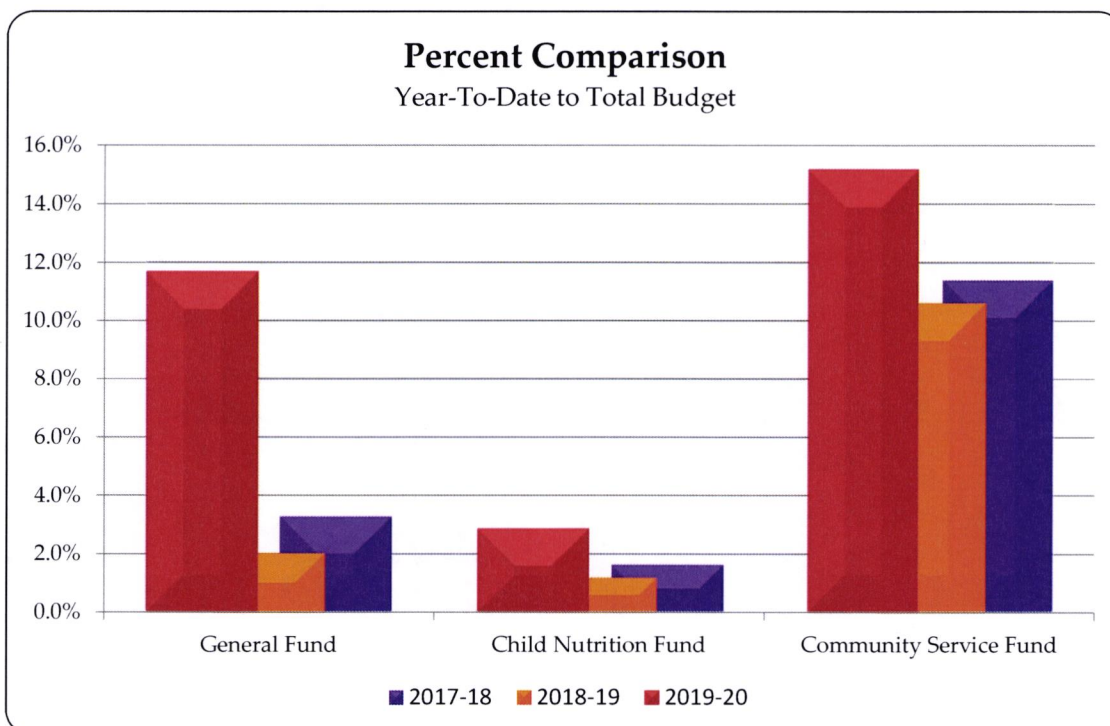
Debt Redemption Fund	<u> </u>	
Total Bond Payments		<u> </u>
Total Disbursements		<u><u>\$3,477,738.89</u></u>



STATEMENT OF REVENUES

For the month ended August 31, 2019

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2019-20	2018-19	2017-18
General Fund					
Property Taxes	\$ 99,306	\$ 14,009,102	0.7%	0.7%	1.0%
State Sources	4,518,455	38,552,096	11.7%	0.8%	3.4%
Federal Sources	666,715	1,209,715	55.1%	33.9%	0.0%
Local Sources	1,167,755	1,403,278	83.2%	19.6%	19.0%
Total	\$ 6,452,231	\$ 55,174,191	11.7%	2.0%	3.3%
Child Nutrition Fund	\$ 60,846	\$ 2,108,400	2.9%	1.2%	1.6%
Community Service Fund	444,656	2,931,149	15.2%	10.6%	11.4%
Construction Fund	82,965	669,655	12.4%	0.0%	0.0%
Debt Service Fund	272,034	6,056,639	4.5%	4.2%	1.2%
Trust Fund (Scholarship)	17,391	73,530	23.7%	24.5%	50.0%
Internal Service Fund	239,001	7,441,919	3.2%	3.1%	4.0%
Total All Funds	\$ 7,569,124	\$ 74,455,483	10.2%	2.6%	2.3%





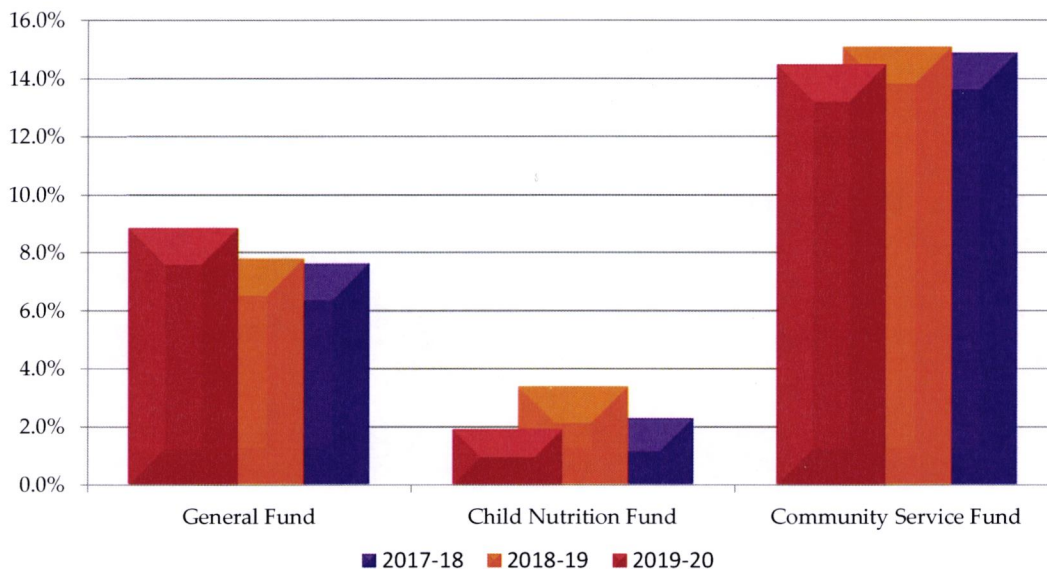
STATEMENT OF EXPENDITURES

For the month ended August 31, 2019

Fund	Year-		YTD as % of Budget		
	To-Date	Budget	2019-20	2018-19	2017-18
General Fund					
Salaries	\$ 1,148,145	\$ 32,776,988	3.5%	3.6%	3.8%
Benefits	519,601	12,088,540	4.3%	4.5%	4.6%
Purchased Services	1,176,235	6,654,511	17.7%	20.3%	19.3%
Supplies & Materials	589,977	2,021,595	29.2%	11.8%	7.5%
Capital Expenditures	1,449,539	1,891,411	76.6%	45.2%	61.9%
Other Expenses	62,614	295,481	21.2%	19.0%	20.3%
Total General Fund	\$ 4,946,111	\$ 55,728,526	8.9%	7.8%	7.6%
Child Nutrition Fund	\$ 45,170	\$ 2,343,704	1.9%	3.4%	2.3%
Community Service Fund	438,890	3,035,782	14.5%	15.1%	14.9%
Construction Fund	338,353	30,117,282	1.1%	0.0%	0.0%
Debt Service Fund	1,195,355	7,375,743	16.2%	7.1%	7.9%
Trust Fund (Scholarship)	44,980	76,030	59.2%	42.5%	78.2%
Internal Service Fund	1,569,230	7,430,483	21.1%	18.4%	21.5%
Total All Funds	\$ 8,578,089	\$ 106,107,550	8.1%	9.0%	9.1%

Percent Comparison

Year-To-Date to Total Budget



TO: Dr. Matt Hillmann, Superintendent

FROM: Val Mertesdorf, Director of Finance *VW*

DATE: March 9, 2020

RE: Board Approval of Financial Reports – September 2019

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of September 2019.

Bills totaling \$2,108,331.67 were paid in September 2019.

Payroll checks totaling \$3,224,322.28 were issued in September 2019.

No bond payments were paid in September 2019.

At the end of September 2019 Total Cash and Investments amounted to \$70,074,461.97.

Wire transfers initiated by the district during September 2019:

9/23/19	\$583,689.95	From MSDLAF Max to MSDLAF Max (in/out)
9/23/19	\$583,689.95	From MN Trust Bldg Bond to MSDLAF Liquid
	\$900,000.00	From Frandsen General to Frandsen Sweep
	\$500,000.00	From Frandsen Sweep to Frandsen General

The following financial reports for September 2019 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

September 2019 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	2,123,773.06	4,450,567.69	3,919,585.13	1,956,800.91	4,611,556.53 *
FOOD SERVICE	785,783.92	193,808.34	191,052.57	5,099.25	793,638.94
COMMUNITY ED	598,854.59	197,174.49	292,117.67	(3,258.48)	500,652.93
CONSTRUCTION ACCOUNT	3,647,098.88	6,782.77	278,062.95	1,044,327.83	4,420,146.53
DEBT SERVICE	5,699,412.90	112,829.60	-	-	5,812,242.50
TRUST	184,555.85	6,050.00	10,100.00	-	180,505.85
SELF INSURANCE	5,118,857.64	29,283.12	641,735.63	555,102.63	5,061,507.76
TOTALS	18,158,336.84	4,996,496.01	5,332,653.95	3,558,072.14	21,380,251.04
GENERAL FUND INVESTMENT	18,500,000.00	-	-	(2,500,000.00)	16,000,000.00 *
CONSTRUCTION INVESTMENT	33,694,210.93	-	-	(1,000,000.00)	32,694,210.93
	52,194,210.93	-	-	(3,500,000.00)	48,694,210.93
GRAND TOTALS	70,352,547.77	4,996,496.01	5,332,653.95	58,072.14	70,074,461.97

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

September 2019

Disbursements:

Bills Paid:

General Fund	\$ 999,472.34	
Food Service Fund	96,147.79	
Community Services Fund	82,812.96	
Construction Fund	278,062.95	
Trust & Agency Fund	10,100.00	
Self Insurance Fund	<u>641,735.63</u>	
Total Bills Paid		2,108,331.67

Payroll:

General Fund	2,920,112.79	
Food Service Fund	94,904.78	
Community Services Fund	209,304.71	
Trust Fund	-	
Self Insurance Fund	<u>-</u>	
Total Payroll		3,224,322.28

Bond Payments:

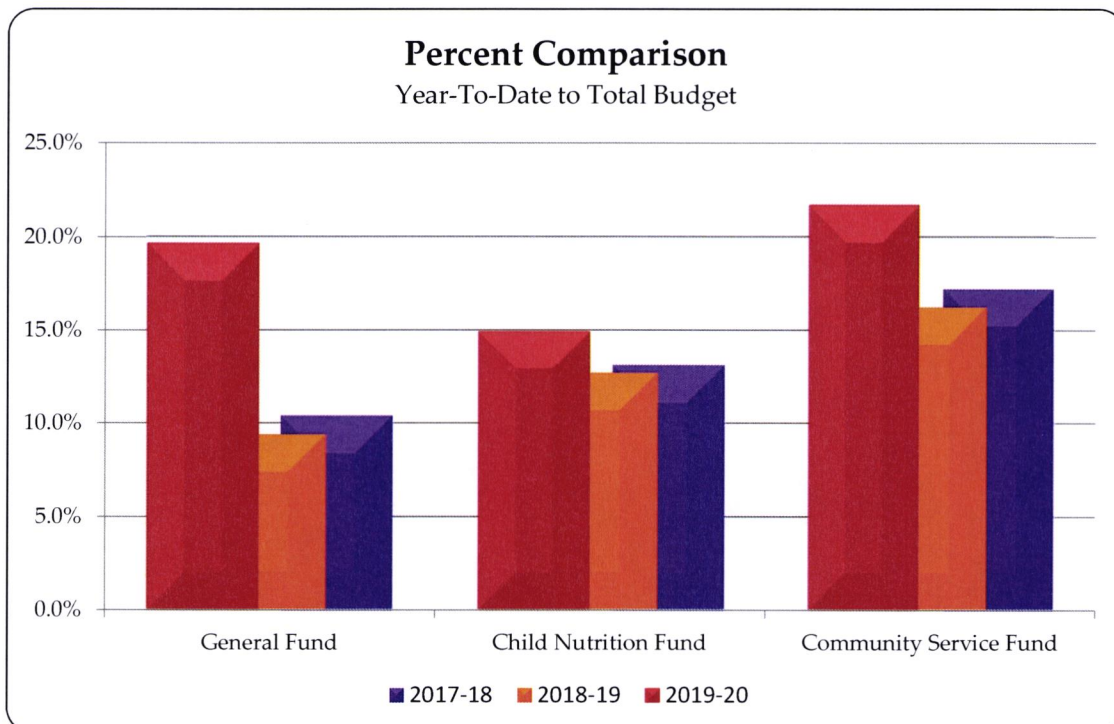
Debt Redemption Fund	<u> </u>	
Total Bond Payments		<u> </u>
Total Disbursements		<u><u>\$5,332,653.95</u></u>



STATEMENT OF REVENUES

For the month ended September 30, 2019

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2019-20	2018-19	2017-18
General Fund					
Property Taxes	\$ 99,306	\$ 14,009,102	0.7%	0.7%	1.0%
State Sources	8,421,481	38,552,096	21.8%	11.1%	12.7%
Federal Sources	943,831	1,209,715	78.0%	33.3%	0.1%
Local Sources	1,375,733	1,403,278	98.0%	28.4%	28.5%
Total	\$ 10,840,351	\$ 55,174,191	19.6%	9.4%	10.4%
Child Nutrition Fund	\$ 314,472	\$ 2,108,400	14.9%	12.7%	13.1%
Community Service Fund	636,225	2,931,149	21.7%	16.2%	17.2%
Construction Fund	133,575	669,655	19.9%	0.0%	0.0%
Debt Service Fund	384,863	6,056,639	6.4%	6.4%	1.6%
Trust Fund (Scholarship)	23,441	73,530	31.9%	24.6%	51.4%
Internal Service Fund	823,097	7,441,919	11.1%	10.8%	12.4%
Total All Funds	\$ 13,156,024	\$ 74,455,483	17.7%	9.7%	10.3%





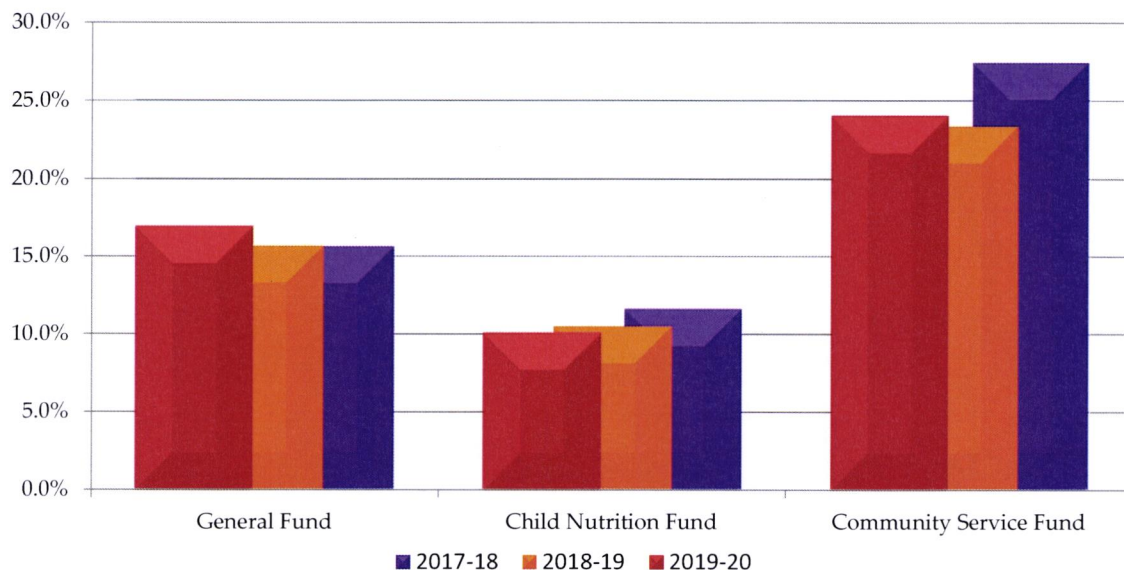
STATEMENT OF EXPENDITURES

For the month ended September 30, 2019

Fund	Year-		YTD as % of Budget				
	To-Date	Budget	2019-20	2018-19	2017-18		
General Fund							
Salaries	\$	3,828,382	\$	32,776,988	11.7%	12.1%	11.8%
Benefits		1,565,628		12,088,540	13.0%	13.7%	13.6%
Purchased Services		1,568,610		6,654,511	23.6%	26.0%	23.2%
Supplies & Materials		806,545		2,021,595	39.9%	13.0%	18.3%
Capital Expenditures		1,572,835		1,891,411	83.2%	65.2%	53.6%
Other Expenses		82,428		295,481	27.9%	21.1%	35.8%
Total General Fund	\$	9,424,428	\$	55,728,526	16.9%	15.6%	15.6%
Child Nutrition Fund	\$	236,067	\$	2,343,704	10.1%	10.5%	11.6%
Community Service Fund		729,799		3,035,782	24.0%	23.3%	27.4%
Construction Fund		615,916		30,117,282	2.0%	0.0%	0.0%
Debt Service Fund		1,195,355		7,375,743	16.2%	7.9%	9.5%
Trust Fund (Scholarship)		55,080		76,030	72.4%	85.7%	68.8%
Internal Service Fund		2,210,966		7,430,483	29.8%	30.2%	20.6%
Total All Funds	\$	14,467,611	\$	106,107,550	13.6%	16.5%	15.9%

Percent Comparison

Year-To-Date to Total Budget



DISTRICT OFFICE
1400 Division Street South
Northfield, MN 55057
PH 507.663.0600 • Fax 507.663.0611
www.northfieldschools.org

TO: Dr. Matt Hillmann, Superintendent
FROM: Val Mertesdorf, Director of Finance *VM*
DATE: March 9, 2020
RE: Board Approval of Financial Reports – October 2019

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of October 2019.

Bills totaling \$2,459,261.67 were paid in October 2019.

Payroll checks totaling \$3,478,340.68 were issued in October 2019.

No bond payments were paid in October 2019.

At the end of October 2019 Total Cash and Investments amounted to \$71,817,243.55.

Wire transfers initiated by the district during October 2019:

\$300,000.00	From Frandsen General to Frandsen Sweep
\$400,000.00	From Frandsen Sweep to Frandsen General

The following financial reports for October 2019 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

October 2019 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	4,611,556.53	5,677,879.95	4,475,248.97	3,806.21	5,817,993.72 *
FOOD SERVICE	793,638.94	218,748.76	255,539.16	10,629.25	767,477.79
COMMUNITY ED	500,652.93	292,563.13	288,593.60	(10,275.47)	494,346.99
CONSTRUCTION ACCOUNT	4,420,146.53	6,780.93	112,711.55	(814,909.51)	3,499,306.40
DEBT SERVICE	5,812,242.50	1,431,390.17	-	-	7,243,632.67
TRUST	180,505.85	-	2,000.00	-	178,505.85
SELF INSURANCE	5,061,507.76	26,337.71	803,509.07	-	4,284,336.40
TOTALS	21,380,251.04	7,653,700.65	5,937,602.35	(810,749.52)	22,285,599.82
GENERAL FUND INVESTMENT	16,000,000.00	-	-	-	16,000,000.00 *
CONSTRUCTION INVESTMENT	32,694,210.93	-	-	837,432.80	33,531,643.73
	48,694,210.93	-	-	837,432.80	49,531,643.73
GRAND TOTALS	70,074,461.97	7,653,700.65	5,937,602.35	26,683.28	71,817,243.55

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

October 2019

Disbursements:

Bills Paid:

General Fund	\$ 1,359,485.29	
Food Service Fund	134,079.29	
Community Services Fund	47,476.47	
Construction Fund	112,711.55	
Trust & Agency Fund	2,000.00	
Self Insurance Fund	803,509.07	
Total Bills Paid	<u>2,459,261.67</u>	2,459,261.67

Payroll:

General Fund	3,115,763.68	
Food Service Fund	121,459.87	
Community Services Fund	241,117.13	
Trust Fund	-	
Self Insurance Fund	-	
Total Payroll	<u>3,478,340.68</u>	3,478,340.68

Bond Payments:

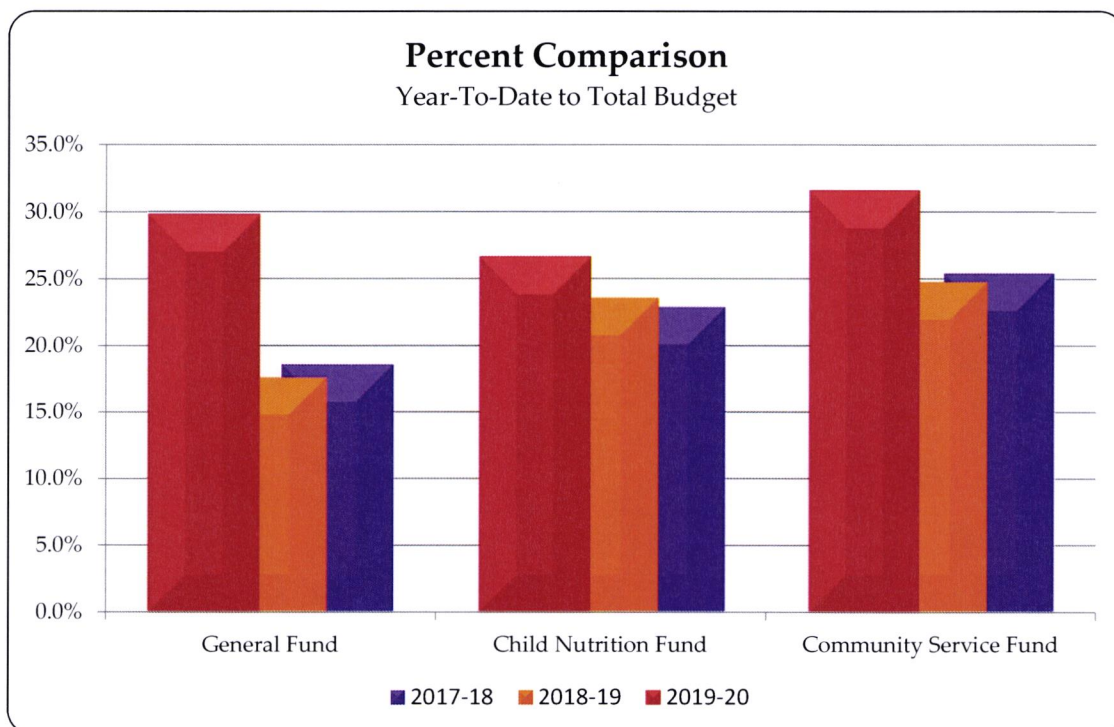
Debt Redemption Fund	<u> </u>	
Total Bond Payments		<u> </u>
Total Disbursements		<u><u>\$5,937,602.35</u></u>



STATEMENT OF REVENUES

For the month ended October 31, 2019

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2019-20	2018-19	2017-18
General Fund					
Property Taxes	\$ 2,842,812	\$ 14,009,102	20.3%	19.2%	19.6%
State Sources	10,702,359	38,552,096	27.8%	16.6%	18.1%
Federal Sources	1,306,903	1,209,715	108.0%	3.1%	0.1%
Local Sources	1,597,809	1,403,278	113.9%	41.3%	38.9%
Total	\$ 16,449,883	\$ 55,174,191	29.8%	17.6%	18.5%
Child Nutrition Fund	\$ 562,431	\$ 2,108,400	26.7%	23.6%	22.9%
Community Service Fund	926,349	2,931,149	31.6%	24.8%	25.4%
Construction Fund	162,880	669,655	24.3%	0.0%	0.0%
Debt Service Fund	1,816,253	6,056,639	30.0%	29.7%	22.7%
Trust Fund (Scholarship)	23,441	73,530	31.9%	24.6%	58.8%
Internal Service Fund	849,435	7,441,919	11.4%	19.8%	22.1%
Total All Funds	\$ 20,790,672	\$ 74,455,483	27.9%	19.2%	19.7%





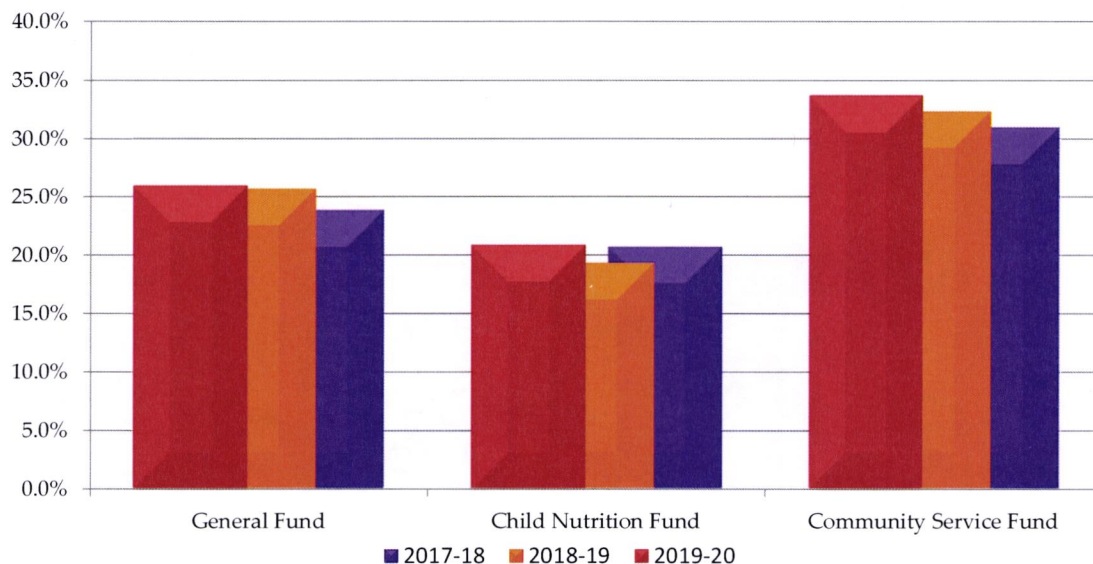
STATEMENT OF EXPENDITURES

For the month ended October 31, 2019

Fund	Year-	Budget	YTD as % of Budget			
	To-Date		2019-20	2018-19	2017-18	
General Fund						
Salaries	\$ 6,724,659	\$ 32,776,988	20.5%	20.9%	20.8%	
Benefits	2,499,147	12,088,540	20.7%	22.2%	22.1%	
Purchased Services	2,382,308	6,654,511	35.8%	39.7%	34.4%	
Supplies & Materials	1,010,720	2,021,595	50.0%	30.5%	17.1%	
Capital Expenditures	1,739,647	1,891,411	92.0%	66.9%	67.4%	
Other Expenses	118,894	295,481	40.2%	26.4%	25.9%	
Total General Fund	\$ 14,475,375	\$ 55,728,526	26.0%	25.6%	23.9%	
Child Nutrition Fund	\$ 488,944	\$ 2,343,704	20.9%	19.3%	20.7%	
Community Service Fund	1,022,403	3,035,782	33.7%	32.3%	31.0%	
Construction Fund	728,628	30,117,282	2.4%	0.0%	0.0%	
Debt Service Fund	1,195,355	7,375,743	16.2%	7.4%	7.9%	
Trust Fund (Scholarship)	57,080	76,030	75.1%	60.8%	91.0%	
Internal Service Fund	3,014,474	7,430,483	40.6%	32.7%	36.7%	
Total All Funds	\$ 20,982,259	\$ 106,107,550	19.8%	25.0%	24.0%	

Percent Comparison

Year-To-Date to Total Budget



DISTRICT OFFICE
1400 Division Street South
Northfield, MN 55057
PH 507.663.0600 • Fax 507.663.0611
www.northfieldschools.org

TO: Dr. Matt Hillmann, Superintendent

FROM: Val Mertesdorf, Director of Finance *VM*

DATE: March 9, 2020

RE: Board Approval of Financial Reports – November 2019

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of November 2019.

Bills totaling \$2,118,442.05 were paid in November 2019.

Payroll checks totaling \$3,395,785.59 were issued in November 2019.

No bond payments were paid in November 2019.

At the end of November 2019 Total Cash and Investments amounted to \$71,241,321.92.

Wire transfers initiated by the district during November 2019:

\$350,000.00	From Frandsen General to Frandsen Sweep
\$400,000.00	From Frandsen Sweep to Frandsen General

The following financial reports for November 2019 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

November 2019 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	5,817,993.72	2,988,056.78	4,034,592.06	(7,393,110.87)	(2,621,652.43) *
FOOD SERVICE	767,477.79	209,311.30	244,466.45	7,902.74	740,225.38
COMMUNITY ED	494,346.99	260,450.83	259,666.75	(6,147.66)	488,983.41
CONSTRUCTION ACCOUNT	3,499,306.40	4,925.69	265,161.12	1,664,009.11	4,903,080.08
DEBT SERVICE	7,243,632.67	1,427,515.27	-		8,671,147.94
TRUST	178,505.85	4,500.00	-		183,005.85
SELF INSURANCE	4,284,336.40	25,302.82	710,341.26		3,599,297.96
TOTALS	22,285,599.82	4,920,062.69	5,514,227.64	(5,727,346.68)	15,964,088.19
GENERAL FUND INVESTMENT	16,000,000.00	-	-	7,400,000.00	23,400,000.00 *
CONSTRUCTION INVESTMENT	33,531,643.73	-	-	(1,654,410.00)	31,877,233.73
	49,531,643.73	-	-	5,745,590.00	55,277,233.73
GRAND TOTALS	71,817,243.55	4,920,062.69	5,514,227.64	18,243.32	71,241,321.92

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

November 2019

Disbursements:

Bills Paid:

General Fund	\$ 980,732.96	
Food Service Fund	133,412.49	
Community Services Fund	28,794.22	
Construction Fund	265,161.12	
Trust & Agency Fund	-	
Self Insurance Fund	710,341.26	
Total Bills Paid		2,118,442.05

Payroll:

General Fund	3,053,859.10	
Food Service Fund	111,053.96	
Community Services Fund	230,872.53	
Trust Fund	-	
Self Insurance Fund	-	
Total Payroll		3,395,785.59

Bond Payments:

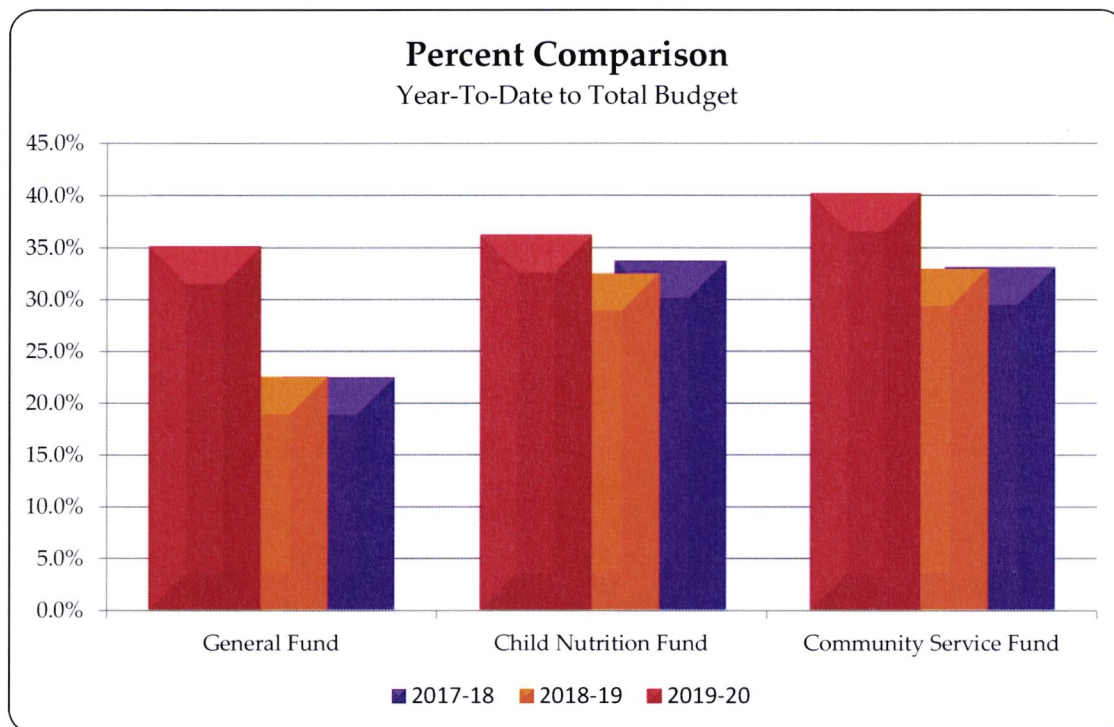
Debt Redemption Fund	_____	
Total Bond Payments		_____
Total Disbursements		<u><u>\$5,514,227.64</u></u>



STATEMENT OF REVENUES

For the month ended November 30, 2019

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2019-20	2018-19	2017-18
General Fund					
Property Taxes	\$ 5,586,318	\$ 14,009,102	39.9%	37.8%	38.3%
State Sources	10,722,038	38,552,096	27.8%	16.6%	18.0%
Federal Sources	1,333,569	1,209,715	110.2%	1.1%	1.4%
Local Sources	1,745,428	1,403,278	124.4%	53.3%	46.0%
Total	\$ 19,387,353	\$ 55,174,191	35.1%	22.5%	22.5%
Child Nutrition Fund	\$ 763,927	\$ 2,108,400	36.2%	32.5%	33.7%
Community Service Fund	1,178,183	2,931,149	40.2%	33.0%	33.1%
Construction Fund	177,404	669,655	26.5%	0.0%	0.0%
Debt Service Fund	3,243,769	6,056,639	53.6%	67.0%	43.9%
Trust Fund (Scholarship)	25,941	73,530	35.3%	31.6%	58.8%
Internal Service Fund	874,738	7,441,919	11.8%	29.0%	31.8%
Total All Funds	\$ 25,651,315	\$ 74,455,483	34.5%	32.4%	26.1%





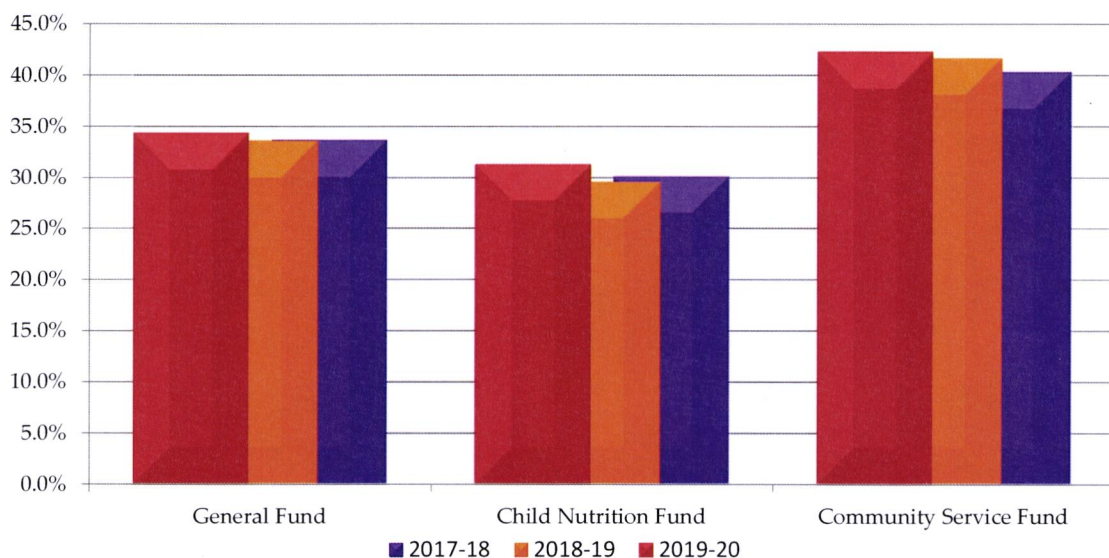
STATEMENT OF EXPENDITURES

For the month ended November 30, 2019


Fund	Year-	Budget	YTD as % of Budget			
	To-Date		2019-20	2018-19	2017-18	
General Fund						
Salaries	\$ 9,582,270	\$ 32,776,988	29.2%	29.8%	29.5%	
Benefits	3,457,226	12,088,540	28.6%	30.2%	30.5%	
Purchased Services	2,947,280	6,654,511	44.3%	45.3%	47.2%	
Supplies & Materials	1,133,486	2,021,595	56.1%	37.2%	35.2%	
Capital Expenditures	1,860,002	1,891,411	98.3%	69.8%	85.5%	
Other Expenses	152,170	295,481	51.5%	26.6%	28.3%	
Total General Fund	\$ 19,132,434	\$ 55,728,526	34.3%	33.6%	33.6%	
Child Nutrition Fund	\$ 733,192	\$ 2,343,704	31.3%	29.5%	30.1%	
Community Service Fund	1,283,402	3,035,782	42.3%	41.6%	40.3%	
Construction Fund	993,789	30,117,282	3.3%	0.0%	0.0%	
Debt Service Fund	1,195,355	7,375,743	16.2%	3.7%	7.9%	
Trust Fund (Scholarship)	55,080	76,030	72.4%	64.8%	92.9%	
Internal Service Fund	3,724,816	7,430,483	50.1%	41.7%	48.8%	
Total All Funds	\$ 27,118,068	\$ 106,107,550	25.6%	29.4%	33.1%	

Percent Comparison

Year-To-Date to Total Budget



TO: Dr. Matt Hillmann, Superintendent

FROM: Val Mertesdorf, Director of Finance 

DATE: March 9, 2020

RE: Board Approval of Financial Reports – December 2019

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of December 2019.

Bills totaling \$1,612,344.28 were paid in December 2019.

Payroll checks totaling \$3,308,708.04 were issued in December 2019.

No bond payments were paid in December 2019.

At the end of December 2019 Total Cash and Investments amounted to \$63,252,250.59.

Wire transfers initiated by the district during December 2019:

12/13/19	\$1,000,000.00	From MSDLAF Max to MSDLAF Liquid
12/27/19	\$750,000.00	From MSDLAF Max to MSDLAF Liquid
12/31/19	\$1,120,207.13	From MSDLAF Max to MSDLAF Liquid
12/31/19	\$4,000,000.00	To MSDLAF Liquid (From MN TRUST posted 1/2/2020)
	\$300,000.00	From Frandsen General to Frandsen Sweep
	\$400,000.00	From Frandsen Sweep to Frandsen General

The following financial reports for December 2019 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

December 2019 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	(2,621,652.43)	2,247,546.28	3,620,872.33	7,419,670.37	3,424,691.89 *
FOOD SERVICE	740,225.38	179,056.78	199,094.18	778.36	720,966.34
COMMUNITY ED	488,983.41	220,798.09	251,709.94	(2,487.52)	455,584.04
CONSTRUCTION ACCOUNT	4,903,080.08	9,407.56	91,793.14	(6,042,539.54)	(1,221,845.04)
DEBT SERVICE	8,671,147.94	307,889.44	-		8,979,037.38
TRUST	183,005.85	750.00	500.00		183,255.85
SELF INSURANCE	3,599,297.96	19,231.17	757,082.73		2,861,446.40
TOTALS	15,964,088.19	2,984,679.32	4,921,052.32	1,375,421.67	15,403,136.86
GENERAL FUND INVESTMENT	23,400,000.00	-	-	(7,400,000.00)	16,000,000.00 *
CONSTRUCTION INVESTMENT	31,877,233.73	-	-	(28,120.00)	31,849,113.73
	55,277,233.73	-	-	(7,428,120.00)	47,849,113.73
GRAND TOTALS	71,241,321.92	2,984,679.32	4,921,052.32	(6,052,698.33)	63,252,250.59

*General Fund includes Certificate of Deposit amount

Disbursement Report

ISD 659 - Northfield

December 2019

Disbursements:

Bills Paid:

General Fund	\$ 637,087.06	
Food Service Fund	94,924.73	
Community Services Fund	30,956.62	
Construction Fund	91,793.14	
Trust & Agency Fund	500.00	
Self Insurance Fund	<u>757,082.73</u>	
Total Bills Paid		1,612,344.28

Payroll:

General Fund	2,996,376.27	
Food Service Fund	104,169.45	
Community Services Fund	208,162.32	
Trust Fund	-	
Self Insurance Fund	<u>-</u>	
Total Payroll		3,308,708.04

Bond Payments:

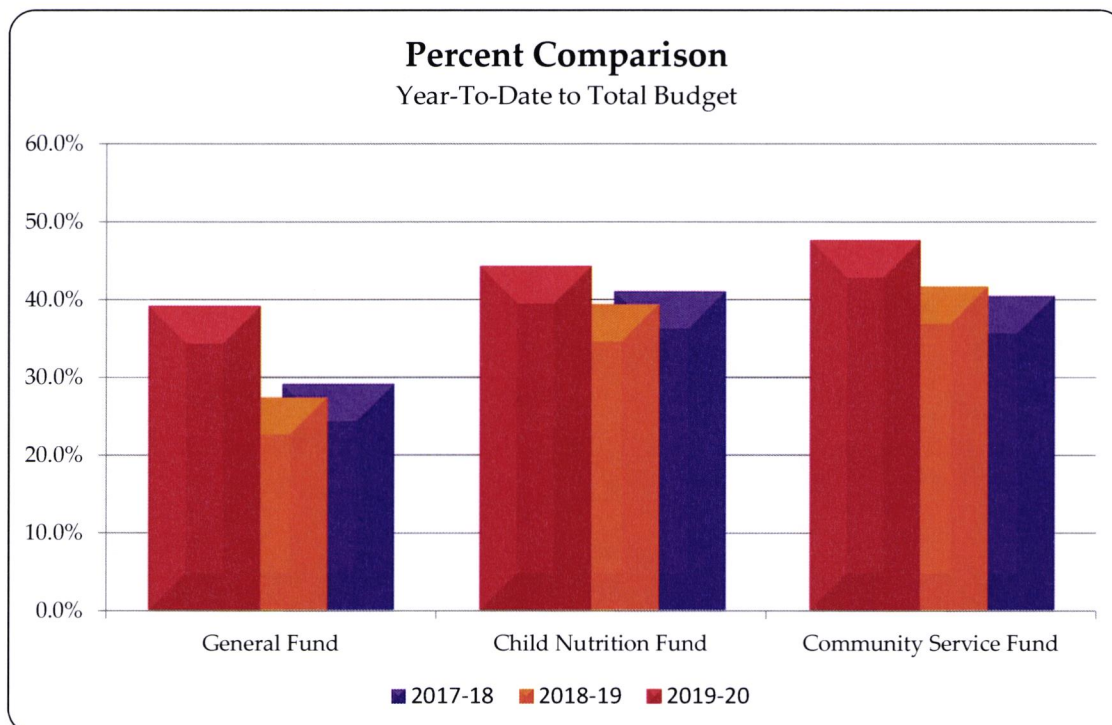
Debt Redemption Fund	<u> </u>	
Total Bond Payments		<u> </u>
Total Disbursements		<u><u>\$4,921,052.32</u></u>



STATEMENT OF REVENUES

For the month ended December 31, 2019

Fund	Year-To-Date	Budget	YTD as % of Budget		
			2019-20	2018-19	2017-18
General Fund					
Property Taxes	\$ 6,020,596	\$ 14,009,102	43.0%	41.8%	42.6%
State Sources	12,410,707	38,552,096	32.2%	21.6%	25.5%
Federal Sources	1,334,346	1,209,715	110.3%	3.5%	1.9%
Local Sources	1,852,941	1,403,278	132.0%	63.7%	52.7%
Total	\$ 21,618,590	\$ 55,174,191	39.2%	27.4%	29.1%
Child Nutrition Fund	\$ 934,028	\$ 2,108,400	44.3%	39.4%	41.1%
Community Service Fund	1,396,819	2,931,149	47.7%	41.7%	40.5%
Construction Fund	282,008	669,655	42.1%	0.0%	0.0%
Debt Service Fund	3,551,658	6,056,639	58.6%	68.9%	48.8%
Trust Fund (Scholarship)	25,941	73,530	35.3%	44.6%	58.8%
Internal Service Fund	893,419	7,441,919	12.0%	38.1%	41.5%
Total All Funds	\$ 28,702,463	\$ 74,455,483	38.5%	37.3%	32.9%

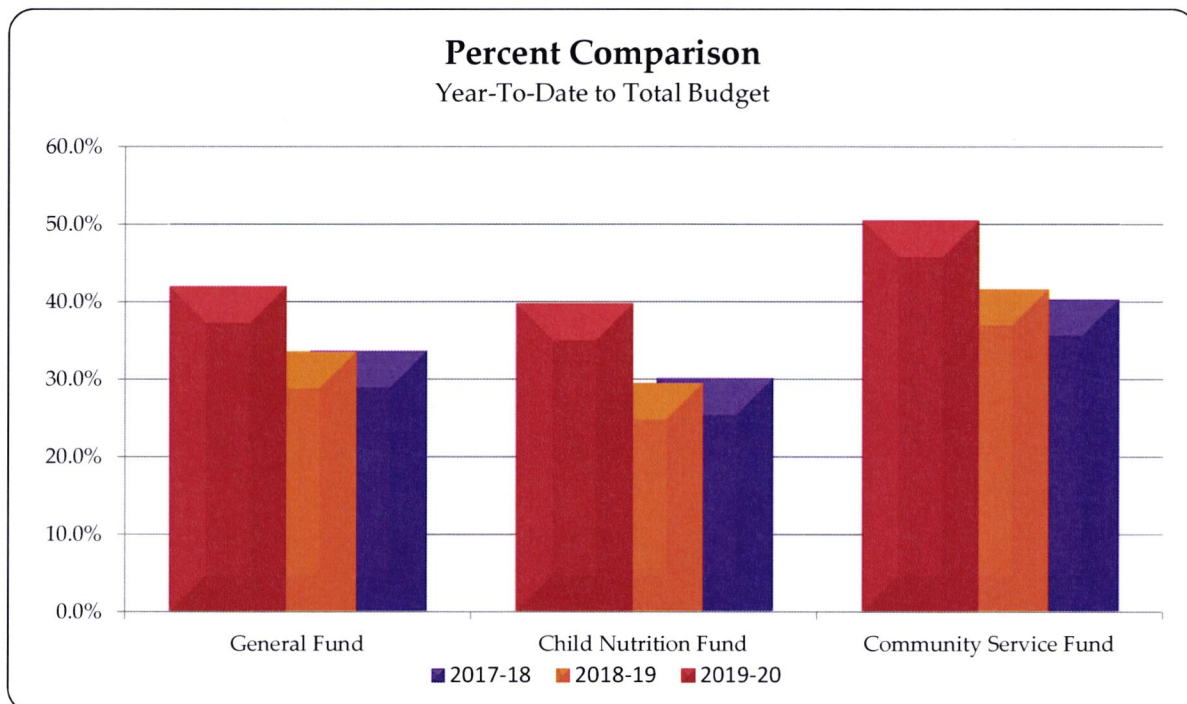




STATEMENT OF EXPENDITURES

For the month ended December 31, 2019

Fund	Year- To-Date	Budget	YTD as % of Budget			
			2019-20	2018-19	2017-18	
General Fund						
Salaries	\$ 12,436,344	\$ 32,776,988	37.9%	29.8%	29.5%	
Benefits	4,361,436	12,088,540	36.1%	30.2%	30.5%	
Purchased Services	3,319,446	6,654,511	49.9%	45.3%	47.2%	
Supplies & Materials	1,126,844	2,021,595	55.7%	37.2%	35.2%	
Capital Expenditures	1,944,066	1,891,411	102.8%	69.8%	85.5%	
Other Expenses	190,572	295,481	64.5%	26.6%	28.3%	
Total General Fund	\$ 23,378,708	\$ 55,728,526	42.0%	33.6%	33.6%	
Child Nutrition Fund	\$ 932,261	\$ 2,343,704	39.8%	29.5%	30.1%	
Community Service Fund	1,533,255	3,035,782	50.5%	41.6%	40.3%	
Construction Fund	7,251,437	30,117,282	24.1%	0.0%	0.0%	
Debt Service Fund	1,195,355	7,375,743	16.2%	3.7%	7.9%	
Trust Fund (Scholarship)	54,830	76,030	72.1%	64.8%	92.9%	
Internal Service Fund	4,481,899	7,430,483	60.3%	41.7%	48.8%	
Total All Funds	\$ 38,827,745	\$ 106,107,550	36.6%	29.4%	33.1%	



Policy 516 STUDENT MEDICATION

I. PURPOSE

The purpose of this policy is to authorize the implementation of procedures that must be followed when administering nonemergency prescription and non-prescription medications to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, building nurses, trained secretary, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

The administration of prescription medication or drugs at school requires a completed signed request from the student's licensed prescriber and the parent/guardian.

Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with the building nurse and the licensed school nurse.

Policy 516 Student Medication

Adopted: 8/28/06; Revised: INSERT DATE HERE

Procedures for Policy 516

Updated 02/2014; Updated: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, MN

Legal References: Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794, *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: Board Policy 418 (Drug-Free Workplace/Drug-Free School)

Procedures to Policy 516 - STUDENT MEDICATION

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's licensed prescriber and the parent. An oral request must be reduced to writing within two school days for non-regulated and /or Over the Counter (OTC) medications, provided that the school district rely on written or oral permission from parent/guardian to dispense medication until a written request is received from the provider. Regulated medications will be given only with completed signed request.
- B. A "School Medication Physician Order and Parent Authorization" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. In the elementary schools, parent/guardian is to bring prescription and non-prescription medication to the health office and not send it with their child. Secondary school students may bring the medication to the nurse's office. Non-prescription medication should be in a container with the name of the student on it. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left in the health office. Controlled substances cannot be carried by a student and must be brought in by an adult. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part M.5. below), OTC medication at the secondary level according to MS 121A.222 (See Part M.5 below) and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization and container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of

the Administering Prescription Medications form in the health records section of the student file. If needed, training will be provided to staff in safe administration of medication, conditions under which medication should be administered and appropriate response to medication reactions.

- I. Medications will be stored in a locked secure facility. Health records will be stored and maintained in compliance with data privacy laws.
- J. Field trips: Teacher or Educational Assistant assigned to student may dispense medication as instructed by school nurse.
- K. Parents will pick up their student's unused medication. Disposal of discontinued/unused/expired medications will be witnessed and documented and the school police liaison officer will dispose of these medications.
- L. Complementary and alternative medications require the same authorization as other prescription medications, i.e. completed signed request from the student's licensed prescriber and the parent.
- M. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

MN. Specific Exceptions:

- 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
- 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
- 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
- 4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
- 5. Over the Counter medications or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the

- pupil's parent permitting the student to self-administer the medication;
- b. the medication is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. The school nurse must assess the student's knowledge and skills to safely possess and use the medication in a school setting and enter into the student's school health record a "contract" for the safe possession and use of medication.

- 6. Medications that are not governed by this policy include medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or
 - c. that are used in connection with activities that occur before or after the regular school day
- 7. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan (IHP) for a student who is prescribed epinephrine auto-injectors that enables the student to:
 - a. possess epinephrine auto-injectors; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine and requires immediate access to epinephrine auto-injectors that the parent provides, properly labeled, to the school for the pupil as needed.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's 504 plan.

- 8. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain

relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School Personnel are not required to provide sunscreen or assist students in applying sunscreen.

- NO. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

- P. "Parent" for student 18 years old or older is the student.

Policy 524.2 USE OF TECHNOLOGY AND TELECOMMUNICATION SYSTEMS BY STUDENTS

I. PURPOSE

The school district provides technology and telecommunications resources for district students to support and enhance student learning. 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.

II. GENERAL STATEMENT OF POLICY

The school district provides students with access to computers and peripherals, district networks, Internet, software applications and other technology services in order to support and enhance student learning and to prepare them for work and life. ~~in the 21st Century.~~

III. ACCEPTABLE/UNACCEPTABLE USES

1. Each student shall act responsibly when utilizing technology resources.
 - a. 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 ~~the District Discipline Guidelines~~ Student Citizenship Handbook and school board policies.
 - b. Access to the Internet will be for educational purposes only, and students will not use the school 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.
 - c. Students will not use the school 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.
 - d. Students will not send abusive, intimidating, harassing, or unwanted material causing the work of others to be disrupted.
 - e. Students will not use the school 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 school district network/Internet/email system in any way so as to disrupt the use of the system by other users.
 - f. Students will not use the school district technology resources to gain unauthorized access to resources, passwords, accounts, information or files without direct permission from the district.
 - g. Students will not use school 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.

- h. Students will not send or forward unnecessary or frivolous emails or messages in any quantity to other users of the district email system. Transmission of chain letters and pyramid schemes is strictly prohibited.
 - i. Students will not use school district technology resources for commercial purposes, political lobbying or solicitation of any kind.
 - j. No non-district owned equipment or devices can be used to access ~~the school or district data~~ networks and file servers that require district-provided credentials.
 - k. Students will not 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 school district.
 - l. Students will not 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.
 - m. 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 school district policy and procedures.
2. Each student shall respect private passwords, copyright and other intellectual property rights.
- a. Copying of data, files or using passwords belonging to others will be considered a violation of school district policies, a violation of law, and may constitute fraud, plagiarism or theft.
 - b. Software licensed by the school 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.
 - c. 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 school district policies.
3. Each student shall abide by security restrictions on all systems and information.
- a. 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 school district information, and is a serious violation of school district policy.
 - b. Attempts to "bypass" virus protection software on workstations or servers are violations of district security procedures.
 - c. 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.
4. Each student shall recognize limitations to privacy and use of electronic communications. Employees, staff and students do not own school district technology and telecommunications equipment or software. The school district reserves the right to access user files at any time to protect the integrity of the systems and property of the school district.

- a. 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.
 - b. 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 school district policy. The school 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 school district policies.
5. Each student shall be aware that data and other materials in files maintained on school district property may be subject to review, disclosure or discovery under State and Federal legislation, including the Minnesota Government Data Practices Act.
- a. The School 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.
 - b. 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.

IV. PARENTS’ RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

Policy 524.2 Use of Technology and Telecommunications Systems by Students

Adopted: 4/13/98; Revised: 7/19/01, 5/10/04, 6/10/13; Updated: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: 15 U.S.C. § 6501 et seq. (Children’s Online Privacy Protection Act)
 17 U.S.C. § 101 et seq. (Copyrights)
 47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 125B.15 (Internet Access for Students)
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
 Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
 United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003) 524-11
 Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
 R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (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)
 Kowalski v. Berkeley County Sch., 652 F.3d 565 (4th Cir. 2011)
 Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
 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 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

**Policy 615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS
FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS**

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

Granting and Documenting Accommodations, Modifications, or Exemptions for Mandated Testing

~~Accommodations, modifications, and exemptions for students with IEPs, Section 504 Plans, or ELL needs will be granted, documented and annually reported as required by State and Federal law.~~

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and

community;

- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c. For students in grades that the MTAS is not administered:

- (1) the student must have cognitive functioning significantly below age level;
- (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
- (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

- d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
 - 3. Alternate ACCESS participation decisions must not be made on the following factors:
 - a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States (in the U.S.A. less than one year) will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesotapearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2019-20 Guidelines for Administration of Accommodations and Linguistic Supports.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Policy 615 Testing Accommodations, Modifications, and Exemptions for IEP, Section 504,
 and ELL Students

Adopted: 1/28/2008; Revised: INSERT DATE HERE

School Board
INDEPENDENT SCHOOL DISTRICT 659
Northfield, Minnesota

Legal References: Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L.
 2013, Ch. 116, Art. 2, § 22)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS).
 <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
 Alternate ACCESS for ELLs Participation Guidelines.
 <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 616 (School District System Accountability)

Policy 703 ANNUAL FINANCIAL AUDIT

I. PURPOSE GENERAL STATEMENT OF POLICY

The school district shall provide for an annual financial audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY REQUIREMENT

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT GENERAL STATEMENT OF POLICY

- A. The school board shall appoint independent certified public accountants to audit, examine and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include any other items required by Minn. Stat. § 123B.14, Subd. 7. ~~Minnesota statutes.~~
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- E. The audit ~~must~~ shall be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Audit Guide issued by the Office of the State Auditor.
- F. The school board shall approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to

correct any deficiencies or exceptions noted in the audit.

- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6. ~~Minnesota Statutes.~~

Policy 703 Annual Audit

Adopted: 12.8.2008; Updated May 2013; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
Minn. Stat. § 123B.02 (School District Powers)
Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for Comparison and Correction)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Policy 721 GRANT WRITING

I. PURPOSE

The purpose of this policy is to provide guidance for Northfield Public Schools staff members, parents, students or citizens who are writing grants for additional revenue on behalf of the Northfield Public Schools. It will ensure that programs or activities funded by grants are consistent with the mission and goals of the Northfield Public Schools.

II. GENERAL STATEMENT OF PHILOSOPHY

The Northfield Public School district recognizes the value of accessing resources from external funding streams. Grants can provide significant funding resources for programs and activities for staff and students. As a result, opportunities for learners are increased throughout our community.

III. DEFINITION ~~Definition of Grants~~

Grants are soft money funds awarded by the government, a corporation, a family or a community for a specific purpose over a limited period of time. Grants are generally given to K-12 education for two basic purposes:

1. as seed money to start up new or innovative programs that improve student learning;
2. to facilitate reform or bring about change that will improve our work to get better results. The Northfield School District recognizes that grants will not solve general funding issues, but that grants can help improve learning for students.

IV. GRANT APPLICANT RESPONSIBILITIES

It is the role of the grant applicant to find funding sources, develop an innovative idea, write a plan of action, write measurable learning outcomes and review the final application. It is also the grant applicant's responsibility to follow these procedures:

- A. All grant applications must be written to support the District's mission and goals, be financially feasible, and demonstrate a commitment from all affected District departments or buildings.
- B. All grant applications must be approved by the Program Administrator and the Director of Finance prior to submission to the granting agency.
- C. All grants will receive a financial and procedural review by the Director of Finance, and personnel and salary review by the Human Resources Director.

- D. All grant applications more than \$15,000 must be approved by the school board.
- E. Grant applicants must designate a responsible person to administer the grant who will regularly communicate with the Building Principal or District Administrator and the Director of Finance to make sure that the intent and financial responsibilities of the grant are met.
- F. Financial accountability is the responsibility of the applicant and the Building Principal or District Administrator and the Director of Finance. Any unspent money will be disbursed per the guidelines of the grant. If overspent, the Building Principal or District Administrator and the Director of Finance is responsible.
- G. All grants will follow usual district accounting and contractual practices unless otherwise approved by the school board.

Policy 721 Grant Writing

Adopted: 12.8.08; Revised: 4.25.16; Reviewd: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References:

- 2 C.F.R. § 200.12 (Capital Assets)
- 2 C.F.R. § 200.112 (Conflict of Interest)
- 2 C.F.R. § 200.113 (Mandatory Disclosures)
- 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
- 2 C.F.R. § 200.212 (Suspension and Debarment)
- 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
- 2 C.F.R. § 200.302 (Financial Management)
- 2 C.F.R. § 200.303 (Internal Controls)
- 2 C.F.R. § 200.305(b)(1) (Payment)
- 2 C.F.R. § 200.310 (Insurance Coverage)
- 2 C.F.R. § 200.311 (Real Property)
- 2 C.F.R. § 200.313(d) (Equipment)
- 2 C.F.R. § 200.314 (Supplies)
- 2 C.F.R. § 200.315 (Intangible Property)
- 2 C.F.R. § 200.318 (General Procurement Standards)
- 2 C.F.R. § 200.319(c) (Competition)
- 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
- 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
- 2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)
- 2 C.F.R. § 200.338 (Remedies for Noncompliance)
- 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
- 2 C.F.R. § 200.430 (Compensation – Personal Services)
- 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
- 2 C.F.R. § 200.447 (Insurance and Indemnification)
- 2 C.F.R. § 200.463 (Recruiting Costs)
- 2 C.F.R. § 200.464 (Relocation Costs of Employees)
- 2 C.F.R. § 200.473 (Transportation Costs)
- 2 C.F.R. § 200.474 (Travel Costs)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)

MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)

MSBA/MASA Model Policy 412 (Expense Reimbursement)

MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)

MSBA/MASA Model Policy 701.1 (Modification of School District Budget)

MSBA/MASA Model Policy 702 (Accounting)

MSBA/MASA Model Policy 703 (Annual Audit)

Policy 802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

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

II. DEFINITIONS

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

III. MANNER OF DISPOSITION

A. Authorization

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

B. Priority for Disposition

The manner of disposition shall be:

- 1. Re-use
- 2. Sell
- 3. Donate
- 4. Recycle
- 5. Dispose

C. Contracts Over \$175,000

- 1. If the estimated value of the equipment or materials exceeds \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper and via

electronic media. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter.

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

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

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of

competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

E. Contracts Less Than \$25,000

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

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

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

G. Notice of Quotation

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

H. Sales to Employees

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

I. Exceptions for Surplus School Computers (Minn. Stat. § 123B.52, Subd.6)

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device by

conveying the property and title to:

- ~~a. 1.~~ another school district;
- ~~b. 2.~~ the state department of corrections;
- ~~c. 3.~~ the board of trustees of Minnesota State Colleges and Universities;
- ~~d. 4.~~ the family of a student residing in the district whose total family income meets the federal definition of poverty, or
- e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for education use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

J. Transfer to Another Public Entity (Minn. Stat. § 471.85; Property Transfer; Public Corporations)

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

Policy 802 Disposition of Obsolete Equipment and Material

Adopted: 10/27/08; Revised: 05/2013; Revised: 07.01.19; Revised: INSERT DATE HERE

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

Legal References: Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)
Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding Procedures)

Northfield Public Schools 2021-2022 School Calendar

DRAFT
Recommended by Meet and Confer

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Independence Day
5	Independence Day Holiday

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January	
1	New Year's Day
3	School Resumes
17	No School, Martin Luther King Jr. Day
27	End of Second Quarter
28	No School, Teacher Preparation Day
31	School Resumes

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August	
24	New SpEd/Elem Inservice
25-26	New teacher Inservice
30-31	Staff Development Days

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February	
21	No School; Staff Development Day
	Presidents Day

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September	
1, 2	Staff Development Days
3	Teacher Preparation Day
6	Labor Day
7	First Day of School/ Beginning of First Quarter

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March	
7-11	No School; Spring Break

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October	
21-22	No School; Fall Break (MEA)

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April	
1	End of Third Quarter
4	No School; Teacher Preparation Day
5	School Resumes; Beginning of Fourth Quarter

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November	
5	End of First Quarter
8	No School; Teacher Preparation Day
9	School Resumes
24-26	No School, Thanksgiving Break

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May	
30	No School, Memorial Day

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December	
Dec 23-Dec 31	No School; Winter Break
Dec 31	New Year's Day Holiday

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June	
5	Graduation
8	Last Day of School (2-hr early dismissal)

School Cancellation Procedures:

On the third and subsequent full day closures, the e-Learning day procedures will be implemented. The latest district e-Learning day guidelines can be found online at: <https://northfieldschools.org/parents/school-closings/>

 Holidays, No School  Holidays

 No School

 No School, Teacher Preparation or Staff Development Days

Student Days:

Term 1: 42 days
Term 2: 47 days
Term 3: 39 days
Term 4: 46 days
TOTAL: 174 days

Summary:

174 student contact days
9 non-student contract days
4 contract days off calendar (4 conferences)
TOTAL: 187 contract days
89 days - first semester; 85 days - second semester

NORTHFIELD PUBLIC SCHOOLS

2021-2022 Calendar

DRAFT - Recommended by Meet and Confer

New Teacher Inservice

August 24 New SpEd & New/Returning from Leave Elementary Teachers & 3rd Grade Teachers CCC
August 25, 26 All New Teacher Inservice

Teachers Back-to-School Workshop Week

Aug 30 - Sept 2 Staff Development Days
September 3 Teacher Preparation Day

September 6 **No School.** Labor Day
September 7 First Day of School. Beginning of 1st Quarter

October 21-22 **No School.** Fall Break (MEA)
October 25 School Resumes

November 5 End of 1st Quarter (42 days)
November 8 **No School.** Teacher Preparation Day
November 9 School Resumes. Beginning of 2nd Quarter
November 24-26 **No School.** Thanksgiving Break

Dec 23 - Dec 31 **No School.** Winter Break

January 3 School Resumes
January 17 **No School.** Dr. Martin Luther King's Birthday
January 27 End of 2nd Quarter (47 days); End of First Semester (89 days)
January 28 **No School.** Teacher Preparation Day
January 31 School Resumes. Beginning of 3rd Quarter and Second Semester

February 21 **No School.** Presidents Day. Staff Development Day

March 7-11 **No School.** Spring Break

April 1 End of 3rd Quarter (39 days)
April 4 **No School.** Teacher Preparation Day
April 5 School Resumes. Beginning of 4th Quarter

May 30 **No School.** Memorial Day

June 5 Graduation
June 8 **Last Day of School.** 2-hour early dismissal
End of 4th Quarter (46 days); End of Semester (85 days)

School Cancellation Procedures for 2021-2022

- If two (2) days are canceled, no make-up days for students or teachers.
- On the third and subsequent full day closures, the e-Learning Day procedures will be implemented. Students receive e-Learning day instructions for learning at home on these days from their school and teacher(s). The latest district e-Learning day guidelines can be found online at:
<https://northfieldschools.org/parents/school-closings/>.

Looking Forward

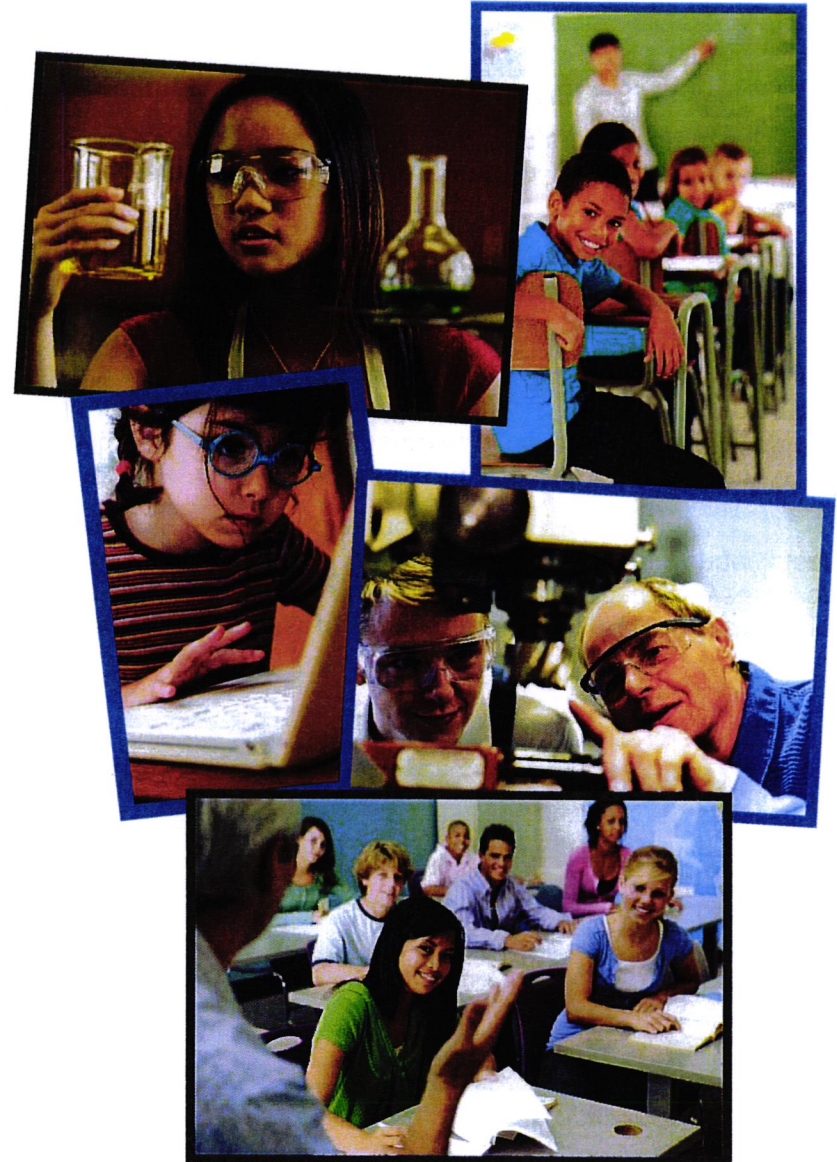
- **Fund the general education basic formula** at a rate that truly meets the needs of school districts and corrects the erosion in the formula that has occurred over the past thirty years.
- **Ensure that the average taxpayer cost for a local levy dollar in low-property wealth districts is not greater than it is in high-property wealth districts on all school-related levies**, particularly voter-approved levies for operations and debt service. Differences in property wealth should not dictate differences in educational opportunities.
- **Provide greater funding for special education** to prevent further growth in the amount of revenue districts must divert from the general fund to pay for shortfalls in special education funding.
- Continue to **support all school districts' ability to fund long-term facility maintenance needs** through the equalized board-approved levy. Over time, **the levy amount allowed for all school districts should increase to the average amount the twenty largest districts in the state can levy for these purposes.**
- **Increase the funding for English learners** as the current funding is woefully inadequate.
- Maintain the commitment to strong early pre-kindergarten programs **by making the funding permanent for the 4,000 pre-kindergarten seats** funded under School Readiness Plus.
- **Create a new funding stream with revenue dedicated to education.** Many approaches have been discussed in respect to his objective, including a one-cent increase in the sales tax approved by Minnesota voters through a referendum, an increase in the capital gains tax, or taxation of proceeds that would result from an expansion of gambling. SEE does not endorse any single approach, but more revenue is needed to make education funding adequate, equitable and stable.

Schools for Equity in Education
Brad Lundell, Executive Director
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brad.lundell@schoolsforequity.org
www.schoolsforequity.org

Schools for Equity in Education



All public school children must have equal access to a high quality education regardless of where they live in Minnesota



2020 Legislative Platform

2020 Legislative Priorities

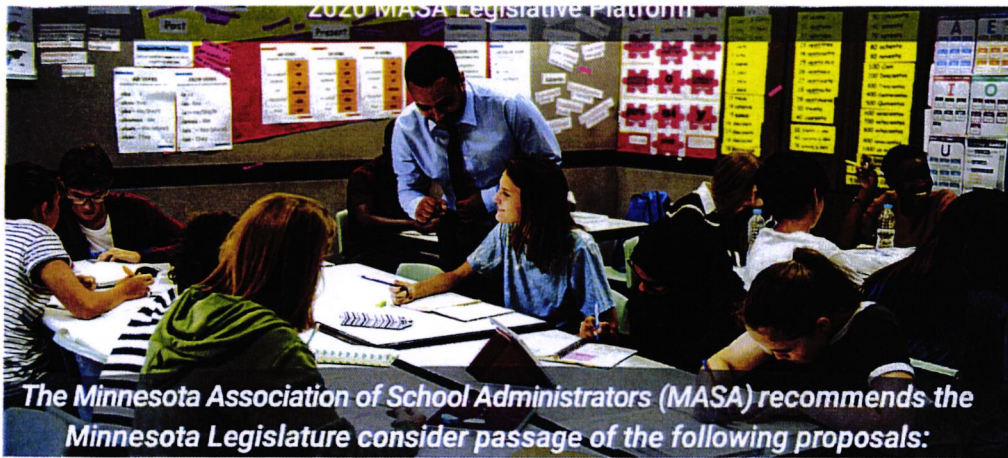
Funding

- **Increase the basic formula allowance by an additional 1%** to help reduce budget cuts for the next school year. The 2% increases for the current and following school year do not cover the predicted inflationary increases.
- **Increase and index equalization to inflation for operating referendum** to make these levies more affordable in low-property wealth districts. **Increase debt service equalization for building bonds.**
- **Make the one-time \$30 million in safe school aid permanent.** For most school districts, the best way to create safe learning environments is addressing students' mental health needs with school support staff. Ongoing funding is required to hire and maintain additional trained professionals.
- **Maintain the buying power of the local option revenue by indexing it to the basic formula allowance.** School districts use LOR to make up for inadequate state funding. However, this revenue, established during the 2014-15 school year, has not been increased to maintain its buying power.



Policy

- **Allow school boards to renew existing referendum.** One hundred percent of the 81 renewals over the past three years were voter-approved, making renewal elections an unnecessary expense, both in time and money.
- **Prevent unfunded mandates and maintain local control by resisting new statewide legislative policy initiatives.** Individual school districts are better positioned to deliver programming that fulfills the state's education standards while still meeting the unique needs of their students and community.
- **Reduce from 80 to 70 percent of the amount a resident school district pays for a special education student enrolled in charter schools or private schools.**
- **Pass the remaining special education paperwork reduction initiatives as proposed by the New Ulm school district.**
- **Avoid making significant changes to PELSB, the new tiered teacher licensing board, until more time has passed to assess its effectiveness. Give PELSB the authority to develop an expedited teacher licensure process, which was in the previous licensure system and was critical for school districts to appropriately staff their buildings.**



Education Funding

A fully funded and equitable educational system is key to providing a quality education that supports Minnesota's economic prosperity. Therefore, we ask the Governor and the Legislature to support the following:

General Education Funding Formula

Increase the general education basic formula by 1% for the 2020-21 school year and index future increases to the general education funding formula, local optional revenue, and long-term facilities maintenance revenue by at least the inflationary rate (Implicit Price Deflator).

School Safety

Make the 2019 safe schools funding ongoing, inclusive of both facilities and student programming, and extend the funding to all education cooperatives and intermediate districts.

Special Education Underfunding

Reduce the special education cross-subsidy by at least 25% in each of the next four biennia beginning in 2021.

School Board Levy Authority

Allow school board renewal of all existing and future operating levies.



Education Policy

Educational policy issues impact every district's ability to provide a high-quality education system, develop the world's best workforce, and ensure all students acquire 21st-century skills. Therefore, we ask the Governor and the Legislature to support the following:

• School Board Authority

Provide school boards the flexibility to make district educational decisions such as locally determined graduation requirements.

• Legislative Mandates

Refrain from new, underfunded or unfunded legislative mandates.

• Special Education Efficiency

Modify special education requirements to achieve maximum efficiencies and reduce costs.

• Open Enrollment Student Transportation

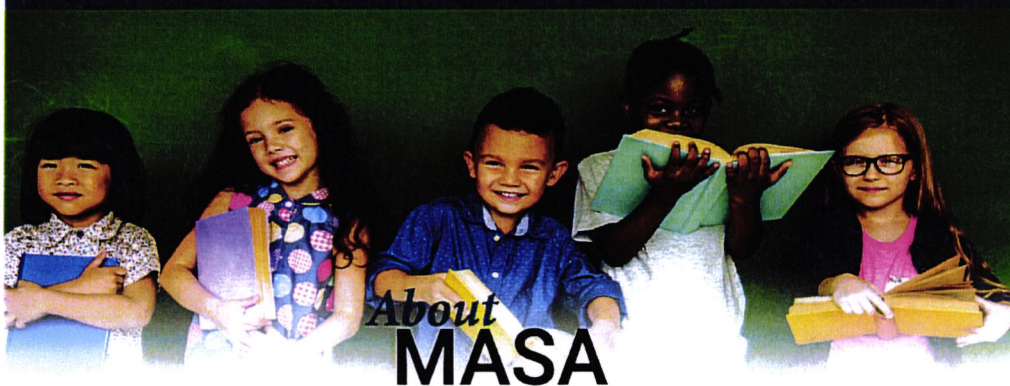
Align statutes so that transportation requirements are the same for all students including those who are open-enrolled.

• Teacher Licensure

Provide maximum flexibility to allow individuals to attain their teaching license and refrain from adding additional barriers to licensure.



Minnesota Association of School Administrators (MASA) 2020 Legislative Platform



About MASA

As advocates of a world-class education for Minnesota's learners, MASA's members serve as the leading voice for public education, shape and influence the State and National education agenda, and empower leaders through high quality professional learning, services, and support.

MASA members include more than 900 public education and non-public superintendents, directors of special education, curriculum and technology leaders, other central office administrators, service providers, business partners, and retirees.

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2020 LEGISLATIVE AGENDA

MSBA, a leading advocate for public education, has been serving Minnesota school boards for 100 years. Today's 333 school boards provide local governance to the school districts who educate Minnesota's 850,000 public school students. The cornerstone principles that provide guidance for our legislative agenda and reflect Minnesota school districts and students are:

- **Efficient and effective school management**
- **Excellence in student achievement for all Minnesota students**
- **Respect of locally governed public schools**
- **Adequate and equitable funding levels to provide an exceptional education**

SUPPLEMENTAL BUDGET

General Education Formula – 1% (\$65 million)

While 2% and 2% on the general education formula last session is most appreciated, districts are still making further reductions to their budgets and staff. **Continue the work; provide additional revenue on the basic education formula for the second year of the biennium.**

School Safety Aid – (\$30.25 million)

Minnesota schools have done some good work to keep students safe, but inconsistency in funding has left gaps in security and the ability to proactively address student's mental health needs.

Continue the work; make permanent the 2019 school safety aid in order to hire social workers, counselors and other licensed mental health professionals.

Special Education Cross-Subsidy – (\$68.5 million)

Last session's appropriation holds the cross-subsidy relatively flat in FY20 and FY21, but the cross-subsidy is projected to rise to \$724 million in FY21 if the Legislature doesn't pursue additional legislation over the next two years. **Continue the work; decrease the special education cross-subsidy by 5 percent.**

FACILITIES

Excellence in education requires school boards to provide quality, well-maintained learning environments for students and staff. 99% of school districts have levied Long-Term Facilities Maintenance Revenue (LTFMR) to the cap. It is the responsibility of school boards to maintain facilities. **Continue the work; increase the per pupil cap and expand the allowable uses for the Long-Term Facilities Maintenance Revenue to efficiently and effectively maintain safe school facilities.**

ELECTIONS

School Board Vacancy Elections

Prior to 2014, school boards had the authority to appoint a school board member to fill a board vacancy. In subsequent years, changes were made which decreased voter turnout and increased school district expenses. **Continue the work; restore the ability for school boards to appoint to fill a vacancy until the next general election.**

Combined Polling Places

Beginning in 2016 school boards are required to pass a yearly resolution approving polling places for the following year. If a school board fails to pass a resolution, it could cost the district tens of thousands of dollars for election equipment and election judges for dozens of polling places, instead of just one or two combined polling places. **Continue the work; repeal the mandate and require an updated resolution only if the combined polling places have changed since the previous resolution.**

TAXES

Local Optional Revenue tied to Formula Increases (\$7.4 million)

94% of school districts are dependent on local optional revenue (LOR) for operating costs. This is a critical funding source to ensure school boards can maintain day-to-day operations. **Continue the work; tie LOR to the basic education formula to allow districts to retain its buying power.**

Link formula to inflation

The average general education formula increase has not kept pace with rising and increased costs of school operations. **Continue the work; link the basic formula to inflation to provide stable and predictable funding, which allows school boards to plan long range.**

RETAIN LOCAL CONTROL

Over 30 bills were introduced in the 2019 session to restrict local control.

- Retain the newly enacted tiered licensure system
- Retain flexibility for school boards to hire and maintain the most effective staff
- Retain local authority in determining curriculum course offerings, graduation requirements and other locally developed standards and programming where applicable
- Retain student choice for electives that the public is demanding, like CTE courses
- Raise the number of optional e-learning days from five to ten days
- Retain local control for school district discipline policies

850,000 STUDENTS

Elected school boards are best positioned to work with their students, parents, and community to address local needs and challenges.

[illegible]

333 ELECTED SCHOOL BOARDS

Local governance is the cornerstone of our public school system.

[illegible]

REDUCE MANDATES

Each school district faces unique needs which depend on a variety of factors, including demographics, geography, and district size.

- Repeal the resolution requirement for combined polling place
- Repeal the report to PELSB for Probationary Teacher Release
- Repeal requirement to publish minutes and budget information in a local newspaper
- Resist statewide mandates that conflict with local bargaining
- Reinstate the sales tax exemption for school district fundraising
- Reinstate the “pending” status for a new teacher who has completed a district background check
- Reduce special education paperwork in the areas of functional behavioral assessment and short-term objectives
- Reinstate school board authority to determine school calendar
- Repeal requirement that percentage of district compensatory funding be used for extended time
- Replace wage theft notification with a collective bargaining agreement
- Recognize a grace period is sometimes necessary for wage theft notification

							2019-2020						
School and	September	September	September	September	October	November	December	January	February	March	April	May	End of Year
Grade Level	3rd	6th	13th	20th	1st	1st	2nd	6th	3rd	2nd	1st	1st	6/7/20
Longfellow													
Early Childhood	95	98	100	102	99	117	113	128	136	131			
Total	95	98	100	102	99	117	113	128	136	131	0	0	0
Greenvale Park													
Grade K-2032	75	73	73	74	74	73	72	73	75	75			
Grade 1-2031	67	68	68	68	67	67	69	67	67	67			
Grade 2-2030	79	79	79	79	78	79	79	79	78	79			
Grade 3-2029	60	61	61	61	61	61	63	63	61	64			
Grade 4-2028	79	79	79	79	79	81	81	81	82	81			
Grade 5-2027	76	75	75	75	75	75	75	77	75	76			
Total	436	435	435	436	434	436	439	440	438	442	0	0	0
Sibley													
Grade K-2032	91	91	91	91	91	91	91	91	90	90			
Grade 1-2031	94	93	93	92	92	92	93	90	90	91			
Grade 2-2030	86	86	86	86	86	85	85	85	83	84			
Grade 3-2029	87	86	86	86	86	89	90	90	89	88			
Grade 4-2028	99	97	97	97	97	97	98	99	100	101			
Grade 5-2027	95	94	94	94	94	95	95	95	95	95			
Total	552	547	547	546	546	549	552	550	547	549	0	0	0
Bridgewater													
Grade K-2032	83	84	84	83	82	82	82	81	81	82			
Grade 1-2031	96	95	95	95	95	94	94	95	96	95			
Grade 2-2030	96	95	95	95	95	95	95	95	95	96			
Grade 3-2029	100	100	100	100	100	99	99	97	97	96			
Grade 4-2028	104	104	104	104	104	104	104	104	105	105			
Grade 5-2027	118	118	118	118	118	118	119	121	122	123			
Total	597	596	596	595	594	592	593	593	596	597	0	0	0
Middle School													
Grade 6-2026	330	307	308	308	308	308	309	313	312	312			
Grade 7-2025	345	341	342	342	341	340	340	339	341	341			
Grade 8-2024	337	335	335	335	333	335	334	334	338	339			
Total	1012.0	983.0	985.0	985.0	982.0	983.0	983.0	986	991	992	0.0	0.0	0.0
High School													
Grade 9-2023	324	321	319	320	320	319	321	321	316	318			
Grade 10-2022	359	358	358	358	358	361	362	362	361	360			
Grade 11-2021	356	353	353	355	354	354	353	353	353	351			
Grade 12-2020	301	304	303	303	303	304	302	301	295	293			
Total	1340	1336	1333	1336	1335	1338	1338	1337	1325	1322	0	0	0
ALC													
Grade 9-2023		1	1	2	1	1	1	1	2	3			
Grade 10-2022	3	5	5	5	14	15	15	18	18	24			
Grade 11-2021	8	15	18	15	30	33	33	33	33	53			
Grade 12-2020	21	51	59	60	88	87	85	83	79	86			
Total	32	72	83	82	133	136	134	135	132	166	0	0	0
Grand Total	4064.0	4067.0	4079.0	4082.0	4123.0	4151.0	4152	4169	4165	4199.0	0.0	0.0	0.0
Full Time only (excluding EC and Part-time/Independent Study ALC)	3958.0	3960.0	3960.0	3962.0	3953.0	3966	3974	3977	3972	3979.0			

LongfellowEarly Childhood

Dorey	13
Gross	10
Kremin	16
Kruse	4
Matthews	12
O'Connor	7
Roth	10
Schnorr	9
Sorenson	15
Waters	18
Webster	3
Winter	14
** TOTAL	131

Greenvale Park

K	Flicek	19	
K	Hagberg	18	
K	Kortbein	19	
K	Ziemann	19	
1	Landry	23	C
1	Nivala	23	
1	Zach	21	
2	Amundson	23	C
2	Bulfer	19	
2	Johnson	18	
2	Larson	19	
3	Alvarez, C	23	C
3	Timerson	20	
3	Youngblut	21	
4	Clarey	18	
4	Dimick	19	
4	Garcia	25	C
4	Hetzel	19	
5	Harding	18	
5	Russell	21	C
5	Sickler	18	
5	Spitzack	19	
	TOTAL	442	

Middle School

Grade 6-2026	312
Grade 7-2025	341
Grade 8 2024	339
TOTAL	992

High School

Grade 9-2023	318
Grade 10-2022	360
Grade 11-2021	351
Grade 12-2020	293
TOTAL	1322

Early Childhood**	131
Kindergarten-2032	247
Grade 1-2031	253
Grade 2-2020	259
Grade 3-2029	248
Grade 4-2028	287
Grade 5-2027	294
Total K-5	1719

Total Middle School

992

Total High School

1322

GRAND TOTAL

4033

ALC 9-12

166

GRAND TOTAL with ALC

4199

Full Time only

(excluding EC and

Part-time/Independent

Study ALC)

3979

Sibley

Grade	Teacher		
K	Born	23	
K	Heil	23	
K	Matson	23	
K	Otte	21	
1	Craft	21	
1	Downs	21	
1	Sasse	26	C
1	Swenson	23	
2	Benhart	22	C
2	Seeberg	21	
2	Soderlund	21	
2	Spitzack	20	
3	Guggisberg	22	
3	Jandro	21	
3	Johnson	20	C
3	Sweeney	25	
4	Fox	25	
4	Haar	24	
4	McManus	27	C
4	Rud	25	
5	Baragary	25	
5	Malecha	25	
5	Ostermann	21	C
5	Stulken	24	
	TOTAL	549	

Bridgewater

K	Allison	19	
K	Cade	21	
K	Danielson	21	
K	Tran	21	
1	Charlton	23	
1	Hall	26	
1	Hoff	22	
1	Lanza	24	C
2	Ellerbusch	24	
2	Lofquist	23	
2	Rubin	25	C
2	Schwaab	24	
3	Larson	23	C
3	Sickler	25	
3	Temple	24	
3	Truman	24	
4	Haley	26	
4	Ryan	27	
4	Schuster	27	
4	Swenson	25	C
5	DeVries	23	C
5	Duchene	25	
5	Holden	25	
5	Kohl	25	
5	Polzin	25	
	TOTAL	597	

ALC

Grade 9-2023	2
Grade 10-2022	8
Grade 11-2021	23
Grade 12-2020	44
TOTAL	77

F/T

Grade 9-2023	2
Grade 10-2022	8
Grade 11-2021	23
Grade 12-2020	44
TOTAL	77

**P/T

Grade 9-2023	0
Grade 10-2022	0
Grade 11-2021	0
Grade 12-2020	0
TOTAL	0

**I/S

Grade 9-2023	1
Grade 10-2022	16
Grade 11-2021	30
Grade 12-2020	42
TOTAL	89

TOTAL

Grade 9-2023	3
Grade 10-2022	24
Grade 11-2021	53
Grade 12-2020	86
TOTAL	166



Construction Update No. 23
Presented to the Board on 03.09.2020
Matt Hillmann, Ed.D., Superintendent of Schools

Purpose: The purpose of the construction update summary at each Board meeting is to provide information regarding the five construction projects authorized by the public in November 2018. You can view a full history of the construction updates at www.northfieldschools.org/construction.

Project	Expected Project Cost	Expected Start Date	Expected Completion Date
Bridgewater Elementary	\$2.13 million	June 2019	✓
Greenvale Park (new)	\$27.62 million	August 2019	August 2020
Sibley Elementary	\$7.38 million	November 2019	August 2020
GVP Early Childhood Center (remodeling)	\$859,000	June 2020	August 2020
Longfellow School (remodeling)	\$837,000	September 2020	December 2020

March 2020

- You can view a simulated walk through of the new Greenvale Park Elementary School at <https://www.youtube.com/watch?v=132fmjKbK44&authuser=0>.
- Longfellow bid opening has been moved from March 24 to March 31.
- Longfellow bid approval has been moved to the regular Board meeting on April 13, 2020.
- Construction continues at both Greenvale Park and Sibley.

February 2020

- The Boardroom user group and a final Longfellow renovation meeting were both held the week of February 24.
- The bids for the Greenvale Park renovation were approved at a special school board meeting that was scheduled on February 27.